

Southern Illinois University Carbondale

2012-2013 Undergraduate Catalog

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Volume 53, Number 2, March 2012

This Catalog

This publication provides information about the University. Primary attention is given to its academic programs, rules, regulations, and procedures. Students starting their collegiate training (first graded course from an accredited institution) during the period of time covered by this catalog (summer 2012 through spring 2013) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. If the students have not met their undergraduate educational objectives by that time, they will then become subject to current curricular requirements. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them. Where programs include requirements established by agencies external to the University, every effort will be made to follow this same principle so far as possible. Should subsequent curricular requirement changes work to the students' advantage, they may elect to meet the new requirements rather than those contained herein. Should the University find it necessary to discontinue an academic program, the effective date, unless otherwise dictated, will be such that the last regularly admitted class would be able to complete the program in regular time sequence. This means four years for baccalaureate and two years for associate programs. A student who has withdrawn from the University may not be readmitted to a discontinued program.

The University reserves the right to change information contained herein on matters other than curricular requirements without notice when circumstances warrant such action.

The Undergraduate Catalog covers in detail questions concerning the undergraduate program of Southern Illinois University Carbondale for the period from summer 2012 through spring 2013. It supersedes Volume 52, Number 2.

Affirmative Action Policy

It is the policy of Southern Illinois University Carbondale to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status. The University is committed to the principles of equal employment opportunity and affirmative action and will continue to conduct all personnel actions in accordance with the letter and spirit of applicable state and federal statutes and regulations, including Executive Order 11246 as amended. Personnel actions include, but are not limited to, recruitment, hiring, position assignments, compensation, training, promotion, tenure consideration and award, retention, lay-off, termination, and benefits.

The University recognizes that the barriers of race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society. The University's affirmative action program identifies special actions intended to bring such groups into full participation in all aspects of University life. Through its affirmative action program, Southern Illinois University Carbondale is committed to: (1) increased numbers of minorities and females in all aspects of SIU Carbondale employment practices with special procedures applicable to those positions determined to be underutilized for minorities and females; (2) cultural and educational diversity in the curricula and environment of the University; (3) removal of barriers to the disabled; and (4) encouraged support of the principles of equal opportunity and affirmative action in an effort to redress the consequences of past societal discrimination and to maintain a positive non-discriminatory educational environment.

The responsibility for coordinating and monitoring compliance with the University's Equal Employment Opportunity/Affirmative Action policies is assigned to the Associate Chancellor for Institutional Diversity. Implementing and assuring compliance with this policy is the responsibility of all academic and administrative units.

The University's ADA, §504, Title IX and Sexual Harassment coordinator is Linda McCabe Smith, Associate Chancellor for Institutional Diversity, 110 Anthony Hall, Mail Code 4341, Southern Illinois University Carbondale, 1265 Lincoln Drive, Carbondale, IL 62901. Phone: (618) 453-1186.

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Board of Trustees and Officers of Administration

Board of Trustees of Southern Illinois University

	Term Expires
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Ed Hightower, <i>Vice-Chair</i> , Edwardsville	2013
Marquita Wiley, <i>Secretary</i> , Belleville	2015
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 John Koropchak, *Vice Chancellor for Research and
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 Vacant, *Vice Chancellor for Institutional
 Advancement*

Approved 2012 - 2013 University Calendar

Summer Session 2012

Eight-Week Session Begins	Monday, June 11, 7:30 A.M.
Independence Day Holiday	Wednesday, July 4
Final Examinations	Thursday, August 2 and Friday, August 3
Commencement	<i>Ceremonies now held only in May and December</i>

Fall Semester 2012

Semester Classes Begin	Monday, August 20
Labor Day Holiday	Monday, September 3
Fall Break	Saturday, October 6, 12:00 Noon through Tuesday, October 9
Thanksgiving Vacation	Wednesday, November 21, through Sunday, November 25
Final Examinations	Monday, December 10 through Friday, December 14
Commencement	Saturday, December 15, 2012

Spring Semester 2013

Semester Classes Begin	Monday, January 14
Martin Luther King, Jr. Holiday	Monday, January 21
Spring Vacation	Saturday, March 9, 12:00 Noon through Sunday, March 17
Honors Day	Sunday, April 14
Final Examinations	Monday, May 6 through Friday, May 10
Commencement	Saturday, May 11, 2013

All breaks begin officially at 10:00 p.m. the night before and end at 7:30 a.m. the morning after the respective beginning and ending dates listed, unless otherwise noted.

Accommodating Religious Observances of Students

Southern Illinois University Carbondale will make reasonable accommodation for individual student religious observances. The *Policy Accommodating Religious Observances of Students* appears in its entirety in Chapter 7.

Chapter Reference Guide

Chapter 1
General
Information

Chapter 2
Admission, Tuition and
Academic Information

Chapter 3
University Core
Curriculum

Chapter 4
Colleges,
Academic Services and
Programs

Chapter 5
Undergraduate
Curricula and Faculty

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Services

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University
Policies

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For information or concerns pertaining to this catalog, contact the Registrar's Office, Southern Illinois University Carbondale, Carbondale, IL 62901. For access to the Undergraduate Catalog on the World Wide Web, visit: <<http://registrar.siuc.edu/>>. Published by the Registrar's Office, Southern Illinois University Carbondale. Photography: University Photo Communications



1 / General Information



The University

Southern Illinois University

Southern Illinois University is a multi-campus 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. Southern Illinois University, with an annual operating budget of more than \$560 million, enrolls more than 33,000 students in programs from two-year technical curriculums to doctoral programs in 29 fields along with law and 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. Southern Illinois University also expanded geographically. As early as 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, masters, specialists, doctoral, and professional degrees.

The instructional, research, and service missions of the two institutions reflect the needs of the geographic areas in which they are located. Southern Illinois University also is committed to serving statewide, national, and international needs. This commitment is reflected in the educational activities located off the main campuses in communities throughout the state and in the 38 programs offered on 30 military bases in 16 states. It is also realized through research and training exchanges, and worldwide student exchange programs.

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

Southern Illinois University Carbondale

Southern Illinois University Carbondale has taken pride in the quality of its services since its doors were first opened in 1869. Outstanding departments, distinguished faculty, thorough and inspired teaching, and a thoughtful approach to the blending of old wisdom with new knowledge, as well as student services from admission to placement, combine with the University's enviable location to provide a rewarding educational experience.

Every member of the University faculty is a student as well as a teacher bringing the products of research and scholarship into the classroom. The University has many distinguished scholars on its faculty honored by their peers for important contributions to the fields they study. Contact with these hard-working educators offers students the best possible entry into the world of today where ideas and technology mesh. As students progress in their studies they will work along with faculty members and may eventually be able to participate in ongoing research projects or set up projects of their own. Other courses may lead to internships or practicum work on campus or in the area around the University.

Morris Library, a major resource for students and faculty, contains more than 2,600,000 volumes, more than 3,600,000 units of microform, and more than 36,000 current serials. These materials are in open stacks, available to every student. There are also important collections of original research materials, as well as support services such as a map library, records and tapes, and a self-instruction center. Many disciplines require laboratories; some are the traditional variety and some are in orchards, barns, hangars, machine shops, sound chambers computer labs, archaeological digs, sewing rooms, kindergartens, and clinics.

The University offers a great variety of services to students. The Registrar's Office audits students' progress and maintains records from entrance to graduation. Financial experts, wise in the field of money for education, work tirelessly to find the right combination of loans, grants, and on- and off-campus employment to keep each student in school. Residence halls are available on campus as are furnished and unfurnished apartments for families. The counseling services are ready to help students deal with scholastic, family, emotional, medical, legal, or financial problems.

The University provides an aggressive placement program on a number of levels. University Career Services presents career fairs and regular visits by recruiters from large employers. Career counselors are ready to work with students from the time of their enrollment. Seminars and workshops are conducted regularly and a career library is maintained. Some schools and departments have highly successful recruitment programs of their own. Placement services do not stop at graduation — the University keeps a current placement file for every interested graduate, and Alumni Services offers referral assistance.

Carbondale, an economic center of southern Illinois, has been cited in a recent study as one of the 50 most desirable places to live in the United States. Only a few hours from Chicago, St. Louis, and Memphis, the University sits amid rolling hills, farmlands, and orchards just 60 miles above the confluence of the Mississippi and Ohio rivers. Glacial deposits of rock have left the area from Carbondale south ruggedly scenic and popular among students and area residents alike for a wide range of outdoor activities. Four large recreational lakes are within minutes of the campus; the two great rivers, the spectacular 240,000-acre Shawnee National Forest, and a large number of smaller lakes, state parks, and recreational areas are within easy driving distance. The Mid-South climate is ideal for year-around outdoor activities — even a little cross-country skiing. The campus itself is a marvel of landscaping, planted with native trees, shrubs and blooming flora.

Activities on campus are equally inviting. There are more than 400 student organizations—special interest, political, Greek, religious, service—intramurals from baseball to ultimate frisbee, a recreational lake on campus, nine intercollegiate sports programs for women and nine for men, and great varieties of diverting entertainment. A large indoor recreation center contains an Olympic-sized pool, weight rooms, game courts of all kinds, diet and exercise programs, instruction, and equipment that can be checked out for outdoor recreation.

At this modern university in a rural setting, one can benefit from the best of both worlds — the scenic wonders, the small-town friendliness, the easy access to all the area has to offer,

and the resources of a sophisticated faculty and staff with the latest in technological marvels at its command.

Mission Statement

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands students' horizons and leads to superior undergraduate education.

Seeking to meet educational, vocational, social and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral program and the schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, the University supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and faculty strengths in keeping with long-term preparation and planning.

Even as SIUC constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. The University seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well being of those whose lives come into contact with it.

Focus Statement

Southern Illinois University Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University Carbondale:

- strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;
- supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;
- develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;
- cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment;
- strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and
- cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

Accreditations

AABI Aviation Accreditation Board International
3410 Skyway Drive
Auburn, AL 36830
Telephone: (334) 844-2431
url: <http://www.aabi.aero/programs.htm/>

AACSB International - The Association
to Advance Collegiate Schools of Business
777 S. Harbour Island Blvd., Suite 750
Tampa, FL 33602-5730
Telephone: (813) 769-6500
url: <http://www.aacsb.edu>

Accreditation Association for
Ambulatory Health Care, Inc.
5250 Old Orchard Road, Suite-200
Skokie, IL 60077
Telephone: (847) 853-6060
url: <http://www.aaahc.org>

ABET, Inc.
111 Market Place, Suite 1050
Baltimore, MD 21202-4012
Telephone: (410) 347-7700
url: <http://www.abet.org>

Accreditation Commission for Programs in Hospitality
Administration (ACPHA)
211 Tred Avon Street
PO Box 400
Oxford, MD 21654
Telephone: (410) 226-5527
url: <http://www.acpha-cahm.org>

Accreditation Review Commission on Education for the
Physician Assistant (ARC-PA)
12000 Findley Rd., Suite 150
Johns Creek, GA. 30097
Telephone: (770) 476-1224
url: <http://www.arc-pa.org>

Accrediting Council on Education in
Journalism and Mass Communications
School of Journalism/Stauffer-Flint Hall
1435 Jayhawk Blvd.
University of Kansas
Lawrence, KS 66045
Telephone: (785) 864-3973
url: <http://www2.ku.edu/~acejmc/>

American Association of Museums
1575 Eye Street, Suite 400
Washington, DC 20005
Telephone: (202) 218-1818
url: <http://www.aam-us.org>

American Bar Association
Section of Legal Ed and Admissions to the Bar,
Office of the Consultant on Legal Ed
321 N. Clark, 21st Floor
Chicago, IL 60654
Telephone: (312) 988-6738
url: <http://www.americanbar.org>

American Bar Association Standing
Committee on Paralegals
321 N. Clark Street
Chicago, IL 60610
Telephone: (312) 988-5617
url: <http://www.americanbar.org/groups/paralegals.html>

American Board of Funeral Service Education
3414 Ashland Avenue, Suite-G
St. Joseph, MO 64506
Telephone: (816) 233-3747
url: <http://www.abfse.org>

American Camp Association, Illinois Section
67 E. Madison, Suite 1406
Chicago, IL 60603
Telephone: (312) 332-0833
url: <http://www.acail.org/>

American Chemical Society
1155 16th St., N.W.
Washington, DC 20036
Telephone: (202) 872-4600
url: <http://www.acs.org>

American Psychological Association,
Committee on Accreditation
750 First St., N.E.
Office of Program Consultation and Accreditation
Washington, DC 20002-4242
Telephone: (202) 336-5500
url: <http://www.apa.org/ed/accreditation>

American Society of Agricultural and
Biological Engineers (ASABE)
2950 Niles Road
St. Joseph, MI 49085
Telephone: (269) 429-0300
url: <http://www.asabe.org>

Association for Assessment and Accreditation
of Laboratory Animal Care (AAALAC)
5283 Corporate Drive, Suite-203
Frederick, MD 21703-2879
Telephone: (301) 696-9626
url: <http://www.aaalac.org>

Association for Behavior Analysis (ABA)
550 W. Centre Avenue
Portage, MI 49024-5364
Telephone: (269) 492-9310
url: <http://www.abainternational.org>

The Association of Technology Management and Applied
Engineering (ATMAE)
1390 Eisenhower Place
Ann Arbor, MI 48108
Telephone: (734) 677-0720
url: <http://www.atmae.org>

Clinical Lab Improvement Amendment
Illinois Department of Public Health - Health Care
Facilities and Programs (CLIA)
Regional Office, U.S. Department of Health and Human
Services
233 N. Michigan Avenue, Suite 600
Chicago, IL 60601
Telephone: (312)886-6432
url: <http://www.cms.hhs.gov/clia>

COLA
Reference ID #5438 #0455
9881 Broken Land Parkway, Suite 200
Columbia, MD 21046
Telephone: (800) 981-9883
url: <http://www.cola.org>

Commission on Accreditation of Allied
Health Education Programs (CAAHEP)
1361 Park Street
Clearwater, FL 33756
Telephone: (727) 210-2350
url: <http://www.caahep.org>

Commission on Dental Accreditation of
the American Dental Association
211 E. Chicago Ave.
Chicago, IL 60611-2678
Telephone: (312) 440-2500
url: <http://www.ada.org>

Commission on Accreditation for Dietetics
Education of The American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Telephone: (312) 899-0040
url: <http://www.eatright.org/acend/>

Commission on Accreditation in Physical
Therapy Education (CAPTE)

1111 N. Fairfax Street
Alexandria, VA 22314-1488
Telephone: (703) 684-2782
url: <http://www.apta.org>

Commission on Accreditation of
Rehabilitation Facilities (CARF)

6951 East Southpoint Road
Tucson, AZ 857
Telephone: (520) 325-1044 or (888) 281-6531
url: <http://www.carf.org>

Commission on English Language Program
Accreditation (CEA)

801 North Fairfax Street
Alexandria, VA 22314
Telephone: (703) 519-2070
url: <http://www.cea-accredit.org/>

Council for Accreditation of Counseling and Related
Educational Programs (CACREP)

1001 N. Fairfax Street, Suite 510
Alexandria, VA 22314
Telephone: (703) 535-5990
url: <http://www.cacrep.org>

Council For Interior Design Accreditation (CIDA)

206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503
Telephone: (616) 458-0400
url: <http://www.accredit-id.org>

Council on Academic Accreditation in
Audiology and Speech-Language Pathology

2200 Research Boulevard
Rockville, MD 20850-3289
Telephone: (301) 296-5700
url: <http://www.asha.org> *website down for changes

Council on Rehabilitation Education, Inc. (CORE)

1699 Woodfield Road, Suite 300
Schaumburg, IL 60173
Telephone: (847) 944-1345
url: <http://www.core-rehab.org>

Council on Social Work Education

1701 Duke St., Suite 200
Alexandria, VA 22314
Telephone: (703) 683-8080
url: <http://www.cswe.org>

Educational Leadership Constituent Council (ELCC)

1904 Association Drive
Reston, VA 22091
Telephone: (703) 860-7207
url: <http://www.npbea.org>

Federal Aviation Administration

Flight Standards District Office
1250 North Airport Drive, Suite 1
Springfield, IL., 62707-8417
Telephone: (217) 744-1910
url: <http://www.faa.gov/fsdo/spi>

(The) Higher Learning Commission of the North Central
Association of Colleges and Schools

230 S. LaSalle St. Suite 7-500
Chicago, IL 60604-1411
Telephone: (312) 263-0456 (800) 621-7440
url: <http://www.ncahlc.org>

Illinois Alcohol and Other Drug Abuse

Professional Certification Assoc. Inc.
401 E. Sangamon Avenue
Springfield, IL 62702
Telephone: (217) 698-8110
url: <http://www.IAODAPCA.org>

International Association of Counseling Services

101 S. Whiting Street, Suite 211
Alexandria, VA 22304
Telephone: (703) 823-9840
url: <http://www.iacsinc.org>

International Fire Service Accreditation Congress

Oklahoma State University
1700 West Tyler
Stillwater, OK 74078-8075
Telephone: (405) 744-8303
url: <http://www.ifsac.org>

Joint Review Committee on Education in Diagnostic Medical
Sonography (JRCEDMS)

6021 University Boulevard, Suite 500
Ellicott City, MD 21043
Telephone: (443)973-3251
url: <http://www.jrcdms.org>

Joint Review Committee on Education in Radiologic
Technology (JRCERT)

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Telephone: (312)704-5300
url: <http://www.jrcert.org>

Liaison Committee on Medical Education (LCME)

American Medical Association (AMA) and Association of
American Medical Colleges (AAMC)

LCME Secretariat
515 North State Street
Chicago, IL 60654
Telephone: (312) 464-4933
url: <http://www.lcme.org>

National Architectural Accrediting Board, Inc. (NAAB)

1735 New York Avenue, N.W.
Washington, DC 20006
Telephone: (202)783-2007
url: <http://www.naab.org/>

National Association for the Education
of Young Children (NAEYC)
1313 L Street, NW Suite 500
Washington, DC 20005
Telephone: (800) 424-2460
url: <http://www.naeyc.org>

National Association of Schools of Art and Design
11250 Roger Bacon Dr., Suite 21
Reston, VA 20190
Telephone: (703) 437-0700 ext. 10
url: <http://www.arts-accredit.org>

National Association of Schools of Music
11250 Roger Bacon Dr., Suite 21
Reston, VA 20190
Telephone: (703) 437-0700 ext. 10
url: <http://www.arts-accredit.org>

National Association of Schools of
Public Affairs and Administration
1029 Vermont Avenue, NW Suite 1100
Washington, DC 20005
Telephone: (202) 628-8965 ext. 103
url: <http://www.naspaa.org>

National Association of Schools of Theatre (NAST)
11250 Roger Bacon Dr., Suite 21
Reston, VA 20190
Telephone: (703) 437-0700 ext. 10
url: <http://www.arts-accredit.org>

National Automotive Technicians Education Foundation
101 Blue Seal Drive, SE Suite 101
Leesburg, VA 20175
Telephone: (703) 669-6650
url: <http://www.natef.org>

National Council for Accreditation of
Teacher Education (NCATE)
2010 Massachusetts Ave., N.W., Suite 500
Washington, DC 20036
Telephone: (202) 466-7496
url: <http://www.ncate.org>

National Recreation and Park Association,
Council on Accreditation
22377 Belmont Ridge Road
Ashburn, VA 20148
Telephone: (800) 626-6772
url: <http://www.nrpa.org/coa>

Society of American Foresters (SAF)
5400 Grosvenor Lane
Bethesda, MD 20814-2198
Telephone: (301) 897-8720 X 123
url: <http://www.safnet.org>

Faculty

The University faculty is dedicated to excellence in teaching and to the advancement of knowledge in a wide variety of disciplines and professions. Many faculty members are well known both nationally and internationally for their varied research contributions. The Undergraduate Catalog lists the numerous programs offered by the faculty and, in addition, in Chapter 5 of this catalog the departments in which they are appointed list members.

Undergraduate Curricula

The undergraduate majors and minors offered by Southern Illinois University Carbondale are listed below in alphabetical order. Also indicated is whether a major, a minor, or both are offered. The academic unit, which offers the major, is listed, as is the degree the student would expect to receive upon graduation. If a major may be completed in more than one academic unit, the other units are listed on additional lines. For example, the biological sciences major are offered through the College of Science. Students planning to teach biological sciences may also complete the major in the College of Education and Human Services. The requirements for each of the programs listed below are explained in Chapter 5 of this bulletin. The degree abbreviations used are: A.A.S., Associate in Applied Science; B.A., Bachelor of Arts; B.F.A., Bachelor of Fine Arts; B.Mus., Bachelor of Music; B.S., Bachelor of Science. In addition to the majors and minors listed, preprofessional programs may be completed in dentistry, law, medicine, nursing, optometry, pharmacy, physical therapy, physician assistant, podiatry, public health, and veterinary science.

SUBJECT	MAJOR / MINOR	COLLEGE	DEGREE
Accounting	• •	College of Business	B.S.
Aerospace Studies	•		
Africana Studies	• •	College of Liberal Arts	B.A.
Agribusiness Economics ⁵	• •	College of Agricultural Sciences	B.S.
Agricultural Systems and Education	• •	College of Agricultural Sciences	B.S.
Airport Management and Planning	•	College of Applied Sciences and Arts	
Aircraft Product Support	•	College of Applied Sciences and Arts	
Air Traffic Control	•	College of Applied Sciences and Arts	
American Studies	•	College of Liberal Arts	
Animal Science ⁵	• •	College of Agricultural Sciences	B.S.
Anthropology	• •	College of Liberal Arts	B.A.
Aquatics ²	•	College of Education and Human Services	
Architectural Studies	•	College of Applied Sciences and Arts	B.S.
Army Military Science	•		
Art	• •	College of Liberal Arts	B.A., B.F.A.
	•	College of Education and Human Services	B.S.
Art History	•	College of Liberal Arts	
Asian Studies	•	College of Liberal Arts	
Automotive Technology ⁵	•	College of Applied Sciences and Arts	B.S.
Aviation Flight	•	College of Applied Sciences and Arts	A.A.S.
Aviation Management ⁵	•	College of Applied Sciences and Arts	B.S.
Aviation Technologies ⁵	•	College of Applied Sciences and Arts	B.S.
Biological Sciences	• •	College of Science	B.S.
	•	College of Education and Human Services	B.S.
Business and Administration	• •	College of Business	B.S.
Business Economics	•	College of Business	B.S.
Chemistry	• •	College of Science	B.A., B.S.
Child and Family Services ³	•	College of Education and Human Services	
Chinese ¹	•	College of Liberal Arts	
Cinema and Photography	•	College of Mass Comm. and Media Arts	B.A.
Civil Engineering	•	College of Engineering	B.S.
Classical Civilization ¹	•	College of Liberal Arts	
Classics ¹	•	College of Liberal Arts	B.A.
Coaching ²	•	College of Education and Human Services	
Communication Disorders and Sciences	•	College of Education and Human Services	B.S.
Computer Engineering	•	College of Engineering	B.S.
Computer Science	• •	College of Science	B.S., B.A.
Criminology and Criminal Justice	• •	College of Liberal Arts	B.A.
Dental Hygiene ⁵	•	College of Applied Sciences and Arts	B.S.

SUBJECT	MAJOR / MINOR	COLLEGE DEGREE
Design	•	College of Liberal Arts B.A.
Early Childhood ³	•	College of Education and Human Services B.S.
East Asian Civilization ¹	•	College of Liberal Arts
Economics	• •	College of Liberal Arts B.A.
Electrical Engineering	•	College of Engineering B.S.
Electronic Systems Technologies ⁵	•	College of Applied Sciences and Arts B.S.
Elementary Education ³	•	College of Education and Human Services B.S.
Engineering Technology ⁵	•	College of Engineering B.S.
English	• •	College of Liberal Arts B.A.
	• •	College of Education and Human Services B.S.
Environmental Studies	•	Graduate School
Equine Studies ⁴	•	College of Agricultural Sciences
Exercise Science	•	College of Education and Human Services B.S.
Fashion Design and Merchandising	•	College of Applied Sciences and Arts B.S.
Finance	• •	College of Business B.S.
Fire Service Management ⁵	•	College of Applied Sciences and Arts B.S.
Foreign Language and International Trade	•	College of Liberal Arts B.A.
Forensic Science	•	College of Science/College of Liberal Arts
Forestry	•	College of Agricultural Sciences B.S.
French ¹	• •	College of Liberal Arts B.A.
	•	College of Education and Human Services B.S.
Geography and Environmental Resources	• •	College of Liberal Arts B.S.
Geology	• •	College of Science B.A., B.S.
German Studies ¹	• •	College of Liberal Arts B.A.
	•	College of Education and Human Services B.S.
Global Studies	•	College of Liberal Arts
Greek ¹	•	College of Liberal Arts
Health Care Management ⁵	• •	College of Applied Sciences and Arts B.S.
Health Education	•	College of Education and Human Services B.S.
History	• •	College of Liberal Arts B.A.
	•	College of Education and Human Services B.S.
Hospitality and Tourism Administration ⁵	•	College of Agricultural Sciences B.S.
Human Nutrition and Dietetics	•	College of Agricultural Sciences B.S.
Industrial Technology ⁵	•	College of Engineering B.S.
Information Systems Technologies ⁵	•	College of Applied Sciences and Arts B.S.
Interior Design	•	College of Applied Sciences and Arts B.S.
International Studies	• •	College of Liberal Arts B.A.
Japanese ¹	•	College of Liberal Arts
Journalism	• •	College of Mass Comm. and Media Arts B.S.
Kinesiology	•	College of Education and Human Services B.S.
Latin ¹	•	College of Liberal Arts
Latino and Latin American Studies	•	College of Liberal Arts
Linguistics	• •	College of Liberal Arts B.A.
Management	• •	College of Business B.S.
Marketing	• •	College of Business B.S.
Mathematics	• •	College of Science B.S.
	•	College of Liberal Arts B.A.
	•	College of Education and Human Services B.S.

SUBJECT	MAJOR / MINOR	COLLEGE DEGREE
Microbiology	• •	College of Science B.S.
Mining Engineering	•	College of Engineering B.S.
Mortuary Science and Funeral Service ⁵	•	College of Applied Sciences and Arts B.S.
Museum Studies	•	College of Liberal Arts
Music	• •	College of Liberal Arts B.Mus., B.A.
Musical Theater	•	College of Liberal Arts B.F.A.
Native American Studies	•	College of Liberal Arts
Paralegal Studies ⁵	• •	College of Liberal Arts B.S.
Peace Studies	•	College of Liberal Arts/ Mass Comm. and Media Arts
Philosophy	• •	College of Liberal Arts B.A.
Photography	•	College of Mass Communication and Media Arts
Physical Education Teacher Education	•	College of Education and Human Services B.S.
Physical Therapist Assistant	•	College of Applied Sciences and Arts A.A.S.
Physics	• •	College of Science B.S.
Physiology	• •	College of Science B.S.
Plant and Soil Science ⁵	• •	College of Agricultural Sciences B.S.
Plant Biology	• •	College of Science B.A., B.S.
Political Science	• •	College of Liberal Arts B.A.
Psychology	• •	College of Liberal Arts B.A.
Radio-Television	•	College of Mass Communication and Media Arts B.A.
Radiologic Sciences ⁵	•	College of Applied Sciences and Arts A.A.S., B.S.
Recreation	•	College of Education and Human Services B.S.
Rehabilitation Services ⁵	• •	College of Education and Human Services B.S.
Russian ¹	•	College of Liberal Arts
Social Sciences	•	College of Education and Human Services B.S.
Social Work	•	College of Education and Human Services B.S.
Sociology	• •	College of Liberal Arts B.A.
Spanish ¹	• •	College of Liberal Arts B.A.
	•	College of Education and Human Services B.S.
Special Education	•	College of Education and Human Services B.S.
Speech Communication	• •	College of Liberal Arts B.S.
Sports Administration	•	College of Education and Human Services
Technical Resource Management ⁵	•	College of Applied Sciences and Arts B.S.
Television Studies	•	College of Mass Communication and Media Arts
Theater	• •	College of Liberal Arts B.A.
University Studies	•	College of Liberal Arts B.A., B.S.
Visual and Screen Cultures	•	College of Mass Communication and Media Arts
Women, Gender and Sexuality Studies	•	College of Liberal Arts
Workforce Education and Development ⁵	• •	College of Education and Human Services B.S.
Zoology	• •	College of Science B.A., B.S.

¹Described under Foreign Languages and Literatures²Described under Kinesiology³Described under Curriculum and Instruction⁴Described under Animal Science⁵Qualified A.A.S. graduates may be eligible to earn a B.S. degree through the Capstone Option. (See Chapter 3)

Campus Visitors

We welcome visitors to experience Southern Illinois University Carbondale through our Campus Visit Program, and by attending special events hosted by Undergraduate Admissions. Individual and group campus visits may be scheduled through the Campus Visit Program. Special events include open house programs and on- and off-campus previews.

Individual Campus Visits. Prospective students and their families may schedule an individualized visit to campus. Appointments are available Monday through Friday, 8:00 A.M. to 4:30 P.M., as well as select Saturdays during the fall and spring semesters. Please request your visit at least two weeks in advance to allow us time to schedule your appointments. Student-led tours of campus and housing allow prospective students to experience SIU from the unique viewpoint of a current student. A meeting with an admission counselor will provide information on academic programs, student services, admission policies and procedures, housing options, financial aid and general information about the campus and community. Appointments can also be scheduled with representatives of various academic programs and student services. These appointments must be scheduled in advance, and are subject to the availability of a representative. Once your visit is scheduled, we will email you an itinerary. It is important to arrive early to take advantage of all scheduled aspects of your visit. Campus visitors without scheduled appointments will be accommodated to the best of our abilities. Please contact us at <visitsiu@siu.edu>, 618-453-7141, or complete the on-line visit request form available at <admissions.siu.edu/visit/>.

Group Visits. We encourage a visit from your school, church, or community organization. One-month advance notice is necessary to allow us to make special arrangements to ensure a beneficial visit for your group. Please call 618-453-7141 to schedule your group visit.

Open Houses. Open house programs are held on campus multiple times each year. Activities include admission counseling; academic program exhibits; displays by student organizations; presentations on financial aid, housing, and other student services; tours of residence halls; campus and academic department tours; and opportunities to enjoy other events or activities.

SIU Previews. SIU previews are events held on-campus and at off-campus locations to bring SIU within easy traveling distance of many Illinois communities and surrounding states. Activities include admission counseling, small group and individual sessions on financial aid, consultation about University Housing, and information displays.

For information about scheduled open house and receptions, write Undergraduate Admissions, Mailcode 4710, Southern Illinois University Carbondale, Carbondale, Illinois 62901 or call (618) 453-7141 or email to <visitsiu@siu.edu>. In addition, visit our home page at <http://www.admissions.siu.edu> and view the section for prospective students and special events.

Applying for Admission

Request the Undergraduate Admission Application from Undergraduate Admissions, Mailcode 4710, Southern Illinois Uni-

versity Carbondale, Carbondale, Illinois 62901, call (618) 536-4405 (direct), email to <joinsiu@siu.edu> or view our home page at <http://www.admissions.siu.edu>. You can submit the Undergraduate Admission Application electronically. For admission requirements see Chapter 2.

Campus Living

Residence Halls

University Housing offers two residence hall areas – East Campus and West Campus. Each area offers dining services, 24-hour emergency maintenance, and live-in staff. The residence hall contract includes meals, all utilities (air-conditioning in all buildings), wireless Internet, and cable television. Telephone service is available in all rooms for an additional charge. Students may contract online.

Residence Hall Dining

University Housing offers all-you-care-to-eat meals, express areas that are open late for your convenience and several specialty shops. Complimentary nutritional counseling is available. We offer light menu options, vegetarian entrees, soup and salad bars and more. Dietary questions can be addressed to our dietitian online.

Getting Involved

In addition to over 400 registered student organizations at SIU, University Housing offers the Residence Hall Association, Area Councils, and the Black Togetherness Organization. There are also more than 1,200 programs offered in the halls throughout the year.

University Housing Apartments

University Housing offers four apartment areas. Live-in staff are available to assist residents and 24-hour emergency maintenance is offered. All apartments are air-conditioned and laundry facilities are located in each area.

Wall & Grand Apartments offer all-inclusive two- and four-bedroom apartments that are a great transition from residence hall living. Each apartment houses four students and is fully furnished, with a complete kitchen and washer/dryer in each unit. Eligibility: Single sophomores, juniors, seniors, and graduate students of any age and single freshmen age 21 and older.

Elizabeth Apartments is a two-story brick complex with 16 furnished efficiency apartments. Utilities are included. Eligibility: Single graduate students.

Evergreen Terrace offers two- and three-bedroom unfurnished apartments. Water and trash are included. A computer lab is located on site. Programs and activities for adults and children are available. Eligibility: Students with children, married or domestic partner students, and single graduate students.

Southern Hills offers one- and two- bedroom furnished apartments. Utilities, with the exception of cable television and telephone service, are included. Eligibility: Single graduate students.

For more information, visit www.housing.siu.edu.

Off-Campus Housing

All off-campus housing is privately owned. Off-campus housing information is available in online classifieds at www.daily-egyptian.com, www.southernillinoisan.com, and at www.apartmentfinder.com.

Parking on Campus

Students wishing to operate, park or possess a motor vehicle on campus must apply for parking privileges online at the Parking Division website, <http://www.dps.siu.edu/parking>. Look for and click on the student parking registration link.

Graduate students and the following categories of undergraduate student may apply for permission to use, operate, park or possess a motor vehicle on campus: (1) Juniors and seniors (with proof of 56 credit hours or more completed); (2) Students 21 years of age; (3) Veterans with two or more years of active duty military service; (4) Married students; (5) Students residing in the home of a parent or guardian; (6) Students requiring a motor vehicle for reasons of health or physical condition as certified in writing by Student Health Center; and (7) On-campus freshman and sophomore students must contact the Parking Division to apply for a limited number of decals that are sold via a wait list, see website: <http://www.dps.siu.edu/Parking/lottcoverpage.php>.

To purchase a parking decal at the Parking Division, an eligible student must present a Proof of Submission Form, their student identification card, a valid operator's license and unexpired vehicle registration card. Students residing on campus must also present a housing contract or a meal ticket. If a parking decal is purchased, a fee is charged. The type of decal an applicant is eligible for and receives and the date of purchase determines this fee.

To accommodate unregistered vehicles, twenty-four hour parking is available for the first five days of any term and during final exam week of any term ONLY in lots 56, 59 and 100.

Vehicles without the appropriate parking permit, owned or operated by students in any location on campus, will be issued parking citations.

Exceptions to Motor Vehicle Regulations

Regulations concerning the use of motor vehicles require that a student has achieved junior status, be 21 years of age, married, a veteran with two or more years of active duty service, or hold graduate status. Exceptions are made only on a limited basis. Freshman and sophomore students should contact the Parking Division for details regarding applying for parking privileges via the wait list.

See Parking Division's website at <http://www.dps.siu.edu/parking> for the latest applicable parking information and policies.

Financial Aid

The Financial Aid Office assists students in obtaining monetary assistance to finance their postsecondary education at Southern Illinois University Carbondale (SIUC). Last year SIUC distributed over \$289 million in financial aid to 19,277 students.

Offers of financial aid are extended beginning in March 2012

for the upcoming fall and spring semesters. These offers are based on the student filing the Free Application for Federal Student Aid (FAFSA), and may include a combination of grants, scholarships, loans and employment. Students should complete the FAFSA as early as possible after January 1. Institutional and state aid are awarded on a first come basis.

Financial Aid Programs

The University participates in federal, state, and institutionally funded financial aid programs. The Financial Aid Office website at www.fao.siu.edu summarizes the types of financial aid available, application procedures, eligibility requirements, and deadlines.

Grants. The following grant programs are need based and awarded based on the results of the FAFSA:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Illinois Monetary Grant Program (MAP)
- SIUC Student-To-Student Grant
- SIUC Need Based Grant

Scholarships. Southern Illinois University Carbondale offers scholarships based on academic achievement, special talent, athletic ability or other considerations. Our scholarship program provides entering freshman and transfer awards to students who have achieved high academic standards, including scholarships for valedictorians and salutatorians. Awards to continuing students who have excelled are also available. Scholarships vary in eligibility requirements and dollar values. A comprehensive list of scholarships is available at www.scholarships.siu.edu.

Loans. Students attending SIUC can borrow funds from the Federal Direct Stafford/Ford loan programs. Students completing a FAFSA will automatically be considered for federal loans. The Federal Direct Subsidized Stafford/Ford Loan and the Federal Perkins Loan are based on financial need. The Federal Direct Unsubsidized Stafford/Ford Loan is awarded to students who do not demonstrate financial need. The Federal Direct Parent Loan for Undergraduate Students (PLUS) is not based on financial need and allows parents to borrow for their dependent student's cost of attendance. Alternative loans through private lenders are also available.

Employment. The University employed over 6,000 students last year. Most student employees work at the SIUC minimum wage for 15 to 20 hours per week. Job listings can be found at www.studentjobs.siu.edu. The Undergraduate Assistantship program allows students to gain work experience in the major field of study.

Application for Financial Aid for the 2012-2013 Academic Year

To apply for financial aid, students and their parents (if applicable) should complete a 2012-13 Free Application for Federal Student Aid (FAFSA). Students are encouraged to apply online at www.fafsa.ed.gov. When completing the FAFSA, entering our school code of 001758 will allow us to receive application information electronically from the U. S. Department of Education.

Students should complete their FAFSA as early as possible

after January 1, 2012, since funding is limited and distributed to eligible students on a first come, first served basis.

Senior Citizens Courses Act

Senior citizen as defined under the Act means a person 65 years of age or older whose annual income is less than the specified threshold for a household containing one person and other requirements contained in the Senior Citizens Assistance Act (320 ILCS 25). The statute requires the University to waive the tuition for such citizens unless classroom space is not available or if tuition paying students enrolled do not constitute the minimum number required for the course. Even though tuition is waived, the student must pay other fees.

Satisfactory Academic Progress Requirements

Students receiving most forms of financial aid are required to make academic progress toward their degree to remain eligible for assistance. At the end of each spring semester, academic records are evaluated to determine if the student meets the credit hour completion requirement, as well as the 2.00 minimum grade point average. Students must also complete their degree within a maximum number of semesters and are limited in the maximum number of credit hours earned. Students failing to meet the satisfactory progress standard will be denied any future financial aid. Policy details may be found at <www.fao.siu.edu>.

Students who reduce attempted hours or receive WF or WU grades that reduce enrollment to less than half time, or who withdraw from SIUC are subject to repayment of financial aid based on the last date of attendance.

Additional Financial Aid Information

Students desiring information should contact the Financial Aid Office, Mailcode 4702, Woody Hall, B Wing, Third Floor, 900 South Normal Avenue, Carbondale, Illinois 62901, telephone (618) 453-4334. Students may FAX financial aid documents to (618) 453-7305.

Students can contact the Financial Aid Office electronically at email address: <fao@siu.edu>. Students can also access information at: <<http://www.fao.siu.edu>> or obtain their financial aid information from SalukiNet at: <<http://salukinet.siu.edu>>.

Note: At the time of printing this publication, final rules and regulations for the 2012-2013 academic school year were pending. Students should contact the Financial Aid Office for the most recent information.

2/ Admission, Tuition and Academic Information



Admission Policies, Requirements, Procedures

Policies and procedures for admission are presented in the admissions section of this chapter. Definitions of each category of admissions are included along with procedures needed to follow to complete your undergraduate admission application.

APPLYING FOR ADMISSION

You may obtain an application one of several ways. Apply online at: <http://admissions.siu.edu>. Request an Undergraduate Admission application from Undergraduate Admissions, Mailcode 4710, Southern Illinois University Carbondale, Carbondale, Illinois, 62901 or phone (618) 536-4405 or email joinsiu@siu.edu or download a printable application at: <http://admissions.siu.edu> The application requires a \$30 non-refundable fee. The admission application cannot be processed until the application fee is received. The fee must be paid using a credit card or electronic check if applying electronically and by check or money order if using the paper application or downloaded application.

The application term may be changed one time per application, provided the request is made prior to the start of the original application term.

The University closes admission to some programs whenever the availability of faculty or facilities necessitates such closures. The University also stops accepting admission applications from freshman whenever the availability of the University resources dictates this action.

If you are a transfer student you can be considered for any future term. Transfer students who intend to transfer to Southern Illinois University Carbondale before completing one year of study may be admitted prior to completing their transfer work if they qualified for admission as beginning freshmen.

As part of its admission process, the University requires applicants to answer a series of "Public Safety Questions" eliciting information about prior criminal convictions, pending criminal charges, and disciplinary suspensions from other colleges or universities. If a positive response is given to one or more of these Public Safety Questions, the applicant is asked to provide supplemental information and to authorize the University to conduct a criminal background check if deemed necessary. The University requires this information to help ensure a safe environment for all members of our community and their property and to evaluate the character, maturity, and responsibility of its applicants. Information obtained from the applicant and through the criminal background check will be evaluated and may serve as a basis to deny admission or to impose specific conditions on admission. Providing false or inaccurate information relative to the applicant's criminal or disciplinary history may result in denial of admission. The existence of a conviction, pending criminal charges or previous disciplinary suspension does not necessarily mean that a student will be denied admission to the University. Each case will be evaluated on its facts.

Documents required to process an application for admission

All students need a completed Undergraduate Admission Application accompanied by the \$30 application fee.

New first time freshmen and transfers with less than 26 semester hours

1. High School Transcripts or GED Test Scores.
2. ACT or SAT scores¹.

Transfer Students (including those with less than 26 semester hours)

1. Transcripts from each institution of post-secondary education attended, even if no credit was earned. Transcripts must not be issued for more than 30 days.

¹Must have their official ACT scores sent to the University from ACT, Inc., Box 451, Iowa City, Iowa 52240, <www.act.org> or their official SAT scores sent to the university from the College Board SAT Program, PO Box 6200, Princeton, New Jersey 08541, <www.collegeboard.com>.

Programs Requiring Additional Materials or Screening

In addition to the undergraduate admission application and the required educational records, some programs require applicants to submit other materials. If other materials are needed, the student will receive information and instructions from their intended major after admission to the University.

The following majors require that students be screened beyond the regular SIUC admission requirements before entering directly into the programs: architectural studies, automotive technology, aviation flight, aviation management, dental hygiene, fashion design and merchandising, fire service management, foreign language and international trade, information systems technologies, interior design, mortuary science and funeral service, music, paralegal studies, physical therapist assistant, radio-television, radiologic sciences and all teacher education programs.

In most cases, students may apply for any major in any term. However, a few majors at SIUC permit new students to enter in the fall semester only. They are: architectural studies, dental hygiene, fashion design and merchandising, interior design, physical therapist assistant and radiological sciences. For transfer students, admission to architectural studies and interior design in spring or summer will be considered individually.

Some programs offer major courses beginning in the fall only, but will permit students to begin in the spring and summer terms to take non-major courses. These programs include mortuary science and funeral service.

ADMISSION OF FRESHMEN

To be eligible for admission, you must be a graduate of a recognized high school. Graduates of non-recognized high schools may be admitted to the University by submitting an acceptable entrance examination score. If you have not completed high school, you may be considered for admission by passing the GED test.

Students entering the University as freshmen are admitted to the academic unit within the University that offers the academic program they indicate they plan to pursue if the student qualifies for admission into that program. Students who are in the process of deciding on the course of study they want to follow are admitted as Pre-Major students or to selected other academic units with an undecided major.

Students admitted as beginning freshmen, but who enroll

at another college or university prior to their enrollment at Southern Illinois University Carbondale may face a change in their admission status. It will be necessary for students to report work in progress and forward the official transcripts after completion of the coursework.

Beginning freshmen are considered for admission on the basis of a combination of high school performance and test scores (ACT or SAT). In addition, students entering the University are required to have completed selected high school courses to qualify for unconditional admission. All students granted admission while in high school are required to graduate from high school and to meet the High School Course Pattern Requirements listed below.

High School Course Pattern Requirements. This policy applies to beginning freshman and transfer students who have completed fewer than twenty-six semester hours of transferable credit.

High school units in excess of the required number of units in social studies or science may be redistributed among the other categories by applying no more than one unit to any of the following categories: social studies, science, or elective. Elective subjects cannot be substituted for required courses in English, mathematics, science or social sciences. A prospective student with two or more deficiencies in English or mathematics may be subject to denial.

Beginning freshmen may satisfy a course pattern deficiency by achieving a sub score on the ACT, which is equivalent to the sixtieth percentile on the College Bound Norms. CLEP scores or AP scores that qualify the student for credit may also fulfill deficiencies. The tests must be in the area that is deficient.

Students, who have course pattern deficiencies but qualify for admission based on class rank, test scores and transfer grade point average, will be admitted to the University on the condition that deficiencies will be satisfied through the academic advisement process.

Selected applicants are exempt from the high school subject requirements. These include students whose class rank and ACT test scores are at the seventy-fifth percentile, participants in the high school/concurrent enrollment program until the time of their high school graduation, and transfer students who have earned twenty-six semester hours of transferable credit.

Requirements for Admission of Freshmen

High school graduation and fulfillment of mandated course subject pattern requirements are required for admission.

Additionally, applicants meeting either of the following two criteria will be automatically admitted to the University. The exception to this rule would be those programs that have established additional admission requirements beyond the University’s minimum standards for admission.

- ACT composite score at or above 23
- or
- High school grade point average at or above 3.0 (on a 4.0 scale), in core courses

All other applicants who meet the course pattern requirements will undergo a holistic review to determine potential admissibility. Admission of students who do not meet automatic admission requirements may be subject to conditions.

The preferred deadline for completed applications is December 1st, for entry in the following fall semester. The secondary deadline is May 1st. A completed application consists of an Application for Admission and Scholarships and receipt of all necessary credentials, including test scores and transcripts. All completed applications received by the preferred deadline will be guaranteed a decision by February 1.

Applications are reviewed by representatives of the University’s various academic units and a University Admissions Review Committee, which make recommendations to the office of Undergraduate Admissions. All appeals are initiated through Undergraduate Admissions. Further appeals should be directed to the Director of Admissions. Appeals beyond the Director of Admissions should be directed to the Provost. Decisions by the Provost are final.

High School Course Requirements for Admission

Course	Required Units	High School Courses That Complete the Area
English	4	Emphasizing written and oral communication and literature
Social Studies	3	Emphasizing history, government, sociology, psychology, geography, etc.
Mathematics	3	Algebra I and II, and a proof-based geometry course. A fourth unit is highly recommended: trigonometry and precalculus, or statistics, depending on the student’s area of interest.
Science	3	Laboratory sciences.
Electives	2	Foreign language, art, music, or vocational education. If a foreign language is taken, it must include two semesters of the same language.
Total	15 – 15.5	

ADMISSION OF TRANSFER STUDENTS

If you have attended another college, university, or postsecondary institution you are required to submit an official transcript from each institution attended. All transcripts become the official property of Southern Illinois University Carbondale and will not be returned nor issued to another institution. Transcripts must be issued by the previously attended institution within the last thirty days. Transcripts are required from the following institutions:

1. An institution which is accredited or in candidacy status by one of the regional accrediting associations; or,
2. An institution which is not accredited by or in candidacy status with one of the regional accrediting associations but the credit from the institution is accepted by the reporting institution in that state; or,
3. An institution which is not accredited by or in candidacy status with one of the regional accrediting associations but is one recognized by ACCSCT, ACICS, N.A.I.T., AMA, ABET, or similar accrediting bodies recognized by the Council of Higher Education Accreditation or the United States Office of Education. The student must have completed a two-year non-baccalaureate degree or equivalent terminal program with a C average before admission to SIUC will be granted. Students admitted from such institutions should not expect to receive credit at Southern Illinois University Carbondale except in programs which accept occupational credit.

Requirements for Admission of Transfer Students

1. Graduation from a recognized high school or satisfactory completion of the General Educational Development Test; and,
2. An overall C average (2.0 on a 4.0 scale) from all post-secondary institutions. All grades earned in transferable courses and in courses with a quality point value are used to calculate the grade point average used for admission purposes. Beginning Summer 2003, the repeat policy requires that all earned grades carrying quality point values are to be considered when computing students' grade point averages, including each earned grade in all courses. Effective Summer 1996 through Spring 2003, only the last grade of the subsequently repeated course will count in the grade point average even if the last grade is an *F*. The course must be from the same institution. Prior to Summer 1996, all earned grades carrying quality point values are considered when computing student' grade point averages, including each earned grade in a repeated course. All courses must be from the same institution. All transfer work is calculated according to Southern Illinois University Carbondale regulations rather than those of institutions students have previously attended; or,
3. Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution. The student will: **(a)** be admitted with junior standing and, **(b)** be considered to have completed the University Core Curriculum requirements for general graduation purposes; and,
4. Eligible to continue your enrollment at the last post-secondary institution attended. Students who have been placed on

scholastic probation or academic suspension from another college or university will be considered for admission by Undergraduate Admissions only if there is tangible evidence that additional education can be completed successfully. Tangible evidence might include: (1) an interruption of schooling for one or more years, (2) military experience, (3) work experience, and (4) previous academic performance.

The Office of Student Rights and Responsibilities must clear students suspended for any reason other than academic failure, before the Director of Admissions will grant admission. If you are seeking admission with fewer than twenty-six semester hours, you will be required to meet the admission requirements of a beginning freshman as well as a transfer student.

Transfer students who have completed a minimum of one year of work can be considered for admission in advance of their matriculation. If you are enrolled in a collegiate program for the first time and wish to transfer upon completion of your first term or first year, you may do so if you meet the University's admission requirements for beginning freshmen. Admission granted to a student on partial or incomplete records is granted with the condition that the student will have an overall C average and be eligible to continue at the last school attended at the time of matriculation. Students whose final transcripts indicate a grade point average or scholastic standing less than that required for unconditional admission may have their admission and registration withdrawn or their scholastic standing changed. Transfer students admitted on the basis of incomplete transcripts must submit complete transcripts prior to being allowed to register for a second term at SIUC.

Transfer students will be admitted directly to the academic unit in which their major field of study is offered if they qualify for that program. Students who are undecided about their major field of study will be admitted to Pre-Major Advisement or to selected other units with an undecided major.

Individualized Two Plus Two Program

The Individualized Two Plus Two program allows baccalaureate oriented students at community colleges to benefit from preadvisement for a chosen major at Southern Illinois University Carbondale. The Individualized Two Plus Two program addresses specific departmental requirements that a student may not fulfill by completing their A.A. or A.S. at their community college. Students who apply for the Individualized Two Plus Two program are provided with a plan that will guide them to the most direct route to their bachelor's degree. The plan includes major GPA requirements and a listing of all required major and University Core Curriculum coursework. Participation in the Individualized Two Plus Two program also allows students to qualify for early admission to the University, automatic consideration for transfer scholarships, and early application of housing contracts. Students entering through this program are guaranteed personalized contact with an SIUC transfer representative.

Transfer Credit

Transfer credit for students admitted to the University is evaluated for acceptance toward University Core Curriculum requirements by Transfer Student Services (a division of Enrollment Management). Credit from a regionally accredited in-

stitution, and those in candidacy status, or from an institution that has its credit accepted by the reporting institution in the state is evaluated at the time of admission. Courses, which are remedial, developmental or pre-college, will not be accepted for transfer. Transfer Student Services will determine the acceptance of credit and its applicability toward University Core Curriculum requirements. All credit accepted for transfer, which is not applied to University Core Curriculum requirements or to a specific degree program, will be considered general transfer credit (elective credit). Transfer courses to be considered toward specific program requirements will be authorized by the department directing the program. Information on articulation of individual schools is available on the World Wide Web site: <<http://transfer.siu.edu>>.

Credit for Military Experience. Students who have served one or more years of active duty and received an honorable discharge may receive two hours of military studies credit, two hours of physical education credit, and two hours of health education credit which satisfies the UCC Human Health requirement. Service of only six months to one year may result in two hours of freshman aerospace studies or army military science credit. Completion of basic training will result in an award of two hours of physical education credit. To receive credit, students must submit a copy of the DD 214 (copy 4) document.

Credit will be accepted for DANTES subject standardized courses within the limits enforced for proficiency credit. No credit is allowed for college-level GED tests. In evaluating credit possibilities based on formal service-school training programs, the recommendations of the American Council on Education, as set forth in the US Government bulletin *Guide to the Evaluation of Educational Experiences* in the Armed Forces are followed. To receive credit for military service, veterans must present a copy of discharge separation papers, an AARTS transcript, a SMART transcript or transcript from the Community College of the Air Force to Transfer Student Services, Mailcode 4725, SIUC, Carbondale IL 62901. For information contact the World Wide Web site: <<http://transfer.siu.edu>>.

Submission of Transcripts. Transfer students who have taken college-level work at other institutions must have an official transcript of all work, from each college or university attended, forwarded to the Transfer Student Services Office. All transcripts must be issued by the sending institution within the last thirty days. Failure to comply with this ruling, failure to indicate all institutions attended on the undergraduate admission application, or incorrect information regarding the status at other institutions can result in withdrawal of admission, dismissal, or denial of credit. Transfer students admitted on the basis of incomplete transcripts must submit complete transcripts prior to being allowed to register for a second term at SIUC.

Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) in an accredited Illinois two-year public institution provides that the student will: (a) be accepted with junior standing and (b) be considered to have completed the University Core Curriculum requirements required for general graduation purposes. These benefits do not automatically apply to other associate degrees (e.g., A.A.S., A.E.S., A.G.S., A.F.A.). Associate degrees earned at other than Illinois two-year institu-

tions will be reviewed by the Transfer Student Services Office. If the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates. Transfer students may also satisfy the requirements of the University Core Curriculum by successful completion of the Illinois Transferable General Education Curriculum. Credit from an accredited two-year institution is limited only by the provision that students must earn at least 60 semester hours of work at Southern Illinois University Carbondale or at any other approved four-year institution and must complete the residence requirements for a degree from the University.

Further information on the application of transfer work toward satisfying University Core Curriculum requirements may be found in Chapter 3.

ADMISSION OF SPECIAL CATEGORIES OF STUDENTS

Several types of students are given special consideration when seeking admission to the University.

Admission of International Students

In general, International Students must meet the same academic standards for admission as those required of domestic students. As there is considerable variation between educational systems throughout the world, precise comparative standards are not always available. Therefore, International Students are considered for admission on the basis of their former academic work, English proficiency, and evidence of adequate financial resources.

Educational Records. You must submit official transcripts, certificates, or mark sheets from all secondary schools, colleges and universities you have attended. Also, submit the official results of any national secondary school examinations you are required to take. If you completed high school in the U.S.A. or in an American high school system, submit scores from the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Other applicants may submit SAT scores for admission consideration, but they are not required to do so.

The access codes for the West African School Certificate should be submitted with the application. This will allow us to process your application quickly.

The submission of unofficial records (those that do not bear the original signature of the institution's representative), will delay the processing of your admission. The Registrar, Headmaster, or Dean of the institution issuing the documents must sign all credentials. Photocopies are acceptable only if they bear the institution's original seal and the original signature of the school official certifying the documents. Transcripts and other records attested as certified by a notary public or solicitor (non-institutional official) are not being accepted as official.

2012-2013 Financial Requirements. Beginning Fall 2012 semester, international students must have assured financial resources of approximately \$34,000 (U.S. dollars) for the 2011-2012 academic year of study at SIUC. PLEASE NOTE: Tuition charges have not yet been determined for 2012-2013. *The cost of attendance at SIUC is subject to change without notice.* Please refer to the International Admissions Application for details.

English Competency. You must also demonstrate English competency before you can enroll in SIUC university courses. TOEFL scores are required of all International Students and those who have acquired immigrant status. Either of the following options will qualify you for exemption from our Center for English as a second Language TOEFL examination:

TOEFL	IELTS	US Schooling
520-Paper based	6	2 yrs high school
190-Computer based		56 college hours
68-Internet based		2 English composition classes taken in the US with a grade of A or B

An administrative service fee of \$100 per student per semester, including summer session, will be charged to sponsoring agencies which enroll international students.

International students interested in making application to Southern Illinois University Carbondale should address their inquiries to International Programs and Services, Mailcode 4333, Southern Illinois University Carbondale, Carbondale, Illinois 62901. The undergraduate international admission application can be submitted electronically by linking to <<http://www.siu.edu/~ips>>.

Southern Illinois University Carbondale is authorized under Federal law to enroll non-immigrant alien students.

Admission of Former Students

If you have attended other institutions since your previous enrollment at Southern Illinois University Carbondale you must submit an official transcript from each institution before you can be considered for readmission. An overall C average (2.0 on 4.0 scale) as calculated according to SIUC grading policies and procedures and based on all post-secondary institutions attended since previous SIUC enrollment is required for readmission consideration. In addition, a student who has a financial obligation to the University must clear this hold before being considered for readmission. Students who were suspended for scholastic or disciplinary reasons during their previous enrollment at the University must be approved for readmission by the appropriate academic dean or the Office of Judicial Affairs before they can be readmitted to the University. Students with less than a C average must be approved for readmission by an academic dean if they are entering an academic unit other than the one in which they were previously enrolled.

It is advisable for former students to initiate the readmission process with the Office of Undergraduate Admissions early. This permits students to complete any special requirements that may be imposed upon them. (See Scholastic Probation, Second Chance and Scholastic Suspension elsewhere in this catalog for further information.)

Second Chance—An academic renewal program for former students

The Second Chance Program is designed to allow some former Southern Illinois University Carbondale students, who had academic difficulty in their initial enrollment, an opportunity to get off Probation faster and to graduate in a timely manner. The program permits eligible students to establish a new grade

point average calculated from their first semester of readmission.

Program Eligibility Requirements. Former Southern Illinois University Carbondale students who meet one of the following qualifications may apply for entrance to the Second Chance Program.

1. Adult re-entering students who are at least twenty-four years of age and who previously earned fewer than 60 semester hours at Southern Illinois University Carbondale with less than a 2.0 grade point average. Applicants who have attended any post-secondary institution, college, or university including Southern Illinois University Carbondale within the immediate three years prior to re-entering Southern Illinois University Carbondale in the Second Chance Program, must have earned a 2.0 cumulative GPA.
2. Veterans who have completed at least one year of active military service after having previously earned fewer than 60 semester hours at Southern Illinois University Carbondale with less than a 2.0 GPA. Southern Illinois University Carbondale must be the first institution attended since discharge or separation.
3. Community college associate degree graduates who have previously earned less than 60 semester hours from SIUC with a grade point average below 2.0 prior to completing an associate degree from a regionally accredited institution. SIUC must be the first institution attended since earning the associate degree.

Application/Admission Guidelines and Academic Regulations.

1. A former Southern Illinois University Carbondale student must meet the University readmission requirements at the time of readmission before applying for the Second Chance Program.
2. The Second Chance Program application must be submitted before completing the first semester of attendance after being readmitted to the University. The application should be submitted soon after the readmission decision is granted.
3. A student can be admitted to Second Chance only once. Students who are suspended for scholastic reasons while enrolled in Second Chance cannot be readmitted to this program.
4. Teacher Education Programs in the College of Education and Human Services as well as those majors in other colleges in which a student intends to pursue a Teacher Education Program are not available to students in the Second Chance Program.
5. Students readmitted through the Second Chance Program will have Second Chance indicated on their transcripts with an appropriate explanation of the program included in the transcript explanation sheet, which is attached to all transcripts.
6. A new Southern Illinois University Carbondale grade point average will be calculated from the first term of readmission through the Second Chance Program.
7. The new Southern Illinois University Carbondale grade point average will apply only to scholastic retention, and the grade

point average required for graduation from the University. All grades earned at Southern Illinois University Carbondale, including all work taken prior to admittance to the Second Chance Program, will be used in the calculation of student classification, major program grade point average, collegiate unit requirements, graduation honors, and total semester hours completed.

8. Previously earned work at Southern Illinois University Carbondale will remain on the student's official record and passing work may be used to satisfy degree requirements.
9. Students readmitted through the Second Chance Program may not use the University's forgiveness policy to calculate another GPA for graduation purposes.
10. To be eligible for graduation, a student readmitted through the Second Chance Program must earn at least 30 additional semester hours at Southern Illinois University Carbondale.
11. A Second Chance student who changes majors to a program, that does not participate in Second Chance, (see number 4 above) will have their previous SIUC grade point average calculated in all future grade point averages.

Admission of Veterans

Veterans seeking admission to the University are admitted in good standing regardless of their previous academic record provided that any additional post-secondary education attempted after active duty has been completed with a grade average of C (2.0 equals C) quality or better.

Veterans are required to submit all required admission credentials before their applications can be processed. This includes high school transcripts or GED scores, ACT or SAT results if under the age of 21, and official transcripts from each college or university previously attended. Official transcripts from the previously attended institutions must not be more than thirty days old. In order to be admitted under the veteran's policy, one must have served on active duty and present a copy of discharge or separation papers (DD 214-copy 4) to the Transfer Student Services Office. There is a \$30 nonrefundable fee, which must accompany the application.

Military personnel on active duty in any branch of the United States military are expected to meet the same admission requirements as a veteran. Students in military programs are admitted directly into the degree program in which they are enrolling.

Admission of Students as Unclassified

Individuals who wish to take classes at SIUC but who do not intend to earn a degree at this time can be considered for admission as an unclassified student. To be eligible, the student must have graduated from an accredited high school or have passed a high school equivalency test (GED). Students in this category are non-degree-seeking and are not required to submit records normally required for admission to a degree program. Students in this category may take up to a total of twenty-six semester hours before they are required to provide all of their academic records. Students in this category are not ordinarily eligible for any financial aid program. There is a \$30 nonrefundable fee

that must accompany the application. This fee is not required of students enrolling solely in courses specifically designated as Distance Education.

Senior Citizen Courses Act

Students admitted under the Senior Citizen Courses Act may be considered for admission as unclassified non-degree students without submitting records required for admission to a degree program. Those seeking admission to a degree program must meet all University admission policies. For further information refer to Financial Aid.

Admission of High School Students for Concurrent Enrollment

Exceptionally capable high school students that have completed their freshman year in high school and are recommended in writing by their high school principal may be approved for admission by the director of Undergraduate Admissions. Enrollment in some University courses may be subject to departmental approval. Students approved for admission to this program will be permitted to enroll in University courses during the summer and concurrently with their high school work during the regular school year. Sophomores and juniors may register for one course and seniors may enroll for one and possibly two courses depending on their high school schedules. There is a \$30 nonrefundable fee, which must accompany the application. The concurrent enrollment program is an acceleration and enrichment experience for academically capable students. To participate in the program, students must have achieved an overall B average (3.0 on a 4.0 scale) in high school.

The University courses to be taken in this program should be in subject areas in which a high school does not offer courses or in subject areas in which the student has completed all of the courses the high school can offer. When a high school principal recommends a specific course or courses to be taken, an academic advisor will assist the student in arranging such a schedule.

It is assumed that high school principals who recommend students for this program will consider a student's aptitude for completing college work and a student's ability to adjust socially to the campus community.

Admission of Transient Students

Students who are attending another collegiate institution and want to enroll for one semester must submit an undergraduate admission application. They must also submit documentation indicating they have an overall C average and are eligible to continue their enrollment at the last institution attended. This can be a student's most recent transcript or grade report. Transient students who request to continue their enrollment for subsequent semesters must submit all documents required for admission and meet the University's current admission policies. There is a \$30 nonrefundable fee, which must accompany the application.

Advisement, Registration, Withdrawal

Through a carefully designed system of orientation, academic advisement and registration, the University attempts to assure students an efficient and effective introduction to the University prior to the time they start class attendance. A more extensive program is provided for those students entering during the fall semester while abbreviated activities are in operation for the other semesters.

The University conducts an advance registration system. All continuing and new students have the opportunity and are expected to complete advisement and registration for the semester before its actual start. Advisement and registration for new freshmen are included with the orientation activities. These activities are offered prior to the start of school.

Similar procedures are followed at the start of the other semesters. Admitted students are kept informed of orientation, advisement, registration procedures, and the times when they occur by the Registrar's Office in cooperation with New Student Programs and other units in Student Affairs.

Academic Advisement

Academic advisement is administered by the academic units. Each unit employs a select group of trained advisors. They operate under the supervision of a chief advisor who is responsible to the dean of the academic unit. Students who have not yet declared a major are advised in the Pre-Major Advisement Center.

The University accepts the importance of the academic advisement function. Insistence on receipt of transcripts and ACT or SAT scores prior to admission serves not only to determine admission, but later provides suitable educational information to advisors upon which decisions can be made relative to the proper courses to advise the student to take. On the basis of this information, an advisor can make intelligent decisions relative to students who should receive advanced standing in courses or who should be urged to take proficiency examinations in courses about which they appear to be already well informed.

The advising of individual students as to their progress is a service provided to them. It does not relieve the students of the responsibility to assure that they are meeting the requirements they need for graduation. The students should check with their advisor whenever there is a question as to how they are proceeding.

Changing Majors

A student wishing to change their major must receive approval from the new department and college. A minimum of a C average is required to process a change in major; some academic units and departments require a higher grade point average. To ascertain the grade point average required for a department, check Chapter 5. Students with less than a C (2.0) grade point average who desire to change from one department to another will be admitted to the new academic unit only if approved by the dean of that unit. A change is initiated by going to the academic unit where admission is being sought. Current term major changes must be completed within the first two weeks of the semester. Any change received after week two will be processed

for the next term.

Registration for Courses

Registration for any session of the University is contingent upon being eligible for registration. Thus advance registration, including the payment of tuition and fees, is considered to be invalid if the student is later declared to be ineligible to register due to scholastic reasons. One may also be considered ineligible to register because of financial or disciplinary reasons.

Detailed information about the dates and procedures for advisement and registration may be found at: <<http://registrar.siu.edu/records/schedclass.htm>>.

Familiarization with the following general points about registration is important.

1. Registration for a semester is conducted under a registration calendar consisting of three distinct periods. Advance registration occurs during the last eight weeks of the preceding term, final registration immediately preceding the start of classes and late registration during the first week of classes.
2. Currently enrolled students are expected to register during the advance registration period. New freshmen, transfer, and re-entry students are provided an opportunity to advance register on specific new student registration days during the advance registration periods.
3. Students who are unable to advance register may register prior to the beginning of classes during the final registration period.
4. Students register at the advisement center of their colleges, schools or departments.
5. A student may not attend a class for which he/she is not officially registered. Mere attendance does not constitute registration in a class, nor will attendance in a class for which a student is not registered be a basis for asking that a program change be approved permitting registration in that class. Students should complete the registration process before classes begin.
6. Enrollment changes to classes can only be made through the processing of an official registration form. After the second week of the semester, the Registrar's Office must process this form.
7. Tuition and fees are payable as billed, and no student shall be allowed to register for classes in any educational unit if they have a past-due balance greater than \$500.
8. Students may not drop a course merely by stopping attendance.
9. Transfer students admitted on the basis of incomplete transcripts must submit complete transcripts prior to being allowed to register for a second term at SIUC.

Attendance

The faculty of Southern Illinois University Carbondale affirms the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. In the transition from high school to the university and from the university to the workplace, personal success is directly related to good attendance.

As a caring public institution, SIUC has the obligation to encourage its primary constituents, the students, to meet their responsibilities first of all to themselves, but also to their families, their classmates, their instructors and the taxpayers and donors who underwrite higher education in the state of Illinois.

For these reasons the SIUC faculty remind undergraduates and their instructor that the first day of class is just as valuable as the last day of class; that work and other extracurricular commitments do not necessarily justify an absence; that holidays begin and end precisely as stated in the University calendar; that instructors should be notified three days prior to religious observances; that major examinations, term papers, and/or assigned projects for one class do not exempt students from their need to attend another; and finally, that some financial assistance at the university is actually contingent upon attendance.

Students who stop attending a class without officially dropping will be subject to being awarded a *WF* grade for the class. The *WF* grade is assigned by the instructor along with an indication of the recorded last date of attendance. The *WF* grade counts as an *F* in the undergraduate GPA calculation. The last date of attendance associated with the *WF* may affect the student's enrollment status, and thus their eligibility for financial aid.

These guidelines express the faculty's collective concern for undergraduates and for one important feature of their education here at SIUC.

Student Identification Numbers

Effective Fall 2009 all students will be issued a system-generated ID number (referred to as their *Dawg Tag*) to be used in place of their Social Security number.

Withdrawal

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. Outlined below are the procedures to be followed when dropping courses and when dropping from the University (which would be withdrawal from all courses for which registered).

Deadline Dates

If Classes Meet for	Deadline for Withdrawal to Receive Full Refund	Deadline to Withdraw
13–16 weeks	2nd week	8th week
9-12 weeks	2nd week	6th week
8 weeks	2nd week	4th week
7 weeks	1st week	4th week

4–6 weeks	1st week	3rd week
2–3 weeks	1st day	1st week
Less than 2 weeks Off-Campus and Individualized Learning Courses ¹	1st day	2nd day
	2nd week	8th week

¹Off campus sections (not to include Military Programs) have the same relative deadline dates as On-campus sections, based on the scheduled meeting dates of the section. Individualized learning deadlines are calculated beginning with the date the student registers for the class.

Course Drops. Effective Fall 2009 all students that wish to officially add or drop classes will do so within the Salukinet portal. Unless a student has processed an authorized drop from a course by the deadline in the schedule above, the student will not be allowed to drop the course. It is the student's responsibility to ensure that the drop process is officially completed. It is probable that a student, who does not drop by the deadlines, but stops attending during the second half of the semester, will receive a grade of *WF*. Note: ceasing to attend a course may affect a student's financial aid eligibility and the *WF* counts as an *F* in the calculation of the GPA. Students who drop courses after the full refund deadline, but remain enrolled in the University, will not receive any refund.

Withdrawal From the University. Students registered for academic work must obtain a withdrawal if they contemplate leaving the University. If a housing contract has been purchased, the student must contact University Housing to cancel the contract.

Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, housing contracts, and academic records. A student may, with authorization from the Registrar's Office and the academic dean, obtain a withdrawal. There are, however, restrictions on a withdrawal. A withdrawal will not be issued beyond the eighth week of the semester unless the reasons for the withdrawal are beyond the student's control and verified in writing. Warning: if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. The table above provides the deadline dates for withdrawal.

Students receiving a withdrawal from a full semester length course within the first two weeks will, under normal circumstances, receive a refund of all tuition and fees paid by the student or family. All financial assistance funds will be returned to their original sources if the student withdraws during the 100% period.

Students who withdraw after the full refund deadline will receive an account credit equal to the appropriate refund of tuition and fees. An administrative fee will be assessed to all students who withdraw from the University and receive a refund beyond the full refund period. The amount of the fee will be a fixed charge of \$100. See the following:

Continued on page 29.

Tuition and Fees and Other Financial Information

Tuition and Fees

Tuition and fees charged students are established by the Board of Trustees and are subject to change whenever conditions necessitate. All tuition assessments are on a per-hour basis, as are most fee assessments. The tuition and fee amounts to be assessed students for Fall 2012 were not approved in time for

inclusion in this Catalog. The tuition and fee schedules shown below are the fees currently in place for Fall 2011. More up-to-date information on tuition and fees may be found at: <http://tuition.siuc.edu>.

Fall 2011 On-Campus Undergraduate Tuition Charges (Per Semester Hour Enrolled)

Term of Entry at SIUC	Illinois Resident ¹	Border State Resident ^{1,4}	Other Non-IL Resident ¹
Prior to Fall 2004	\$232.50 per hour	\$581.25 per hour	\$581.25 per hour
Fall 2004	\$232.50 per hour	\$581.25 per hour	\$581.25 per hour
Fall 2005	\$232.50 per hour	\$581.25 per hour	\$581.25 per hour
Fall 2006	\$211.60 per hour	\$529.00 per hour	\$529.00 per hour
Fall 2007	\$232.50 per hour	\$581.25 per hour	\$581.25 per hour
Fall 2008 ²	\$232.50 per hour	\$581.25 per hour	\$581.25 per hour
Fall 2009 ³	\$243.00 per hour	\$243.00 per hour	\$607.50 per hour
Fall 2010 ³	\$243.00 per hour	\$243.00 per hour	\$607.50 per hour
Fall 2011 ⁵	\$259.80 per hour	\$259.80 per hour	\$649.50 per hour

¹Tuition is capped at 15 times the above rates for students enrolled in 15 or more semester hours.

²College of Business students have a tuition surcharge of \$34.90 per hour.

³College of Business students have a tuition surcharge of \$36.45 per hour.

⁴Those from the border states of MO, KY, IN, TN, and AR will be charged the Illinois Resident rate.

⁵College of Business students have a tuition surcharge of \$38.95 per hour.

Fall 2011 On-Campus Undergraduate Fee Charges (Flat and Per Semester Hour Enrolled)

Fee	Fee Type	Charge (all fees are subject to change)
STS Grant (1)	Flat	\$3.00 per semester
Student Attorney (2)	Flat	\$6.00 per semester
Student Center (3)	Per Hour	\$11.34 per hour up to a maximum of \$136.00 for 12 or more hours
Student Activity (4)	Per Hour	\$3.01 per hour up to a maximum of \$36.05 for 12 or more hours
Student Rec (5)	Per Hour	\$10.90 per hour up to a maximum of \$130.80 for 12 or more hours
Athletic Fund (6)	Per Hour	\$24.34 per hour up to a maximum of \$292.00 for 12 or more hours
Campus Rec (7)	Per Hour	\$0.70 per hour up to a maximum of \$8.29 for 12 or more hours
Student Medical (8)	Flat	\$528.00 per semester
Revenue Bond (9)	Per Hour	\$4.95 per hour up to a maximum of \$59.40 for 12 or more hours
Mass Transit (10)	Per Hour	\$4.00 per hour up to a maximum of \$48.00 for 12 or more hours
Info. Technology (11)	Per Hour	\$6.20 per hour up to a maximum of \$74.40 for 12 or more hours
Student Svcs. Bldg. (12)	Per Hour	\$6.67 per hour up to a maximum of \$80.00 for 12 or more hours
Facilities Maint. (13)	Per Hour	\$17.50 per hour up to a maximum of \$210.00 for 12 or more hours
Green (14)	Per Hour	\$0.84 per hour up to a maximum of \$10.00 for 12 or more hours

The fees which have been established by the Board of Trustees are payable by all students unless they are specifically exempted by the Board of Trustees. All fees are considered to be insti-

tutional in nature and require payment regardless of whether or not the student receives direct benefits or is in a location which permits access to such benefits.

Refund schedule for withdrawals from the University (Effective Fall 2011)

SIUC Refund Policy

This chart is based on refunding for full semester length courses.

Percentage of Refund		
	Tuition	Fees
Week One	100%	100%
Week Two	100%	100%
Week Three	50%	100%
Week Four	50%	0%
Week Five and after	0%	0%

No tuition refund will be given after week four; no refund of fees will be given after week three. Student fees are charged as a condition of enrollment. Further explanation of tuition and fee refunding may be found at: <http://registrar.siu.edu/records/schedclass.htm>.

Students who officially withdraw from school by the specific withdrawal deadline will receive a credit to their University account. Immediate cash refunds are not given for withdrawal from the University, reduction in credit-hour loads, or overpayment of account. The Bursar processes refunds at least once a week (twice a week during the week before the start of a semester and the first week of a semester) from an automated listing reflecting those accounts with a credit balance. No refunding of tuition and fees is made for a withdrawal occurring after the deadlines, except as described in the section titled Tuition and Fee Refund Policy and Procedures below.

Special consideration is extended to individuals who leave school for extended military service (6 months or longer). These students may choose to withdraw completely and have the withdrawal backdated to show no enrollment. If withdrawing during the third through tenth weeks of school, these students may receive *WMS* grades in all classes, with the appropriate refund. When the withdrawal occurs after the tenth week, students will receive both grades and credit hours for the courses in which they are passing. In all instances, a copy of the military orders or a letter from the commanding officer is required for verification of impending military service. To be eligible for these benefits students must remain in school to within ten days of their military reporting date.

Students in military service with the State of Illinois pursuant to the orders of the Governor have the right to receive a full monetary credit or refund for funds paid to any Illinois public university, college or community college if the person is placed into a period of military service with the State of Illinois in the event of state emergencies pursuant to the orders of the Governor and is unable to attend the university or college for a period of seven or more days. Students may elect to receive course credit for all of their courses rather than a refund.

Withdrawal from the University does not relieve the student from housing contract obligations. Each student who has a contract with the University must contact University Housing and resolve the contract issue with that office.

All students seeking a withdrawal must contact the Registrar's Office in person or by mail. The effective date of the

withdrawal, if granted, will be the student's last date of class attendance, provided the student completes the requirements for the withdrawal. Incomplete applications for withdrawal will be denied. Any student who fails to comply with the withdrawal procedures will receive grades for the semester and must satisfy the financial obligations for the semester.

Student Fees Include

1. The Student-to-Student (STS) Grant Program Fee funds a student grant program. The fee is payable by undergraduate students only; those who do not wish to participate in the program may seek a refund of the fee by submitting a request, in writing, to the Registrar's Office within ten days of the date of payment of fees.
2. Student's Attorney Fee supports the budget of the Students' Attorney Program.
3. Student Center Fee provides funding for operation of the Student Center.
4. Student Activity Fee funds student organizations and activities on campus; it includes \$1.30 in funding for Campus Safety, \$7.50 in support of Rainbow's End and \$5.50 for support of enhanced fine art activities.
5. Student Recreation Fee (REC) provides funds for operation of the Student Recreation Center and associated programs.
6. Athletic Fund Fee partially funds the University's intercollegiate programs.
7. Campus Recreation Fee funds recreational facilities and programs external to the Student Recreation Center.
8. Student Medical Benefit Fee is comprised of the SMB: Student Health Fee of \$215.00 and the SMB: Student Insurance Fee of \$313.00. It funds the comprehensive Student Health Center that includes emergency service and hospitalization; specialty, primary and emergency dental care; and prevention programs. Students who pay these fees are entitled to full medical benefits at the Student Health Center. If the student feels they have comparable coverage, they may seek a refund of the SMB: Student Insurance Fee within the first two weeks of a fall or spring semester or the first week of a summer session by contacting the Student Health Center Insurance Department.
9. The Revenue Bond Fee (RBF) replaces funds which were previously obtained from tuition payments and used to underwrite the funded debt operations of the Student Center and University Housing.
10. The Mass Transit Fee provides funding for bus transportation to on-campus and certain Carbondale locations.
11. The Information Technology Fee provides funding for maintenance and improvements to the Information Technology network as well as funding for a new student information system.
12. The Student Services Building Fee provides funding for the planned new Student Services Building.
13. The Facilities Maintenance Fee provides funding to partially cover the costs of utilities and the maintenance and

improvement costs to the University facilities.

14. The Green Fee provides funding for on-campus renewable energy, energy efficiency, and sustainability projects and research.

Additional Fee Information

1. Students who register for regular term-length classes after classes begin and students who register for shorter-than-term-length classes, including intersession classes after the first listed meeting day of the class, will be assessed a Late Registration Fee of \$15. The fee is non-refundable/non-waivable unless it is clearly shown that faculty or administrative action caused the late registration. Off-campus classes and registration in courses 599, 600, 601 and 699 are exempt from this fee.
2. Graduate, medical, and law students are not charged the student-to-student grant program fee.
3. Permanent full-time or permanent part-time employees may be eligible for tuition and fee credit. Employees must have approval from their department head and the director of Human Resources before enrolling for courses.
4. Students taking regular off-campus courses (section number range 800-899, not cost recovery) are required to pay tuition, but do not pay student fees for those classes. Students who combine enrollment in on- and off-campus courses pay tuition only for hours off-campus and tuition and fees for hours enrolled on campus.
5. Students may also incur charges for departmental field trips, library fines and excess breakage. Students taking a course involving use of materials, as distinct from equipment, will ordinarily pay for such materials.
6. Students enrolling in Public Service Courses pay tuition and \$3 per hour divided equally between Student Center and Medical fees. Students enrolling in a combination of public service courses and other courses pay tuition and fees based on the on-campus tuition and fee schedule for the combined total of hours enrolled.
7. Medical students at Springfield do not pay the Student Center Fee, Student Recreation Fee, Revenue Bond Fee, Students' Attorney Fee, or Athletic Fund Fee.
8. Students taking distance education courses (section number range 900-999) are required to pay tuition (regardless of residency status) plus the Information Technology Fee, Student Services Building Fee, STS Fee (for undergraduates), and a \$59 per credit hour Distance Learning Fee.
9. Tuition and program delivery charges for students enrolled in off-campus programs for the military are established in accordance with the Board of Trustee's policies relating to such charges for Southern Illinois University Carbondale cost recovery programs and are not affected by the residency status of the student.
10. For the purpose of tuition assessment, all faculty and staff (including Civil Service employees), as well as their spouses and dependent children, shall be considered as resident students.

11. An identification card fee of \$10 will be charged to all first-time SIUC students who register for on-campus credit. This is a one-time charge. For additional information contact the Student Center ID Card office.

12. Senior Citizen Courses Act. Senior citizen as defined under the Act means a person 65 years of age or older whose annual household income is less than \$14,000. The statute requires the University to waive the tuition for such citizens unless classroom space is not available or if tuition paying students enrolled do not constitute the minimum number required for the course. Even where tuition must be waived, other fees may be charged.

13. A \$30 nonrefundable fee, which must accompany the admission application.

14. The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

15. The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge. Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

16. The School of Art and Design assesses Art and Design majors an instructional support equipment fee of \$10.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours.

17. In addition to the above fees, there is a graduation application fee and a transcript fee. For further information contact the Registrar's Office.

Payment of Tuition and Fees

Tuition and fees are payable each semester during the academic year. Statements will be available on salukinet around the fifteenth of the month with payments due on the 10th of the following month. The statement lists all tuition and fees assessed, charges for University housing, charges for various other services, credits applied to the student's account from financial aid sources and cash payments. It shows the balance of these charges and credits as an amount owed by the student or an amount owed to the student. Payments may be made online by visiting salukinet, by phone (618) 453-2221 or toll free at (877) 533-0071, by mail, or in person at the Bursar Office by the 10th of the month. The Bursar's office accepts cash, checks, money orders, and credit cards (Visa, Master Card, American Express, and Discover).

All student fees and other financial obligations to the university are payable as billed by school terms, and no student shall be enrolled in classes in any educational unit if they have a past due balance greater than \$500, except upon authorization of the Provost.

A service charge of one and one-half percent per month (18% APR) will be assessed on the balance of the amount due which is unpaid at the next billing cycle. To avoid the service charge,

students must pay the total amount due on the statement prior to the next billing date. Detailed information is in the Schedule of Classes published each semester on the Registrar's Office website, <http://www.registrar.siu.edu/records/schedclass.htm>.

Following the end of each semester, students not registered for the next semester that have delinquent account balances will be mailed a series of letters requesting payment. If payments, or arrangements, are not made on a timely basis, the account may be placed with a collection agency with a collection fee added to the account. Should it be necessary for an outside agency to effect collection, reasonable collection costs shall be added and shall be paid by the debtor. If the University obtains judgment from a court of competent jurisdiction, the debtor shall be liable for the collection agency fee as well as reasonable court costs and attorney's fees. A claim on delinquent accounts may be submitted to the State of Illinois Comptroller's Office in accordance with the Illinois Collection Act which authorizes the deduction of the amount you owe to SIUC from an amount normally due you (i.e., payroll deduction, tax refund, etc.) and your account may be referred to a credit bureau. As SIUC is a non-profit institution of higher learning, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and may not be dischargeable in bankruptcy proceedings.

Students who process a program change which places them in a different tuition and fee category than the one for which they originally registered will be billed additional tuition and fees when appropriate. If the change places them in a smaller tuition and fee category and if they processed the program change within the necessary time frame, they will receive a refund provided their account carries no other charges.

Tuition and Fee Refund Policy and Procedures

Tuition and all mandatory student fees shall be refunded to students who officially withdraw from the University by the withdrawal deadlines (see Deadline Dates above). Action on any request for refund of tuition and fees shall be in compliance with Board of Trustees policy and these procedures. For refund of tuition and fees prior to the withdrawal deadlines, the following will apply.

Request for a withdrawal from the University is initiated in the Registrar's Office and approved by the student's academic dean as part of the normal withdrawal procedures.

Refund of tuition and fees based on withdrawal from the University on or prior to the withdrawal deadlines is made without consideration of the student's reason for withdrawing. There is no refund of the application fee.

No tuition or mandatory student fees shall be refunded in cases where withdrawal occurs after the deadlines stated in Board of Trustees policy, except for students in grave circumstances who demonstrate that, for reasons beyond their control, they are utterly unable to continue their educational programs. Refunds of tuition and general student fees approved in such cases are made at the University's discretion upon a determination by the chancellor or his designee of the existence of one of the following conditions:

Accident or illness occurring prior to the withdrawal deadline, which incapacitated the student and made it impossible for them to withdraw prior to the deadline.

Accident or illness in the student's immediate family, which occurs prior to the withdrawal deadline and is of such nature as to prevent the student from continuing their education.

Emotional or psychological trauma resulting from an incident which occurred prior to the deadline and for which the student is undergoing counseling or therapy.

A disciplinary, academic, or financial aid termination appeal, which is not accepted if the appeal was initiated prior to the withdrawal deadline.

Induction into military service for a period not less than six months.

Students in military service with the State of Illinois pursuant to the orders of the Governor have the right to receive a full monetary credit or refund for funds paid to any Illinois public university, college or community college if the person is placed into a period of military service with the State of Illinois in the event of state emergencies pursuant to the orders of the Governor and is unable to attend the university or college for a period of seven or more days. Students may elect to receive course credit for all of their courses rather than a refund.

The refund of tuition and fees in cases where withdrawal from the University occurs after the deadlines specified in the Board of Trustees refund policy is governed by the following procedures.

The Provost and Vice Chancellor or his designee will serve as the chancellor's representative for considering requests for refund of tuition and fees after the time period specified in the refund policy.

Request for such refunds are initiated in the Office of Transitional Programs, which will furnish the student with the necessary information and appropriate form.

A student requesting a refund after the specified periods must withdraw from the University before the request for refund will be acted upon.

Tuition and fees will not be refunded for courses which have already been completed earlier in the semester, and for which a final grade has been earned.

The student must submit written verification of the reasons supporting the request, i.e., **(a)** written verification from a physician as to the accident or illness to the student or in the student's immediate family and the student's inability to withdraw prior to the deadline; or **(b)** written verification from a physician or counselor which supports their statement concerning emotional or psychological trauma and which substantiates that the trauma resulted from an incident which occurred prior to the deadline; or **(c)** a copy of the letter denying a disciplinary, academic or financial aid termination appeal and verification that the appeal was filed prior to the withdrawal deadline; or **(d)** written correspondence from the military which verifies when the student is to report for military service and the length of time the student is expected to serve.

The student requesting the refund shall be required to substantiate to the satisfaction of the Registrar's Office (Transitional Programs) the nature, extent, and seriousness of conditions or circumstances which are the basis for the refund request.

The Registrar's Office will make a decision on the request and inform the student as soon as practical.

Tuition Waivers for Faculty and Staff

Employees, who are seeking a waiver of tuition, must apply for the waiver each term by completing an Application for Tuition/Waiver. Waiver application forms may be obtained from Human Resources, 806 S. Elizabeth St. or from the Graduate Registration Office, Woody Hall, B104. The form should be filled out each term and must be returned to Human Resources. The waiver benefit does not limit the number of credit hours that may be taken. The amount of the waiver will be credited to the applicant's account after employment status has been verified and the application form has been processed. Employees shall be eligible for a tuition waiver when they are employed at any time during a semester for which they registered. Questions concerning the process may be directed to Human Resources (618) 453-6698.

Graduate School Waivers

All full-time University employees who wish to use the employee tuition waiver (faculty and staff) who are classified as graduate students must seek approval of the Graduate School to enroll in more than six semester hours of courses.

Tuition Waivers for Dependents of Deceased Employees

Surviving spouses and dependent children of a deceased SIUC employee may be eligible for a tuition waiver if the service time of the deceased employee was at least five years in a full-time capacity and if the employee was in active, retired or disability status at the time of death. In the case of a dependent child of a deceased employee, the applicant must have been less than 22 years of age at the date of death of the employee, or enrolled in the University at that time. Applicants who are themselves employed by SIUC in a status other than student work are not eligible for this waiver. Human Resources administer applications for the waiver. Questions concerning the process should be directed to Employee Records (618) 453-6698.

Inter-institutional Undergraduate Tuition Waiver

Children of employees who have been employed by any Illinois senior public university for at least seven years shall receive a 50% tuition waiver for undergraduate tuition. The student must qualify for formal admission to the university and must be under the age of 25 at the beginning of the academic year during which the waiver is to be effective. Eligible applicants who have maintained satisfactory progress toward graduation may have the partial tuition waiver renewed each semester until they have reached 130 semester hours of undergraduate partial tuition waiver benefits. Human Resources administer applications for the waiver. Questions concerning process should be directed to Employee Records (618) 453-6698.

Local, Permanent and Billing Addresses

The University maintains both a local and a permanent address for students and a billing address for students. Accurate addresses are very important for students to ensure receipt of timely mail from the University.

The *billing address* is used only by the Bursar for correspondence. If no billing address exists, correspondence will be mailed to your permanent address. Statements are available online through salukinet.

The *permanent address* maintained by the University is

your permanent home address or the address at which you will promptly receive mail when you are absent from Carbondale.

The *mailing address* is your primary residence while classes are in session. It is used by the University to direct correspondence during the semester.

Grading and Scholastic Regulations

Grading System Explanation

The grades of *A, B, C, D, F* and *WF*, are included in determining student grade point averages.

An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

Grade Symbol	Definition	Grade Points Per Hour
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Poor	1
F	Failure	0
WF	Failure. For student who did not officially withdraw from class, ceased attending and failed to complete requirements for the course.	0
P	Pass. Used only in Pass/Fail system. See Grading System Explanation below.	
PR	Work in Progress. See Grading System Explanation below.	
W	Authorized withdrawal.	
INC	Incomplete. See Grading System Explanation above.	
AU	Audit. No grade or credit earned. See below.	

Students enrolling for an *Audit* must designate their intent to enroll on an *Audit* basis at the time of registration, or prior to the end of the second week of a six-teen-week semester and prior to the end of the second week of an eight-week summer session. An equivalent prorated amount of time would be allowed for courses of shorter duration. Students registering for short courses must register for Audit prior to the beginning of those classes. Students registering for a course on an *Audit* basis receive no credit. Auditors' Course Request Forms must be marked accordingly, and they pay the same fees as though they were registering for credit. They are expected to attend regularly and to determine from the instructor the amount of work expected of them. If auditing students do not attend regularly, the

instructor may determine that the student should not have a satisfactory (*AU*) audit grade. If the audited class is unsatisfactory, a grade of *UAU* will appear on the student's transcript.

PR is an authorized grade for specifically approved undergraduate courses. For example, it is used for the required University Core Curriculum English 101, which is a course that has been designated as one in which students must receive a grade of *C* or better. The grade is given only to students who regularly attend class and attempt to complete the required work. The grade is to be used only once per student for any given course. The course provides additional instruction for those students not making adequate progress. Students who receive a *PR* grade must reregister for the course within a time period not to exceed a year from the end of the semester in which the course is taken. The grade earned in the course for which the student reregisters will be included in the grade point average. Failure to complete the course within the year will result in the *PR* automatically becoming an *F*. The *F* will be included in grade point computation.

Pass/Fail Grading System

Certain courses, which, in the judgment of the department or program, have been determined to be inappropriate for the traditional grading system are designated as Mandatory Pass/Fail. Courses, which carry this designation, include the words Mandatory Pass/Fail at the end of the course descriptions in Chapter 5. For courses taken on a Mandatory Pass/Fail basis, completed grades will be either a grade of *P* when the student's work is satisfactory or the grade of *F* when the student's work is unsatisfactory. The grade of *P* is not included in the grade point average but the hours earned apply toward graduation. The grade of *F* is computed in the grade point average as a failure but no hours of credit are earned. If a student receives an *INC* in a Mandatory Pass/Fail course, the same regulations apply for completion of the work as apply for all other grades of *INC*, as explained in the Grading System Explanation above.

In addition to the Mandatory Pass/Fail courses, an Elective Pass/Fail grading policy was in effect through the end of Spring Semester, 1987. The regulations concerning the discontinued policy appear in the 1986-1987 Undergraduate Bulletin.

Changing of Grades

Grades given at the end of a course are final and may not be changed by additional work or submitting additional materials. When work is completed for a course in which an *INC* grade has been given, instructors notify the Registrar's Office of that fact, along with the final grade to be given, by processing a Grade Change Card through the academic dean's office.

Occasionally, students may wish to question grades given, either for accuracy or for removal of grades in situations when they were unable to perform some required step for reasons beyond their control. Only the assigned instructor for a course has the authority to change a grade except in the instance when the University no longer employs the instructor. Extenuating circumstances, which transcend faculty judgment of the instructor, may be appealed through procedures established by the instructor's school or college. Matters related to faculty judgment in grading may not be appealed. Any change of grade must be approved and signed not only by the instructor but also by the departmental chair and the dean of the academic unit. In the

case of an *INC* being changed to a final grade, only the instructor's signature is required.

Repeat Policy

Beginning Summer 2003, the repeat policy requires that all earned grades carrying quality point values are to be considered when computing students' grade point averages, including each earned grade in all repeated courses. Individual units and departments may establish a limit to the number of times a course can be repeated. The student needs to check with the parent department of the course before registering for a repeat course. All grades earned for the initial and all subsequent attempts will be clearly identified and noted on the student transcript. Only those courses taken at the same institution are considered repeats under this policy.

Effective Summer 1996 through Spring 2003, only the last grade of the subsequently repeated course will count in the grade point average even if the last grade is an *F*. The courses must be from the same institution.

Prior to Summer 1996, all earned grades carrying quality point values are considered when computing students' grade point averages, including each earned grade in a repeated course. Only those courses taken at the same institution are considered repeats under this policy.

Scholastic Standing

The matter of scholastic standing is quite often of importance to students both while in school and later when they present a transcript of their educational record in support of their application for employment or additional schooling.

At the end of each semester or session of attendance, SalukiNet is updated for each student showing, in addition to the grades earned that semester or session, the scholastic standing and the grade point average for that semester or session and for the overall record at Southern Illinois University Carbondale. It is important that you understand the University's system for computing grade point averages and the various grade point average requirements.

Transferred grades are not to be used in determining students' calculated SIUC grade point averages, except that transfer students who are admitted on probationary status will be required to earn a 2.0 average semester by semester until a total of 12 semester hours has been earned before they can be removed from probation.

The significance of the above should be clearly understood by transfer students when studying the general baccalaureate degree requirements. A 2.0 (*C*) average is required for the work taken at this University.

In computing students' grade point averages, all grades of *A*, *B*, *C*, *D*, *F* and *WF* are included in determining the number of *quality* hours. Each hour of these grades (1 hour of *A* is worth 4 quality points) is given its numerical quality points, which are then divided by the total number of quality hours to determine the student's grade point average.

Scholastic Probation and Suspension System

Students are expected to make satisfactory progress toward a degree, certificate or other approved objective. To ensure that students are making progress, their records are checked against the regulations below.

Scholastic Probation

When a student's cumulative University average falls below a *C* average (2.0), the student will be placed on scholastic probation. A student on scholastic probation may continue enrollment at the University provided the student is not placed on scholastic suspension, which will occur if the student's subsequent term average is below 2.0 and the student has accumulated more than 6 negative points. A student will be reinstated to good standing when the cumulative University average reaches 2.0 or above.

While on scholastic probation students may not enroll for more than 14 hours per semester unless approved to do so by the dean of their academic unit. Students employed full time may not register for more than eight hours without approval of the head of their academic unit. The academic unit within which the students are enrolled may establish other limitations. Students enrolled in programs for the military or students enrolled in programs with a weekend or evening format are not restricted to the eight-hour limit while on probation.

Transfer Students Admitted on Probation

Transfer students admitted on scholastic probation will remain in that status until they have earned at least a *C* average at Southern Illinois University Carbondale. If they earn below a *C* average for any session while on scholastic probation, they will be placed on scholastic suspension.

Scholastic Suspension

Students will be scholastically suspended from the University if they fail to meet the requirements of their conditional or probational status. Students placed on Scholastic Suspension may seek reinstatement after a minimum of two semesters' interruption but must furnish tangible evidence that additional education can be successfully undertaken. Some academic units have scholastic requirements in addition to the overall University requirements listed here. Students must learn and comply with the University requirements as well as those requirements applying to individual schools and colleges.

Positive and Negative Quality Points

Positive and negative quality points are assigned to grades above or below a *C*. There are two methods to figure points depending upon the information, which is available.

Grades. The SalukiNet grade report, which is updated at the end of each semester, lists the hours used in calculating the average and the quality points earned. Since *C* has a value of two quality points on a 4 point scale, quality points equaling a *C* average are exactly twice the number of quality hours. All quality points over that amount are positive quality points. All quality points under the amount are negative quality points.

For example:

<i>Quality Hours</i>		<i>Quality Points</i>		<i>Grade Point Average</i>
60	=	120	=	(C) 2.0

Twice the quality hours equals 120 quality points. This is a *C* (2.0) average. A student with 60 quality hours and only 115 quality points would have five negative points (1.92 average). A student with 30 quality hours and 55 quality points would have five negative points (1.83) average.

Grades and Hours of Credit Available. Whenever all grades and hours of credit are known and quality points have not been assigned as on SalukiNet, a simple method is to assign positive and negative points as follows:

A	=	2 positive points per hour
B	=	1 positive point per hour
C	=	0
D	=	1 negative point per hour
F	=	2 negative points per hour
WF	=	2 negative points per hour

For example:

3 hours of A	x	2 positive points	=	6 positive points
3 hours of B	x	1 positive point	=	3 positive points
3 hours of C	x	0 points	=	0
2 hours of D	x	1 negative point	=	2 negative points
4 hours of F	x	2 negative points	=	8 negative points
4 hours of WF	x	2 negative points	=	8 negative points

The eighteen negative points are balanced by only nine positive points so the sample has nine negative points.

Negative points are also used to easily determine exactly what grades must be earned to raise the average to *C*. For example, a student with eight negative points could raise the average to *C* by earning four hours of *A* grade or eight hours of *B* grade, assuming all other grades earned are at least *C*.

Class Standing

The University requires students to earn at least 120 semester hours of acceptable credit in order to receive a baccalaureate degree. For academic classification purposes a freshman is a student who has completed fewer than 26 hours; a sophomore, from 26 through 55; a junior, from 56 through 85; and a senior 86 or more.

Academic Load

The University considers 12 hours as the minimum number to constitute full-time attendance. This is the figure used for enrollment reporting purposes on the undergraduate level. Academic load guidelines are as follows:

Load	Regular Semester	8-Week Summer Session
Minimum load for full time	12	6
Average load	15–16	7–8
Maximum load without dean's approval	18	9
Maximum load ¹	21	11

¹This maximum may be exceeded by very special action of the respective academic dean, and rarely more than once in the student's degree program.

Students on scholastic probation may not take more than 14 hours without approval of the dean of their academic unit. Students employed full-time at the University may not register for more than eight hours.

Credit

Unit of credit

The University is on the early semester calendar. All references to hours of credit in this catalog are to semester hours unless otherwise specified. One semester hour of credit is equivalent to one and one-half quarter hours. One semester hour of credit represents the work done by a student in a lecture course attended fifty minutes per week for one semester and, in the case of laboratory and activity courses, the stated additional time.

Program Flexibility for the Student

The University offers you a wide variety of programs on all higher educational levels. Specialized programs are available on the associate and baccalaureate levels. In addition, the University gives attention to ways it might better serve present day educational needs. Described below are opportunities for you to earn credit through means other than the traditional classroom method. While greater flexibility is the goal, the University exercises appropriate supervision to ensure the flexibility is accompanied by educational soundness.

CREDIT BY MEANS OTHER THAN CLASSROOM ATTENDANCE

Internet, Extension, Off-Campus and Distance Education Credit

The University accepts credit earned through extension, off-campus, Internet, individualized learning programs, and correspondence programs toward the Bachelor degree. The work is accepted when taken from institutions which are regionally accredited. Southern Illinois University Carbondale operates a Distance Education Program in which students may earn academic credit. More information about credit courses available through distance education systems that include synchronous and asynchronous delivery methods may be found in Chapter 4 under Distance Education and Off-Campus Programs.

The University offers off-campus courses whenever (1) it is apparent there is a need and potential enrollment to justify scheduling, (2) it is possible to obtain a faculty member to instruct the class, and (3) adequate laboratory and library facilities are available.

Persons may enroll for off-campus work on an audit basis provided facilities are available. They must receive permission of the instructor to do so, and they must pay the same tuition as though they were registering for credit. Further information may be obtained from the Division of Continuing Education.

Credit for Military Experience

In order to receive credit for military service, active military personnel and veterans must present an official copy of an AARTS, SMART, CGI, Reserves, and/or CCAF transcript.

Military transcripts are sent directly to:
Southern Illinois University Carbondale
Transfer Student Services
Woody Hall A6, Mail Code 4725
900 South Normal Avenue
Carbondale, IL 62901

Active Duty students, or students who have served one year or more of active duty and have received an Honorable or Gen-

eral Discharge, may receive two hours of ROTC credit, two hours of physical education credit, and two hours of health education credit. Completion of basic training only will be awarded two hours of physical education credit. Service for six months to one year may result in two hours of freshman ROTC credit and two hours of physical education. If the student has separated or retired from the military, then discharge separation papers and/or a DD214 must also be sent to TSS. A Member-4 or Service-2 copy of the DD214 is required in order to show the character of service.

Credit will be accepted for Defense Activity for Non-Traditional Education Support (DANTES) subject standardized examinations within the limitations enforced for proficiency credit. The web address for more information on DANTES Credit is: <http://transfer.siuc.edu/pdfs/dantes.pdf>. No credit is allowed for college-level GED tests. The recommendations of the American Council on Education (ACE) as set forth in the U.S. Government bulletin, Guide to the Evaluation of Educational Experiences in the Armed Forces, are followed in evaluating credit possibilities based upon formal service-school training programs.

High School Advanced Placement Program (AP)

Through the High School Advanced Placement Program, high school students who are qualified through registration in an advanced placement course in their high schools or through other special educational experiences may apply for advanced placement and college credit through the Advanced Placement Program of the College Board. To receive credit, students must earn at least a grade of 3 and in some cases a 4 or 5. Transcripts from the Advanced Placement Program must be sent to Enrollment/Transfer Student Services, Southern Illinois University Carbondale, Mailcode 4725, 900 S. Normal Avenue, Carbondale, IL 62901.

Transfer students who have AP credit transcribed as college courses from their previous institution will receive that course credit at SIUC as transfer credit.

The maximum credit granted through advanced placement examinations is thirty hours (fifteen for an associate degree). It is nonresident credit, does not carry a grade, and is not used in computing the students' grade point average. The thirty-hour limit also includes any CLEP credit or proficiency credit that has been earned.

Advanced classes, which qualify for this purpose, are offered in many high schools in specific subjects such as English composition, economics, foreign languages, history, biology, computer science, chemistry, government, mathematics, physics, and psychology. A national examination is given in each subject with the examinations administered through the Educational Testing Service. The examinations are prepared by a national committee of high school and college teachers and intended to measure the achievement of the student and determine at what point the student should begin college work in the subject.

The credit to be granted at Southern Illinois University Carbondale is determined by the appropriate academic department. The credit will be validated after the student has earned 12 hours of credit with a minimum grade average of C grade or above in residence at SIUC. The following is a list of exams and the credit that can be received. A score of three is required unless otherwise noted.

AP EXAM	SIUC COURSE	CREDIT HOURS
Art History	AD 207C	3 semester hrs
Biology	PLB 115	3 semester hrs
Chemistry (score of 3)	CHEM 200	4 semester hrs
Chemistry (score of 4 or 5)	CHEM 200 & CHEM 210	8 semester hrs
Computer Science:		
Computer Science A	CS 202	4 semester hrs
Computer Science AB	CS 202 & CS 220	8 semester hrs
Economics:		
Economics-Macroeconomics	ECON 241	3 semester hrs
Economics-Microeconomics	ECON 240	3 semester hrs
English:		
English Lang & Comp (score of 3 or 4)	ENGL 101	3 semester hrs
English Lang & Comp (score of 5)	ENGL 102 & ENGL 120H	6 semester hrs
English Literature & Composition	ENGL 121	3 semester hrs
Environmental Science (score of 4 or 5)	GEOG 100	3 semester hrs
Foreign Language:		
Chinese Language (score of 3)	CHIN 320A	4 semester hrs
Chinese Language (score of 4 or 5)	CHIN 320A & CHIN 390	7 semester hrs
French Language (score of 3)	FR 321	3 semester hrs
French Language (score of 4 or 5)	FR 321 & FR 390	7 semester hrs
French Literature (score of 3)	FR 311	3 semester hrs
French Literature (score of 4 or 5)	FR 311 & FR 330	6 semester hrs
German Language (score of 3)	GER 320A	3 semester hrs
German Language (score of 4 or 5)	GER 320A & GER 390A	6 semester hrs
German Literature (score of 3)	GER 385	3 semester hrs
German Literature (score of 4 or 5)	GER 370 & GER 385	6 semester hrs
Japanese Language (score of 3)	JPN 320A	4 semester hrs
Japanese Language (score of 4 or 5)	JPN 320A & JPN 390	7 semester hrs
Classical Latin Language (score of 3)	CLAS 391	3 semester hrs
Classical Latin Lang (score of 4 or 5)	CLAS 391	6 semester hrs
Russian Language (score of 3)	RUSS 320	3 semester hrs
Russian Language (score of 4 or 5)	RUSS 305 & RUSS 320	7 semester hrs
Russian Literature (score of 3)	RUSS 306	3 semester hrs
Russian Literature (score of 4 or 5)	RUSS 306 & RUSS 390	7 semester hrs
Spanish Language (score of 3)	SPAN 390	4 semester hrs
Spanish Language (score of 4 or 5)	SPAN 306 & SPAN 390	7 semester hrs
Spanish Lit & Culture (score of 3)	SPAN 306	3 semester hrs
Span Lit & Culture (score of 4 or 5)	SPAN 306 & SPAN 370A	6 semester hrs
Span Lit/Sp-Am Culture (score of 3)	SPAN 306	3 semester hrs
Spanish Lit/Sp-Am Culture (score of 4 or 5)	SPAN 306 & SPAN 370B	6 semester hrs
Government & Politics:		
Government & Politics: Comparative	POLS 250	3 semester hrs
Government & Politics: U. S.	POLS 114	3 semester hrs
History:		
European History	HIST 205A & HIST 205B	6 semester hrs
U.S. History	HIST 300 & HIST 301	6 semester hrs
World History	HIST 207A & HIST 207B	6 semester hrs

AP Exam	SIUC Course	Credit Hours
Human Geography (score of 4 or 5)	GEOG 103	3 semester hrs
Mathematics:		
Calculus AB	MATH 150	4 semester hrs
Calculus BC	MATH 150 & MATH 250	8 semester hrs
Statistics (score of 4 or 5)	MATH 282	3 semester hrs
Music (score of 4 or 5)	MUS 104A & MUS 105A	4 semester hrs
Physics:		
Physics B (score of 4 or 5)	PHYS 203A,B & PHYS 253A,B	8 semester hrs
Physics B (score of 3)	Qualify for Proficiency Exam in PHYS 203 A,B	
Physics C, Part I-MECH (score of 4 or 5)	PHYS 205A & PHYS 255A	4 semester hrs
Physics C, Part I-MECH (score of 3)	Qualify for Proficiency Exam in PHYS 205 A	
Physics C, Part II-E&M (score of 4 or 5)	PHYS 205B & PHYS 255B	4 semester hrs
Physics C, Part II-E&M (score of 3)	Qualify for Proficiency Exam in PHYS 205 B	
Psychology	PSYC 102	3 semester hrs

Further information about the Advanced Placement Program may be obtained by writing AP Services, P.O. Box 6671, Princeton, NJ 08541-6671, calling 1-888-225-5427 or email: apexams@info.collegeboard.org. The website for AP is: <http://www.collegeboard.com/student/testing/ap/about.html>.

International Baccalaureate Program (IB)

The International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization is a comprehensive and challenging two-year course of study for students of senior high school age leading to final examinations in six subject areas. The Higher Level (HL) courses represent a recommended 240 teaching hours. Students who do not satisfy the requirements of the full Diploma Program or who have elected to take fewer than six subjects are awarded a certificate for the examinations completed.

SIUC will award proficiency credit to students who have passed the Higher Level (HL) exams with the appropriate scores as indicated in the following chart. No credit is awarded for Standard Level (SL) courses. Upon receipt of test scores, the appropriate number of credit hours will be entered on the student's record. If test scores for new freshmen are received after orientation/registration, the student will need to work with their academic advisor to ensure duplicate courses are not taken.

For more information, please see the International Baccalaureate Organization's website at: <http://www.ibo.org>.

IB Transcripts may be ordered from the following address:

ATTN: Transcript Officer, International Baccalaureate
American Global Centre
7501 Wisconsin Ave., Suite 200 West
Bethesda, MD 20814

The transcript scores should be sent to:

Transfer Student Services
Southern Illinois University Carbondale
Woody Hall A06, Mail Code 4725
900 South Normal Avenue
Carbondale, IL 62901

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM EQUIVALENCY CREDIT

Course (HL-Higher Level)	Score	Course Equivalent	Hours
GROUP 1 Study in language and literature			
Language A: Literature	5-7	ENGL 121 The Western Literary Tradition	3
Language A: Language and Literature*	5-7	Humanities Sub 2	3
*Additional language credit may be available through departmental evaluation			
Group 2 Language acquisition			
Language AB	5-7	FR 123A,B Elementary French SPAN 140A,B Elementary Spanish GER 126A,B Elementary German	8
Language B	6-7	FR 201A,B Intermediate French SPAN 201A,B Intermediate Spanish GER 201A,B Intermediate German	8
Latin or Classical Greek	5-7	CLAS 130A Elementary Classical Greek CLAS 133A Elementary Latin	4
*Additional language credit may be available through departmental evaluation			
Group 3 Individuals and Societies			
Economics	5	ECON 113 Introduction to Economics or ECON 101 Economics of Contemporary Social Issues	3
Economics	6-7	ECON 240 Introduction to Microeconomics and ECON 241 Introduction to Macroeconomics	6
Geography	5-7	GEOG 103 World Geography	3
History	5-7	HIST 112 The Twentieth Century World	3
Information Technology (ITGS)	5-7	CS 200B Computer Concepts or ISAT 229 Computing for Business Administration	3
Philosophy	5-7	PHIL 102 Introduction to Philosophy	3
Psychology	5-7	PSYC 102 Introduction to Psychology	3
Social and Cultural Anthropology	5-7	ANTH 104 The Human Experience	3
Group 4 Experimental Sciences			
Biology	5	PLB 115 General Biology	3
	6-7	BIOL 200A Cell and Molecular Biology, Genetics and Evolution, and BIOL 200B Organismal and Ecological Biology	
Chemistry	5	CHEM 106 Introduction to Chemistry	3
Chemistry	6-7	CHEM 200/201 Intro to Chemical Principles and CHEM 210/211 General and Inorganic Chemistry	10
Design Technology	5-7	IT 208 Fundamentals of Manufacturing Processes	3
Physics	5	PHYS 101 Physics and the Changed World	3
Physics	6-7	PHYS 203A,B College Physics	8
Environmental Systems and Society	5-7	GEOG 100 Environmental Conservation	3
Group 5 Mathematics and Computer Science			
Mathematics	5-7	MATH 150 Calculus I	4
Further Mathematics	5-7	MATH 250 Calculus II	4
Computer Science	5	CS 202 Introduction to Computer Science	3
Computer Science	6-7	CS 202 Introduction to Computer Science and	

Group 6 The Arts

Film	5-7	CP 101 Film History and Analysis	3
Mucis	5-7	MUS 103 Music Understanding	3
Theater	5-7	THEA 101 Theater Insight	3
Visual Arts	5-7	AD 101 Introduction to Visual Culture	3

College Level Examination Program (CLEP)

Through the College Level Examination Program (CLEP) students may apply for credit, which may substitute for one or more SIUC courses. Listed below are the minimum required scores and the credit awarded for each CLEP exam. The exams listed below are the only CLEP exams which will be accepted for credit.

General Exams:	Paper-Based Exam Score	Computer-Based Exam Score	Credit Awarded (semester hours)
Natural Science	52 or above ⁽¹⁾	52 or above	6 semester hours of University Core Curriculum Science credit: Science Group 1 (3) Science Group 2 (3)
Social Sciences and History	52 or above ⁽¹⁾	52 or above	6 semester hours of University Core Curriculum credit in Social Science.
Humanities	52 or above ⁽¹⁾	52 or above	6 sem. hrs of University Core Curriculum credit in Humanities or 3 sem. hrs of credit in Humanities and 3 sem. hours of credit in Fine Arts.
College Composition	61 or above (1)	61 or above	6 sem. hrs of University Core Curriculum English Composition (ENGL 102 and 120H).
College Composition	57 to 60 (1)	57 to 60	Entitles student to receive advanced placement in ENGL 120H and 6 sem. hrs of credit for UCC English Comp (ENGL 102 and 120H) upon successful completion of ENGL 120H with a grade of C or higher.
College Mathematics	58 or higher (1)	58 or higher	3 sem. hours of credit for Math 113, which will fulfill UCC math requirement.

Subject Exams:	Paper-Based Exam Score	Computer-Based Exam Score	Credit Awarded (semester hours)
Business:			
Principles of Marketing		56	MKTG 304 (3 semester hours).
Financial Accounting		65	ACCT 220 (3 semester hours).
Principles of Management		62	MGMT 304 (3 semester hours).
Foreign Languages:			A satisfactory score on one or more of the College Level 2 exams will satisfy one area of University Core Curriculum credit in Humanities.
French – College Level 1	42	50	FR 123A, 123B (8 semester hours)
French – College Level 2	45	59	FR 123A, 123B, 201A, 201B (16 semester hours)
German – College Level 1	36	50	GER 126A, 126B (8 semester hours)
German – College Level 2	42	63	GER 126A, 126B, 201A, 201B (16 semester hours)
Spanish – College Level 1	45	50	SPAN 140A, 140B (8 semester hours)
Spanish – College Level 2	50	63	SPAN 140A, 140B, 201A, 201B (16 semester hours)

^oCLEP Testing at DANTES Education Centers is by Paper-and-Pencil Exam Format.

If prior to taking a CLEP examination the student has received a grade (including a *W* or an audit) or has enrolled in college-level work in any discipline included in the CLEP exam (see below) they shall be ineligible for credit. (Military credit does not constitute prior coursework). One exception to this rule is made if the course the student took in a discipline from a CLEP exam was taken more than five years prior and no credit was awarded for the course.

The Natural Sciences examination includes the disciplines of plant biology, microbiology, physiology, zoology, chemistry, physics, geography and all SIUC University Core Curriculum science courses.

The Social Sciences and History examination includes the disciplines of western civilization, American history, Afro-Asian civilization, world history, political science, economics, anthropology, geography, sociology, social psychology, social studies, and all SIUC University Core Curriculum social science courses.

The Humanities examination includes the disciplines of literature, poetry, fiction, drama, non-fiction, creative writing, films, performing arts, art, art appreciation, art history, architecture (past and present), music: classical, modern and jazz, general humanities courses, philosophy: aesthetics, ethics, and general survey, and all SIUC University Core Curriculum humanities courses.

The College Composition examination disciplines includes rhetoric; composition, creative writing and all English prefix courses. The College Mathematics disciplines include all college-level mathematics courses.

The Foreign Language disciplines include all college-level courses in the corresponding foreign language.

Students may be exempted from all University Core Curriculum requirements if they: **(a)** meet the minimum required scores for the five CLEP general examinations; Natural Sciences, Social Sciences and History, Humanities, College Composition and College Mathematics, prior to completion of 12 semester hours of college-level credit and **(b)** complete the graduation option of the University Honors Program. Further information is available from the director of the University Honors Program.

Transfer students who have CLEP credit transcribed as a college course from their previous institution, with the exception of English Composition, will receive that course credit at SIUC as transfer credit. Students who transfer with an AA or an AS degree from an Illinois Community College will receive credit for their English Composition CLEP if it is transcribed as a course from that institution.

CLEP credit will not be recorded on the student's SIUC transcript until the student has earned 12 hours of credit with a minimum grade average of *C* grade or above in residence at SIUC.

A maximum of thirty hours of proficiency credit, including CLEP, Advanced Placement, departmental and Core Curriculum

proficiency exams, will be accepted toward a Bachelor's degree (fifteen hours toward an Associates degree).

CLEP credit does not apply toward the residence requirement for graduation.

For further information, students should consult with their academic advisor.

Proficiency Examinations

Through its proficiency examination program, the University recognizes the importance of providing encouragement for academically talented students. Such students are permitted to make application to demonstrate the mastery of certain courses through proficiency examinations. Application forms are available at the departmental offices.

The following general rules govern the proficiency examinations for undergraduate credit:

1. Students who believe they are qualified to take a proficiency examination should check with the department offering the course to determine their eligibility to do so. Students scoring in the top ten percent of ACT are particularly encouraged to avail themselves of this opportunity.
2. Credit not to exceed thirty hours (fifteen hours toward an associate degree), including credit through the College Board Advanced Placement Program and the College Level Examination Program, may be earned through proficiency examinations. Credit will be considered nonresident. A combined total of 40 hours may be earned through proficiency examinations and credit for work experience.
3. All University Core Curriculum courses are available for proficiency credit, subject to specified restrictions.
4. Upon passing proficiency examinations, students are granted course credit and receive a *Pass* grade. Their records will show the name of the course, the hours of credit granted, and the notation "credit granted by proficiency examination." Students who fail a proficiency examination receive a Fail grade. This results in no penalty to the students. They will not receive credit and there will be no official record regarding the proficiency examination. However, the proficiency examination grade report form will be in the student's file for reference purposes.
5. Students may not take proficiency examinations for the same course more than one time. Neither may they take a proficiency examination in a course in which they have previously received a grade. Students who are registered for a course may not receive credit by proficiency examination for that course unless they withdraw from the course by the date during the semester, which would result in no course entry appearing on the transcript. This date is the end of the second week for a regular semester course, and a correspondingly shorter period for summer session or short courses. Individual departments may require the proficiency examination to be completed in advance of this date.
6. No credit granted by proficiency examinations will be recorded until the student has earned at least 12 hours of credit of C grade or above in residence at the University.

Credit for Work Experience

Southern Illinois University Carbondale recognizes that there might well be a number of undergraduate programs for which work experience has a meaningful relationship. It therefore permits those undergraduate programs to grant credit for work experience that relates to the students' areas of specialization. The credit granted is to apply to the major program and is awarded only upon approval by the major departments. Credit earned by work experience is limited to 30 hours. Any combination of credit for proficiency examinations, AP, CLEP and work experience is limited to 40 hours. Credit granted for work experience is considered non-resident credit when granted for work that is not part of a regular instructional course. Students should consult with their major departments to see whether they approve credit for work experience.

Degrees Offered

Southern Illinois University Carbondale grants the following degrees:

- Associate in Applied Science
- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Music
- Bachelor of Science
- Master of Accountancy
- Master of Architecture
- Master of Arts
- Master of Arts in Teaching
- Master of Business Administration
- Master of Engineering
- Master of Fine Arts
- Master of Laws
- Master of Legal Studies
- Master of Music
- Master of Public Administration
- Master of Public Health
- Master of Science
- Master of Science in Education
- Master of Science in Physician Assistant Studies
- Master of Social Work
- Juris Doctor
- Doctor of Medicine
- Doctor of Philosophy

In addition to the above degrees, the University offers the undergraduate courses in preprofessional areas.

The School of Law and the School of Medicine offer professional degrees. Information about the School of Law may be obtained by writing the dean, School of Law, Southern Illinois University Carbondale, Carbondale, Illinois 62901. Information about the School of Medicine may be obtained by writing the dean, Southern Illinois University School of Medicine, P.O. Box 19230, Springfield, Illinois 62794.

For information concerning academic programs on the advanced degree level, refer to the Graduate Catalog or write the dean, Graduate School, Southern Illinois University Carbondale, Carbondale, Illinois 62901.

Degree Requirements

ASSOCIATE DEGREE

Each candidate for an associate degree must complete a minimum of 60 hours of credit in approved courses. Each student must complete the residency requirement by completing a minimum of 15 semester hours of technical courses within a major for the Associate in Applied Science degree at Southern Illinois University Carbondale. Each student must maintain a C average for all work taken at Southern Illinois University Carbondale. The degree-granting unit for the associate degree is the College of Applied Sciences and Arts.

BACCALAUREATE DEGREE

Each candidate for a bachelor's degree must complete the requirements listed below.

Hour Requirements. Each student must have earned a minimum of 120 semester hours of credit, although some majors require more. Of the 120 hours, at least 60 must be earned at a senior-level institution. Credit for work experience, DANTES, CLEP, Advanced Placement, military credit, and proficiency examination credit awarded by an accredited senior-level institution are counted toward the 60-hour requirement. Mathematics 107 cannot be counted in the 120 hours required for graduation.

Residence Requirements. Each student must complete the residence requirement by taking the last year, which is defined as 30 semester hours, or by having three years of credit, which is defined as 90 semester hours at Southern Illinois University Carbondale. Only credit for those courses for which the student has *registered* and for which a *satisfactory grade has been recorded* at Southern Illinois University Carbondale may be applied toward the residence requirement hours. Students enrolled in an approved program delivered off-campus will have completed the residence requirement for the University upon completion of all courses required by the program. Credit for work experience, CLEP, Advanced Placement, military credit or proficiency credit is considered non-resident.

Average Requirements. Each student must have a C average for all work taken at Southern Illinois University Carbondale and a C average for all major work taken at the University.

Forgiveness Policy. The University has adopted a policy for students whose only graduation problem concerns the C average for all work taken at the University. Such students may ask that the average be computed by one of the following methods: (1) by excluding from calculation of the grade point average a maximum of ten semester hours of D or F grade earned outside the major which was taken prior to the last 60 semester hours of completed work at the University or, (2) by earning a grade point average of 2.10 or higher for the last 60 semester hours of work completed at the University. The student will be graduated if the average meets either of the two alternatives. It should be noted that the two alternatives are offered as a means of computing the GPA for graduation only and may not be used for any other purpose. All grades, including those designated as repeats are included in forgiveness calculation.

Course Requirements. Each student must meet the University

requirements and the requirements of the academic unit, the major, and the minor, if required. The University Core Curriculum Requirements, which are explained in Chapter 3, total 41 semester hours of credit although there are methods available to reduce the number for certain students. The requirements of each college and for the specific major and minor programs are explained in Chapter 5.

SECOND BACHELOR'S DEGREE

Dual Degree

A student may earn two different degrees (e.g., B.A. and B.S.) at the same time by having completed the requirements for each degree and a total of at least 150 semester hours. The application for graduation must include both degrees. Students officially enrolled in a dual degree program who, for any reason, choose to graduate with a single bachelor's degree after having completed more than one-half of the requirements for the second degree will be granted seven years beyond the date of initial graduation for purposes of completing requirements for the second degree. It shall be the student's responsibility to monitor the passage of time and to complete degree requirements by the official deadline. The University assumes no responsibility for notifying students of pending deadlines.

Second Bachelor's Degree

A student may earn a second bachelor's degree upon completion of a minimum of 30 hours, making a total of 150 hours minimum, provided the student fulfills the requirements of the department or school and college for the second bachelor's degree. A prior bachelor's degree fulfills the Core Curriculum requirement. If a student's first bachelor's degree is from another university, 30 hours in residence is required to fulfill the requirements for the second bachelor's degree. If the first bachelor's degree was earned at the University, a minimum of 10 semester hours of the 30 required must be taken in residence at the University.

Three-Year Baccalaureate Degree Program

It is possible to complete a baccalaureate degree program in three years by utilizing proficiency examinations. The equivalent of one year of credit (30 semester hours) may be earned by this method. If you desire to follow the three-year program you should make that fact known to your academic advisor at the earliest possible date so that your eligibility can be determined. A combination of programs may be employed to accumulate these 30 hours as described above in the section on Credit by Means Other than Classroom Attendance.

Recognition of High Scholastic Achievement

Dean's List. At the end of each semester, a dean's list is prepared. The criteria for inclusion on the dean's list are established by each of the academic units. To be recognized as being on the dean's list, you must have been in attendance full-time (12 semester hours or more) and must have earned the SIUC average for the semester, which has been specified by the academic unit. If at the end of the semester you have met the criteria established, a notation will appear on your academic record.

The dean's list is recognition for a particular semester. It does not take into consideration your complete record.

University Honors Program. The University Honors program is explained in Chapter 5. Those who successfully complete the University Honors Program Degree or Certificate receive recognition on the academic record at the time the degree is recorded.

Departmental Honors. Departments in the College of Agricultural Sciences, the College of Liberal Arts, and the College of Science offer honors courses, individual honors work, and honors curricula, all designed to serve the student with high scholastic potential. A departmental or academic unit honors program consists of no fewer than six, nor more than fourteen semester hours in research or independent study which is counted toward the student's major. Some honors programs require a comprehensive examination at the end of the junior year and again at the end of the senior year. Grades may be deferred at the end of the first semester, but not from one school year to the next. Departmental honors will be noted on the academic record at the time degree is recorded.

Scholastic Honors Day. Each spring semester a Scholastic Honors Day convocation is held to recognize students exhibiting high scholastic achievement. Qualification for recognition is determined at the end of the third week of the spring semester. Recognition at that time will be accorded to a full- or part-time student who has (1) attained an undergraduate grade point average at SIUC of 3.50 or better and, if applicable, a 3.50 average or better in all undergraduate work (including transfer credit) recognized by SIUC; and (2) reached the benchmarks of 12, 45, 75, or 105 credit hours of coursework. Such a Scholastic Honors student will be invited by the University to the next regularly scheduled Honors Day ceremony of that student's respective college. Each academic unit schedules its own convocation, and each Scholastic Honors student is recognized individually on this day.

A variety of professional, departmental, and fraternal honorary organizations offer recognition and membership based upon scholastic achievement. Election or selection to most of these organizations is noted at the Scholastic Honors Day ceremonies. The following are examples of some of these organizations: *Alpha Epsilon Rho, Alpha Lambda Delta, Alpha Zeta, Beta Alpha Psi, Beta Beta Beta, Beta Gamma Sigma, Golden Key Honor Society, Eta Sigma Phi, Gamma Beta Phi, Kappa Delta Pi, Kappa Omicron Phi, Phi Alpha Theta, Pi Mu Epsilon, Pi Omega Pi, Sigma Tau Delta, Tau Beta Pi*, and the *Honor Society of Phi Kappa Phi*. Selection to membership in these organizations is not reflected on the academic record or diploma.

Honors Recognition at the Time of Graduation. The undergraduate student's degree honors designation is printed on transcripts and on diplomas, and is determined by first measuring the SIUC GPA against the criteria below, then the cumulative All-Work GPA calculated by SIUC from all undergraduate career work including work transferred in from other institutions.

Summa cum Laude – The Highest Honors designation awarded to graduating students with a scholastic average for SIUC work of 3.900 - 4.000 and also All-Work GPA of 3.900 - 4.000.

Magna cum Laude – The High Honors designation awarded to graduating students with a scholastic average for SIUC work of 3.750 - 3.899, and also All-Work GPA of 3.750 - 3.899.

Cum Laude – The Honors designation awarded to graduating students with a scholastic average for SIUC work of 3.500 - 3.749 and also All-Work GPA of 3.500 - 3.749.

Graduation Procedures

The academic requirements for the various baccalaureate degrees are listed in Chapter 5. Presented here are the procedures that students expecting to graduate must follow. See details on the website: <<http://registrar.siu.edu/students/Graduation.htm>>.

Graduation ceremonies are held each year in May and December. These ceremonies are typically held in the SIU Arena on the Saturday after finals. There is no ceremony in August. The candidates who plan to complete degree requirements in August can choose to attend either the May or December ceremony. If you wish to attend the May ceremony, you should turn in your application by late April.

Attendance at commencement is not compulsory. If you do not plan to attend, please mark the corresponding option on the graduation application form. If you do plan to attend, the wearing of a cap and gown is compulsory. Military attire is also acceptable.

Undergraduate degree candidates must apply for graduation through the Graduation Office.

Applications must be mailed to Graduation Office, Woody Hall A-117, Mailcode 4701, Carbondale, IL 62901, fax to 618-453-2931 or scan/email to registrar@siu.edu.

The deadline to return the Graduation Application is the fourth Friday for Fall and Spring semesters and the second Friday for Summer sessions.

The undergraduate graduation application forms are available in the Graduation Office, or may be obtained online: <http://registrar.siu.edu/pdf/graduationApplication.pdf>

A Graduation Application fee is assessed and should appear on the applicant's Bursar statement of account (found in SalukiNet) about two months before the end of the term.

The graduation application fee does not cover the cost of the cap and gown rental or the invitations. Questions regarding the cap, gown and the invitations should be referred to the University Book Store in the Student Center. Typical deadlines to order for May ceremony is April 1, and for December ceremony is November 1.

In addition to completing the graduation application, students are responsible for determining that they are meeting all graduation requirements. Each academic unit provides a graduation check-up service through its academic advisement office in order to ensure that graduating students have met all requirements. Students should check with their academic advisors for the procedures they should follow as they approach graduation. Undergraduate students who started at SIUC Fall 1990 or later may view their Degree Progress Report via SalukiNet online at: <<http://salukinet.siu.edu/>>.

Candidates who do not meet graduation requirements will automatically be rolled to the next graduation term. Candidates who fail to meet the degree requirements by the dead-

line for that graduation term will be removed from the pending graduation list. It will then be the student's responsibility to submit a new Graduation Application form by the deadline for the term in which they now plan to graduate. The new application will result in the assessment of another Graduation Application fee.

Any financial obligations with the university must be cleared by the Bursar's Office before the release of diplomas and official transcripts. Diplomas are mailed to the address on the graduation application form within four to ten weeks after the end of the term.

Graduation Appeal

The University has a Graduation Appeals Committee whose function is to review student petitions involving issues related to graduation. The Graduation Appeals Committee has the authority to graduate students even though they have not satisfied all University graduation requirements. The committee hears those cases involving University requirements for the associate or baccalaureate degree. Appeals relative to a major or academic unit requirement is through the appropriate administrative official. Ordinarily, the Graduation Appeals Committee will give consideration to an appeal if there is tangible evidence that the matter at issue is of an unusual nature and that it has resulted due to conditions beyond control of the student. Appeal is initiated through the advisement unit and the student's academic dean.

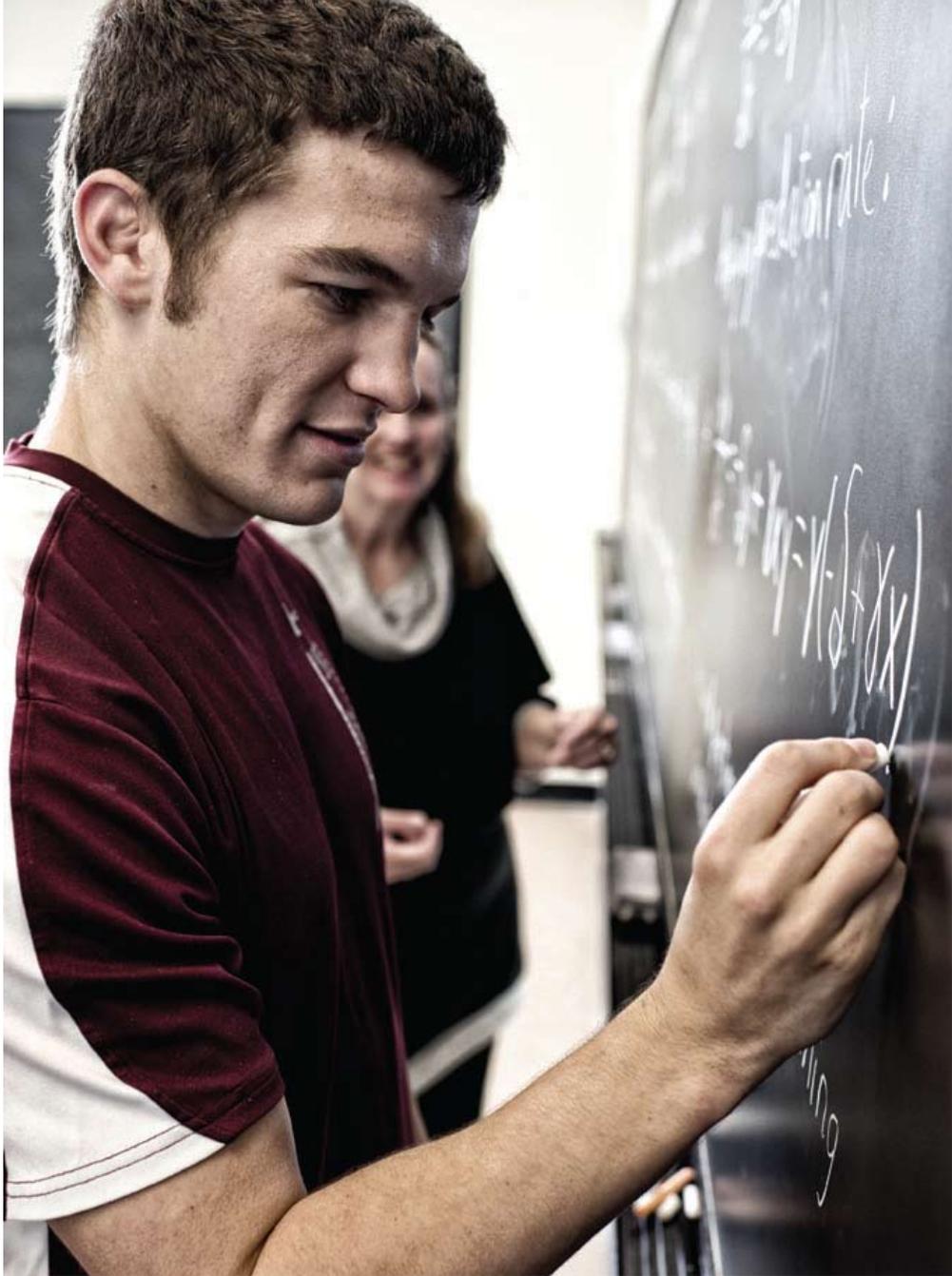
Issuance of Transcripts

The Registrar's Office will issue a transcript of the student's official educational record under the following conditions: A transcript is issued only upon a student's request or with the student's explicit permission, except that such permission is not required for an unofficial transcript when University faculty and administrative personnel request a transcript for official purpose. In addition, requests will be honored from a recognized research organization conducting educational research provided the confidential character of the transcript is protected. Transcripts will be sent to other recipients as requested in writing by the student. A transcript will not be issued if a student has an outstanding debt to the University. Also, there may be certain instances when transcripts will be released without the student's written permission.

For further information see policy on release of student information and access to student records in Chapter 7. See the web site: <<http://registrar.siu.edu/alumni/transcripts.html>> to order your SIUC transcript online. Students who started at SIUC Fall 1990 or later, may view their unofficial transcript via SalukiNet on the world wide web:<<http://salukinet.siu.edu/>>.

3 / University Core Curriculum





University Core Curriculum

Pat A. Manfredi, Director

The University Core Curriculum is a carefully structured and deliberately sequenced program of study required of all *SIUC* undergraduate students. The program’s objectives are to develop students’ abilities to communicate orally and in writing, to think mathematically, and to analyze and conceptualize effectively. The Core is grounded in the traditional arts and sciences, and fosters a life of inquiry, creativity, and civic participation. As a matter of principle, the program limits curricular choice in favor of greater conceptual coherence.

Within the first 56 credit hours, every undergraduate must take 15 credit hours of Foundation Skills in English Composition, Foundations of Inquiry, Speech Communication, and Mathematics. Most undergraduates must also take a 3 credit hour Foundations of Inquiry course. To introduce students to the universe of human knowledge, which underlies all undergraduate majors, the Core requires 23 credit hours of Disciplinary Studies in Fine Arts, Human Health, Humanities, Science, and Social Science. Finally, to emphasize the interconnectedness of our lives, culturally and intellectually, students are required to take three credit hours of Integrative Studies in Multicultural/Diversity courses.

The University Core Curriculum is administered by a faculty director, assisted by two university-wide committees, to oversee the implementation of curricular policy as set by the Provost and the Faculty Senate. To provide quality control, all Core courses are reviewed and student learning in them assessed at least once every five semesters by the Core Curriculum Executive Council. The Core is also subject to program review on a regular schedule established by the Illinois Board of Higher Education and the Higher Learning Commission of North Central Accreditation Association.

Further information about the University Core Curriculum is available from its director and the program’s webpage <http://corecurriculum.siuc.edu>.

University Core Curriculum Goals

1. Expose students to the universe of human knowledge and provide perspective across disciplines in an academically challenging course of studies.
2. Improve communication and numerical literacy.
3. Develop students’ critical and analytical abilities.
4. Encourage intellectual maturity through interaction with instructors and peers.
5. Enhance understanding and appreciation of diverse cultures and environments.
6. Prepare students for ethical and responsible citizenship.

University Core Curriculum Requirements

I. <i>Foundation Skills</i>	15
Foundations of Inquiry	3
Select one UCOL 101 course.	
This Core Curriculum requirement applies only to on	

campus undergraduates, first entering SIU in Summer 2012 or later, with fewer than 26 transferable hours (excluding AP, CLEP, IB and proficiency credits). However, some programs require all students (regardless of transferable hours) to take the UCOL 101 course they offer. Students should check with their academic advisors to determine whether the program they wish to enter requires a specific UCOL 101 course.

English Composition	6
Both English 101 and 102 are to be completed with a grade of C or better. English 120H, if completed with a grade of C or better, will complete the composition requirement. Linguistics 101 and 102, also to be completed with a grade of C or better, will satisfy the composition requirement for ESL students.	
Mathematics	3
Select one course from the following: MATH 110, 113. Advanced University Core Curriculum courses: Any mathematics course designated by a number greater than 107 except for 114, 120, and 300I.	
Speech Communication 101	3
II. <i>Disciplinary Studies</i>	23
Fine Arts	3
Select one course from the following: Architectural Studies 314I; Art and Design 100A,B, 101; Cinema and Photography 101, 354I; English 119, 206A, 307I; Foreign Language 200A,B,C; History 201; Music 103; Theater 101.	
Advanced University Core Curriculum courses: Architectural Studies 231 and 232; Music 357A,B; Radio-Television 362I; Theater 220.	
Human Health	2
Select one course from the following: Biology 202; Health Education 101; Human Nutrition and Dietetics 101; Kinesiology 101; Physiology 201; Rehabilitation 205.	
Advanced University Core Curriculum courses: Allied Health 241; Kinesiology 201; Physiology 310.	
Humanities	6
Select two courses from the following or select a sequence: Art and Design 207A,B,C; Cinema and Photography 358I; Classics 230, 270, 271, 315I; East Asian 102; English 121, 204; French 101A,B; Geology 329I; German 101A,B; History 101A,B, 358I; Linguistics 200; Mathematics 300I; Philosophy 102, 103A,B, 104, 105, .. 303I, 307I, 309I.	
Sequence I: Art and Design 207A,B,C (select two)	
Sequence II: English 121, 204	
Sequence III: French 101A,B	
Sequence IV: German 101A,B	
Sequence V: History 101A,B	
Sequence VI: Philosophy 103A,B	
Advanced University Core Curriculum courses:	
History 207A,B; Philosophy 304, 305A or B, 340; a third semester of a foreign language or a first semester or more advanced course in Latin or Classical Greek.	
Science	6

Select one course from each group. *Lecture courses in Geology must be taken with the appropriate lab course.*

Group I: Chemistry 106; Geography 104 , 303I, 310I; Geology 111 and 112, 121 and 124, 122 and 123, 128 and 129; Physics 101, 103.

Advanced University Core Curriculum courses:

Chemistry 140A, 200 and 201, 200H and 201; Geology 220 and 223, 221 and 224, 222 and 223; Physics 203A and 253A, 203B and 253B, 205A and 255A, 205B and 255B, 205C and 255C; Science 210A.

Group II: Anthropology 240A; Plant Biology 115, 117; Zoology 115.

Advanced University Core Curriculum courses: Biology 200A,B; Microbiology 201; Physiology 201 and 208 (if not used for Human Health); Plant Biology 200; Science 210B; Zoology 118, 220.

Social Science 6

Select two courses in *different disciplines* from the following: Agricultural Sciences 300I, Anthropology 104; Economics 101, 113, 302I; Geography and Environmental Resources 100, 103, 300I; History 110, 112; Journalism 306I, 314I; Liberal Arts 300I; Political Science 114, 314I, 332I, 372I; Psychology 102; Sociology 108, 306I; Zoology 312I.

Advanced University Core Curriculum courses: Agribusiness Economics 204; Economics 240, 241; History 301.

III. *Integrative Studies* 3

Students are strongly advised to complete their Disciplinary Studies courses before enrolling in the Integrative Studies courses.

Multicultural/Diversity: Improving Human Relations 3

Select one course from the following: Art and Design 227, 267 , 307I, 317I; Africana Studies 215, 227, 303I; Anthropology 202,204; Criminology and Criminal Justice 203; Engineering 304I; English 205 and 212; Foreign Languages and Literatures 301I; French 200; History 202, 210, 212; Kinesiology 210; Linguistics 201, 320I; Mass Communication and Media Arts 204; Music 203, 303I; Philosophy 210, 211, 308I; Political Science .. 215, 352I; Psychology 223, 233; Sociology 215, 223, 304I; Speech Communication 201, 301I; Women, Gender and Sexuality Studies 200, 201, 223, 301I, 307I, 320I.

Advanced University Core Curriculum courses: English 225, 325; History 300, 368; Women, Gender and Sexuality Studies 225.

Total 41

¹Engineering and engineering technology majors will satisfy the science requirement by taking two physical science courses and a biological science course in the Human Health area.

Students whose catalog year is prior to Summer 2012 are not required to take a 3 credit hour Foundations of Inquiry course. These students are required to take a 3 credit hour Interdisciplinary course from the list below. Most of these courses also satisfy Core requirements in other areas, as indicated in the

lists above. But no course can be used to satisfy more than one Core Curriculum requirement.

Interdisciplinary 3

Select one course from the following: Agriculture 300I, Architecture 314I, Art and Design 307I, 317I, Cinema and Photography 354I, 358I, Classics 315I, Economics 302I, English 307I, Engineering 301I, 303I, 304I, Foreign Language 301I, Geography and Environmental Resources 300I, 303I, 310I, Geology 327I, 328I, 329I, 330I, HIST 358I, Journalism 306I, 314I, Liberal Arts 300I, Linguistics 320I, Mathematics 300I, Music 303I, Philosophy 303I, 307I, 308I, 309I, Plant Biology 301I, 303I, Political Science 314I, 332I, 352I, 372I, Radio and Television 362I, Sociology 304I, 306I, Speech Communication 301I, Women, Gender and Sexuality Studies 301I, 307I, 320I, Zoology 312I.

Advanced University Core Curriculum courses:

Architecture 444 (minimum 3 credit hours).

Some programs and upper division academic units require specific Core Curriculum courses. A student may determine these requirements by referring to specific major requirements in Chapter 5.

Meeting University Core Curriculum Requirements

Core Curriculum requirements may be met by any of the following, subject to the rules and limitations listed:

1. Completion of Core Curriculum (or Advanced Core Curriculum) courses with a satisfactory grade. Each student must complete the Foundation courses (Composition, Foundations of Inquiry, Speech, Mathematics) or their approved Advanced Core courses prior to or upon completing 56 semester hours of coursework. The student, working with the academic advisor, shall have the responsibility of meeting this requirement.
2. Transfer students may satisfy the requirements of the University Core Curriculum by successful completion of the Illinois Transferable General Education Curriculum. Transfer students who have not completed all Core Curriculum requirements prior to enrolling at SIUC can have their transcripts evaluated and comparable courses will be applied toward the University Core Curriculum or the IAI General Education Core Curriculum requirements on a course-by-course basis. A student must have a minimum of 30 semester hours of transfer credit toward the satisfaction of general education requirements prior to enrollment at SIUC in order to be eligible to complete the IAI GECC in lieu of the SIUC UCC requirement subsequent to admission to the University.
3. Students completing an AA or AS degree in a baccalaureate-oriented program in an accredited Illinois two-year institution will (a) be accepted with junior standing and (b) be considered to have completed the University Core Curriculum requirements (see The Compact Agreement). Associate degrees earned at other than Illinois two-year institutions will be reviewed by Transfer Student Services. If

the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates. Credit from an accredited two-year institution is limited only by the provision that students must earn at least 60 semester hours of work at the University or at any other approved four-year institution and must complete the residence requirements for a degree from the University.

4. Students who have received a bachelor's degree from an accredited institution will also be considered to have their University Core Curriculum complete. Additional information concerning admission of transfer students and the evaluation of transfer credit can be found in the sections of this catalog pertaining to those specific programs. (See Chapter 2 for admission and *University Core Curriculum and Transfer Students* in this chapter for more information on transfer of courses.)
5. Proficiency credit by examination for Core Curriculum courses or Advanced Core courses. All Core Curriculum courses are eligible for proficiency credit, subject to specified restrictions. (See proficiency examinations in Chapter 2.) Students should contact the individual department for specific information. Completion of courses listed as Advanced Core courses are limited to 12 hours.
6. Proficiency credit via General Examinations of the College Level Examination Program (CLEP) or Advanced Placement (AP). Credit given through the High School AP or CLEP examinations will be nonresident, will not carry

a grade, and will not be used in computing the student's grade point average. The credit will be validated after 12 hours of C grade or better in residence at Southern Illinois University Carbondale. A \$15 charge will be assessed for proficiency examinations taken at Testing Services.

7. No Core course or Advanced Core course may satisfy more than one requirement, nor may any Advanced Core course in combination with the Core course for which it substitutes be used to satisfy a Core requirement.

List of Advanced Core Courses. The following courses for the major have been approved for the University Core Curriculum requirement. In no case does an Advanced Core course satisfy more credit hours than the credit hours allowed in a comparable University Core Curriculum course. Under no circumstances can a Core course satisfy more than one Core requirement. Students should consult their academic advisors concerning any prerequisite for these courses.

A maximum of twelve semester hours of approved advanced coursework may be accepted for University Core Curriculum credit, with the exception of approved University Honors courses. A maximum of three semester hours of the University Honors Program may be accepted in each of the sub-areas of Fine Arts, Human Health, Diversity: Improving Human Relations, and Interdisciplinary; and a maximum of six semester hours of the University Honors Program may be accepted in each of the sub-areas of Humanities, Science and Social Science, subject to the advance determination by the director of the University Honors Program and the approval of the University Core Curriculum Executive Council.

Core Curriculum	Advanced Core Curriculum Courses
AD 207	AD 358
AD 207	AD 368
CHEM 106	CHEM 140A or 200 and 201 or CHEM 200H and 201
DH 298	DH 417
ECON 101/113	ECON 240, 241 or ABE 204
ENGL 205	AFR 325, ENGL 225, 325 or WGSS 225
GEOL 111/112	GEOL 220 and 223, 221 and 224, 222 and 223 ; GEOL 113 may be substituted for any of the lab sections.
HIST 101A,B	HIST 207A,B
HIST 110	HIST 301
HIST 202	HIST 368
HIST 210	HIST 300
KIN 101	KIN 201
MATH 110	Any Mathematics course designated by a number greater than 107 except for 114, 120, and 300I.
MUS 103	MUS 357A or 357B
PHIL 102	PHIL 304 or 305 A and B
PHIL 104	PHIL 340
PHSL 201	PHSL 310 or AH 241
PHYS 101/103	PHYS 203A and 253A; 203B and 253B; 205A and 255A; 205B and 255B; 205C and 255C
PLB 115	BIOL 200A or B, MICR 201, PHSL 201 and 208 (if not used for Human Health), PLB 200, ZOO 118, 220
THEA 101	THEA 220
ZOOL 115	BIOL 200A or B, MICR 201, PLB 200, ZOO 118, 220

Fine Arts	Architectural Studies 231 and 232 or Interior Design 231 and 232
Humanities	A student may substitute up to a maximum of three credit hours with either a third semester of foreign language or a first semester or more advanced course in Latin or Classical Greek.
Science Group I	Science 210A (for Elementary Education, Child and Family Services, and Preschool-Primary majors only)
Science Group 2	Science 210B (for Elementary Education, Child and Family Services, and Preschool-Primary majors only) or Physiology 201 and 208 (if not used for Human Health)

University Core Curriculum Courses

The first entry for each course is a three digit numeral plus, in some cases, a single letter which together with the subject area, serves to identify the course. The number followed by the dash represents the semester credit hours.

Next is the title, followed by a description of the course. If certain requirements must be satisfied before enrollment in a course, they are listed as prerequisites.

I. FOUNDATION COURSES

ENGL 101-3 English Composition I. [IAI Course: C1 900] Rhetorical foundations for demands of academic and professional writing, including recognition and deployment of strategies and processes for effective written products in various contexts and for various purposes. Class discussion and readings focus on the function and scope of professional and personal literacy.

ENGL 102-3 English Composition II. [IAI Course: C1 901R] The second course in the two-course sequence of composition courses required of all students in the University. Using culturally diverse reading materials, the course focuses on the kinds of writing students will do in the University and in the world outside the University. The emphasis is on helping students understand the purpose of research, develop methods of research (using both primary and secondary sources), and report their findings in the appropriate form. Prerequisite: English 101 or equivalent with a minimum grade of C. To receive credit in the University Core Curriculum, a student must earn a C or better in English 102.

ENGL 120H-3 Honors Advanced Freshman Composition. (University Honors Program) [IAI Course: C1 901R] Fulfills Foundation Skills requirement for composition. Writing critical essays on important books in the following categories: autobiography; politics; fiction; eyewitness reporting; and an intellectual discipline. Prerequisite: ACT score of 29 or higher or CLEP test qualifying score of 57-60.

LING 101-3 English Composition I for ESL Students. [IAI Course: C1 900] The first course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in academic writing in English. To this end, Linguistics 101 teaches students processes and strategies for planning, drafting, revising and editing their English writing for academic audiences. Course assignments focus on writing from primary and secondary sources. ESL equivalent to University Core Curriculum English 101.

LING 102-3 English Composition II for ESL Students. [IAI Course: C1 901R] The second course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in research writing for academic audiences. Linguistics 102 focuses on writing from secondary sources, teaching students processes and strategies for planning, drafting, revising and editing papers that incorporate published material. All aspects of the research process are addressed, from locating and evaluating relevant sources to incorporating and documenting these sources in papers written for various purposes. Students must earn a grade of C or better in LING 101 or ENGL 101 before beginning LING 102. For credit in the University Core Curriculum, students must earn a "C" or better in 102. Equivalent to University Core Curriculum ENGL 102. Prerequisite: LING 101 or ENGL 101.

MATH 110-3 Non-Technical Calculus. The elements of differentiation and integration. The emphasis is on the concepts and the power of the calculus rather than on technique. It is intended to provide an introduction to calculus for non-technical students. Does not count towards the major in mathematics. No credit hours may be applied to fulfillment of any degree requirements if there is prior credit in Mathematics 140, 141 or 150. Prerequisite: 3 years of college preparatory mathematics including algebra I, algebra II and geometry with C or better. Students must present satisfactory placement scores or obtain the permission of the Department of Mathematics.

MATH 113-3 Introduction to Contemporary Mathematics. [IAI Course: M1 904] Elementary mathematical principles as they relate to a variety of applications in contemporary society. Exponential growth, probability, geometric ideas and other topics. This course does not count towards the major in mathematics. Prerequisite: MATH 107 or high school Geometry and Algebra 2, and satisfactory placement score.

SPCM 101-3 Introduction to Oral Communication: Speech, Self and Society. [IAI Course: C2 900] This course provides theory and practical application relevant to students' development of basic oral communication competencies appropriate to a variety of contexts as situated in a culturally diverse world.

UCOL 101A-3 Foundations of Inquiry: Academic Success Seminar. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry through intentional delivery of the Academic Success Seminar student-cen-

tered materials and the Center for Academic Success services. Sections will be limited to approximately 25 students each.

UCOL 101B-3 Foundations of Inquiry for Business. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines of the College of Business at SIUC. Sections will be limited to approximately 25 students each. Two sections will be restricted to College of Business FIG 1 and FIG 2 students.

UCOL 101C-3 Foundations of Inquiry: School of Art and Design. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines offered in the School of Art and Design at SIUC. Sections will be limited to approximately 25 students each.

UCOL 101E-3 Foundations of Inquiry: Introduction to Engineering. (Same as ECE 101 and ENGR 101) Introduction to the engineering profession and the engineering programs in the College of Engineering. Lectures and hands-on laboratory projects aimed at stimulating interest in engineering and at guiding students in choosing an engineering curriculum. Seminars presented by distinguished speakers on engineering careers, ethics, and employment trends. No prerequisites.

UCOL 101F-3 Foundations of Inquiry: Women's Seminar. This first-year seminar creates a collective environment where female students can discuss and examine their experiences, achievements, and positions in higher education and society. The primary goal is to build a community of first-year women leaders and provide a space to examine their academic experiences. The course supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills and behaviors critical for academic and personal success.

UCOL 101G-3 Foundations of Inquiry. Campus Sustainability: SIU Environmental Activities. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines of a particular college at SIUC. Students will learn about, experience, and participate in sustainability activities on campus and in the southern Illinois region. Sections will be limited to approximately 20 students each.

UCOL 101I-3 Foundations of Inquiry: Introduction to Agriculture, Food and Forestry. This first-year seminar supports the transition of first-year students as they enter our research uni-

versity. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines of the College of Agricultural Sciences at SIUC. Sections will be limited to approximately 25 students each.

UCOL 101L-3 Foundations of Inquiry in the Liberal Arts. Course provides a survey of various fields of study that comprise the liberal arts. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career pathways found among the social sciences, arts, and humanities.

UCOL 101M-3 Foundations of Inquiry: Introduction to Mass Communication And Media Arts. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines offered in the College of Mass Communications and Media Arts.

UCOL 101O-3 Foundations of Inquiry. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks found among the social sciences, arts, and humanities. The specific content of this section of UCOL 101 adds an anthropological perspective to the topics discussed.

UCOL 101P-3 Foundations of Inquiry: Careers in Psychology. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with psychology. This is a required course for psychology majors but is open to any interested student.

UCOL 101S-3 Foundations of Inquiry: Introduction to Scientific Research. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career

tracks—associated with the disciplines within the College of Science at SIUC. [Check to see if Course description corresponds with SCI123].

UCOL 101T-3 Foundations of Inquiry in Aviation Technologies.

This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with a major in Aviation Technologies.

UCOL 101U-3 Foundations of Inquiry. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks—associated with the disciplines offered at SIUC. Sections will be limited to approximately 25 students each.

UCOL 101W-3 Foundations of Inquiry: Gender and Sexuality in Higher Education. This first-year seminar supports the transition of first-year student as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interest, assumptions, methodologies, and potential academic and career tracks—associated with the interdisciplinary subject of gender and sexuality studies.

UCOL 101Z-3 Foundations of Inquiry: Aviation Management and Flight. This first-year seminar supports the transition of first-year students as they enter our research university. Students will demonstrate the knowledge, skills, and behaviors critical for academic and personal success; acquiring these capabilities as they are introduced to the foundations of inquiry. Successful completion of UCOL101Z will fulfill the University Core Curriculum requirements for Area I-Inquiry for Aviation Management and Flight students.

II. DISCIPLINARY STUDIES

Fine Arts

AD 100A-3 Foundation Studio A. A fundamental class with emphasis on contemporary and traditional two-dimensional processes, concepts and materials. Students will also experiment with digital and time-based work. Projects are designed to introduce and fuse content, skill and composition. Emphasis will be placed on solving visual problems and thinking critically and creatively. Incidental expenses will be incurred. Studio fee: \$30.

AD 100B-3 Foundation Studio B. A fundamental class with emphasis on contemporary and traditional three-dimensional processes, concepts and materials. Projects are designed to introduce and fuse content, skill and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically and creatively. Inci-

dental expenses will be incurred. Studio fee: \$30.

AD 101-3 Introduction to Visual Culture. [IAI Course: F2 900]

This course aims to equip students with a critical awareness of contemporary visual culture, from art to advertising, from the built environment to cyberspace. Students will be encouraged to interrogate all varieties of visual forms and to consider the different viewing contexts, historical antecedents and cultural differences that condition their experience of the visual world. Weekly section meetings with a graduate assistant will provide an opportunity to discuss concepts presented in lectures and readings and to carry out assignments in the form of written reports and creative art and design projects. Field trip required (small fee required if unable to provide own transportation).

ARC 314I-3 Expressions in Architecture. A study of the interconnected nature of the arts, history, environmental psychology, and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs.

CP 101-3 Film History and Analysis. An introduction to world history of cinema from its origins to the present, featuring important and influential films of various types and genres from many countries. Basic formal and technical aspects of the medium and means of analysis are also introduced. Students purchase texts. This is a University Core Curriculum course which counts as Fine Arts credit in the Illinois Articulation Initiative. It is also the required foundation course for the Cinema Specialization in the Cinema and Photography major. Screening fee: \$30.

CP 354I-3 Mass Media Culture and American Studies. A study of the relationship between American Studies and American audio-visual culture. Sample topics include: the development of the 20th century American city with emphasis on the importance of mass media to that process; the American landscape in cinema; the American West. Students will learn the methods of American and cinema studies, and write papers and deliver oral presentations about those methods. No prerequisites. Screening fee: \$30.

ENGL 119-3 Introduction to Creative Writing. This course offers an introduction to the art and craft of writing poetry and short fiction. Requirements will include writing exercises, reading and analyzing published poetry and fiction, conferences, and the creation of a portfolio of original poetry and fiction. There may be examinations, journal writing, and/or compilation of an anthology of published or original works.

ENGL 206A-3 Literature Among the Arts: The Visual. A theoretical and historical examination of American graphic novels, comic books and “comix” from their origins in the 1930s to the present, emphasizing the opportunities that a new and developing medium makes available for redefining narration, for social critique, and for examining the historical.

ENGL 307I-3 Film as Literary Art. [IAI Course: F2 908] This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

FL 200A,B,C-3,3,3 Masterpieces of World Literature. Readings

and discussions of Western literature taken from the Middle Ages to modern times. A. France and Francophone Countries; B. Germany, Switzerland, Austria; C. Spain. All readings and lectures in English.

HIST 201-3 Art, Music and Ideas in the Western World. [IAI Course: HF 902] The historical evolution of the visual arts, architecture and music in the context of society and literature, from ancient Greece to the present. It emphasizes the fundamental historical relationship of the different genres of human expression in Western culture.

MUS 103-3 Music Understanding. [IAI Course: F1 900] A study of the historical development of Western Music and the listening skills necessary to perceive the expressive aspects of each style.

RT 362I-3 Sound Art and Practice. This course will provide students with a philosophical understanding of the concepts and practices used in sound art and practice today and historically; and, in a variety of careers and in society in general. This course will introduce students to audio technology and terminology as well as expose them to the many applications of sound, as art and function, in society, regardless of their desire to pursue sound as a career. Lab fee: \$55.

THEA 101-3 Theater Insight. [IAI Course: F1 907] Through lectures, discussions, projects, text readings and written critiques, students examine how plays are written and produced and how these plays reflect the people and cultures that produce them. \$10 fee required.

Human Health

BIOL 202-2 Human Genetics and Human Health. Acquaints the student with the role played by genetic information in human development and disease. Discussion topics will include genetics and human diversity, the interaction of genetic information and the environment, the concept of genetic disease, the mechanisms and ethics of gene therapy, and the possibilities of manipulating the genetic material.

HED 101-2 Foundations of Human Health. This course is designed to examine contemporary health-related issues for all dimensions of the individual - physical, mental, social, emotional and spiritual - through focus on health promotion and disease prevention. Emphasis is placed on maintaining or improving quality of life by developing personal and social skills (decision-making, communication, stress management, goal setting) across health education content areas, as well as identifying and accessing appropriate health-related resources.

HND 101-2 Personal Nutrition. This course integrates nutrition and promotion of health through prevention of disease and will answer questions found daily in the media regarding nutrition. Topics emphasized are functions of basic nutrients, impact of culture, gender, ethnicity, social environments and lifestyle on nutrition and health.

KIN 101-2 Current Concepts of Physical Fitness. To foster a thorough understanding of scientific principles of physical fitness and to enhance the ability to utilize physical exercise toward achievement of healthful living. Lab fee: \$3.

PHSL 201-3 Human Physiology. [IAI Course: L1 904] A course which relates the normal function of the human body to the disruptions which occur in a variety of disease states. Three lecture hours per week. Not open to students who have taken

PHSL 310. With 208 (if not used for health) satisfies University Core Curriculum Science Group II requirement.

REHB 205-3 Disability and Chronic Disorders. This course focuses upon the common characteristics of physical, sensory, developmental, medical, and psychiatric disabilities. The course will discuss the definition and classification of each particular type of disability. Emphasized will be the diagnostic criteria and the biological, cognitive, behavioral, and social aspects of each particular disorder as they occur over the lifespan.

Humanities

AD 207A-3 Introduction to Art History I. [IAI Course: F2 901] Studies the origins and nature of art in a variety of ancient civilizations from around the world, such as Ancient Egypt, Greece, China and the Americas. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

AD 207B-3 Introduction to Art History II. Studies art from Ancient Rome to the Early Renaissance in Europe, Africa and Asia. Sculptures, paintings, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

AD 207C-3 Introduction to Art History III. This class studies art from the Renaissance to the present from around the world. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

CLAS 230-3 Classical Mythology. [IAI Course: H9 901] An inquiry into the nature of myth and its relevance today while studying selected myths principally of the Greeks and Romans.

CLAS 270-3 Greek Civilization. An introduction to the life and culture of ancient Greece. Greek contributions to western civilization in literature, art, history, and philosophy. No knowledge of Greek or Latin is required.

CLAS 271-3 Roman Civilization. An introduction to the life and culture of ancient Rome. Rome's function in assimilating, transforming, and passing on the Greek literary and intellectual achievement. Rome's own contributions in the political, social, and cultural spheres. No knowledge of Greek or Latin is required.

CLAS 315I-3 to 9 Classical Themes and Contemporary Life: Seminar Series. [IAI Course: H9 900] Specific aspects of Classical Civilization are compared with aspects of our own society. In alternate years, the course will treat different themes, e.g., Drama's birthplace: Classical Athens; Roman heroes and Anti-Heroes, or Athletics, Sports and Games in the Ancient World. When offered in Europe, the course will focus on how these values are reflected in architecture, art, the military and the arena from ancient times through the Renaissance and beyond.

CP 358I-3 Introduction to Peace Studies. (Same as HIST 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of

media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

EA 102-3 East Asian Civilization. [IAI course: H2 903N] An introduction to East Asian cultural traditions, literature, philosophy, history, art and social organization of China and Japan. Formerly FL 102. Credit will not be granted for both FL 102 and EA 102.

ENGL 121-3 The Western Literary Tradition. [IAI Course: H3 900] The course offers a critical introduction to some of the most influential and representative work in the Western literary tradition. Emphasis is on the interconnections between literature and the philosophical and social thought that has helped to shape Western culture.

ENGL 204-3 Literary Perspectives on the Modern World. [IAI Course: H3 900] This course introduces the literature of the twentieth century using representative works from the beginning through the close of the century. Course material may be drawn from fiction, verse and drama, as well as including examples from supporting media (film, performance). Course may be taken as a sequence to English 121, *The Western Literary Tradition*, but 121 is not a prerequisite for this course.

FR 101A-4 French Language and Culture I. This course offers an introduction to the language and culture of the French-speaking people. It combines an overview of French political, economic, social, and aesthetic developments with the acquisition of elementary-level written and spoken French. No previous knowledge of French is required. Must be taken in A,B sequence. Lab fee: \$8.

FR 101B-4 French Language and Culture II. This course offers an introduction to the language and culture of the French-speaking people. It combines an overview of French political, economic, social, and aesthetic developments with the acquisition of elementary-level written and spoken French. Prerequisite: 101A with a passing grade. Lab fee: \$8.

GEOL 329I-3 Geomythology. Natural disasters have been the source of countless myths and legends throughout human history. This course will examine ways in which regional geology influenced ancient civilizations, and explore the possibility that some of their myths and legends preserve a record of actual geologic events. This class will include lectures, discussions, media sources and readings. An introductory geology course is recommended but not necessary. Prerequisite: GEOL 111, 220, 221 or 222 recommended.

GER 101A-4 German Language and Culture I. This course offers an introduction to the language and culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the acquisition of elementary-level written and spoken German. No previous knowledge of German required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

GER 101B-4 German Language and Culture II. This course offers an introduction to the language and culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the acquisition of elementary-level written and spoken German. Must be taken in A,B sequence. Prerequisite: 101A with a passing grade. Lab fee: \$2 per credit hour.

HIST 101A-3 The History of World Civilization I-To Industrial-

ization. A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

HIST 101B-3 The History of World Civilization II-Since the Age of Encounter. A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

HIST 358I-3 Introduction to Peace Studies. (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

LING 200-3 Language, Society and the Mind. What distinguishes humans from other animals? This course addresses how language is a uniquely human phenomenon by exploring issues in language and society and psychological aspects of language use. Topics include language in conversation, differences between speakers of different ages/genders/regions/social groups, first and second language acquisition, bilingualism, language meaning and change, and the relationship between language and culture.

MATH 300I-3 History of Mathematics. This course examines how diverse cultures and history from the ancient past to the present have shaped the development of mathematical thought and how developing mathematical ideas have influenced history and society. Particular attention will be given to the evolution of the concepts of number and space; the emergence and applications of calculus, probability theory, non-Euclidean geometries and technology; and to the changes in the concept of mathematical rigor. Does not count towards the mathematics requirements of the mathematics major. Open to all students. Prerequisite: MATH 150.

PHIL 102-3 Introduction to Philosophy. [IAI Course: H4 900] This course introduces fundamental philosophical issues across a broad spectrum. Problems in metaphysics, epistemology and ethics will be among the areas explored. Emphasis throughout is on developing in the student an appreciation of the nature of philosophical questioning, analyzing and evaluating arguments reflecting on the nature of human existence.

PHIL 103A,B-3,3 World Humanities. [A=IAI Course: HF 904N] [B=IAI Course: H9 900] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (a) The first semester will cover the early civilization of the Near East, the classical world of Greece and Rome, early China and India. (b) The second semester will look at the integrative civilizations of Buddhism, Medieval Christianity and Islam, and Modern Europe.

PHIL 104-3 Ethics. [IAI Course: H4 904] Introduction to contemporary and perennial problems of personal and social morality, and to methods proposed for their resolution by great thinkers past and present.

PHIL 105-3 Elementary Logic. [IAI Course: H4 906] Study of the traditional and modern methods for evaluating arguments.

Applications of logical analysis to practical, scientific and legal reasoning, and to the use of computers.

PHIL 3031-3 Philosophy and the Arts. [IAI Course: H9 900] An interdisciplinary examination of (1) literary and other artistic works which raise philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

PHIL 3071-3 Philosophy of Science, Nature and Technology. Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

PHIL 3091-3 Philosophy of Peace, Law, and Justice. An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

Science

ANTH 240A-3 Human Biology: An Introduction to Biological Anthropology. An introduction to humans as a biological species. Applies scientific method to exploring data on humans and our closest relatives, to better understand our place in the web of life as a biological organism. Includes genetics (particularly human genetics), evolutionary theory, primate behavior and evolution, human fossil record, and similarities and differences in modern humans, including blood groups, skin color, and disease susceptibility. Lab fee: \$10.

CHEM 106-3 Chemistry and Society. [IAI Course: P1 903L] Exploration of the many implications that chemistry has upon modern society. Topics include air and water quality, global warming, acid rain, fossil, solar and nuclear fuels, nutrition and drugs. Three lectures per week except that every other week a three-hour lab is substituted for one of the lectures that week. Lab fee: \$48.

GEOG 104-3 Weather, Climate, and Society. A scientific introduction to the physical processes responsible for weather and climate and the application of fundamental scientific skills to address aspects of weather and climate that are of particular importance to society at large. Lab fee: \$20.

GEOG 3031-3 Physical Geography of the Americas. [IAI Course: P1 909L] This course explores how biogeography, geomorphology and climatology interact in shaping the Earth's environments. Case studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: \$20.

GEOG 3101-3 Digital Earth: Geospatial Techniques. An interdisciplinary course that provides students the skills and knowledge to use geospatial technologies such as geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Applications drawn from diverse fields: environmental science, ecology, social sciences and others. Course includes lectures, discussions, interactive and hands-on computer exercises and projects. Lab fee: \$20.

GEOL 111-2 Geology and the Environment. [IAI Course: P1 908] Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides and flooding; occurrences and availability of geologic resources, such as energy, water and minerals; and human impacts on the environment including global warming, waste disposal, and pollution. Two lectures per week. Must be taken concurrently with or upon completion of Geology 112 or 113. If Geology 111 is dropped the laboratory course must also be dropped.

GEOL 112-1 Geology and the Environment Laboratory Learning. [IAI course: P1 908L] Laboratory to accompany Geology 111. Hands-on and inquiry-based learning in topics such as earth materials, topographic maps, stream dynamics, floods, coastal processes, landslides, groundwater, earthquakes, volcanoes, and human impacts on the environment. One laboratory session per week. Must be taken concurrently with or upon completion of Geology 111. Lab fee: \$10.

GEOL 121-2 The History of the Earth. Geological processes shape the surface of our planet over millions of years. These forces provide the ever changing conditions for life. Fossils are "footprints" in time which recorded those changes, giving us the opportunity to unravel Earth's past. This class will study the story of Earth's geological and evolutionary past events. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 124 or GEOL 113. If GEOL 124 or GEOL 113 is dropped then GEOL 121 must be dropped.

GEOL 122-2 Natural Hazards and Catastrophes. The Earth is shaped by dynamic geological forces such as earthquakes, volcanoes, and floods. While these phenomena construct the landscapes around us, they can be extremely destructive when in contact with human civilization and/or infrastructure. This class examines the natural forces capable of catastrophic impact on society providing a greater understanding of the sometimes violent geologic processes that shape the planet along with their human impact. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 123 or GEOL 113. If GEOL 123 or GEOL 113 is dropped then GEOL 122 must be dropped.

GEOL 123-1 Natural Hazards and Catastrophes Laboratory. Laboratory to accompany GEOL 122. This lab examines natural processes associated with hazard and catastrophe in human history and modern society, such as earthquakes, volcanoes, landslides, and floods. Labs provide a greater understanding of the processes and driving forces shaping the planet along with their human impact while fostering skills of scientific inquiry. One laboratory session per week. Must be taken concurrently with or upon completion of GEOL 122. If GEOL 123 is dropped then GEOL 122 must be dropped. \$10 Lab Fee.

GEOL 124-1 History of the Earth Laboratory. Laboratory to accompany GEOL 121. Inquiry based laboratory sessions teaching the concepts of deep time, plate tectonics, evolution and the fossil record, biostratigraphy, rise and fall of the dinosaurs, evolution of mammals and humans. One laboratory session per week. Must be taken concurrently with or upon completion of GEOL 121. If GEOL 124 is dropped then GEOL 121 must be dropped. \$10 Lab Fee.

GEOL 128-2 The Dinosaurian World. An introduction to Dinosaurs and the world in which they lived, and died. Topics will include Mesozoic continents; Plants of the Mesozoic; Dinosaur

paleoenvironments; Dinosaur origins; Dinosaur biology; Dinosaur fossilization; Dinosaur hunters and Dinosaur extinction. Must be taken concurrently with or upon completion of GEOL 129 or GEOL 113. If GEOL 129 or GEOL 113 is dropped then GEOL 128 must be dropped.

GEOL 129-1 DinoLab. A physical science lab that provides hands-on and inquiry based learning in geologic concepts necessary to fully understand dinosaur paleontology and paleobiology. Must be taken concurrently with or upon completion of GEOL 128, The Dinosaurian World. If GEOL 128 is dropped then GEOL 129 must be dropped. Lab Fee: \$10.

PHYS 101-3 Physics that Changed the World. [IAI Course: P1 901L] This course will survey some of the most important developments in physics, which have occurred over the past two millennia. Along the way, students will be introduced to fundamental physical principles such as energy conservation. Topics will include early astronomy, laws of motion, electricity, magnetism, waves, quantum mechanics and relatively. Lab fee: \$20.

PHYS 103-3 Astronomy. Fundamental concepts of the physical sciences are used in the exploration of the observable universe. Studies include the history and techniques of astronomy, planets, stars, black holes, galaxies and cosmology. Lectures are supplemented by outdoor astronomical observations and/or indoor laboratory exercises. Lab fee: \$20.

PLB 115-3 General Biology. (Same as ZOO 115) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Lab fee: \$15.

PLB 117-3 Plants and Society. [IAI Course: L1 901L] A multidisciplinary approach to understanding the relationships between plants and humans: basic botanical principles (cell structure, morphology, anatomy, physiology, genetics, systematics, diversity and ecology); historical and modern uses of plant (fibers, building materials, crops, beverages, medicines); crops, poisonous plants, and biotechnology. Observational and experimental labs reinforce lecture topics. Lab fee: \$15.

ZOO 115-3 General Biology. (Same as PLB 115) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Laboratory/field trip fee: \$15.

Social Science

AGRI 300I-3 Social Perspectives on Environmental Issues. (Same as Liberal Arts 300I) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

ANTH 104-3 The Human Experience: Anthropology. [IAI Course: S1 900N] This course explores different human life ways around the world, past and present. It investigates the question of what is universal to all humans and the myriad ways they differ, through studying modern people, the remains of past cultures through archaeology, and human origins and physical variation.

ECON 101-3 Economics of Contemporary Social Issues. The purpose of this course is to examine a number of major social issues from an economics perspective. Thus the student will be taught some basic economic concepts (tool kit) which will then be used to analyze a variety of social problems. The emphasis will be on policy. Once the causes of social problems have been analyzed, then specific policies effective in solving or dealing with the social problem will be discussed. Only one of the courses, ECON 101 or ECON 113, can count among those economics courses required for an economics major or minor.

ECON 302I-3 History and Philosophy of the World's Economic Systems. An investigation into how economic systems coexist with, and determine, or are determined by, the political and social structures in internationally diverse countries. Utilizing both economic concepts and an institutional approach the evolution of systems in nations such as Russia, Japan, the United States, China and others will be explored.

GEOG 100-3 Environmental Conservation. Human activity has changed every place on planet Earth. This course explores how and where these changes take place, and practical ways people can interact with the environment in a more sustainable manner. Themes to be explored include: biodiversity, global climate change, human population growth, and sustainability of food, soil, and water resources. Through lectures, discussions, and field trips students will investigate and map patterns integral to understanding environmental conservation issues. Lab fee: \$20.

GEOG 103-3 World Geography. [IAI Course: S4 900N] Examination of the world's major geographic patterns, the diversity of environments, cultures and economic activities, differences between developing and developed nations, interdependence of nations and regions through communication and trade, and in-depth assessment of representative environmental issues.

GEOG 300I-3 Geography, People and the Environment. An introduction to human and environmental geography with a focus on food production, water and energy resources, and the services provided by Earth's ecosystems as the foundations of human life on Earth. Skillful use of visual information such as maps and satellite imagery and the challenge of sustainability are emphasized.

HIST 110-3 Twentieth Century America. The history of the United States since 1900. Surveys cultural, social, economic and political development, with special emphasis on domestic pluralism and changing international roles.

HIST 112-3 The Twentieth Century World. [IAI Course: S2 913N] The history of Europe, Asia, Africa and Latin America since 1900. Emphasis on political conflict, economic development, social change and cultural transformation in an increasingly integrated world.

JRNL 306I-3 International Media Systems. An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual mod-

els of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

JRNL 314I-3 American Politics and the Mass Media. Same as Political Science 314I) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

LAC 300I-3 Social Perspectives on Environmental Issues. Case studies (e.g., rural village in developing nation; small town in the United States; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

POLS 114-3 Introduction to American Government and Politics. [IAI Course: S5 900] Examines the structure of American national government, the cultural context, and the operation of our political system. Focuses on constitutional foundations of American government, how difference in race, gender, and culture affect the political system, and the American attempt to deal with equality, liberty and order, conflict and cooperation.

POLS 314I-3 American Politics and the Mass Media. (Same as Journalism 314i) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

POLS 332I-3 Introduction to Civil Liberties and Civil Rights. (Same as AFR 332I) This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. Special emphasis will be placed on how the Supreme Court defines, establishes and protects these liberties through its interpretation of the Constitution.

POLS 372I-3 International Political Economy. Examines the interaction of politics and economics and of states and markets at the international level. Special attention to inequalities of wealth and power and to the politics of international trade, finance, investment, production, energy, transportation, information, technology and development. Prerequisite: 207 or Economics course recommended.

PSYC 102-3 Introduction to Psychology. [IAI Course: S6 900] An examination of the variables related to the origins and modifications of human behavior using the viewpoints and techniques of contemporary psychology. Purchase of syllabus from local vendor is required.

SOC 108-3 Introduction to Sociology. [IAI Course: S7 900] An introduction to the sociological perspective on human behavior, the structure and processes involved in social relationships, social stratification and inequality, social institutions and social change. A survey of major areas of interest in sociology.

SOC 306I-3 Popular Culture in Society. Examines the social organization of popular culture, treating popular culture objects as products that are created, manufactured, distributed and consumed. The focus is on the people, activities, organizations

and institutions that are involved in popular culture.

ZOOL 312I-3 Conservation of Natural Resources. [IAI Course: L1 905] This course adopts an interdisciplinary approach to the study of conservation of natural resources. It integrates environmental science and environmental economics. By examining the costs and benefits of resource consumption, we will attempt to determine the socially optimal level of resource utilization. We will look at ways in which governments attempt to achieve socially optimal resource use, and the effects of these government policies on the environment. Topics considered in the course include: solid waste, energy consumption, air pollution, agriculture and global environment change. Credit may not be used toward a major in zoology.

III. INTEGRATIVE STUDIES

Multicultural: Diversity in the United States

AD 227-3 History of African American Art. (Same as AFR 227) [IAI Course: F2 906D] A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the civil war era; the Harlem Renaissance and other 20th Century movements to the present day.

AD 267-3 Picturing Difference: Native, African and European Americans in American Art. This course examines paintings, sculpture, photographs and films representing Native, European and African Americans. All have represented themselves, and been represented by others, in works of visual art from the 18th century to the present. These will be examined within their own historical periods, within the history of art and within the historical development of multicultural American identities.

AD 307I-3 Women in Visual Arts: Social and Educational Contexts. (Same as Women, Gender and Sexuality Studies 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

AD 317I-3 Contemporary Native American Art: Anthropological Perspective. This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

AFR 215-3 Black American Experience in a Pluralistic Society. A study and understanding of the evolution of issues of pluralism in contemporary African American society. Black American Experience in a Pluralistic Society provides an interdisciplinary analysis of ideological and practical problems of racism, integration, class, equity, social institutions as they relate to the Black American experience.

AFR 227-3 History of African American Art. (Same as Art and Design 227) A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the Civil War era; the Harlem Renaissance and other 20th Century movements to the present day.

AFR 303I-3 Women, Blues, and Literature. (Same as MUS 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions-instrumental and vocal, musical and literary-from fiction and poetry to jazz, R&B, and rap. In depth analysis of blues music and literature.

ANTH 202-3 America's Diverse Cultures. [IAI Course: S1 904D] The United States is a multicultural society in which differences of race, ethnicity, gender, class, region and religion deeply shape individuals' life chances. This course studies America's diversity of family organization, livelihood and life chances, understanding of illness and health care, religious beliefs and practices, and other topics. It provides tools to understand different cultural codes and forms of power, and to understand key issues that student will face as individuals and citizens in a multicultural world.

ANTH 204-3 Latino Cultures in America. The central concern of this course is the cultural aspect of the Latino experience in the United States. It focuses on the contemporary population, the political and economic issues that affect Latinos in this society, and the characteristics that Latinos share and yet that make Latinos the most diverse population in the United States. These characteristics include family, religion, socioeconomic status, gender ideology, generational relations, and more. The course pivots around the construction of Latino identity: What helps shape it? How do Latinos perceive themselves? How do others perceive (us) them?

CCJ 203-3 Crime, Justice and Social Diversity. This course examines how social heterogeneity and inequality influence the processes involved in the definition and regulation of behavior through law, particularly the criminal law. Factors such as race, ethnicity, gender and class are related to definitions of crime and justice, and to the likelihood of being the victim of crime. The differential influence of the operations and outcomes of the criminal justice system on diverse groups in U.S. society is emphasized.

ENGL 205-3 The American Mosaic in Literature. [IAI Course: H3 910D] An introduction to the multicultural diversity of American literature. Topics may include the first encounters between Native Americans and European colonists; slavery; immigration and city life; African-American, Hispanic American, Asian-American, Irish American, and other representatives of the American pluralistic experience reflected in fiction and non-creative fiction.

ENGL 212-3 Introduction to American Studies. (Same as History 212-3). Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

FL 301I-3 Cross-Cultural Orientation. Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

FR 200-3 Women in French and Francophone Literatures. (Same as WGSS 200) This course offers a study of the representation of women in 20th century French and Francophone literatures. The class will study female characters as they are represented in novels, short stories and essays of contemporary French and Francophone writers, and will analyze the development of women as characters from a psychological, sociological, and literary point of view. All readings and lectures are in English.

HIST 202-3 America's Religious Diversity. [IAI Course: H5 905] An introduction to the basic concepts and histories of the world's religions and their place in American society. The purpose is to increase our understanding of cultural and religious diversity and how the various religious traditions inform our world-views.

HIST 210-3 American Heritages. [IAI Course: S2 901] The American experience as expressed in key texts written prior to the Twentieth Century. Emphasis on American pluralism and controversies related to race, ethnicity, gender and class.

HIST 212-3 Introduction to American Studies. (Same as English 212-3). Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

KIN 210-3 Diversity in American Sport. Explores how historical and contemporary forces have shaped opportunities and experiences of various cultural groupings in American sport. The course focuses on diversity issues related to race, ethnicity, gender, social class, sexuality and physical ability/disability. Class utilizes a variety of interactive classroom activities to explore multicultural dynamics in sport and society.

LING 201-3 Language Diversity in the USA. An examination of different varieties of English and the growing presence of other languages in the United States. Local, regional and national perspectives are used to review current patterns of language diversity and to explore the impact of language issues on policies and practices in education, the legal system and the work place.

LING 320I-3 Language, Gender and Power. (Same as Women, Gender and Sexuality Studies 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of linguistics, anthropology, psychology, sociology and speech communication will be used.

MCMA 204-3 Alternative Media in a Diverse Society. The freedoms guaranteed in the First Amendment have resulted in a multitude of alternatives to the establishment media. These alternative media give voice to a range of communities ignored or suppressed by the dominant culture. Publications, alternative art spaces, film, radio and television messages and the groups

and individuals that create them are examined. Not for graduate credit.

MUS 203-3 Diversity and Popular Music in American Culture. [IAI Course: F1 905D] A study of the development of American popular music, particularly in relation to the different cultural groups, which spawned it.

MUS 303I-3 Women, Blues and Literature. (Same as Africana Studies 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions - instrumental and vocal, musical and literary - from fiction and poetry to jazz, R&B, and rap. In-depth analysis of blues music and literature.

PHIL 210-3 The American Mind. [IAI Course: HF 906D] This course will survey the diverse traditions, ideas and ideals that have shaped American culture in the past and today. Major works from Native American, African-American, feminist, Puritan, Quaker and American Zen Buddhist writers may be used as well as those from such intellectual movements as the Enlightenment, Transcendentalism and Pragmatism.

PHIL 211-3 Philosophy and Diversity: Gender, Race and Class. This course is a philosophical introduction to diverse perspectives within modern American culture. It will address through reading and discussion important contemporary moral and social issues from the perspective of nontraditional orientations including African American, Native American and American feminism. The resources of philosophy and other related disciplines such as psychology, sociology and literature will be used to develop a culturally enriched perspective on important contemporary issues.

PHIL 308I-3 Asian Religions: A Philosophical Approach. [IAI Course: H4 903N] This course examines three major areas of Asian religious traditions from a philosophical perspective: South Asia, East Asia, and Buddhist traditions. Since it is not possible to be all inclusive, concentration will be on those with continuing significant spiritual, philosophical, social, political, aesthetic and literary influence. More specifically, it is an introduction to some of the major Asian religious traditions, such as Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism, approached through philosophical reflection. Emphasis is on classical traditions, since this provides a solid foundation upon which students are then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

POLS 215-3 Politics of Diversity in the United States. This course analyzes identity politics in the United States. Students will study American ethnic, racial, religious, cultural and gender relations and the policies available for their improvement. Topics include affirmative action, immigration policy, multiculturalism, assimilation, feminist politics, and church-state relations.

POLS 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be in-

corporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

PSYC 223-3 Diversity in the Workplace. Examination of factors affecting the full utilization of women, racioethnic minorities, older workers, disabled workers, and workers with non-traditional sexual orientations in the workplace. Individual processes, such as group identities, stereotyping, prejudice; group processes such as intergroup conflict; and organizational processes such as structural barriers and informal integration will be studied. The class utilizes a lecture and small discussion section format with in-class, team and individual exercises and projects.

PSYC 233-3 Psychology of Gender in a Diverse Context. The course will examine how gender affects all aspects of our lives at the individual, societal and cultural levels. It will cover psychological theories and topics related to gender, and will examine issues of diversity, such as race/ethnicity, class, sexuality, disability, and age, as they interact with gender.

SOC 215-3 Race and Ethnic Relations in the United States. [IAI Course: S7 903D] Current theory, research, and events in race-ethnic relations in the U.S., including the intersection of class, gender and sexuality. Topics include the European colonization of North America, dynamics of immigration, identity formation among ethnoracial groups, and political economy of racism.

SOC 223-3 Women and Men in Contemporary Society. (Same as Women's Studies 223) Examines theories of women and men's roles in society. Survey contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

SOC 304I-3 Global Perspectives on the Family. People around the world experience family life under different circumstances and from different perspectives. This course will focus on these differences and how societies have evolved to meet the needs of family units within their different social settings. Other key topics that affect families around the world will be discussed: global economy and families, gender inequality, familial violence, and environment concerns.

SPCM 201-3 Performing Culture. A critical examination of human communication—from everyday conversation to cultural formation—as performance. Lecture and discussion format with consideration of primary texts drawn from conversational transcript, multicultural literature and popular culture.

SPCM 301I-3 Communication Across Cultures. This course provides an introduction to communication between/among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with individuals from different races, ethnicity, religions, gender, ages, sexual orientations and physical abilities. Credit cannot be earned in both 301I and 341.

WGSS 201-3 Multicultural Perspectives on Women. This survey will cover important issues within women's studies in the United States and will be interdisciplinary and multicultural in nature. The topics will include language, media, education, family, labor, politics, literature and the arts. Issues of race, class, gender and culture will be examined consistently within

each topic.

WGSS 223-3 Women and Men in Contemporary Society. (Same as Sociology 223) Examines theories of women and men's roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movement, alternative family/lifestyles and childrearing.

WGSS 3011-3 Women in Science, Engineering and Technology. This course will explore the historical contributions of women and challenges they faced as they entered educational programs and careers in various fields of engineering, science and technology. The course will also consider the current status of women in these fields.

WGSS 3071-3 Women in the Visual Arts: Social and Educational Contexts. (Same as AD 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

WGSS 3201-3 Language, Gender and Power. (Same as Linguistics 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the fields of linguistics, anthropology, psychology, sociology and speech communication will be used.

Interdisciplinary

AD 3071-3 Women in Visual Arts: Social and Educational Context. (Same as WGSS 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

AD 3171-3 Contemporary Native American Art: Anthropological Perspective. This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

AFR 3031-3 Women, Blues, and Literature. (Same as MUS 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions-instrumental and vocal, musical and literary-from fiction and poetry to jazz, R&B, and rap. In depth analysis of blues music and literature.

AGRI 3001-3 Social Perspectives on Environmental Issues. (Same as Liberal Arts 300i) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

ARC 3141-3 Expressions in Architecture. A study of the interconnected nature of the arts, history, environmental psychology and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs.

CLAS 3151-3 Classical Themes and Contemporary Life: Seminar Series. [IAI Course: H9 900] Specific aspects of Classical Civilization are compared with aspects of our own society. In alternate years, the course will treat different themes, e.g., Drama's Birthplace: Classical Athens; Roman Heroes and Anti-Heroes, or Athletics, Sports and Games in the Ancient World. When offered in Europe, the course will focus on how these values are reflected in architecture, art, the military and the arena from ancient times through the Renaissance and beyond.

CP 3541-3 Mass Media Culture and American Studies. A study of the relationship between American Studies and American audio-visual culture. Sample topics include: the development of the 20th century American city with emphasis on the importance of mass media to that process; the American landscape in cinema; the American West. Students will learn the methods of American and cinema studies, and write papers and deliver oral presentations about those methods. No prerequisites. Screening fee: \$30.

CP 3581-3 Introduction to Peace Studies. (Same as HIST 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

ECON 3021-3 History and Philosophy of the World's Economic Systems. An investigation into how economic systems coexist with, and determine, or are determined by, the political and social structures in internationally diverse countries. Utilizing both economic concepts and an institutional approach the evolution of systems in nations such as Russia, Japan, the United States, China and other will be explored.

ENGL 3071-3 Film as Literary Art. (University Core Curriculum) [IAI Course: F2 908] This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

ENGR 3011-3 Humans and Their Environment. [IAI Course: L1 905] An introduction to the study of the relationship between humans, resource consumption, pollution and the resulting environment. The effects of current human pollution and resource consumption on the environmental quality of the future. The interrelation of human population, resource consumption and pollution. Methods of minimizing resource consumption

and human pollution through both technological controls and changes in human behavior.

ENGR 303I-3 The Role of Energy in Society. Lectures, discussions and class projects directed at understanding the role of energy, power and related concepts in society; in the past, the present and the future. Review of current energy resources and use patterns, as well as projections for new energy conservation techniques and the development of alternative energy technology. An overview of worldwide energy needs, seeking to identify future limits on energy use attributable to environmental, economic, political and other technological and evolutionary constraints. Prerequisite: satisfactory completion of three hours of Core Curriculum Science recommended.

ENGR 304I-3 Social History of American Technology. Survey of some key technological transformations and their related social developments in the United States from colonial times to the present with emphasis on unequal effects on cultural groups defined by race, gender, and ethnicity. May be taken for either Multicultural or Interdisciplinary credit, but not both.

FL 301I-3 Cross-Cultural Orientation. Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

GEOG 300I-3 Geography, People and the Environment. An introduction to human and environmental geography with a focus on food production, water and energy resources, and the services provided by Earth's ecosystems are the foundations of human life on Earth. Skillful use of visual information such as maps and satellite imagery and the challenge of sustainability are emphasized.

GEOG 303I-3 Physical Geography of the Americas. [IAI Course: P1 909L] This course answers the question: How do Earth's systems work, and how do they interconnect? Fundamental concepts underpinning biogeography, geomorphology and climatology lay the groundwork for exploring the ways these systems are linked. Natural hazards serve as a major theme of the course by bridging natural and social systems. Lab fee: \$20.

GEOG 310I-3 Digital Earth: Geospatial Techniques. An interdisciplinary course that provides students the skills and knowledge to use geospatial technologies such as geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Applications drawn from diverse fields: environmental science, ecology, social sciences, and others. Course includes lectures, discussions, interactive and hands-on computer exercises and projects. Lab fee: \$20.

GEOL 327I-3 The World's Oceans. The world's ocean comprises up to 80% of the earth's surface. It plays a significant role in global climate, contains mineral resources and harbors a wealth of plant and animal life. "The World's Oceans", through the scientific method, will provide a greater understanding of the processes and components of the oceans and their importance to our every day life. The course will include lectures, discussion sessions, readings and exercises from the text, laboratory exercises and short field excursions.

GEOL 328I-3 Dinosaurs and the Age of Reptiles. What we know about dinosaurs - their fossils, morphologies, origin, types, rela-

tives, relationships, lifestyles, distributions (in time, in space, in paleoenvironments.), biotic associates and extinction; and how we know it - interdisciplinary application of basic scientific concepts of geology, paleobiology, paleoecology and paleoenvironmental analysis.

GEOL 329I-3 Geomythology. Natural disasters have been the source of countless myths and legends throughout human history. This course will examine ways in which regional geology influenced ancient civilizations, and explore the possibility that some of their myths and legends preserve a record of actual geologic events. This class will include lectures, discussions, media sources and readings. An introductory geology course is recommended but not necessary. Prerequisite: GEOL 111, 220, 221 or 222 recommended.

GEOL 330I-3 The Planets. The geology of the planets and moons of the solar system, their origin and history, the origin of the universe and the solar system and the search for other planetary systems and life in the universe. The geologic processes of vulcanism, tectonism, weathering and meteorite impact on the various planets will be examined and compared. A main focus of the course will be examining the methods of discovering information about the solar system involving the interdisciplinary application of the pertinent basic scientific concepts of geology, geochemistry, geophysics, meteorology and cosmology.

HIST 358I-3 Introduction to Peace Studies. (University Core Curriculum) (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

JRNL 306I-3 International Media Systems. An overview of the mass media systems of the world; comparison of the theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status. Not open to students with credit in Journalism 401.

JRNL 314I-3 American Politics and the Mass Media. (Same as Political Science 314i) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

LAC 300I-3 Social Perspectives on Environmental Issues. (Same as Agriculture 300i) Case studies (e.g., rural village in developing nation; small town in the U.S., city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

LING 320I-3 Language, Gender and Power. (Same as WGSS 320i) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of linguistics, anthropology, psychology, sociology and speech communication will be used.

MATH 3001-3 History of Mathematics. This course examines how diverse cultures and history from the ancient past to the present have shaped the development of mathematical thought and how developing mathematical ideas have influenced history and society. Particular attention will be given to the evolution of the concepts of number and space; the emergence and applications of calculus, probability theory, non-Euclidean geometries and technology; and to the changes in the concept of mathematical rigor. Does not count towards the mathematics requirements of the mathematics major. Open to all students. Prerequisite: MATH 150.

MUS 3031-3 Women, Blues and Literature. (Same as AFR 303I) Explores traditional aesthetic processes of the blues as a mode of self-expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions – instrumental and vocal, musical and literary – from fiction and poetry to jazz, R&B and rap. In-depth analysis of blues music and literature.

PHIL 3031-3 Philosophy and the Arts. [IAI Course: H9 900] An examination of (1) literary and other artistic works which raise philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: sources of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; philosophic issues of interpretation.

PHIL 3071-3 Philosophy of Science, Nature and Technology. Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

PHIL 3081-3 Asian Religions: A Philosophical Approach. [IAI Course: H4 903N] This course examines three major areas of Asian religious traditions from a philosophical perspective: South Asia, East Asia, and Buddhist traditions. Since it is not possible to be all-inclusive, concentration will be on those with continuing significant spiritual, philosophical, social, political, aesthetic and literary influence. More specifically, it is an introduction to some of the major Asian religious traditions, such as Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism, approached through philosophical reflection. Emphasis is on classical traditions, since this provides a solid foundation upon which students are then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

PHIL 3091-3 Philosophy of Peace, Law and Justice. An exploration of classical and modern theories of law and justice with special attention to their implications for important contemporary political issues.

PLB 3011-3 Environmental Issues. Fundamental biological and ecological processes important in the individual, population and community life of organisms integrating with the philosophical and ethical relationships of the contemporary, domestically diverse human society are examined. Emphasis is placed on a pragmatic understanding of environmental issues. Prerequisite:

strongly recommend completion of University Core Curriculum Science requirements. Lab fee: \$15.

PLB 3031-3 Evolution and Society. An introduction to the basics of biological evolution and the effect of biological evolution on society. Historical and modern interpretations of biological evolution on the human experience will be developed. This will include legal, political, religious, scientific, racist, sexist, philosophical and educational aspects. Topics will be covered via discussions, presentations, papers and debates. Prerequisite: strongly recommend completion of University Core Curriculum Science requirements. Lab fee: \$15.

POLS 3141-3 American Politics and the Mass Media. (Same as Journalism 314i) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

POLS 3321-3 Introduction to Civil Liberties and Civil Rights. This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. Special emphasis will be placed on how the Supreme Court defines, establishes and protects these liberties through its interpretation of the Constitution.

POLS 3521-3 Ethnicity, Nationalism and Culture in a Global Era. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis is combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be examined.

POLS 3721-3 International Political Economy. Examines the interaction of politics and economics and of states and markets at the international level. Special attention to inequalities of wealth and power and to the politics of international trade, finance, investment, production, energy, transportation, information, technology and development.

RT 3621-3 Sound Art and Practice. Create a unified view of how sound impacts media, society, and to some extent, the individual in a variety of applications and careers. This course will provide students with a philosophical understanding of the concepts and practices used in sound art and practice today and historically; and, more importantly, in a variety of careers and in society in general. This course will introduce students to audio technology and terminology as well as expose them to the many applications of sound, as art and function, in society, regardless of their desire to pursue sound as a career.

SOC 3041-3 Global Perspectives on the Family. [IAI Course: S7 902] People around the world experience family life under different circumstances and from different perspectives. This course will focus on these differences and how societies have evolved to meet the needs of family units within their different social settings. Other key topics that affect families around the world will be discussed: global economy and families, gender inequality, familial violence, and environmental concerns.

SOC 306I-3 Popular Culture in Society. Sociological analysis of the meaning of popular culture, the organization of popular cultural production and the relationship between popular culture and social change.

SPCM 301I-3 Communication Across Cultures. This course provides an introduction to communication between and among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with individuals from different races. Ethnicity, religions, gender, ages, sexual orientations and physical abilities.

WGSS 301I-3 Women in Science, Engineering and Technology. This course will explore the historical contributions of women and challenges they faced as they entered educational programs and careers in various fields of engineering, science, and technology. The course will also consider the current status of women in those fields.

WGSS 307I-3 Women in the Visual Arts: Social and Educational Contexts. (Same as Art and Design 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

WGSS 320I-3 Language, Gender and Power (Same as Linguistics 320i) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the fields of linguistics, anthropology, psychology, sociology and speech communication will be used.

ZOOL 312I-3 Conservation of Natural Resources. [IAI Course: L1 905] This course teaches an ecological perspective on current issues in natural resource conservation and management. Economic, political and social pressures that influence consumptive use of natural resources are considered, along with ecological consequences of resource exploitation. A conservation perspective is developed in which humans are viewed as participants in, rather than masters of the natural environment. Credit may not be used for a major in zoology.

Multicultural Applied Experience Option

The Multicultural Applied Experience option is intended to deepen student and faculty involvement in extra-academic service. With prior approval from the director of the University Core Curriculum and the participating academic units, students may take non-Core service learning courses to satisfy the diversity requirement in the University Core Curriculum. Students who elect this option may also wish to sign up for Saluki Volunteers. The Saluki Volunteers can evaluate

the Multicultural Applied Experience and those hours may be counted toward the 30-hour minimum per year for participation in the Volunteers. In addition to having their Volunteer hours noted on their transcript, the student will receive an involvement transcript from the Volunteers documenting their activities. This can be added to the resume. For more information about Saluki Volunteers, contact Saluki Volunteers in Student Development.

Multicultural Applied Experience Courses

These courses offer credits applicable to the University Core Curriculum diversity requirement for service-oriented experiences involving a group different from the student who elects the credit. Things such as age, gender, ethnicity, nationality, political affiliation, race or class can manifest difference. Students should consult individual departments for course specifications regarding grading, work requirements, and supervision.

ANTH 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular Core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision.

AVM 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum, or the credit can be coordinated with a particular Core Course on American diversity, although neither is a requirement. Students should consult the respective department for course specifications regarding grading, work requirements and supervision. Prerequisite: Approval of the site representative, faculty supervisor and department chair.

DH 298-3 Multicultural Applied Experience. An applied experience, service-oriented course in American diversity involving a group different from the student who elects the course. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. Satisfies the multicultural requirement in the University Core Curriculum.

FL 298-3 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular Core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision

HCM 298-3 Multicultural Applied Experience. An applied experience,

rience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race or class. Students can sign up for the one credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or the credit can be coordinated with a particular Core course on American diversity, although neither is a requirement. Students should consult the Department of Health Care Professions for course specifications regarding grading, work requirements and supervision. Prerequisite: Health Care Professions major only and junior standing.

HND 298-1 Multicultural Applied Experience. This course is designed to provide multicultural experience in food selection, eating habits, meal patterns and food preparation. Students will interact with community members of various ethnicity throughout the semester. Shopping and cooking projects will provide firsthand experience. Prerequisite: concurrent or prior registration in one of the following: Anthropology 202, History 210, Philosophy 210, 211 or Sociology 215.

LING 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular Core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail.

SOC 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular Core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail only.

WGSS 298-3 Multicultural Applied Experience Option. An applied experience, service-oriented credit in American diversity involving interaction with those exemplifying life experiences centering on women's issues, organizations, services, etc. Students should consult the Women, Gender and Sexuality Studies program staff to discuss placement options, supervision and grading. Mandatory Pass/Fail grade.

Capstone Option

The Capstone Option is for the student who has earned or will soon earn an Associate in Applied Science (AAS) degree or equivalent certification and whose SIUC major is one that participates in the option. The Capstone Option advantage allows students to complete an abbreviated University Core Curriculum (UCC) requirement of 30 hours rather than 41 hours.

Key features of the Capstone Option are: (1) gives occupa-

tional students who have changed their educational and occupational goals an opportunity to pursue a four-year degree; (2) is an alternative option to obtaining the four-year degree typically involving no more than two additional years of college; (3) seeks to recognize similar objectives in both two-year occupational programs and four-year baccalaureate degree programs; and (4) seeks to recognize similar objectives in certain work experiences and in four-year baccalaureate degree programs.

The baccalaureate degrees in the following academic colleges participate in the Capstone Option at Southern Illinois University:

College of Agricultural Sciences

- Agribusiness Economics
- Agricultural Systems
- Animal Science
- Hospitality and Tourism Administration
- Plant and Soil Science

College of Applied Sciences and Arts

- Automotive Technology
- Aviation Management
- Aviation Technologies
- Dental Hygiene
- Electronic Systems Technologies
- Fire Service Management (off-campus only)
- Health Care Management
- Information Systems Technologies
- Mortuary Science and Funeral Service
- Radiologic Sciences
- Technical Resource Management

College of Business

- Accounting
- Business and Administration
- Business Economics
- Finance
- Management
- Marketing

College of Education and Human Services

- Rehabilitation Services
- Workforce Education and Development

College of Engineering

- Engineering Technology
- Industrial Technology

College of Liberal Arts

- Paralegal Studies

Requirements for the Baccalaureate Degree through Capstone

A student completing the degree through the Capstone Option must complete the University's hour requirement, residence requirement, and average requirement for the bachelor's degrees. These requirements are explained in Chapter 2. The course requirements for the UCC under the Capstone Option are explained below.

University Core Curriculum Requirements for Capstone
 English Composition 3

English 101, 102 or equivalent with a grade of C or better.	
Speech Communication 101	3
Mathematics	3
Mathematics course numbered 108 or above, with the exception of 114, 120 and 300I.	
Science	6
Select one physical and one biological science with lab.*	
Social Science	6
Select two courses from the approved list. No more than one course from history may be selected.*	
Humanities	3
Select one course from the approved list.*	
Fine Arts	3
Select one course from the approved list.*	
Multicultural: Diversity in the U.S.	3
Select one course from the approved list.*	
Minimum Total	30

*For explanation of groups or list of approved courses see University Core Curriculum requirements in chapter 3.

In addition to the University Core Curriculum requirements, the student must complete the requirements specified in a contract or academic plan to be developed between the student and the academic unit or department representative. The contract must list the program requirements as well as all University Core Curriculum requirements to be completed.

Eligibility for the Capstone Option Requires the Student to:

1. Have entered a bachelor’s degree program at SIUC which participates in the Capstone Option.
2. The student must not have earned more than 12 semester hours of major coursework toward the bachelor’s degree program prior to approval for Capstone.
3. A student who changes their major will require recertification for Capstone for the new program by no later than the end of the first semester in the new program and have earned no more than 12 semester hours toward the new bachelor’s degree program. Recertification occurs when the student requests a unit major change with Capstone Option indicated from the new degree program to be processed through the Registration Office.
4. Have earned an associate degree, or equivalent certification, in a non-baccalaureate-oriented program of at least 60 semester hours by no later than the end of the first semester in the bachelor’s degree program at SIUC. Equivalent certification, for the purposes of Capstone eligibility, is defined as the formal completion of a technically-oriented program of two years duration (60 semester hours), resulting in the receipt of the equivalent of an associate degree (certificate, diploma, or other documentation as provided by the student’s educational institution).
5. Have submitted all transfer work including the associate degree by no later than the end of the first semester at SIUC. This documentation includes all official transcripts from other institutions and may include test reports, evaluation of military experience, work experience, or whatever

other kind of training has been used to award the associate degree. Official transcripts from other institutions must not be more than 30 days old when received by SIUC.

6. Have earned a minimum grade point average of 2.0 (4.0 scale) as calculated by SIUC grading regulations. An applicant determined ineligible for Capstone as a result of a low grade point average may not be considered again after raising the average in subsequent work (credit beyond SIUC admission).

The official recognition of Capstone benefits will be determined after application to the SIUC has been made. Additional information about the Capstone Option is available from Transfer Student Services or on the Web at <http://transfer.siu.edu>.

The Capstone Option will automatically be considered as a part of the Undergraduate Admission application process for those applicants who indicate they are transferring an AAS degree or the equivalent certificate. Students are recommended to consult with their academic advisor for more information about their eligibility to the Capstone Option.

University Core Curriculum and Transfer Students

There are four different ways to complete Core Curriculum requirements:

1. Completion of an Associate in Arts or an Associate in Science degree at a public Illinois community college (see Compact Agreement below);
2. Completion of the Illinois Transferable General Education Core Curriculum as certified by a participating Illinois Articulation Initiative institution;
3. Completion of SIUC’s Core Curriculum requirements; or
4. Admission to and completion of SIUC’s Capstone Option for students with an AAS.

The Compact Agreement

SIUC has recognized the Illinois regionally accredited community college transferable baccalaureate oriented Associate of Arts or Associate of Science degrees under the Compact Agreement since 1970. SIUC will continue to recognize the baccalaureate oriented associate degree (A.A. or A.S. degree) under the Illinois Articulation Initiative. The Associate in Engineering Science (A.E.S.), the Associate in General Studies (A.G.S.), and the Associate in Fine Arts (A.F.A.) do not carry the same benefits as the A.A. and A.S. as described below.

Illinois public community college graduates who hold an A.A. or an A.S. will be:

1. Admitted to SIUC if enrollment occurs after earning the associate degree and prior to coursework attempted at another institution;
2. Considered a junior in class standing; and
3. Evaluated as having completed the SIUC University Core Curriculum (general education) requirements required for general graduation purposes. Major courses that are also Core Curriculum courses may not automatically be completed by earning the A.A. or A.S. degree.

Students without an A.A. or A.S. from an Illinois Accredited Community College

Transfer students who have not earned a baccalaureate oriented Associate of Arts or Associate of Science degree from an accredited Illinois public community college prior to attending SIUC, but who have been certified by a participating Illinois Articulation Initiative institution as having completed the Illinois Transferable General Education Core Curriculum (IAI GECC) will be considered as having fulfilled the SIUC Core Curriculum requirements required for general graduation.

SIUC will waive a fraction of a semester hour of an SIUC Core Curriculum course requirement for a satisfactorily completed and approved course from an accredited institution participating in the Illinois Articulation Initiative. Students must complete a minimum of 37 semester (56 quarter) hours to satisfy the SIUC Core Curriculum requirements.

Transfer students with an AA or AS from a regionally accredited out-of-state institution or an Illinois institution that does not participate in IAI, who present 37 or more semester hours of general education credit prior to initial enrollment will be evaluated to determine completion of the SIUC Core Curriculum model. If the student has completed the SIUC model, the student will be considered as having fulfilled the SIUC Core Curriculum requirements.

Transfer students who have earned the Associate in Applied Science (AAS) degree may qualify to complete their University Core Curriculum requirements under the Capstone Option. Information about the Capstone Option and the participating majors is explained in a previous section of this chapter.

Evaluation of courses taken at regionally accredited colleges and universities will be completed by Transfer Student Services at the time of the student's admission to the University. Any Illinois Transferable General Education Core (IAI) course that is articulated to a SIUC Core Curriculum course will be utilized toward completion of the SIUC Core Curriculum. Transcripts submitted for evaluation must not have an issuing date of more than thirty days old.

The Illinois Articulation Initiative Transferable General Education Core (IAI) is in effect for students who began an associate or baccalaureate degree as first-time freshmen Summer 1998 or thereafter. Students transferring from SIUC to another institution may request that SIUC audit their record for completion of the Illinois Transferable General Education Core. If this is complete, the student will receive certification of that completion on the transcript. The student must have 37 or more semester hours of general education credits prior to this request. IAI general education core courses are listed in Chapter 3 under the Illinois Articulation Initiative section.

SIUC reentry students who have not earned an Illinois baccalaureate oriented AA or AS degree, or students concurrently enrolled at another institution while attending SIUC, must complete the SIUC Core Curriculum or the IAI General Education Core Curriculum requirements. A student must have a minimum of 30 semester hours of transfer credit toward the satisfaction of general education requirements prior to enrollment at SIUC in order to be eligible to complete the IAI GECC in lieu of the SIUC UCC requirement subsequent to admission to the University. Concurrently enrolled students should seek

advice from Transfer Student Services on acceptable course equivalents to the SIUC Core Curriculum or visit the web site: transfer.siu.edu.

Illinois Articulation Initiative

SIUC is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that general education requirements for the bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 (and thereafter).

Students who have completed the Illinois Transferable General Education Core and have been certified as complete by the sending institution will have completed the University Core Curriculum requirements for general graduation purposes at Southern Illinois University Carbondale.

Certification of the Illinois Transferable General Education Core must contain the minimum requirements shown on following chart:

ILLINOIS TRANSFERABLE GENERAL EDUCATION CORE CURRICULUM MINIMUM REQUIREMENTS

Area	Number Courses	Semester Hours	Special Requirements
Communication	3	9	Two Writing, one oral communication (C or better is required for the writing sequence)
Mathematics	1 or 2	3-6	
Physical & Life Sciences ¹	2	7-8	One Life Science and one Physical Science; one must have a lab
Humanities & Fine Arts	3	9	At least one course selected from Humanities and one course from the Fine Arts
Social & Behavioral Science	3	9	Two Disciplines must be represented: Anthropology, History, Economics, Human Geography, Political Science, Psychology, Sociology, Interdisciplinary Social/ Behavioral Science
Total	<u>12-13</u>	<u>37-41</u>	

¹Students with appropriate preparation may substitute an initial major course designed for science majors.

Transfer courses from 1996 and forward will be audited to determine if they will fulfill the model above.

Students Completing IAI GECC Requirements

Students may take SIUC courses to complete the Illinois Transferable General Education Core Curriculum prior to transferring to another participating institution. The following IAI codes identify qualifying general education courses:

- C (Communications)
- F (Fine Arts)
- H (Humanities)
- HF (Interdisciplinary Humanities and Fine Arts)
- L (Life Sciences)
- M (Mathematics)
- P (Physical Sciences)
- S (Social Sciences)

The courses listed below are the SIUC courses that have been approved for inclusion in the Illinois Transferable General Education Core. These same courses can be found throughout the catalog in their major departments and are designated by [IAI: course number]. Major IAI courses that can be used for lower division major requirements may also be found in their major departments.

IAI GENERAL EDUCATION CORE COURSES OFFERED AT SIUC

IAI Course Number and Title	SIUC Course	SIUC Course Title
C1 900 (Writing Course Sequence)	ENGL 101	English Composition I
C1 900 (Writing Course Sequence)	LING 101	English Composition I
C1 901R (Writing Course Sequence)	ENGL 102	English Composition II
C1 901R (Writing Course Sequence)	ENGL 120	Honors Composition
C1 901R (Writing Course Sequence)	LING 102	English Composition II
C2 900 (Oral Communication)	SPCM 101	Intro: Oral Comm
F1 900 (Music Appreciation)	MUS 103	Music Understanding
F1 901 (Music History and Literature)	MUS 357A,B	Music History
F1 905D (Ethnic Tradition Am Music)	MUS 203	Diversity/Popular Music
F1 907 (Theatre Appreciation)	THEA 101	Theater Insight
F2 900 (Art Appreciation)	AD 101	Introduction to Art
F2 901 (History of Western Art I)	AD 207A	Intro to Art History I
F2 906D (Ethnic Traditions in Am Art)	AD 227	History African Am Art
F2 908 (Film Appreciation)	ENGL 307i	Film as Literary Art
H1 900 (Foreign Language IV)	CHIN 201B	Interm Chinese
H1 900 (Foreign Language IV)	CLAS 201B	Interm Greek II
H1 900 (Foreign Language IV)	FR 201B	Interm French
H1 900 (Foreign Language IV)	GER 201B	Interm German
H1 900 (Foreign Language IV)	JPN 201B	Interm Japanese II
H1 900 (Foreign Language IV)	RUSS 201B	Interm Russian
H1 900 (Foreign Language IV)	SPAN 201B	Interm Spanish
H2 903N (Non-Western Civilizations)	EA 102	East Asian Civilization
H3 900 (Introduction to Literature)	ENGL 121	Western Lit Tradition
H3 900 (Introduction to Literature)	ENGL 204	Lit Prspect Mod World
H3 900 (Introduction to Literature) ¹	ENGL 209	Forms of Literature
H3 901 (Introduction to Fiction) ¹	ENGL 210	Introduction to Fiction
H3 902 (Introduction to Drama) ¹	ENGL 201	Introduction to Drama
H3 903 (Introduction to Poetry) ¹	ENGL 202	Introduction to Poetry
H3 910D (American Ethnic Literature)	ENGL 205	Am Mosaic Literature
H3 910D (American Ethnic Literature)	ENGL 325	Black American Writers
H3 910D (American Ethnic Literature)	AFR 325	Black American Writers
H3 911D (Literature and Gender)	ENGL 225	Women in Literature
H3 911D (Literature and Gender)	WGSS 225	Women in Literature
H4 900 (Introduction to Philosophy)	PHIL 102	Intro to Philosophy
H4 903N (Non-Western Philosophy)	PHIL 308I	Asian Philosophy
H4 904 (Ethics)	PHIL 104	Ethics
H4 904 (Ethics)	PHIL 340	Ethical Theories
H4 906 (Intro to Logic/Critical Thinking)	PHIL 105	Elementary Logic
H5 905 (Religion in American Society)	HIST 202	Am Religious Diversity
H9 900 (Interdisciplinary Humanities)	CLAS 315I	Classical Themes
H9 900 (Interdisciplinary Humanities)	PHIL 103B	World Humanities II
H9 900 (Interdisciplinary Humanities)	PHIL 303I	Philosophy/Literature
H9 901 (Mythology)	CLAS 230	Classical Mythology
HF 902 (Western Humanities I)	HIST 201	Art, Music, Ideas
HF 904N (Non-Western Humanities)	PHIL 103A	World Humanities I
HF 906D (Am Ethnic Cultr Expression)	PHIL 210	The American Mind
L1 900L (General Education Biology)	PLB 115	General Biology

IAI Course Number and Title	SIUC Course	SIUC Course Title
L1 900L (General Education Biology)	ZOOL 115	General Biology
L1 901L (Plants and Society)	PLB 117	Plants and Society
L1 902 (Animals and Society) ¹	ANS 121	Intro Animal Science
L1 902L (Animals and Society)	ZOOL 118	Animal Biology
L1 903L (Microbes and Society)	MICR 201	Elem Microbiology
L1 904 (Human Biology)	PHSL 201	Human Physiology
L1 904L (Human Biology)	PHSL 208	Lab in Physiology
L1 905 (Environmental Biology)	ENGR 301I	Humans/Environment
L1 905 (Environmental Biology)	ZOOL 312I	Consrv Natrl Resources
L1 906 (Heredity and Society) ¹	ZOOL 214	Human Heredity
M1 900 (College-Level Calculus)	MATH 141	Calculus for Bio Sci
M1 900-1 (College-Level Calculus I)	MATH 150	Calculus I
M1 900-2 (College-Level Calculus II)	MATH 250	Calculus II
M1 900-3 (College-Level Calculus III)	MATH 251	Calculus III
M1 903 Math for Elem Teachers I	MATH 314	Geometry Elem Teachrs
M1 904 (General Ed Mathematics)	MATH 113	Contemporary Math
M1 905 (Discrete Mathematics) ¹	CS 215	Discrete Mathematics
P1 900 (General Education Physics)	PHYS 203A	College Physics
P1 900L (General Education Physics)	PHYS 253A,B	College Physics Lab
P1 901L (Physics and Society)	PHYS 101	Phys That Chges World
P1 902 (General Education Chemistry)	CHEM 200	Intro Chem Principles
P1 902L (General Education Chemistry)	CHEM 140A	Chemistry
P1 902L (General Education Chemistry)	CHEM 201	Gen Chemistry Lab I
P1 903L (Chemistry and Society)	CHEM 106	Chemistry and Society
P1 907 (Introduction to Geology)	GEOL 220	Physical Geology
P1 907 (Introduction to Geology)	GEOL 221	Earth Through Time
P1 908 (Environmental Geology)	GEOL 111	Geol and Environment
P1 908L (Environmental Geology)	GEOL 112	Geol Environment Lab
P1 909L (Physical Geography)	GEOG 303I	Earth's Bio Environ
P2 900 (Calculus-based Physics I)	PHYS 205A	University Physics
P2 900L (Calculus-based Physics I)	PHYS 255A	University Physics Lab
S1 900N (Introduction to Anthropology)	ANTH 104	Human Experience
S2 900 (United States History I)	HIST 300	Origins Am: 1492-1877
S2 901 (United States History II)	HIST 210	20th Century America
S2 901 (United States History II)	HIST 301	Mod Am Hist:1877-Pres
S2 902 (Hist of Western Civilization I) ¹	HIST 205A	Hist of Western Civ
S2 903 (Hist of Western Civilization II) ¹	HIST 205B	Hist of Western Civ
S2 910N (History of Latin America I) ¹	ANTH 205	Latin American Civ
S2 912N (World History I)	HIST 207A	World History
S2 913N (World History II)	HIST 207B	World History
S3 901 (Principles of Macroeconomics)	ECON 241	Intro to Macroecon
S3 902 (Principles of Microeconomics)	ECON 240	Intro to Microecon
S4 900N (Intro to Human Geography)	GEOG 103	World Geography
S5 900 (Am/U.S. Natl Government I)	POLS 114	Am Govt and Politics
S5 902 (U.S. State and Local Govt) ¹	POLS 213	State and Local Govt
S5 904N (International Relations) ¹	POLS 170	Global Politics
S5 905 (Comparative Government) ¹	POLS 207	Political Ideologies

IAI Course Number and Title	SIUC Course	SIUC Course Title
S5 905 (Comparative Government) ¹	POLS 250	Politics-Foreign Nations
S6 900 (General Psychology I)	PSYC 102	Intro to Psychology
S7 900 (Introduction to Sociology)	SOC 108	Intro to Sociology
S7 902 (Marriage and Family) ¹	CI 227	Marriage and Family
S7 902 (Marriage and Family) ¹	WGSS 286	Marriage and Family
S7 903D (Racial and Ethnic Relations)	SOC 215	Race/Ethnic Relatn: US
S7 904D (Racial and Ethnic Relations)	SOC 223	Women/Men Cntmp Soc
S7 904D (The Sociology of Sex & Gender)	WGSS 223	Women/Men Cntmp Soc

¹These SIUC and corresponding IAI courses will not satisfy SIUC's University Core Curriculum requirement, but will satisfy the Illinois Transferable General Education Core.

These courses will be updated periodically. For a complete list or for more information about IAI, visit their web site at: <<http://www.itransfer.org>>.

Illinois Articulation Initiative Major Courses

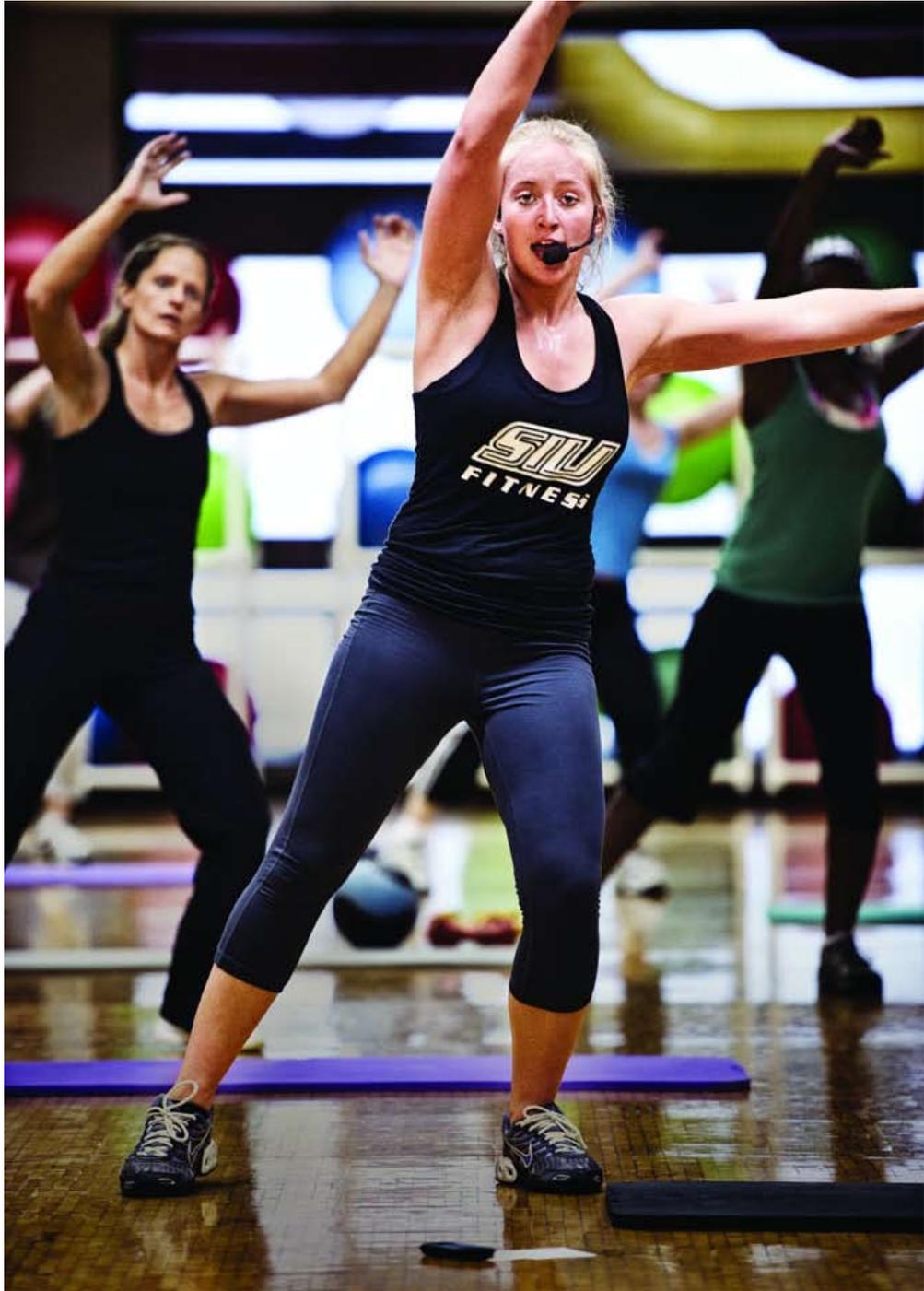
The IAI Major Panels have identified a Common Core of no more than four courses in a subject area generally required at the lower-division at major senior institutions in the State of Illinois. The intention of the Common Core is to provide some guidance to those students who know they would like to major in a particular subject area, but are unsure as to which senior institution they plan to attend to complete their baccalaureate studies.

SIUC is a participant in IAI individual baccalaureate major agreements. The courses listed below are the SIUC courses that have been approved for inclusion in the Major Common Core. Check the Illinois Articulation Initiative website for the IAI Baccalaureate Majors' Recommendations for specific majors at: <http://www.itransfer.org/iai/majors>.

IAI MAJOR COMMON CORE COURSES OFFERED AT SIUC

IAI Major Course	SIUC Course	SIUC Course Title
AG 901	ABE 204	Intro to Agricultural Economics
AG 902	ANS 121	Intro to Animal Science
AG 902	ANS 122	Livestock Production Laboratory
AG 903	PLSS 200	Intro to Crop Science
AG 904	PLSS 240	Soil Science
AG 905	PLSS 220	General Horticulture
AG 906	AGSE170	Intro Physical Principles in Agriculture
AG 911	AGSE 110	Intro to Agriculture Education
AG 913	AGSE 118	Intro Computers in Agriculture
BIO 910	BIOL 200A	Cell and Molecular Biology
BIO 910	BIOL 200B	Organismal and Ecological Biology
BUS 901	ACCT 208	Business Data Analysis
BUS 901	MGMT 208	Business Data Analysis
BUS 902	CS 200B	Computer Concepts
BUS 903	ACCT 220	Accounting I - Financial
BUS 904	ACCT 230	Accounting II - Managerial
CHM 911	CHEM 200	Intro to Chemical Principles
CRJ 901	CCJ 201	Intro to Criminal Justice System
CRJ 911	CCJ 384	Intro to Corrections
CRJ 912	CCJ 290	Intro to Criminal Behavior
CRJ 914	CCJ 374	Juvenile Justice

IAI Major Course	SIUC Course	SIUC Course Title
CS 911	CS 202	Intro to Computer Science
CS 912	CS 220	Programming with Data Structures
EGR 931L	ECE 235	Electric Circuits
EGR 931	ENGR 335	Electric Circuits
EGR 932L	ECE 225	Intro Discrete Logic and Digital Systems
EGR 946	ME 300	Engineering Thermodynamics I
IND 913	IT 208	Fundamentals of Manufacturing Processes
MC 912	JRNL 301	Principles of Advertising/IMC
MC 913	SPCM 281	Intro to Public Relations
MC 914	RT 200	Understanding Media
MC 916	RT 300	Introduction to Media Production
MC 917	RT 310	News Writing for Electronic Media
MC 918	RT 360	Electronic Media Performance
MC 919	JRNL 310	Writing for the Mass Media
MC 920	JRNL 312	Editing
MTH 901	MATH 150	Calculus I
MTH 902	MATH 250	Calculus II
MTH 903	MATH 251	Calculus III
MTH 912	MATH 305	Intro to Ordinary Differential Equations I
MUS 901	MUS 105A	Basic Harmony
PLS 913	POLS 207	Contemporary Political Ideologies
TA 911	THEA 218A	Beginning Stagecraft-Scenery



4 / Colleges, Academic Services and Programs





College of Agricultural Sciences

Mickey A. Latour, *Dean*

The College of Agricultural Sciences offers the following majors with specializations leading to the Bachelor of Science degree.

Major (B.S. degree)	Specialization
Agribusiness Economics ¹	Agribusiness Economics: curriculum individually designed to fit student needs
Agricultural Systems and Education ¹	Ag Education Ag Communications Ag Production Management Ag Systems Technology Management General Agriculture Food & Process Engineering Technology
Animal Science ¹	Animal Production Equine Science Pre-Veterinary Medicine Science
Human Nutrition and Dietetics	
Hospitality and Tourism Administration	Event Planning Food Service Management Lodging Management Tourism
Forestry	Forest Resources Management Forest Recreation & Park Management Wildlife Habitat Management & Conservation Urban Forest Management Forest Hydrology
Plant and Soil Science ¹	Business Environmental Studies Landscape Horticulture Turfgrass Science General

¹Minor available

It is recommended that high school students who are planning to pursue one of the above majors include the following in their high school program: four years of English, three years of mathematics (algebra, geometry, advanced mathematics); three years of science (biology, chemistry, physics); three years of social studies; and two years of art, music, vocational education (may include agriculture), or foreign languages. For prospective agriculture majors or food and nutrition majors, high school classes in agriculture or family and consumer sciences education respectively are beneficial but are not specifically required.

For transfer students wishing to pursue a major in one of the agricultural, food and nutrition or forestry areas, courses

taken prior to entering the University should include physical and biological sciences, social sciences, and humanities. In addition, courses in speech and appropriate sequences in English composition and college algebra should be included as well as a general botany course. A potential transfer student who has already identified a major for the bachelor's degree may select with greater precision the courses, which will be transferred by consulting the curriculum for that major.

A student planning to take preprofessional courses in veterinary science should register in the College of Agricultural Science's four-year curriculum in Animal Science (Science and Pre-Veterinary specialization).

Qualified candidates for the Capstone Option are accepted into Agribusiness Economics, Animal Science, Agricultural Systems and Education, Plant and Soil Science, and Hospitality and Tourism. The Capstone Option is described in Chapter 3.

Of the recent graduates of the College of Agricultural Sciences, about 45% have been employed in private industry, 10% management and about 15% have been employed in each of: government (federal, state, county, and city); education or extension; graduate study or professional schooling.

Typical employment opportunities for Agribusiness Economics graduates include positions in credit and financial management, professional farm management, sales, and grain merchandising. A graduate from the Agricultural Systems and Education major can be employed in the farm machinery or implement industry, as a high school agricultural educator, as a news editor, or in agricultural sales or service. Animal Science majors seeking employment can investigate positions in livestock management or sales, and governmental positions such as meat inspectors, as well as veterinary school. Food and Nutrition majors will find numerous opportunities as registered dietitians or in the hospitality and tourism industry. The major employer of Forestry graduates is the federal or state government, but they also work as private forestry consultants, in urban forestry, in private industry, or not-for-profit organizations. The Plant and Soil Science graduate with a concentration in agronomy will find opportunities in industry such as agricultural chemical sales, in production agriculture, or with a governmental agency such as the Soil Conservation Service. Horticulture graduates can seek employment in nursery management, golf course and turf management in the florist or interior plant maintenance industry, or with landscape design firms.

College of Agricultural Sciences students come from both rural and urban homes. Almost 40% of the undergraduates and nearly 45% of the graduates are women. Individual faculty advisors prior to registration counsel students who elect any one of the six majors in the College of Agricultural Sciences. Faculty members offer an open-door policy and much personal attention to their advisees as well as to students enrolled in their classes.

The Agriculture Building houses the offices, classrooms, and laboratories for the agriculture and forestry programs. The Food and Nutrition program has offices, classrooms, and laboratories in Quigley Hall. Other research and teaching facilities include over one-third acre in greenhouses plus 2,000 acres of farm and timberland.

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee

of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

College of Applied Sciences and Arts

Ju An Wang, *Dean*

Career and technically oriented academic programs in the College of Applied Sciences and Arts can lead to one of fourteen Bachelor of Science degrees and two Associate in Applied Science degrees. These programs provide career paths for entry-level students or transfer students from SIUC or other institutions.

Requirements for Bachelor of Science and Associate in Applied Science degrees as well as additional information for each major offered can be found in specific program information in Chapter 5.

Schools and programs within the College are:

School Name	Major	Degree
Architecture	Architectural Studies	Baccalaureate
	Fashion Design and Merchandising	Baccalaureate
	Interior Design	Baccalaureate
Transportation	Aircraft Product Support	Minor
	Airport Management & Planning	Minor
	Air Traffic Control	Minor
	Automotive Technology	Baccalaureate
	Aviation Flight	Associate
	Aviation Management	Baccalaureate
	Aviation Technologies	Baccalaureate
	Aircraft Maintenance Specialization	
Allied Health	Dental Hygiene	Baccalaureate
	Health Care Management	Baccalaureate
	Mortuary Science and Funeral Service	Baccalaureate
	Physical Therapist Assistant	Associate
	Radiologic Sciences	Baccalaureate
	Magnetic Resonance Imaging and Computed Tomography Option	
	Medical Diagnostic Sonography (Ultrasound) Option	
Radiation Therapy Option		
Information Systems and Applied Technologies ²	Electronic Systems Technologies	Baccalaureate
	Electronics Management Specialization	
	Fire Service Management	Baccalaureate
	Information Systems Technologies	Baccalaureate
	Technical Resource Management	Baccalaureate
	Professional Construction Management Specialization	

Anyone interested in the following off-campus programs should contact the Office of Off-Campus Academic Programs, ASA 120, (618) 536-6609:

Aviation Management; Electronic Systems Technologies; Fire Service Management; Health Care Management

Students with educational and/or occupational backgrounds or with career objectives in the fields of architecture, automotive technology, aviation, electronics, fashion design and merchandising, fire service, health care, information systems or interior design are encouraged to apply for admission to these career-specific programs. Students also may choose to apply for admission to Technical Resource Management which is a baccalaureate degree program designed especially for technically oriented students seeking career enhancement where no other specific Bachelor of Science degree in the college is available. Requirements for degree programs and information for each of these majors can be found in Chapter 5.

Students eligible for admission to the Bachelor of Science programs must meet University entrance requirements and program requirements for admission to the major. Transfer students admitted to SIUC in good standing are eligible to apply for admission to one of the college's programs. Students must complete all course work with a 2.0 average C or better on a 4.0 point scale to qualify for completion. Students may be admitted to the college's off-campus academic programs if requirements stated in the *SIUC Military Programs Supplement* to the *SIUC Undergraduate Catalog* have been met. Additionally, students must fulfill all SIUC requirements including the University Core Curriculum, total hour, residence, and GPA requirements to qualify for completion.

The Capstone Option is available in some majors to qualified students. Capstone reduces the University Core Curriculum from 41 to 30 semester hours. Qualifications and a list of participating programs can be found in Chapter 3.

The College of Applied Sciences and Arts has several articulation agreements with community colleges located in California, Illinois, Indiana, Iowa, New Jersey, Texas, and Wisconsin. Agreements exist for the following programs: Architectural Studies, Automotive Technology, Aviation Management, Aviation Technologies, Electronic Systems Technologies, Fire Service Management, Information Systems Technologies, and Technical Resource Management. Additionally, linkage agreements exist for several health care programs. For specifics, refer to the program information in Chapter 5.

Additional information on the College of Applied Sciences and Arts programs and course offerings is available on the college's website at <http://www.asa.siu.edu/> or by calling (618)453-7283 or emailing casa@siu.edu.

College of Business

J. Dennis Cradit, *Dean*

Departments: Finance; Management; Marketing
School: Accountancy

The College of Business aims to prepare students to perform successfully in business and other organizations such as government and other not-for-profit organizations functioning within a changing social, economic, and political environment. Study

provides the student with fundamental principles and practices of organizational behavior and allows the mastering of knowledge and skills for effective management. The curriculum provides a broad base for understanding business while simultaneously allowing in-depth study within an area of concentration and exposure to current information technology. Students find business, governmental units, and other public institutions desire the professional education they receive in the college. The advanced curriculum and related programs provide students not only with a meaningful education but also with a means of relating that education to organizations and commerce.

The College of Business offers the following majors leading to the Bachelor of Science degree:

- Accounting
- Business and Administration (online program)
- Business Economics
- Finance
- Management
- Marketing

All programs offered in the College of Business are accredited by AACSB International, The Association to Advance Collegiate Schools of Business International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL, 33602-5730.

The College of Business offices are located in Henry J. Rehn Hall; and classes are conducted in various buildings throughout the campus.

Pre-College Preparation

High school and preparatory school students are urged to follow a program which includes at least four units of English and three units of mathematics, with a substantial portion of the remainder of their study programs devoted to such academic subject areas as humanities, the sciences, and social studies.

Transferred Credits in Business Courses

Subject to the policies of the University and of AACSB International regarding acceptance of transferred credits, the college accepts college-level credit earned in business and economics courses from accredited two- or four-year institutions of higher education and counts such credit toward the 120 semester hours required for graduation. However, if such courses are offered at the lower division (freshman and sophomore level) at the institution where completed, only those courses shown below will be treated as equivalencies to college- or departmental-required courses.

Subject Hours

Principles of accounting	6
Economic principles	6
Business economics statistics	3
(where college algebra is a prerequisite)	
Legal and social environment of business	3

Students also have the opportunity of validating additional coursework and nothing in the above statement abridges a student's right to satisfy graduation requirements by proficiency (or competency) examinations. Such examinations are treated as a student right by the college and are available for most courses.

Admission Policy

The College of Business admission policy shall be the same as that of the University. All qualified new students are admitted to the College of Business with a specific departmental major classification or as an unclassified student.

Reentering and Southern Illinois University Carbondale Students. Students who are currently enrolled or were previously enrolled at the University in a major outside the College of Business may request admission to a Business program. These students will be considered for admission to the College of Business provided that they are in good standing with the University.

Online degree-completion program. The Bachelor of Science degree program with a major in Business and Administration is an online degree program intended for those students residing outside the Carbondale community or who have work and/or family commitments that make traditional campus attendance impractical. The following must be met for admission to this program:

- Completion of at least 60 hours of prerequisite post-secondary course work fulfilling:
 - * University Core Curriculum requirements.
 - * Completion of the Professional Business Core required for the online program.

International Students. International students must meet admission requirements comparable to those of native students. While admission credentials such as ACT and class rank are generally not submitted by international students, applicants do submit credentials which reflect their achievement in some subject areas similar to those of the United States students. Beginning international freshmen as well as transfer students will have their applications and documents reviewed in a manner similar to domestic students for admission to the College of Business.

Grade Point Average Calculation. In calculating a student's grade point average for admission purposes for continuing, new, and reentering students, the admission office will follow the SIUC grading policy and procedures for all collegiate (not remedial) work attempted at SIUC and other collegiate institutions.

Grade Point Average Requirement

Graduation from the College of Business requires achievement of a 2.0 grade point average in all business-prefix (ACCT, BUS, ECON, FIN, MGMT, MKTG) courses taken at Southern Illinois University Carbondale. ACCT 210, ECON 113 and 302I, and MGMT 170 are not calculated into the business-prefix grade point average. In addition, students must earn a minimum grade of C in each of the courses taken at SIUC to satisfy the requirements for their major (Accounting, Business and Administration, Business Economics, Finance, Management, or Marketing), and students must earn a minimum 2.0 grade point average for those major courses. Business courses may be repeated for a grade only twice, unless an individual department restricts course repeats to only once.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken at

SIUC to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

Pass/Fail Policy of the College

Business majors may not register on a Pass/Fail basis for courses used to satisfy requirements in the College of Business unless the course is designated Mandatory Pass/Fail.

Course Sequencing

It is of the utmost importance that required courses be sequenced properly. Sequencing guides are available from the college's academic advisement center and are published in the College of Business' *Student Handbook*. Courses on the 300 to 400 levels are restricted to juniors and seniors.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed.

Starting Fall 2008, the College of Business has implemented a "minor program fee" for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

Fifty Percent Rule

At least 50% of the coursework of all business majors must be devoted to courses offered outside the College of Business.

University Core Curriculum Courses Prescribed for Business Majors

Students in the College of Business must complete the University Core Curriculum requirements. The following courses are required and will count toward partial fulfillment of these:

- Psychology 102 or Sociology 108 (to satisfy UCC Social Science requirement)
- Economics 241 (to satisfy UCC Social Science requirement)
- English 101, 102 (to satisfy English Foundation for UCC)
- Mathematics 139 (to satisfy UCC Math requirement)
- Speech Communication 101 (to satisfy Speech Foundation for UCC)

Professional Business Core

The professional business core, required of all College of Business students, is comprised of the following courses:

<i>Courses</i>	<i>Semester Hours</i>
Accounting 220, 230	6
Business 302	2
English 291 ⁵	3
Management 208 ⁴ , 304, 318, 345, 481	15

Economics 241, 240	(3) ¹ + 3
Finance 270 ² , 330	6
Marketing 304	3
Mathematics 139 ¹ and 140 ³	(3) ¹ + 4
300-400 level CoB elective course (ACCT, FIN, MGMT, MKTG)	3
<i>Total</i>	45

Professional Business Core (online program)

The professional business core, required of all College of Business students admitted to the online Business and Administration degree program, is comprised of the following courses:

<i>Courses</i>	<i>Semester Hours</i>
Accounting 220, 230	6
Management 208 ⁴	3
Economics 241, 240	(3) ¹ + 3
Mathematics 139 ¹ and 140 ³	(3) ¹ + 4
<i>Total</i>	16

¹See University Core Curriculum courses prescribed for business majors.

²The combination of Finance 280 and 380 may be substituted for 270.

³Mathematics 150 may be substituted for 140.

⁴Also listed as Accounting 208.

⁵May substitute English 290, Management 202 or Workforce Education 302 if necessary

College of Education and Human Services

Keith B. Wilson, *Dean*

Departments: Curriculum and Instruction; Educational Administration and Higher Education; Educational Psychology and Special Education; Health Education and Recreation; Kinesiology; Rehabilitation Institute; School of Social Work; Workforce Education and Development.

The College hosts graduate and undergraduate programs in which students can prepare for careers in teaching, counseling, and administration in a range of levels, from private and public preschool to university level. All programs carrying teacher certification throughout the university emanate through the Office of Teacher Education within the College. Those majoring in teaching fields take a sequence of professional education courses and three to four semesters of clinical field experiences and student teaching in public schools through the College of Education and Human Services. Subject-matter courses to prepare our graduates to be highly qualified in their majors, specializations, and endorsements are taken by elementary (K-9), secondary (6-12), and K-12 majors through the College of Liberal Arts, College of Science, College of Education and Human Services, and College of Agricultural Sciences. Methods courses are taken in those colleges or in the College of Education and Human Services, depending on one's major. Graduates of the College of Education and Human Services receive a Bachelor of Science degree.

The College of Education and Human Services offers the following programs¹ leading to the Bachelor of Science degree:

Programs with Teacher Certification:

Agriculture Education¹
 Art Education¹
 Business Marketing & Computer Education² (des.req.)
 Early Childhood
 Elementary Education
 English Language Arts¹
 Family & Consumer Sciences² (des.req.)
 French
 German
 Spanish
 Health Careers² (des.req.)
 Health Education
 History Education¹
 Learning Behavior Specialist (LBS1/Special Education)
 Mathematics Education¹
 Music Education¹
 Physical Education
 Sciences – Biology¹
 Social Science Education
 Technology Education² (des.req.)

Programs in Human Services

Curriculum and Instruction
 Child & Family Services
 Kinesiology
 Exercise Science
 Sport Administration
 Recreation
 Leisure Services Management
 Therapeutic Recreation
 Rehabilitation Institute
 Communication Disorders & Sciences
 Rehabilitation Services
 Social Work
 Workforce Education and Development
 Education, Training & Development³
 Human Resources

¹In addition to programs offered almost entirely within the College of Education and Human Services, certain programs are offered in cooperation with the College of Liberal Arts (e.g., art, English, foreign language, music), or with the College of Agricultural Sciences and the College of Science (e.g., math, science with a designation in biology).

²Workforce Education and Development (WED) is the academic major. A designation in the content area is required.

³Specialty Areas available.

The College of Education and Human Services is a multipurpose college in which students can prepare for professional careers in teaching and human service.

Those who wish to become principals or superintendents in the public schools or teachers or administrators at the college or university level may take graduate work in the Department of Educational Administration and Higher Education.

The College of Education and Human Services is the oldest unit of the University, which was originally chartered as Southern Illinois Normal University almost 150 years ago. The college is housed in the Wham Education Building, Rehn Hall, Pullium Hall, Quigley Hall, and Davies Hall.

College of Engineering

John J. Warwick, *Dean*

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of people.

Vision. The College of Engineering at Southern Illinois University Carbondale will excel in engineering and technology education and research through the quality of its faculty, graduates, students, staff, facilities, and programs.

The College of Engineering at Southern Illinois University Carbondale will be the engineering and technology programs of choice where parents want to send their children, where students want to learn, where employers seek engineers and technologists, where industry and government find technological innovations, and where underrepresented and underserved populations are encouraged and supported to obtain a quality education. The College will continue to emphasize its strong minority engineering and outreach programs.

The College will respond to the needs of its constituencies. Our constituencies include: students, parents, employers, alumni, faculty, public communities, and the sponsors of our funded research. We will listen to all of our constituencies and will be responsive to their needs consistent with the University mission. The College administration will regularly and constantly seek the input of the faculty to determine the direction of the College.

Mission. To provide world-class programs in engineering and technology education, research, and service so as to enhance the economic and social well being of the citizens of Illinois, the nation, and the world.

In order to accomplish our mission we will:

- Provide a world-class education for our students by continually assessing and improving our educational programs
- Strengthen the diversity of our student population especially in our unique minority engineering program
- Support and expand the undergraduate Outreach Program to military bases in the nation and industrial sites in Illinois
- Perform state-of-the-art research that will improve the nation's strategic engineering and environmental technologies
- Build productive and mutually beneficial partnerships with our external constituencies
- Continuously improve the critical student and faculty support processes that are key to the College's mission
- Develop partnerships with industries to improve the economy of Southern Illinois

The College's strategic and educational objective, consistent with the vision and mission statements, are to prepare students:

- To communicate clearly and concisely in written and oral formats with audiences ranging from technical to lay persons
- To be effective engineering and technology practitioners, with the ability to employ modern techniques, skills, and engineer-

ing tools, emphasizing computer capability and the access and use of information resources

- To be cognizant of current societal issues as well as technology issues so that they can function as effective partners with citizen groups; industries; local, state, federal, and international governing bodies; and other interest groups, in formulating policies and plans to address the contemporary and emerging problems
- To translate scientific, mathematical, and engineering theories into practical solutions of engineering problems through classroom presentations, laboratory and other experimentation, data analysis, employment opportunities such as those offered by cooperative education, internships, association with research projects, and other out of class experiences
- To function as interdisciplinary team members and/or team leaders in addressing multi-faceted engineering and social problems having ethical, public health, environmental, political, economic, international and/or other dimensions
- To recognize engineering problems, have the skills to develop strategies for solving such problems, be competent to carry out relevant design processes, recognize the need for considering alternative approaches to problem-solving, and to understand the realities of what society will and will not accept as feasible solutions
- To be responsible practitioners, having full understanding of the ethical and professional dimensions of good engineering and technology practice and the need for life-long learning

The college has four Engineering Departments and one Technology Department. The four Engineering Departments are:

Civil and Environmental Engineering
 Electrical and Computer Engineering
 Mechanical Engineering and Energy Processes
 Mining and Mineral Resources Engineering

These departments offer undergraduate and graduate degree programs ranging from Bachelor of Science to Doctor of Philosophy. The following undergraduate programs, leading to the Bachelor of Science degree are being offered:

Civil Engineering
 Computer Engineering
 Electrical Engineering
 Mechanical Engineering
 Mining Engineering

Detailed descriptions of these programs including, educational objectives, curricula, areas of specialization and suggested curricular guides are presented in Chapter 5.

The undergraduate engineering programs are accredited by Engineering Accreditation Commission of ABET, <http://www.abet.org>.

The Department of Technology offers the following undergraduate programs leading to the Bachelor of Science degree:

Engineering Technology–Electrical Engineering
 Technology Specialization
 Industrial Technology–Manufacturing Technology
 Specialization

Detailed descriptions of these programs including, educational objectives, curricula, areas of specialization and suggested

curricular guides are presented in Chapter 5.

The engineering technology program is accredited by the Technology Accreditation Commission of ABET, <http://www.abet.org>. The industrial technology program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

Civil and Environmental Engineering. Civil and Environmental Engineers are responsible for the design, construction, maintenance, and management of the infrastructure consisting of highways, bridges, dams, water and wastewater systems, power generating stations, pollution control systems, airports, skyscrapers, and other industrial and commercial buildings. Design and management decisions consider a wide range of factors, including earthquakes, hurricanes, progressive collapse and environmental impact.

The civil engineering program leading to the Bachelor of Science degree in Civil Engineering is designed to provide the student with the broad educational back-ground essential to be a successful entry level Civil Engineer in practice and to meet the technological challenges of the 21st century. The program also provides additional coursework to the student who prefers to obtain a Civil Engineering degree with emphasis on Environmental Engineering. The technical electives in the senior year permit greater breadth and additional depth in the areas of structural engineering, geotechnical engineering, hydraulic engineering, environmental engineering, and land surveying.

The graduates from this program are eligible to become registered professional engineers (PE) after satisfying the state registration board's requirements. In addition, the program offers the coursework required for admission to the Structural Engineer License (SE) and Land Surveyor in Training (LSIT) examination.

Electrical and Computer Engineering. The Department of Electrical and Computer Engineering offers Bachelor of Science degrees in Electrical Engineering and Computer Engineering. The Department offers the option for a dual Degree in Electrical and in Computer Engineering.

The electrical engineering curriculum provides students with the opportunity to choose among advanced courses in the theory and applications of circuits, systems, control, signal processing, communications, digital systems, power systems, electronics, gaseous electronics, optics, electrooptics, electromagnetics, antennas and propagation.

The computer engineering curriculum provides emphasis on problem solving and design experiences through understanding of the fundamentals of both the hardware and software aspects of computer engineering.

Employment opportunities for electrical and computer engineers exist within a wide range of organizations, such as computer, semiconductor, aviation, electronics, microelectronics, broadcasting, telecommunications, defense, automotive, manufacturing and electric power companies, state and federal agencies and laboratories. Employment opportunities cover the spectrum of engineering activities, ranging from research and development, to systems analysis, automation, manufacturing, customer service and support, marketing and sales.

Mechanical Engineering. Mechanical engineering is one of the most broadly based of the traditional engineering disciplines.

Mechanical engineers design and develop a wide variety of systems for conversion, transmission, and utilization of energy; for material processing and handling and packaging; for transportation; for environmental control; and for many other purposes for the benefit of humanity. Therefore, the curriculum contains a broad foundation in mathematics and the basic and engineering sciences, followed by more concentrated study in energy and machine systems. Mechanical engineers may be found in a variety of assignments including planning and design, research and development, supervision of installation and operation of complex systems, and management.

Mining and Mineral Resources Engineering. Mining engineers engage in planning, design, development, and management of surface and underground mining operations for extraction of the earth's mineral deposits. The mining engineering program prepares graduates to meet the challenges of the mining industry with emphasis on the coal and aggregate industries. Coursework in the program includes such areas as surface and underground mining systems, mine ventilation, ground control and rock mechanics, mineral and coal processing, material handling systems, mineral economics, mine health and safety engineering, operations research, and computer-aided mine design.

The Geological Engineering specialization permits students to gain a broader background in mine geology and engineering disciplines.

After completing the program, the graduate may work in an engineering or management position for mining industries, equipment manufacturers, research organizations, or government agencies. The coursework also provides strong preparation for further study at the graduate level.

Engineering Technology. Engineering technology is that part of the technological field in which engineering knowledge and scientific methods are combined with hands-on technical skills to support engineering activities. It lies in the occupational spectrum between that of the technician and the engineer with specific responsibilities depending upon the nature of the training and requirements of the job but lying more closely to engineering. Graduates are prepared to deal with technical and production problems, and to apply their knowledge to such activities as development, design, construction, maintenance, and operational problems.

Industrial Technology. Industrial technology is a management-oriented technical profession that is built upon a sound knowledge and understanding of materials, processes, technical management, and human relations; and a proficiency level in the physical sciences, mathematics, and technical skills to permit the graduate to capably resolve technical-managerial and production problems. Graduates of this program are prepared for positions in processes, safety, quality control, supervision, robotics, methods analysis, and computer-aided manufacturing.

Admittance to the College

SIUC engineering students are an exceptional and committed group. Success in the engineering programs demands academic dedication, personal discipline, and sufficient preparation at the high-school level. Admission to the College of Engineering is selective and competitive, and it is based on an individual review of each application; emphasis is placed on ACT composite

scores and math sub-scores, class ranking, and course work and test scores in mathematics. Criteria used for admission to the College of Engineering may be above and beyond the University's standards for general admission. For more information please contact the College of Engineering at (618) 453-4321.

Readmission to the College

The readmission policy for the College of Engineering is the same as the University policy for a first suspension: students placed on academic suspension may seek reinstatement after a minimum of two semesters' interruption but must furnish tangible evidence that additional education can be successfully undertaken. Exceptions to this policy are sometimes made when students have extenuating circumstances. Students placed on academic suspension a second or subsequent time may reapply after an interval of no less than two calendar years. For information on procedures and requirements for readmission, students are advised to consult the Engineering advisement office.

Course Sequence

It is important that required courses in the program be taken in the proper sequence. Sequence guidelines are available from the college advisement office and the departmental offices. Courses on the 300- and 400-levels are reserved for juniors and seniors.

Transfer Students

Students enrolled in community colleges who plan to transfer to the College of Engineering at Southern Illinois University Carbondale should take courses that provide backgrounds in mathematics, physical sciences, social sciences, and humanities. Students may transfer at any time, but there are advantages in having completed a baccalaureate-oriented associate-degree program. Community college students may contact the Engineering Advisement Office for course recommendations applicable to majors in the College of Engineering.

All transfer credit from an accredited institution that is deemed acceptable at the University, both two-year and four-year, will be used in fulfillment of program requirements. Equivalencies for courses will be determined by the departmental chair, advisement office, or office of the dean, College of Engineering.

Students who are attending a public Illinois community college and contemplating application to the College of Engineering should obtain program information that has been prepared for their particular community college.

Qualified candidates for the Capstone Option are accepted with majors in industrial technology. The Capstone Option is described in Chapter 3.

Location

Administrative offices of the college are located in the Engineering Building near Lake-on-the-Campus.

College of Liberal Arts

Kimberly Kempf-Leonard, *Dean*

Departments: Africana Studies; Anthropology; Art and Design; Criminology and Criminal Justice; Economics; English; Foreign Languages and Literatures; Geography and Environmental Resources; History; Linguistics; Music; Philosophy; Political Science; Psychology; Sociology; Speech Communication; Theater.

The College of Liberal Arts offers the following majors leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music or Bachelor of Science degrees. Minors are possible in most of these areas. For exceptions, refer to footnote ¹.

Africana Studies
 American Studies¹
 Anthropology
 Art
 Asian Studies¹
 Chinese¹
 Classical Civilization¹
 Classics
 Criminology and Criminal Justice
 Design
 East Asian Civilization¹
 Economics
 English
 Foreign Languages and Literatures
 Foreign Language and International Trade
 French
 Geography and Environmental Resources
 German
 Global Studies¹
 Greek¹
 History
 International Studies
 Japanese¹
 Latin¹
 Latino and Latin American Studies¹
 Linguistics
 Mathematics
 Museum Studies¹
 Music
 Native American Studies¹
 Paralegal Studies
 Peace Studies¹
 Philosophy
 Political Science
 Psychology
 Russian¹
 Spanish
 Sociology
 Speech Communication
 Theater
 University Studies

¹Minor Only.

The College of Liberal Arts provides instruction in basic subject matter courses for the University Core Curriculum; majors in twenty-four subject areas; graduate programs for students pursuing master's and Ph.D. degrees; and preprofessional cur-

ricula for specialized schools such as law and courses offered through the Division of Continuing Education. The Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, or the Bachelor of Science degree is granted to students who fulfill requirements for graduation from the College of Liberal Arts. The courses of study outlined by the departments determine the degree awarded. Students in the College of Liberal Arts may also prepare directly for teaching at the secondary level by including in their studies certain professional courses offered by the College of Education and Human Services.

Through the diversified offerings of the College of Liberal Arts, students develop the ability to seek and weigh evidence and to think critically and independently; they gain a fundamental understanding of the ever changing social, political, and physical environment, and a deeper understanding of people, cultures, art, and literature.

ACADEMIC REQUIREMENTS

To receive a degree from the College of Liberal Arts students must fulfill the following:

1. University requirements including those relating to University Core Curriculum, residency, total hours completed, and grade point average.
2. College of Liberal Arts academic requirements:
 - a. *Writing*: (i) one English Composition course at 200-level or higher (ENGL 290, LING 290, ENGL 291, ENGL 390, ENGL 391, ENGL 392; creative writing courses may not be used to fulfill this requirement) and one approved writing-intensive course designated by the major department as fulfilling the Writing-Across-the-Curriculum (WAC) requirement; **or** (ii) two approved writing-intensive courses designated by the major department as fulfilling the Writing-Across-the-Curriculum (WAC) requirement.
 - b. *Foreign Language*: A minimum of one year (two courses) or higher of one foreign language, satisfaction by coursework or exam. Students may not use the same language course to fulfill requirements in both the University Core Curriculum and the College of Liberal Arts. International students who have met the Office of International Admissions competency requirement may satisfy this requirement with their native language by providing a secondary school certificate from their native country. (Bachelor of Fine Arts degree students in Art, Bachelor of Fine Arts degree students in Musical Theater, Bachelor of Music degree students and Bachelor of Arts degree students in Music Business Specialization do not have to fulfill the foreign language requirement.)
 - c. *International Coursework*: Successful completion of 2 courses providing a global or comparative perspective on the world, and selected from the 30+ courses from ~12 disciplines listed in Section A of the Global Studies Minor [<http://cola.siuc.edu/undergraduate/documents/CollegeofLiberalArtsGlobalStudies.html>] (or comparable list of the International Studies major/minor). Some courses *may* be used to fulfill the international coursework requirement *as well as* a University Core Curriculum requirement. (Bachelor of Fine Arts degree students in Art, Bachelor of Fine Arts degree students in Musical Theater, Bachelor of Music degree students and Bachelor of Arts degree students

in Music Business Specialization do not have to fulfill the International coursework requirement, though they are strongly *encouraged* to take Core Curriculum courses that would also meet the requirement.)

3. Completion of an approved major in the College of Liberal Arts.
4. Completion of a minimum of 39 hours of course work at the 300- or 400-level.

Each year, a Valedictorian shall be selected using criteria including, but not limited to, grade point average, Honors Program coursework, amount of coursework completed at SIUC, and College Level Examination Program (CLEP)/Advanced Placement Program (AP) credit. Liberal arts major requirements provide for a number of elective courses, giving students maximum flexibility in planning their overall program of study at the University. To assist students in planning their programs, the college maintains an academic advisement office in Faner Hall 1229, as well as faculty advisors in each department. Students are urged to consult these academic advisors on how they can best use their electives to fulfill their intellectual interests and to prepare for particular career opportunities. A carefully planned minor or second major field can lead to additional career opportunities for the liberal arts major. Students who are planning to attend graduate school or one of the professional schools such as law or medicine should consult with their advisors on how best to plan their undergraduate curriculum.

Instructional Support Equipment Fee

The School of Art and Design assesses all undergraduate art and design majors an instructional support equipment fee of \$10.00 per credit hour; a maximum of 12 credit hours will be charged each for fall and spring semesters and six for summer.

Writing-Across-the-Curriculum Courses

Anthropology 250, 480; Art and Design 308 and 318 sequence, 358 and 368, 389, 400C, 401C, 402C, 403C, 404C, 405C, 414C, 438, 452, 489B, 489D; Criminology and Criminal Justice 316, 492; Economics 308; English 301, 365, 471; Foreign Languages and Literatures: Chinese 320, 370, 435; Classics 311, 415, 416, 496; French 320B, 410; German 320B, 410; Japanese 320, 410, 435; Russian 305, 411; Spanish 320B, 410; Geography and Environmental Resources 304; History 392 and 499, 406B, 410, 412A, 412B, 413, 417, 418, 420, 426, 427, 429, 442, 447, 455, 456, 464, 467A, 467B, 492; Linguistics 406; Music 357 sequence, 471; Paralegal Studies 300A, 300B; Philosophy 304, 305; Political Science 205 and 270, or 330; Psychology 211, 451; Sociology 312, 497, 498; Speech Communication 262, 310, 326, 381, 401, 411, 471, 476, 481; and Theater 311A.

University Studies Degree Program

In the University Studies Program students pursue either a Bachelor of Arts or Bachelor of Science degree through an individually designed, broad-based curriculum rather than a traditional specialization. The program accommodates multi-disciplinary and non-traditional approaches to education and to related careers.

To determine eligibility for the University Studies Program as well as to explore specific possibilities, students should consult with the College of Liberal Arts Advisement office in Faner 1229 for further information.

Pre-Law

The College of Liberal Arts has a pre-law designation to identify and assist students interested in pursuing a career in the law and/or enrolling in law school. Students planning to apply to law school may select any major course of study and, because their undergraduate grades are important in the law school application process, they are encouraged to select a major in which they can perform very well.

APPLYING TO LAW SCHOOL

Students who plan on applying to law school will need to take the Law School Admission Test (LSAT) sometime during their junior or senior year. The LSAT is administered by a company called Law Services and is offered at SIUC. A practice LSAT is offered by SIU Testing Services and the SIU Division of Continuing Education offers a LSAT preparatory course. Students who perform exceptionally on the LSAT may subject to certain conditions, enroll and be admitted into the SIU School of Law as a junior.

More information about the LSAT and the law school application process can be obtained from advisors in the College of Liberal Arts (CoLA) Advisement Office (Faner 1229), from Law Service at <<http://www.lsac.org>>, or from the SIU School of Law, Office of Admissions and Student Affairs at <<http://www.law.siu.edu>>.

STUDENT ORGANIZATIONS

Students interested in a career in the law and/or enrolling in Law School can join the Pre-Law Association, a registered student organization that schedules speakers and events related to a legal career. Students are encouraged to visit the Pre-Law Association website at <<http://www.prelaw.rso.siu.edu>>. In conjunction with the Pre-Law Association, the Department of political science sponsors an annual moot court competition for pre-law students that are held in conjunction with the Model Illinois Government simulation.

SUGGESTED COURSES

Students interested in pursuing a legal career should recognize that certain courses available in the College of Liberal Arts might be helpful in preparing either for the LSAT, the study of law, and/or a career in the law.

For example, the Paralegal Studies program is one course of pre-law study in which a student takes a variety of legal courses including legal writing and research, civil procedure and torts. Students in the Political Science program can declare a pre-law specialization within their major, which includes courses in administrative law, civil liberties and constitutional law.

Any course, however, that develops or improves a student's analytical reasoning, reading comprehension, logical reasoning, or writing skills will be beneficial for the LSAT, the study of law, and/or a career in the law. Development or improvement of oral communication skills, which are currently not tested on the LSAT but are very important for the study of law or a legal career, is also strongly recommended.

A list of courses that offer the opportunity to improve or develop these skills appears below. This is not an exhaustive list. With some exceptions, students do not need to be enrolled in a particular major to take any or all of these courses. Students who are not in a CoLA program, therefore, are strongly advised

to take one or more of these courses to supplement their studies. For more information about these courses, contact an academic advisor in the CoLA Advisement Office. Anthropology 202, 298, 370, 410A and 410E; Criminology and Criminal Justice 203, 310, 320, 374 and 408; Economics 240, 241, 340 and 341; English 290, 291, 300, 391 and 491; History 330A, 400, 450B, 467A,B, and 490; Linguistics 104, 200, 201 and 415; Philosophy 105, 309I, 320, 344 and 441; Political Science 332I, 334, 435, 436, and 437; Psychology 211, 223, 301, 304, 311, 431 and 420; Sociology 308, 312, 372, 424, and 473; Speech Communication 221, 310, 325, 326, 411, 421 and 463.

College of Mass Communication and Media Arts

Dafna Lemish, *Interim Dean*

Departments: Cinema and Photography; Radio-Television
Schools: Journalism

The College of Mass Communication and Media Arts offers the Bachelor of Arts degree in Cinema and Photography and Radio-Television. The Bachelor of Science degree is awarded in Journalism.

Admission to the University is handled through the Office of Undergraduate Admissions, but those students who desire more specific information about a major should make an appointment with the academic advisor of that department or school. An academic advisor for MCMA undecided students and in each department or school of the college advises prospective students about major requirements, curriculum, extracurricular activities, careers, and opportunities. Transfer students may also discuss transfer credit and placement in courses at Southern Illinois University Carbondale.

Students who wish to first explore the academic majors in the college may apply for admission as an undecided major in Mass Communication and Media Arts. This gives students access to beginning courses in cinema, photography, journalism, radio and television.

Faculty of the college is engaged in research and creative activities concerning mass communication and the media arts. They also provide consulting service and other community services to schools, newspapers, radio and television stations, museums, businesses, and government. They hold professional memberships and serve as officers in various local, state, national, and international organizations in mass communication and media arts. The college plans a number of special events each year, including lectures by noted artists and media professionals, photography exhibits, and film showings.

Opportunities for practical learning in real world settings include student employment at the *Daily Egyptian*, a student-run newspaper with a circulation of 27,000, a PBS television station, an NPR radio station, the Saluki Advertising Agency, and the Big Muddy Film Festival, all housed in the College. The *River Region Evening Edition*, a live newscast aired on PBS, is produced entirely by students under the supervision of a faculty member. Internship programs are available in Hollywood, New York City, Washington, D.C., Chicago, and Nashville, TN.

Administrative offices of the college are located in the Communications Building, which includes the broadcasting facilities,

film, video, and multimedia production facilities, the New Media Center, the *Daily Egyptian*, and the *River Region Evening Edition*.

College of Science

Laurie Achenbach, *Interim Dean*

Departments: Chemistry and Biochemistry; Computer Science; Geology; Mathematics; Microbiology; Physics; Plant Biology; Zoology

The College of Science offers majors leading to the Bachelor of Arts and/or Bachelor of Science degrees in the following fields of study:

- Biological Sciences
- Chemistry
- Computer Science
- Geology
- Mathematics
- Microbiology
- Physics
- Physiology
- Plant Biology
- Zoology

Included in the curriculum of each department are survey courses that provide an introduction to the subject matter of that discipline while fulfilling the University Core Curriculum requirements of Southern Illinois University Carbondale. These courses assist all students to develop an understanding and appreciation of the impact of science on one's daily life. Elementary and advanced courses are provided to prepare students for professional employment or entrance into professional and graduate schools. Graduate training is also provided by each of the science departments leading to the M.S. or Ph.D. degree. Research interests of the faculty are extremely diverse.

Students in the College of Science may prepare for teaching at the secondary level by fulfilling the additional requirements of the College of Education and Human Services.

The Bachelor of Arts or the Bachelor of Science degree is granted to students who fulfill the University requirements for graduation, the College of Science requirements as given below, and the requirements of the departments in which the students declare their majors.

Regularly enrolled students must declare a College of Science major by the end of their sophomore year. Transfer students must declare a College of Science major by the beginning of their second semester following transfer. Students planning post-baccalaureate work in a professional field may designate their intention by declaring a preprofessional area as a secondary concentration, e.g., pre-medicine.

Each department has specific requirements for students to major in the selected field of interest. The College of Science has some minimum general requirements listed below.

ACADEMIC REQUIREMENTS

None of these general academic requirements may be satisfied by taking the required courses on a Pass/Fail grading basis.

Biological Sciences. Six semester hours in courses offered by the biological sciences departments in the college, with the pro-

viso that this requirement cannot be satisfied in whole or in part by the University Core Curriculum courses, but may be substituted for the latter in meeting the University Core Curriculum requirements.

Mathematics. The mathematics requirement can be met: (a) by passing Mathematics 108 and 109, or 111 or its equivalent, or Mathematics 141 or 150 or equivalent, or (b) by proficiency credit.

Physical Sciences. Six semester hours in courses offered by the physical science departments of the college, with the proviso that this requirement cannot be satisfied in whole or in part by University Core courses, but may be substituted for the latter in meeting the University Core Curriculum requirements.

Supportive Skills. Two courses, totaling at least six credit hours must be completed as supportive skills. Supportive skills courses are courses in communication or computation skills that have been approved by the major program and must be chosen from the following subject areas: (a) foreign language; (b) English composition or technical writing; (c) statistics; or (d) computer science. Students may not fulfill this requirement with courses offered by the student's major department or program. Because departments have different supportive skills requirements, students should consult individual program descriptions for approved courses for each major.

General Requirements. At least 40 hours of the student's 120 hours for graduation must be at the 300- or 400-level. The total may include transfer credit for courses judged by the department involved to be equivalent to its upper division courses. For transfer students submitting only the last year in residence, at least 24 of these must be at the 300- or 400- level.

PRE-HEALTH PROFESSIONAL PROGRAMS

SIUC admits students with majors in pre-chiropractic, pre-dentistry, pre-medicine, pre-occupational therapy, pre-optometry, pre-physician assistant, pre-physical therapy, pre-podiatry, and pre-veterinary. These are not degree programs, but indicate the students' plans upon completion of the baccalaureate degree. Therefore, students should declare a degree-oriented major as soon as possible. They will complete their degree requirements and fulfill additional professional school requirements with the guidance of the Health Professions Advisor (located in the College of Science). Students who choose to pursue these careers must be dedicated and have good academic ability in both the sciences and humanities.

International students should be aware that acceptance at American public professional schools is difficult. As a general rule, no financial aid is available for non-citizens. A small number of international students are accepted at private schools, which are costly.

Students pursuing a career in veterinary medicine have the option of registering in the College of Science or the College of Agricultural Sciences. Typically, students are either Zoology (Science) or Animal Science (Agriculture) majors. Pre-veterinary requirements can be met through either college.

SIUC has a collaborative nursing program with SIUE on the Carbondale campus; students desiring to obtain their Bachelor of Science in nursing complete one year of pre-nursing (E-track),

then apply to the three-year program. All four years are offered in Carbondale; however, students are awarded a nursing degree through SIUE. SIUC also has a traditional pre-nursing program for students who plan to apply to other schools of nursing besides SIU. Pre-pharmacy students may apply to pharmacy schools at SIUE and other locations after two to three years of rigorous prerequisite course work.

For a listing of SIUC Pre-Health program curricula requirements, see the corresponding link to the specific programs at the Health Professions Information Office page at: <http://www.science.siu.edu/advisement/health-advise.html>

University College

Mark A. Amos, *Associate Provost and Dean*

The University College is a comprehensive administrative structure designed to promote student engagement, connection and investment in the university community. By focusing on student learning through intentional, holistic, and student-centered programs and services, the University College provides a pathway to guide new students in the development of academic and personal skills essential for student success. The University College welcomes and orients new students to campus, and helps them maximize their university experiences and fully engage with the university community through becoming life-long, self-directed learners.

Several departments and programs are part of the University College. These include:

Career Services

Career Services is available to assist students as they explore their career options and develop their job search and interviewing skills. Services include individual career advising, professional development seminars, career interest assessments, mock interviews, access to Saluki Recruiting (an on-line job search database), various career fairs, writing professional job search correspondence, and developing networking strategies. Career Services provides a computer lab available for resume creation, exploration of majors and occupations, and researching job and internship opportunities.

Career Services also serves as a regional testing center and offers undergraduate/graduate admission tests as well as academic placement, proficiency and other specialized tests.

For more information, contact Career Services at (618) 453-2391, visit us online at <http://www.careerservices.siu.edu>, or in person at Woody Hall, B204.

Center for Academic Success

The Center for Academic Success offers comprehensive support services to a select group of entering freshmen through academic advisement, peer mentoring, tutorial assistance, study/learning skills, and career counseling. For additional information, contact the Center for Academic Success at (618) 536-6646, visit us online at www.success.siu.edu, or in person at Woody Hall C-7.

Core Curriculum

The University Core Curriculum is a carefully structured and deliberately sequenced program of study required of all SIUC

undergraduate students. The program's objectives are to develop students' abilities to communicate orally and in writing, to think mathematically, and to analyze and conceptualize effectively. More information on Core Curriculum can be found in Chapter 3 of the Undergraduate Catalog.

New Student Programs

New Student Programs is responsible for providing programs to assist new students (freshman and transfer) and their families with their transition to all aspects of campus life. We offer a variety of programs described below to enhance this transition.

New Student Orientation

New Student Orientation offers students the opportunity to meet with their academic advisor, register for classes, make connections with other new and current students, and meet faculty and staff. Learn more about the City of Carbondale as well as about all the resources in place to help students succeed both inside and outside of the classroom. Receive individual financial aid counseling. Wrap up any loose ends including Parking, Housing, Textbook Reservations, Immunizations, Student ID, banking, and much more, all in ONE location.

Because students who attend orientation tend to have higher first-semester GPAs and feel better prepared to begin their academic careers at SIU, attendance at New Student Orientation is required for freshmen and highly recommended for transfer students. Students leave New Student Orientation with everything in place and eager to start classes. Families leave New Student Orientation feeling excited about their student's decision to attend SIUC!

Saluki Startup

Saluki Startup is four fun-filled days of activities offered prior to the beginning of the semester. The purpose of Saluki Startup is to help students learn more about what it takes to be a successful college student, to give them the opportunity to meet other students, faculty, staff, and community members, and to get them excited for the semester to begin! For more information, visit <http://salukistartup.siu.edu/>.

Week of Welcome

During Week of Welcome (WOW), held during the first week of the fall semester, multiple activities are offered to welcome both new and returning students to campus. For more information, visit <http://wow.siu.edu>.

Saluki Family Association

Membership in the Saluki Family Association has its rewards. Take advantage of our vast array of resources, business discounts, Saluki Family Weekend advanced information, and more. Visit our website: <http://www.salukifamily.siu.edu>.

Student Leadership Programs

New Student Programs provides opportunities for specially trained upper-class students to serve as peer advisors to help new students learn about the campus and its programs and services. For more information, contact New Student Programs at (618) 453-1000.

Pre-Major Advisement Center

The Pre-Major Advisement Center is the academic home of

students who are in the process of deciding on a major. This department provides students the opportunity to gain information about various majors and careers before committing to one major. Because students in Pre-Major are completing University Core Curriculum requirements, their participation in this program does not lengthen their time to degree nor does it add to the cost of their education. Professional academic advisors will help students explore and select majors in relation to their interests and abilities. Career counseling is available. Pre-Major Advisement is located in Woody Hall, C-117. Call (618) 453-4351 for information.

Saluki First Year

First-year students at SIUC will benefit from the many resources and supportive community that will help guide them through their transition to campus life. Their Saluki First Year experiences will also help them lay a solid foundation for their continued academic and social success. The University College helps students get the most from their Saluki First Year experience by offering resources to help students succeed in their classes, encouraging them to participate fully in various activities, and connecting them to the campus community. University College services include keeping first-year students aware of upcoming programs and important deadlines, organizing social and academic events, coordinating tutoring, and offering classes that teach academic and personal skills essential to success. More information available online at www.firstyear.siu.edu.

Student Support Services

Student Support Services Program provides comprehensive services to a select group of undergraduate students who meet specific educational and financial criteria. Services include peer academic coaching and mentoring, academic advisement, workshops, financial aid counseling and other support services designed to help the students excel in their academic studies, graduate, and reach their career goals.

First Scholars Program

First Scholars, a scholarship program designed to help support first-generation college students as they make the transition to college and throughout their undergraduate career, is open to incoming first-time, full-time freshmen whose parents did not attend college. Selected students create an individual plan for success and participate in a variety of group activities tailored to enhance their college experience. If program requirements continue to be met, this scholarship can be renewed for three additional years.

Center for Learning Support Services/ Tutoring

Learning Support Services (LSS), is one many programs offered by SIU to enhance the student-learning environment and to promote the academic success of students. LSS is currently offering assistance in a select number of core and other courses. These study sessions are free of charge, and many students find them fun as well as productive to their understanding of course material. Because assistance is provided directly through the course, students need to attend class in order to be in contact with the Learning Support Peer (LSP- an undergraduate stu-

dent who previously has been successful in the same course). This is helpful to find out when and where the LSS sessions for that class are being offered. LSS is not a substitute for class attendance; but a supplement for better understanding of course materials. There are three programs within the Center for Learning Support Services, Group Study Leaders, Academic Coaches, and Math Tutors.

Assistance begins early in the semester. The Group Study Leader (GSL) offers two study sessions per week. The GSL attends class just as regularly enrolled students do, so they know exactly where students are in the course material. During the study session, students work with one another as they learn various study strategies that will promote their overall success in the course. For the best results, students are encouraged to attend at least one session per week throughout the entire semester. Special study sessions are offered prior to exam days.

Along with assisted learning from our LSPs, Learning Support Services also offers Academic Coaching and Math Tutoring. Academic Coaches are undergraduate students who have succeeded in a particular course or range of courses. An Academic Coach meets one on one with students to help them with targeted course material as well as any other academic need (i.e., help with study skills, test preparation, etc). Math Tutoring is offered in Morris Library, as well as in the lower level of Trueblood dining hall throughout the week for students. Math Tutors vary in areas of specialty so contact LSS for the tutor who best fits your academic needs.

LSS has been shown to help students increase their grades in difficult college courses by one-half to one full letter grade. Please contact LSS at (618) 453-2925 for more information. <http://www.tutoring.siu.edu>.

University Honors Program

The University Honors Program (UHP) is a university-wide undergraduate program intended to reward SIU's best students for their high academic achievement. It provides students a taste of the private-college experience at a state-university price. The heart of the UHP is its curriculum of small classes, unique in character and specially designed for UHP students by outstanding SIUC faculty, to satisfy requirements in the University Core Curriculum as well as in the student's major. More information on the University Honors Program can be found in Chapter 5.

Graduate School

John A. Koropchak,
Vice Chancellor for Research and Graduate Dean

Southern Illinois University Carbondale is a comprehensive university with an extensive offering of graduate programs and an equally strong commitment to research.

More than 4000 graduate students pursue advanced study and research under the leadership and direction of over 900 graduate faculty members. The Graduate School offers master's degrees in over sixty programs, and the doctoral degree in thirty-two programs.

The highest degree awarded is the Doctor of Philosophy.

In addition to the Master of Arts and the Master of Science degrees, the master's degrees awarded are Master of Accountancy, Master of Architecture, Master of Arts in Teaching, Master of Business Administration, Master of Engineering, Master of Fine Arts, Master of Legal Studies, Master of Music, Master of Public Administration, Master of Public Health, Master of Science in Education, Master of Science in Physician Assistant, Master of Social Work, and Professional Science Masters.

The Graduate School is fully accredited by the North Central Association of Colleges and Secondary Schools, and appropriate state and national accrediting associations have accredited specific programs.

SIUC is classified as a Carnegie Doctoral/Research-Extensive University. This Carnegie ranking places SIUC in the top 4.0% of U.S. institutions of higher learning.

A separate catalog describing admission, courses and graduation requirements for various programs in the Graduate School may be accessed at: <http://www.gradschool.siu.edu/catalog.html>.

Library Affairs

Anne Cooper Moore, *Dean*

Morris Library is named after the late Delyte W. Morris, University president from 1948 to 1970. The Library features an Internet accessible information network providing entry to library catalogs, abstract and index services, full-text databases, and local and national technological resources: <http://www.lib.siu.edu>. The Library contains nearly three million volumes, over 36,000 current periodicals and serials, and over three and a half million microforms. Collections of government documents, maps, films, videotapes and sound recordings are notable as well. With the exception of materials in Special Collections Research Center, the majority of items are arranged on open shelves and available for browsing.

The Library's public computers provide access to the online catalog and to more than 100 electronic databases, including indexing, abstracting services and access to the full text of thousands of high-quality academic journals and newspapers. Many of these resources can also be accessed from personal computers in residence halls, offices, and homes through the Library's homepage. IShare@MorrisLibrary, the library's online catalog, provides access to our materials and 75 other academic libraries in Illinois.

In 2009, Morris Library completed a thorough and comprehensive renovation that resulted in a building with more space for student activities, a brighter interior and a more navigable interior. The renovation also included an addition of 50,000 gross square feet.

The first floor of Morris includes many services that students will find useful. These include:

- The Information Desk where students may ask any and all questions related to research and class assignments.
- Circulation services where books and other materials may be checked out from the Library. Materials include Interlibrary loan, information about course reserve, keys to group study rooms, laptops, etc.
- An eighty-seat, open computer lab available to all students.
- Delyte's: a coffee café with tables and chairs for

casual seating and conversation.

- The Center for Teaching Excellence: provides instructional design and technologies for faculty.
- The University Honors Program.
- The Math Lab: managed by the University Math department, this offers computer-based math assistance and instruction.
- A supplemental computer lab (room 139) for computer access nights and weekends.
- The Guyon Auditorium: a 200-seat lecture hall fully equipped to host speakers and special events.
- The Hall of Presidents and Chancellors: in addition to portraits of SIU Chancellors and Presidents, this area offers regular exhibits on topics of interest to the campus and region.

During the academic year, the front section of the main floor is “gated off” when the Library is closed and students can use this space – monitored by Saluki Patrol – for quiet study and research. This space is open 24 hours a day, five days a week.

The Special Collections Research Center (SCRC) is also on the main floor. SCRC houses the rare books and manuscript collections and maintains the University archives. It contains important research collections in American Philosophy, First Amendment Freedoms, American and British twentieth century literature and theatre, a Political Papers archive, and the history of southern Illinois. The Special Collections Research Center, located on the first floor of the library, resides off the Hall of Presidents and Chancellors.

The second floor of Morris Library houses the Administrative Offices, Information Resources Management, and Reference Faculty offices. The University Writing Center and a computer classroom can also be found on the second floor.

The Government Information unit, a selective US Federal Depository Library and Illinois State Depository Library, is located on the third floor. The Government Information materials include over 1.5 million items, including United Nations documents. There is also another computer lab available to all students on the third floor.

The Instructional Materials Center (IMC), which is also located on the third floor, is a collection of preK-12 materials designed to provide students, teachers, and school administrators on campus and in Southern Illinois schools with sample teaching materials for use in the classroom or in preparing or evaluating curricular materials. Periodicals and Special Formats materials are also located on floor three. The Help Desk assists patrons with questions regarding Government Information, IMC, Periodicals, and Special Formats.

Geospatial Resources, which includes Geographic Information Services and the Map Library, are found on the fourth floor. The Map Library has more than a quarter-million maps and nearly 100,000 aerial photographs. Geographic Information Services can help locate a digital map or make one of your own.

Throughout the building students will find wifi access, study tables with integrated power outlets, casual seating, and small group study rooms for collaborative discussion and research on projects. With a total of three computer labs (two on the main floor and one on the third floor) available to all students regardless of major, Morris Library offers the largest number of open

access computers on campus for student use.

The Library faculty and staff recognize the complexity involved in using a research library and are eager to help students, faculty, staff, and others in satisfying their research needs. Seminars, tutorials, printed handouts for electronic resources, Internet access, information literacy, library use, and information retrieval are provided without charge on a continuous basis by Library faculty and staff.

School of Law

Cynthia L. Fountaine, *Dean*

The Southern Illinois University School of Law has established a positive, individualized learning environment that allows students to develop the skills necessary to compete in today’s legal market. The low student/faculty ratio (13- to- 1) illustrates the School’s commitment to personal education. Students receive the very best in instruction from faculty drawn from distinguished practice and academic settings. The curriculum balances traditional legal education with practical skills training to produce an attorney who understands the law and how to apply it in real-world situations.

In the first year, students take fundamental law courses as well as Lawyering Skills classes that combine legal research and writing, interviewing, counseling, negotiation and oral advocacy. All first-year students take a Professionalism and the Law class. The School has been recognized by the Illinois Supreme Court and the American Bar Association for its leadership in the development of professionalism programs

Students also have a variety of experiential learning and extracurricular opportunities including legal clinics, in which they assist actual clients under the supervision of licensed attorneys; externships; moot court; pro bono activities; study abroad; writing and editing for the Southern Illinois University Law Journal or the Journal of Legal Medicine; and more than twenty student organizations.

All law students enjoy 24-hour access to the Lesar Law Building and Library. Professionals who have expertise in the intersection of information systems and the law staff the Library and teach in the Lawyering Skills program.

The School also offers interdisciplinary courses including seven joint degree programs in Accountancy (MACC), Social Work (MSW), Public Administration (MPA), Educational Administration (M.S.Ed), Business Administration (MBA), Electrical Computer Engineering (ECE), and Medicine (MD). The School’s joint JD/MD program, offered in conjunction with the SIU School of Medicine, is one of only a few concurrent law/medicine programs available in the country.

The relationship between the schools of law and medicine offers law students unique opportunities for collaborative learning through the Center for Health Law and Policy. The health-care law program was ranked #19 in the country in 2011.

The School also offers a Masters of Legal Studies (MLS) degree for those who wish to obtain an advanced knowledge of the law and the U.S. legal system, but who do not wish to become lawyers. The Masters of Laws (LL.M.) degree is the first degree beyond the Juris Doctor.

Interested students can contact the Office of Admissions by email at lawadmit@siu.edu, by phone at (800) 739-9187, or by

mail at SIU School of Law, 1150 Douglas Drive, Carbondale, Illinois 62901. Students are also encouraged to visit the School of Law's website at www.law.siu.edu.

With advance notice, students and parents can request a tour, a meeting with law school staff, and an opportunity to sit in on a current law school class (when class is in session).

The School of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

School of Medicine

J. Kevin Dorsey, *Dean and Provost*

Southern Illinois University School of Medicine was established in 1970 after the Illinois General Assembly passed a bill calling for a second state medical school to be established in downstate Illinois. The School graduated an advanced standing class in 1975 and its charter class of all Illinois students in 1976. Currently, 72 students are admitted each year. Today, the School encompasses a complete sequence of medical education beginning with the M.D. degree and progressing through residency training and on to continuing medical education for practicing physicians.

The medical education curriculum has brought the school national attention. Since students are not evaluated in competition with their peers, they are stimulated to cooperate with one another, a situation that more closely resembles what takes place in the actual practice of medicine. Problem-based learning concepts, including active learning situations with electronic and simulated patients, are used to help students work toward clinical competency throughout the four-year curriculum. The first year of the four-year M.D. degree is taught on the Carbondale campus where students concentrate on the basic sciences. The remaining three years are taught in Springfield where students study clinical medicine along with medical humanities and various electives.

The instructional program in Carbondale is based in Lindgren Hall and Memorial Hospital. In Springfield, it is based in the Medical Instructional Facility, the SIU Clinics, Memorial Medical Center and St. John's Hospital, and other locations.

The School's Medical/Dental Education Preparatory Program (MEDPREP) in Carbondale is designed to assist underrepresented populations and others with educationally disadvantaged backgrounds to prepare for success in medical and dental schools.

The School's residency programs include dermatology, emergency medicine, family medicine, internal medicine, medicine/psychiatry, neurology, obstetrics and gynecology, pediatrics, psychiatry, radiology and six surgical specialties. There are eleven fellowships for advanced clinical work.

The School's continuing medical education program provides an extensive schedule of accredited conferences and symposia for physicians and other health-care professionals in central and southern Illinois. Programs are held in Springfield, Carbondale and throughout the School's service area.

The School also offers graduate programs for master's and doctoral degrees in physiology, pharmacology and molecular biology, microbiology and biochemistry, and a teaching certificate of anatomy. The faculty in Carbondale's and Springfield's basic

science departments divide their time among teaching responsibilities, independent and collaborative research projects and regional support services. Both clinical investigators and basic scientists collaborate on a wide-range of medical and scientific projects; they work in the various basic science laboratories on both campuses and in the clinical facilities located in the affiliated hospitals in Springfield.

Interfaced with its various educational and research programs is the provision of patient care through the various clinical departments and specialized clinics of the School and the practice of its physician faculty.

Preference for admission is given to applicants from central and southern Illinois and other underserved (inner-city, rural) portions of the state who intend to practice medicine in the state. Inquiries regarding admissions and requests for a catalog from the School of Medicine should be addressed to the Director of Admissions, Southern Illinois University School of Medicine, P.O. Box 19624, Springfield, Illinois 62794-9624.

Academic Services and Programs

Distance Education and Off-Campus Programs

Distance Education and Off-Campus Programs are located within the Office of Distance Education and Off-Campus Programs and extend the University's resources to individuals both on and off campus. Academic support services for distance education are provided through this area for the SIUC campus. Online programs and courses, off campus credit programs, the Evening/Weekend Program, interactive video, and correspondence courses enable educational, cultural, and physical resources of the university to be extended beyond the traditional campus.

Distance Education. Quality academic programs and courses are offered by means of online delivery formats. On-line semester-length courses and interactive video courses are offered through Distance Education and Off-Campus Programs.

Off-Campus Credit. Off-Campus Credit Programs are designed to meet the educational needs of adults wishing to pursue a degree but who are unable to travel to the Carbondale campus. The academic department approves faculty teaching off-campus programs and courses. Graduate courses in agriculture, education, and The Rehabilitation Institute, as well as a variety of upper division undergraduate courses, are offered at various locations throughout Illinois. An undergraduate degree program in University Studies is available to students at selected, off-campus sites.

Evening and Weekend Program. The Evening and Weekend Program provides individuals within commuting distance of the campus the opportunity to take up to 26 undergraduate hours of college work on a special admission basis.

Individuals who possess a high school diploma or GED certificate and who have not been academically suspended from Southern Illinois University Carbondale or any other institution of higher education during the twelve months prior to application for the Evening and Weekend Program are eligible for admission. Students may take course loads not to exceed eight

semester hours during fall and spring semesters and up to five hours during summer session. Registration may be completed by telephone or mail. Enrollment is contingent on course availability.

Individualized Learning Program. Individuals who require flexible schedules may wish to enroll in a correspondence course. Such courses are designed to be completed by the students at their own pace and time and, in many instances, in their own home. All courses in the Individualized Learning Program are developed by University faculty and approved for academic credit. These courses may be available in an online or print-based format.

Division of Continuing Education

The Division of Continuing Education provides non-academic support services for the SIUC campus. The Division's credit free classes, workshops and conferences, and contractual services program offer the University's resources to a variety of groups and individuals both on and off campus.

Contractual Services. The Division of Continuing Education office provides specialized educational services to groups, organizations, governmental agencies, and businesses on a cost-recovery basis. Services are provided regionally, nationally, and internationally.

Conferences and Professional Programs. Conferences, workshops, seminars, short courses, institutes and teleconferences are offered both on and off campus. The Division assists with the development, implementation, evaluation and financial accounting for these programs. Major emphasis is on extending the educational, cultural and physical resources of the University to the local, state, national and international community.

Professional development programs are offered through short-term formats. They feature instruction by University faculty and carefully selected specialists from business and industry. Continuing Education Units (CEU) and Continuing Professional Development Units (CPDU's) are available for many of these offerings and may meet mandated professional education requirements. Participants in these programs often include professionals from outside the University community.

An award winning Community Listener's Permit Program opens classrooms of SIUC to the people of Southern Illinois. It is a special program that provides people of all ages and walks of life the opportunity to access the college classrooms without enrolling for credit. For a modest fee and the permission of the instructors, participants can sample subjects that interest them the most from art history to zoology.

For more information contact:
 Division of Continuing Education
 1255 Lincoln Drive
 SIUC, MC 6705
 Carbondale, IL 62901
 Phone: 618-536-7751
 Fax: 618-453-5680
 Email: dcereg@siu.edu
www.dce.siu.edu

Future Scholars Program

The Future Scholars Program is a four-week summer program that takes place on the campus of Southern Illinois University Carbondale (SIUC) during the months of June and July. The program is designed especially for high school seniors planning to enroll at SIUC. The preferred student is one who has a true desire to attend and excel in college. Students who are selected to participate will have the opportunity to enroll in two of the three courses offered for a total of six hours of college credit. The three courses offered are in the areas of speech, math, and literature. For additional information, please contact the program director.

Internships in Washington

Eligible students from Southern Illinois University Carbondale can combine a work and learning experience for credit through the Washington Center. Participants can intern in congressional offices, executive agencies, and with groups in many other areas such as the environment, consumer affairs, journalism, communications, legal affairs, labor relations, health policy, arts, education, science, public relations, urban affairs, and women's issues. Interns also attend seminars taught by representatives of major governmental agencies, interest groups, and corporations.

The Washington Center internships at the University are coordinated through the office of Major Scholarship Advisement which is located within the University Honors Program.

Military Programs

The Office of Military Programs is the central administrative unit for the University's various programs for military personnel. Currently, baccalaureate programs are offered through the College of Education and Human Services, the College of Applied Sciences and Arts, and the College of Engineering. The office serves as the principal point of contact and represents the University with external agencies in matters pertaining to educational programs at military bases. For financial information refer to the section on the Financial Aid Office in Chapter 1, to the Capstone Option in Chapter 3, and credit granted for military experiences in Chapter 2. Students interested in admission should consult the Southern Illinois University Carbondale base representative on the appropriate military base or selected off-campus sites.

The Paul Simon Public Policy Institute

The Paul Simon Public Policy Institute strives to make an impact on regional, state and national policy matters by addressing and calling attention to critical issues such as the need for greater ethics in government, engaging young people in citizenship and public service, and conducting an annual statewide poll to guide decision makers on key policy issues facing the state.

The Simon Institute enriches the educational atmosphere at SIUC by bringing noted leaders in public policy, politics, journalism and other fields to campus for speeches, conferences, and informal events with students and faculty and by including students and faculty in its conferences, research and polling.

The Institute's popular "Pizza and Politics" programs are geared to both undergraduate and graduate students of all ma-

jors to interact with Institute guests. Recent speakers have included the Assistant Majority Leader of the U.S. Senate, Dick Durbin (D-Ill.), U.S. Congressman John Shimkus (R-Illinois), Illinois Senate Minority Leader Christine Radogno (R-Lemont), and Rick Pearson, the chief political reporter for the Chicago Tribune.

The Simon Institute also administers a state government internship program for undergraduate students, hosts an annual statewide youth government day program at the state Capitol, holds a leadership day for southern Illinois high school students, and organizes a high school leadership retreat for African American males from the East St. Louis region.

Paul Simon established the public policy institute in 1997 upon his retirement from more than 40 years in elected office. Simon was a state Representative, state Senator and Illinois Lieutenant Governor before being elected to five terms in the U.S. House of Representatives beginning in 1974 and then serving two terms as U.S. Senator. Additionally, he was a candidate for the Democratic nomination for President of the United States in 1988. He remains one of Illinois' most revered political leaders and enjoyed broad bipartisan support from voters most of his career.

Simon died in 2003. Mike Lawrence, who had been press secretary and senior adviser to Illinois Governor Jim Edgar in the 1990s and who served as the Institute's associate director since its inception, was named director upon Simon's death. He retired in 2008. David Yepsen, a nationally recognized political columnist at the Des Moines Register for more than 30 years, was named director in 2009. Yepsen covered the Iowa caucuses dating back to the 1976 presidential race and is a frequent guest on national news shows. Like his predecessors, Yepsen teaches courses on journalism and political science as Institute director.

Learn more at www.paulsimoninstitute.org.

Southern Illinois Regional Career Preparation Program

The Southern Illinois Regional Career Preparation is sponsored by the state of Illinois. The program is designed to increase motivation, provide academic enrichment, and encourage career exploration and continued enrollment in school for promising southern Illinois minority and other traditionally underrepresented students who are middle school and high school students. Instruction in critical thinking, reading, writing, math, positive self-esteem, cultural diversity and career development is provided during the academic year and summer program. Parents are given information about financial aid and specific guidance in assisting their children in academic and career pursuits. For additional information contact the project director.

Upward Bound

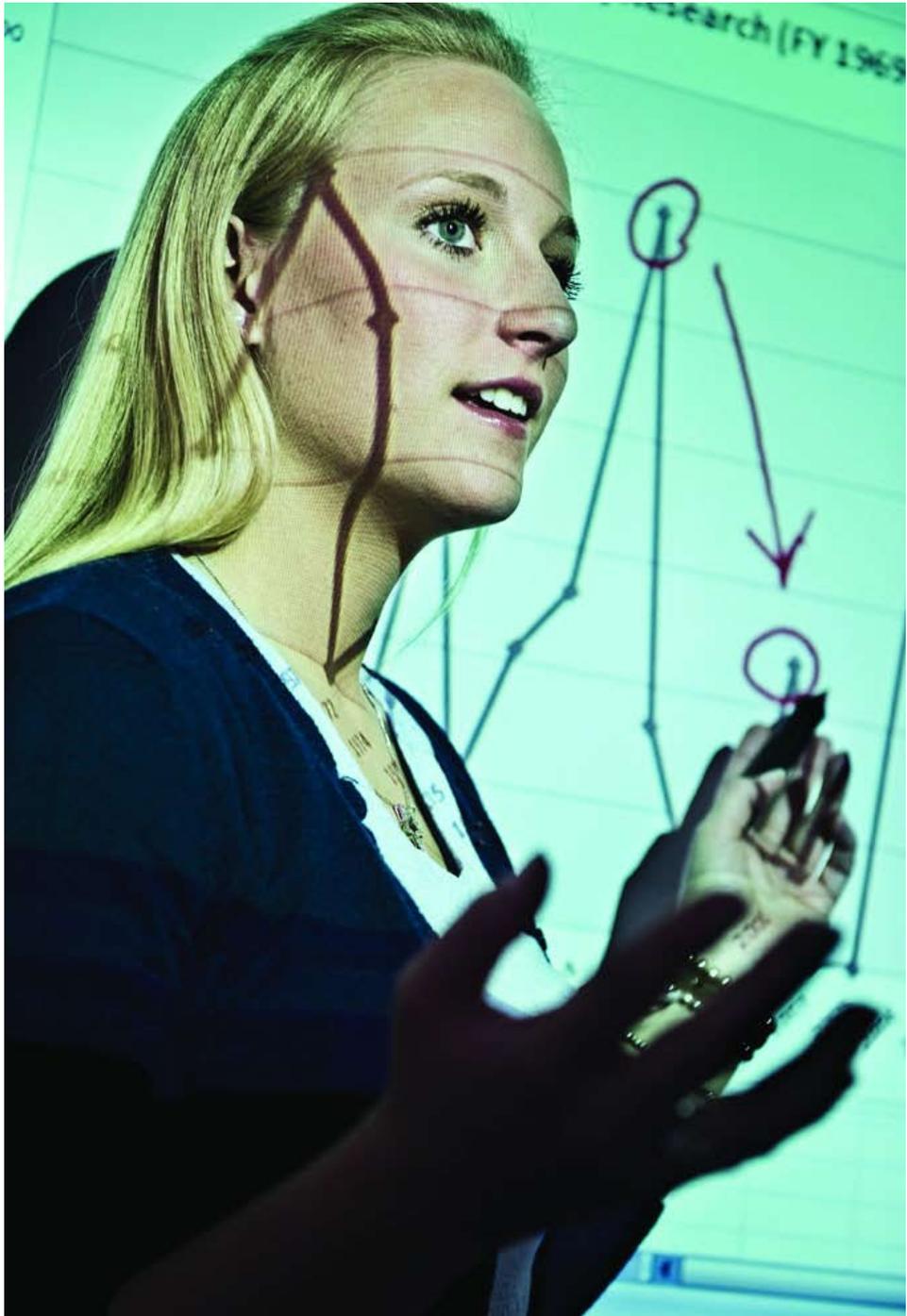
This is a pre-college support program funded by the federal government for students that meet specific income and educational requirements, which identifies and recruits ninth to twelfth grade students in specific areas of southern Illinois who have the potential for serious academic work. The program provides developmental, personal, and academic opportunities for students who might not otherwise see themselves as future college students. Persons interested should direct inquiries to the

director, Upward Bound, 618-453-3354.

The Writing Centers

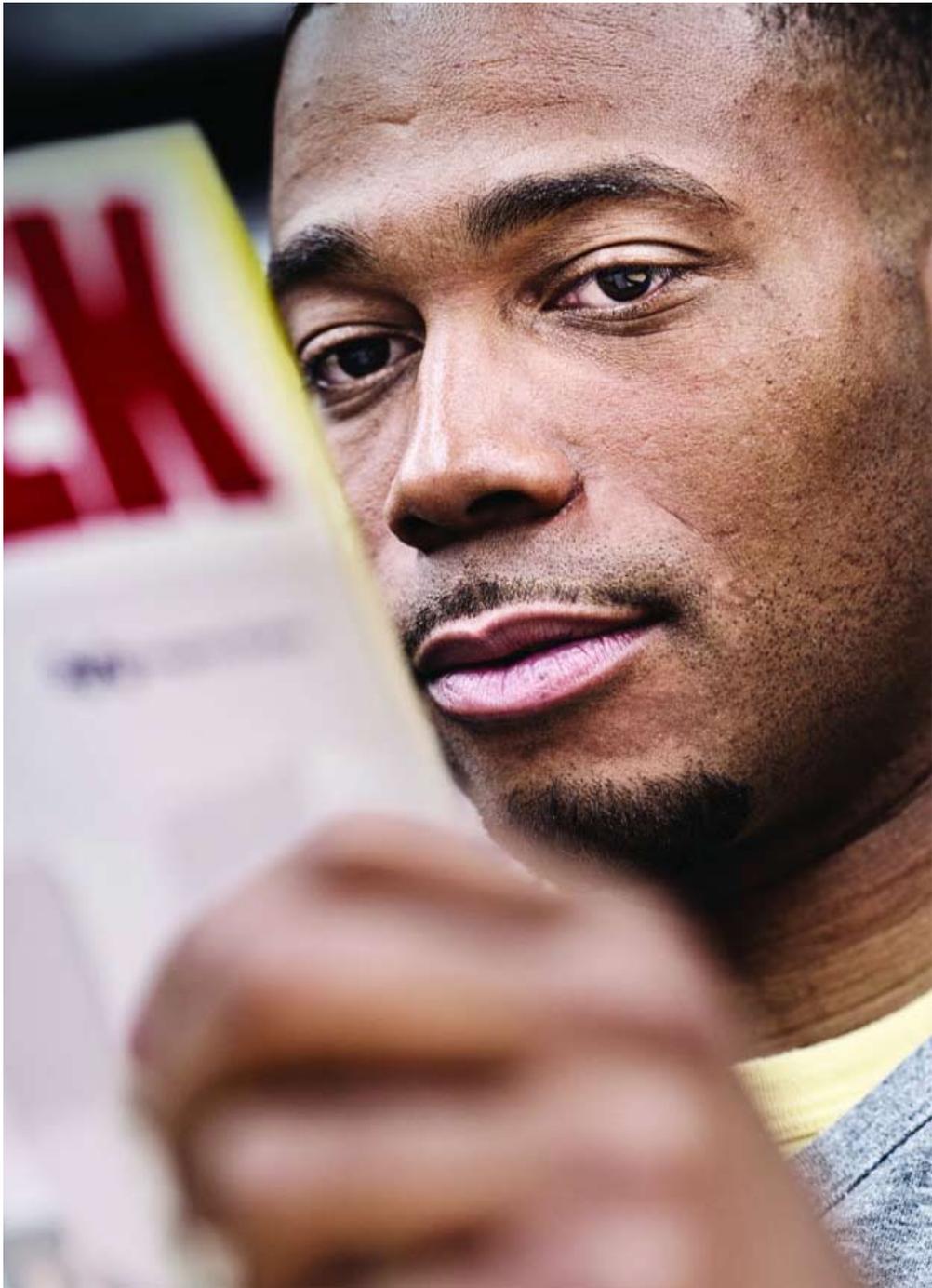
The Writing Center staff, composed of English Department graduate assistants and specially trained undergraduate tutors, invites all SIUC students to take advantage of the Center's free services. The Center offers students single-visit or regular-weekly assistance on their writing, with both in-person, on-campus sessions and chat-based, online sessions available. Tutors can help students develop strategies for any stage of the writing process, including getting started on essays, organizing and focusing ideas, developing and connecting points clearly, and correcting grammar and punctuation errors. At every stage, the emphasis is on helping students to solve their writing problems and become better writers.

If students want to see a tutor or have questions about the Center's services, they may visit one of the two campus locations: Morris Writing Center, Morris Library Room 236, or Trueblood Writing Center, Trueblood Hall Learning Resource Center. Or they may visit the Center online at www.write.siuc.edu/ or call 453-1231. Writing Center brochures are available at both the Morris and Trueblood locations.



5/ Undergraduate Curricula and Faculty





Undergraduate Curricula and Faculty

This chapter contains information about the undergraduate curricula and courses offered by Southern Illinois University Carbondale. The course descriptions for only undergraduate courses are included. Courses offered for graduate students are included in the Graduate Catalog. Chapter 1 of this bulletin includes a listing of the undergraduate majors and minors offered. Those majors and minors are included in this chapter with a description of the requirements for their completion. This chapter is arranged in alphabetical order.

Explanation of the Curricular Requirements

In the areas of this chapter, which describe course requirements for programs, numerals in parentheses in columns of figures pertain to semester hours, which satisfy more than one requirement. They are in parentheses to avoid their being added to the total of the column, which would be a duplication of hours required. For example, under the Bachelor of Science major in Animal Science, Agribusiness Economics 204 satisfies part of the University Core Curriculum requirements and contributes three hours toward the 41 hours required. The three hours are also required for the major in animal science, but do not contribute to the printed total of 79 hours.

How to Read Course Numbers

The first entry for each course is a three-digit numeral, plus in some cases, a single letter that together with the subject area serves to identify the course. The first digit indicates that the course is for freshmen, sophomores, juniors, or seniors, depending on whether the digit is 1, 2, 3, or 4. If the digit is 0, the course is not properly in the above categories with the exception of Music courses. A letter following the three numerals may indicate a *part* of a course (where *A* means first part, *B* means second part, etc.) or may identify the topics or subject areas specified in courses such as readings or special problems. A numeral or numerals separated from the identification number by a dash indicates the number of hours of credit received in the course. For example, Physics 203-6 (3,3) indicates a sophomore-level, two-part course of 6 hours in the Department of Physics. The two parts of the course may be referred to as Physics 203A,B. The credit may also be variable, such as Accounting 491-1 to 6. Variable credit courses, which have a number of credit hours per semester or per topic that is limited, have those limits in parentheses following the total maximum hours of credit. An example of such a course is Administration of Justice 492-2 to 6 (2 to 3 per section). Next is the title, followed by a description of the course. If certain requirements must be satisfied before enrollment in a course, they are listed as prerequisites. If a course is a part of the pass/fail system, it is so indicated.

Some courses are cross-listed with other courses. These courses will have the other course name and number in parenthesis after the course title. Some courses will have an Illinois Articulation Initiative number listed which will appear in brackets; for example, English 121-3 The Western Literary Tradition [IAI course: H3900]. For more information on the IAI see Chapter Three.

Not all courses described here are offered every semester or even every year. To determine when and where a course is to

be offered, consult the *Schedule of Classes* available on the Registrar's Office website, <http://registrar.siu.edu/records/sched-class.htm>.

Course Fees

Some courses have fees attached to their registration. These fees cover such items as laboratory fees, field trips, printing of materials, and supplies. These fees are published in the class schedule but are subject to change. For the correct fee, contact the department that offers the class or the Registrar's Office.

University Honors Program

The University Honors Program (UHP) is a university-wide undergraduate program intended to reward SIUC's best students for their high academic achievement. It provides students a taste of the private-college experience at a state-university price. The heart of the UHP is its curriculum of small classes, unique in character and specially designed for UHP students by outstanding SIUC faculty, to satisfy requirements in the University Core Curriculum as well as in the student's major.

UHP students in good-standing also qualify for early registration for classes each semester, and official transcripts reflect their participation in the program throughout their undergraduate career. At commencement, UHP students who complete the Honors degree are recognized in the graduation program and on their transcripts. Each spring, after Honors Day, a special dinner is held for distinguished UHP students.

Other benefits include special consideration for certain scholarships, enrollment in graduate-level courses in certain departments, extended borrowing privileges at Morris Library, personal invitations to attend breakfast seminars with UHP-sponsored lecturers, and access to the Office of Major Scholarship Advisement for assistance in applying for nationally competitive awards and scholarships.

Admission to the program is by special application only after the student has been admitted to the university. Requirements vary depending upon the applicant's status as an entering, continuing, or transfer student.

Entering freshmen qualify for admission to the UHP on the basis of an ACT composite score in the 90th percentile (or higher) or a high school rank in the top 10 percent (or higher) or a high school grade point average of 3.4 (or higher) on a four-point scale. Continuing SIUC students qualify for admission to the UHP on the basis of a cumulative SIUC grade point average of 3.4 or higher, with at least 12 semester hours completed. Transfer students with at least 12 semester hours of transfer credit qualify for admission to the UHP on the basis of a cumulative grade point average of 3.4 or higher on all non-SIUC college-level work.

Students who do not qualify for admission by these criteria are still encouraged to apply. Applications are carefully reviewed to ensure that all exceptional students are considered for admission to the program.

Staying in the UHP requires continuous enrollment in UHP courses, subject to exceptions as determined by the program director. Students must also maintain a cumulative 3.4 grade point average on all SIUC course work and have no failing grades in UHP courses.

If students fail to sustain continuous enrollment in the program, they will be suspended until they reapply for admission. If the SIUC cumulative average drops below 3.4, students will be placed on probation for one semester; if it remains below 3.4 for two consecutive semesters, students will be suspended from the program for at least one semester. Thereafter, students may reapply to the program when their cumulative average rises to 3.4 or higher. Students who receive a failing grade in a UHP course will be suspended, without a term of probation, for at least one semester. Thereafter, students may reapply to the program if their cumulative average is 3.4 or higher.

The UHP offers two tracks: the Honors degree and the Honors certificate. The *baccalaureate degree* is awarded through the regular degree-granting units. For honors distinction to appear on official transcripts, all entering, transfer students without an Associates degree, and continuing students must:

1. Complete 24 hours of UHP-approved course work. This work may include up to 9 hours of AP and high school honors courses, certified by appropriate examinations for college credit, or up to 9 hours of honors courses taken at other post-secondary institutions. The total number of hours may also include at least ENGL 120H (or a UHP-approved equivalent), two UHON seminars, and a senior UHP project or thesis under the direction of a faculty member. All UHP projects and theses must be approved in advance by a faculty member, with notification to the program director, one full year in advance of graduation; and
2. Have a cumulative 3.4 grade point average or higher on all SIUC course work at graduation.

For an Honors degree, transfer students who enter SIUC with an Associate of Arts or an Associate of Science degree, Capstone students, and two-year students in the College of Applied Sciences and Arts all must:

1. Complete a minimum of 15 hours of UHP-approved course work, including a senior UHP project or thesis under the direction of a faculty member. All UHP projects and theses must be approved by a faculty member, with notification to the program director, one full year in advance of graduation. Substitution for the UHP project or thesis may be arranged for a student in a major which does not allow sufficient curricular flexibility; and
2. Have a cumulative 3.4 grade point average or higher in all SIUC course work at graduation.

The second UHP track is the *Honors certificate*, for which all entering and continuing students must take at least 15 hours of UHP-approved course work. All transfer students with an Associate of Arts or an Associate of Science degree, who are interested in the Honors certificate, must take at least 9 hours of UHP-approved course work.

The UHP curriculum includes UHON seminars, specially designed and taught for UHP students only, which satisfy University Core Curriculum requirements; and specially designated Honors courses in the major. UHP contract courses also include independent study, Service Learning, and internships and travel/study programs, all of which are subject to advance approval by the program director.

The University allows UHP students to substitute UHON

seminars for any or all of their 29 semester hours of University Core Curriculum requirements in Disciplinary and Integrative Studies. No UHP substitutions are permitted for Foundations Skills requirements in composition, mathematics, and speech communication. UHP students may be exempted from all University Core Curriculum requirement if they (1) pass all five CLEP General Examinations before completing 12 semester hours of college credit with these minimum scores: natural sciences, social sciences, and humanities, 52; English composition with essay, 61; and mathematics, 58; and (2) complete the UHP Graduation Option. No retroactive extension of the CLEP privilege will be allowed.

For more information, including applications, please consult the UHP website: www.honors.siu.edu.

Accountancy (School)

The School of Accountancy is dedicated to the discovery, the interpretation and the dissemination of knowledge to students, the profession and colleagues.

Accounting is the process of identifying, measuring, and communicating economic information to permit informed judgments and decisions by users of the information. Such information is required and used by parties, both internal and external to a business, a not-for-profit organization, and other entities.

The curriculum is designed with sufficient flexibility to prepare students for the many career options available to accounting graduates. Among the principal career options are public accounting (Certified Public Accountants), corporate accounting, not for profit accounting and other business consulting or finance flavored careers. Illinois and most other states require 150 hours of college credit to sit for the CPA exam.

The curriculum consists of four segments, each designed for a specific purpose. The first segment, the University Core Curriculum, is designed to provide a solid grounding in the liberal arts and sciences, and promote analytic and imaginative abilities that are essential for a life of inquiry, creativity and informed civic participation. The second segment, the Professional Business Core, is required of all business majors. It provides a broad base of knowledge in accounting, finance, management, marketing, business law, technology, economics, communications and math required for the professional study of accounting. The third segment, the Accounting Core consists of essential accounting material all accounting professionals should master. The fourth segment is flexible and allows students to acquire knowledge and skills necessary for success in the pursuit of their individual career goals. Students preparing for a career in accounting will have access to separate courses in advanced accounting, accounting for public organizations, auditing, advanced cost, advanced taxation, and enterprise networks and communications. Those students preparing for a career in public accounting should also pursue a fifth year of study and the Master of Accountancy degree. Specialized courses of study in taxation and audit/systems are available.

A major in Accounting requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for the Accounting major*(as described below), and students must earn a minimum 2.0 grade point average for those major courses. The School of Accountancy enforces all prerequi-

sites for accounting prefix courses which in some cases include a grade higher than C. All 300 and 400 level accounting courses may be repeated for a grade only once.

THE CAPSTONE OPTION FOR TRANSFER STUDENTS

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) degree or have the equivalent and who have a cumulative 2.0/4.0 gpa on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for the Capstone will work with the College of Business Advisement Office for approval of the Capstone option and will complete a personal contract for a degree completion plan.

TECHNOLOGY FEE AND DIFFERENTIAL TUITION

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed.

Starting Fall 2008, the College of Business has implemented a "minor program fee" for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

PROGRAM OBJECTIVES FOR STUDENTS

Students graduating with an undergraduate degree in accounting should possess a basic understanding of accounting concepts (financial, taxation, auditing, managerial and accounting information systems) such that they would be able to prepare, analyze and communicate accounting information. Students graduating with an undergraduate degree should also be able to communicate effectively in a business setting both orally and in the written form. Graduates should be able to apply their accounting knowledge to unstructured problems, to work effectively in a team environment and to work effectively in a computer-based environment.

Accounting (Major, Courses, Faculty)

Bachelor of Science Degree in Accounting, College of Business

University Core Curriculum Requirements.....41
 Professional Business Core.....45
 Requirements for Major in Accounting*.....30

*Minimum grade of C required for all classes in major area.

Accounting Core.....18
 Accounting 321, 322.....6
 Accounting 331, 3606
 Accounting 3413
 Accounting 4603
 Accounting Electives12
 Choose three of the following three-hour courses:
 Accounting 411, 421, 431, 441, 465, 471 or 495
 Approved Electives¹..... 4
 Total120

Accounting Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, UCC Human Health	3	2
ENGL 101, 102.....	3	3
UCC Science.....	3	3
SPCM 101.....	3	-
PSYC 102 or SOC 108	-	3
MATH 139, 140	3	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ACCT 220, 230	3	3
ECON 241, 240.....	3	3
ACCT 208, Integrative Studies	3	3
UCC Humanities	3	3
UCC Fine Arts, ENGL 291.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
ACCT 321, 322	3	3
ACCT 331, 341	3	3
FIN 330, MGMT 304	3	3
ACCT 360, FIN280 ²	3	3
MGMT 345, Approved Elective ¹	3	1
BUS 302.....	-	2
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ACCT 460	-	3
ACCT 411, 421, 431, 441, 465, 468, 471, 495.....	6	6
MGMT 318, 481.....	3	3
MTKG 304, 300-400 BUS prefix Elective	3	3
FIN 380 ²	3	-
<i>Total</i>	15	15

¹120 semester hours are required for graduation. Approved electives should be selected in consultation with the academic advisor to meet this requirement.

²The combination of Finance 280 (Business Law I) and Finance 380 (Business Law II) is highly recommended for accounting majors.

Accounting Minor

A minor in Accounting consists of a minimum of 15 semester hours, including Accounting 220, 230 and nine credit hours

in Accounting at the 300 level or above. All prerequisites for these classes must also be satisfied. At least nine of the fifteen semester hours must be taken at Southern Illinois University Carbondale. An advisor within the College of Business must be consulted before selecting this field as a minor.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

Courses (ACCT)

208-3 Business Data Analysis. (Same as Management 208) [IAI Course: BUS 901] Uses of data in policy formulation are discussed. Emphasis is placed on the conversion of raw information into statistics, which are useful to the decision-maker. Problems stress solution to questions typically raised in businesses. Prerequisite: MATH 139.

210-3 Accounting Principles and Control. Prevalent accounting principles and practices employed in business organizations. Accumulation of data and usefulness of reports are considered. Tax implications of business studied. Not open to students with a major in the College of Business. No credit given for ACCT 210 if credit is claimed for ACCT 220.

220-3 Accounting I-Financial. [IAI course: BUS 903] This course covers the basic concepts, principles and techniques used to generate accounting data and financial statements and to interpret and use the financial data to enhance decision making. Restricted to sophomore standing.

230-3 Accounting II-Managerial. [IAI Course: BUS 904] The use of accounting information for managerial planning, control and decision making through budgeting, cost and variance analyses, and responsibility accounting. Prerequisite: ACCT 220. Restricted to sophomore standing. Accounting majors and minors must pass ACCT 220 with a grade of C or better.

240-3 Accounting Principles and Control II. Prevalent accounting principles and practices used in planning, control and decision making in business organizations. How to use data to best use organizational data to understand the cost and managerial aspects of an organization. Tax implications of managerial decisions will be studied. Not open to students with a major in the College of Business. No credit is given for ACCT 240 if credit is claimed for ACCT 230.

321-3 Intermediate Accounting I. Current accounting principles and procedures relating to elements of financial reporting. Particular emphasis on current and fixed asset valuation. Prerequisite: MATH 140; ACCT 220 and ACCT 230 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher.

322-3 Intermediate Accounting II. Continuation of the study of accounting principles and procedures with emphasis on liabilities, corporate capital, and income determination. Preparation and use of special statements; analysis and interpretation of statements. Prerequisite: ACCT 321 with grade of C or better and MATH 140. Restrictions: College of Business majors or minors, junior standing or higher.

331-3 Cost Accounting. Interpretation and managerial implications of material, labor, and overhead for job order, process and standard cost systems, cost-volume-profit relationships, direct costing, and budgeting. Accounting for complex process production flows, joint and by-products, spoilage, and scrap. Responsibility accounting and reporting. Prerequisite: ACCT 220 & ACCT 230 with C or better; ACCT/MGMT 208; MATH 139 and MATH 140. Restrictions: College of Business majors or

minors, junior standing or higher.

341-3 Introduction to Taxation. Background, principles, and procedures for the determination of taxable income as a basis for federal income tax. Particular attention is given to those aspects, which are at variance with usual accounting treatment in the determination of net income. Includes practice in the methodology of tax solutions. Prerequisite: accounting majors and minors must earn a grade of C or better in both ACCT 220 and ACCT 230. Restrictions: Accounting majors or minors, junior standing or higher.

360-3 Accounting Systems Operations. Accounting information systems analysis and design. Focusing on internal controls, data modeling, databases, documentation tools and information retrieval to improve business decisions. Prerequisite: C or better in MGMT 345. Restrictions: Accounting majors or minors, junior standing or higher, or consent of the school.

411-3 Enterprise Networks and Communication. (Same as Management 411) Application of data communications and network technologies for improving business. Coverage includes, but is not limited to: introduction to the principles of data transmission technology, various communication architectures and protocols, basic network design principles, internet and intranet technologies, data security issues and elements of network management. Prerequisite: C or better in MGMT 345.

421-3 Advanced Accounting. Accounting principles and procedures relating to specialized topics, including partnership equity, installment and consignment sales, fiduciaries, international operations, branches, and business combinations. Prerequisite: A grade of C or better in ACCT 322. Restrictions: Accounting majors or minors, junior standing or higher.

431-3 Advanced Cost Accounting. Managerial decision making; profit planning and control through relevant costing, return on investment and transfer pricing, determination of cost behavior patterns, analysis of variances, capital budgeting, inventory models, probabilities, statistical methods, and operations research. Prerequisite: ACCT 331 with grade of C or better. Restrictions: Accounting majors or minors, junior standing or higher.

441-3 Advanced Tax. Study of income tax problems which arise from sole proprietorship, partnership, limited liability company, corporation, estate, and trust. Student does research in source materials in arriving at solutions of complicated problems. Prerequisite: ACCT 341 with grade of C or better. Restrictions: Accounting majors or minors; junior standing or higher.

460-3 Auditing. Provides an overview of processes for planning and executing a risk-based audit; explains the procedures auditors use to evaluate internal controls; describes the tests auditors conduct to substantiate financial statement accounts. Prerequisite: a grade of C or better in ACCT 322. Restrictions: Accounting majors, minors, junior standing.

465-3 Internal Auditing. The course covers internal audit from a broad perspective to include information technology, business processes, and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, audit technique, and emerging issues. It covers the design of business processes and the implementation of key control concepts and will use a case study approach that addresses tactical, strategic, systems, and operational areas. Restrictions: Accounting majors or minors.

468-3 Forensic Accounting. Coverage of forensic accounting processes and tools used in the detection and prevention of fraud against the company. Topics include skimming, cash larceny, check tampering, billing schemes and others. An em-

phasis of the course will be upon the use of computer aids. Prerequisite: ACCT 322.

471-3 Governmental and Not for Profit Accounting. Financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, institutions, and charitable organizations. Also includes the study of governmental auditing standards. Not for graduate credit. Prerequisite: ACCT 321 with a grade of C or better. Restrictions: Accounting majors or minors.

491-1 to 6 Independent Study in Accountancy. Independent study of specialized aspects of accountancy not available through regularly scheduled courses. Not for graduate credit. Prerequisite: a grade of C or better in each of ACCT 322, ACCT 331, and ACCT 341. Restrictions: Accounting majors or minors.

495-3 Internship. Supervised work experience in professional accounting. Mandatory Pass/Fail only. Not for graduate credit. Restrictions: Accounting majors or minors, outstanding record in accounting. Special approval needed from the department.

Accounting Faculty

Basi, Bartholomew A., Professor, *Emeritus*, C.P.A., J.D., D.B.A., Indiana University, 1971.

Burger, Clifford R., Professor, *Emeritus*, C.P.A., M.S., Indiana State University, 1947.

Burnett, Royce, D., Associate Professor, C.P.A., C.M.A., Ph.D., Oklahoma State University, 2003.

Hahn, Randall, Associate Professor, *Emeritus*, C.P.A., D.B.A., University of Kentucky, 1984.

Karnes, Allan, Professor, C.P.A., M.A., J.D., Southern Illinois University, 1986.

Karnes, Darla, Lecturer, C.P.A., M.A.S., Southern Illinois University Carbondale, 2000.

Lumbattis, Cathy, Lecturer, C.P.A., M.B.A., Southern Illinois University Edwardsville, 1975.

Masoner, Michael, Associate Professor, *Emeritus*, C.P.A., Ph.D., University of Minnesota, 1975.

Morris, Marc E., Assistant Professor, J.D., Ph.D., Southern Illinois University, 2009.

Odom, Marcus, Professor, C.P.A., Ph.D., *Director*, Oklahoma State University, 1991.

O'Donnell, Ed, Associate Professor, C.P.A., Ph.D., University of North Texas, 1995.

Rivers, Richard A., Professor, *Emeritus*, C.P.A., D.B.A., Kent State University, 1976.

Rodriguez, Ramon, Assistant Professor, C.P.A., Ph.D., University of Texas at El Paso, 2009.

Sobery, Julie S., Associate Professor, C.P.A., Ph.D., St. Louis University, 1982.

Tucker, Marvin W., Professor, *Emeritus*, Ph.D., University of Alabama, 1966.

Wacker, Raymond F., Associate Professor, C.P.A., Ph.D., University of Houston, 1989.

Welker, Robert B., Professor, *Emeritus*, Ph.D., Arizona State University, 1976.

Wright, Roland M., Professor, *Emeritus*, C.P.A., Ph.D., University of Iowa, 1962.

Wu, Frederick H., Professor, *Emeritus*, Ph.D., Texas Tech University, 1975.

Advanced Technical Studies

(SEE TECHNICAL RESOURCE MANAGEMENT)

Adventure Recreation

(SEE RECREATION)

Aerospace Studies

(Air Force ROTC) (Department, Minor, Courses)

Aerospace Studies is a voluntary course sequence leading to a commission as an officer in the United States Air Force. When commissioned, all officers must have at least a baccalaureate degree; hence, completion of the program is contingent upon maintaining satisfactory progress toward graduation. Enrollment in the first two years (general military course) is unrestricted, and no military obligation is incurred. Students who do not intend to obtain a commission are welcome.

Aerospace Studies offers two, three and four-year programs. The four-year program is divided into the General Military Course (GMC), covering the freshman and sophomore years, and the Professional Officer Course (POC), covering the last two years for which cadets are competitively selected.

The GMC prepares students for the POC and provides them with an education using Air Force core values, whether they remain civilians or become officers in the U.S. Air Force. The courses of the GMC are designed to provide the basic knowledge, understanding, and experiences, which are required to become an effective junior officer in the modern Air Force. The student learns about the wide range of USAF career specialties and has opportunity to request duty in those fields where qualified.

Acceptance into the last two years (Professional Officer Course) is competitive and requires qualification on the Air Force Officer Qualifying Test and a physical examination. Students in the professional officer courses do incur a military obligation. They are paid a monthly tax-free subsistence allowance, and they may compete for scholarships, tuition and books. Those pursuing a second bachelor's degree that have at least two years remaining at the University, not counting summers, are eligible.

Students attend a four-week field-training course in the summer between their sophomore and junior years, however, since field training selections are made in the early spring, students must indicate their intent as early as possible in the school year.

Students interested in an Air Force flying career (pilot, navigator, airborne battle management) are not required to get any specific degree, i.e., aviation management, aviation flight. Students interested in an Air Force flying career should pick an academic major in a career field in which they would like to work if they are not selected for an Air Force flying career.

Leadership Laboratory is a supervised laboratory taken concurrently with the Aerospace Studies courses. In the first two years, students develop leadership potential by participating in practical leadership situations, participating in and leading drill and ceremonies, learning customs and courtesies, and preparing for field training. In the final two years of AFROTC, students develop leadership potential by assuming command and staff responsibilities, supervising the GMC cadets and implementing the goals and objectives of the leadership laboratory.

Freshman and sophomore students (GMC cadets) enrolled in the four-year program are eligible to compete for full scholarships for their remaining years at the University. In addition to full tuition and fees, the scholarship provides a monthly tax-free subsistence allowance. Also, two-year AFROTC scholarships and Illinois state tuition waivers are available on a competitive basis.

In addition to the courses offered by academic credit, Aerospace Studies sponsors related extracurricular activities. The Aerospace Club is open to all members of the student body. The Arnold Air Society, a national honorary service organization, is open to selected AFROTC cadets. The Saluki AFROTC Drill Team is open to AFROTC cadets on a competitive basis. Members participate in local community events and in selected drill competition meets throughout the region.

Further information may be obtained from the Department of Aerospace Studies (Air Force ROTC), 807 South Normal Avenue, Mailcode 6718, Carbondale, Illinois 62901, or by phone: (618) 453-2481, or on the Web at: <http://www.siu.edu/~afrotc/>.

Aerospace Studies Minor

A minor in aerospace studies is structured to broaden the background of students not interested in a military career so they may learn more about the military, its role in society, its history and its officers. It is hoped that with a minor in Aerospace Studies, the civilian leaders of tomorrow will have a better understanding and appreciation of the vital role that the military plays in today's world. AFROTC cadets are also welcome to declare aerospace studies as a minor.

For non-AFROTC cadets, a minor in aerospace studies consists of a minimum of 16 semester hours, including AS 101, 102, 201, 202 (one semester hour each), 301, 302, 401 and 402 (three semester hours each).

For AFROTC cadets who have been accepted into the General Military Corps (GMC) or the Professional Officer Corps (POC), an aerospace studies minor also consists of a least 16 semester hours. Cadets will also take additional hours in Aerospace Leadership Laboratories (LLAB): AS 101a, 102a, 201a, 202a, 301a, 302a, 401a and 402a.

Declaration and/or acceptance of Aerospace Studies as a minor does not constitute acceptance into the General Military Corps, Professional Officer Corps, or any other association with AFROTC. A student who is not an AFROTC cadet who wishes to work toward a minor by attending Aerospace Studies courses will be listed within the AFROTC detachment as a special student. He or she will not be required to attend any other AFROTC functions or classes, nor will the student be considered for any AFROTC scholarships, stipends, or privileges.

Courses (AS)

101-1 The Air Force Today I. Designed for college freshmen; survey course briefly treating chief topics relating to the Air Force and defense. It focuses on the organizational structure and missions of Air Force organizations, officership and professionalism and includes an introduction to communicative skills. Concurrent enrollment in AS 101A, Leadership Laboratory.

101A-2 Leadership Laboratory. Weekly laboratory consisting of Air Force customs and courtesies, health and physical fit-

ness, and drill and ceremonies. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

102-1 The Air Force Today II. Designed for college freshmen; survey course briefly treating chief topics relating to the Air Force and defense. It focuses on the organizational structure and missions of Air Force organizations, officership and professionalism and includes an introduction to communicative skills. Concurrent enrollment in AS 102A, Leadership Laboratory.

102A-2 Leadership Laboratory. Weekly laboratory consisting of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

201-1 The Evolution of United States Air Force and Space Power I. Features topics on Air Force heritage and leaders; introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from Air Force ROTC cadet to Air Force ROTC officer candidate. In addition, aspects of the 200 course begin to prepare cadets for their experiences at field training. Concurrent enrollment in AS 201A.

201A-2 Leadership Laboratory. Weekly laboratory consisting of Air Force customs and courtesies, health and physical fitness, drill and ceremonies, and field training orientation. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

202-1 The Evolution of United States Air Force and Space Power II. Features topics on Air Force heritage and leaders; introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to install an appreciation of the development and employment of air power and to motivate sophomore students to transition from Air Force ROTC cadet to Air Force ROTC officer candidate. In addition, aspects of the 200 course begin to prepare cadets for their experiences at field training. Concurrent enrollment in AS 202A.

202A-2 Leadership Laboratory. Weekly laboratory consisting of Air Force customs and courtesies, health and physical fitness, drill and ceremonies, and field training orientation. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

258-4 Field Training Equivalency. Work experience credit for 101, 102, 201, and 202. This credit will be evaluated by the Department of Aerospace Studies. Pass/Fail only. Prerequisite: satisfactory completion of either the four-week or six-week field training course for AFROTC POC applicants.

301-3 Air Force Leadership Studies I. Designed for college juniors; teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Students have an opportunity to try out these leadership and management techniques in a supervised environment. Concurrent enrollment in AS 301A, Leadership Laboratory.

301A-2 Leadership Laboratory. Weekly laboratory consisting of advanced leadership experiences in officer-type activities, giving students the opportunity to apply the principles learned.

A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

302-3 Air Force Leadership Studies II. Designed for college juniors; teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Students have an opportunity to try out these leadership and management techniques in a supervised environment. Concurrent enrollment in AS 302A, Leadership Laboratory.

302A-2 Leadership Laboratory. Weekly laboratory consisting of advanced leadership experiences in officer-type activities; giving students the opportunity to apply the principles learned. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program.

351-2 Field Work Experience. Approved field work experiences with an Air Force or Department of Defense-related installation gives students opportunities to apply classroom theory to an active duty environment. Prerequisite: AS 302 or consent of department chair.

401-3 National Security Affairs/Preparation for Active Duty I. For college seniors: teaches the foundation to comprehend the basic elements of national security policy & process. Teaches comprehension of the air & space power functions & competencies. Overview of the complex social & political issues facing the military profession & requires a measure of sophistication commensurate with the senior college level. Not for graduate credit. Concurrent enrollment in AS 401A, Leadership Laboratory.

401A-2 Leadership Laboratory. Weekly laboratory consisting of advanced leadership experiences in officer-type activities. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program. Not for graduate credit.

402-3 National Security Affairs/Preparation for Active Duty II. For college seniors: teaches the foundation to comprehend the basic elements of national security policy & process. Teaches comprehension of the air & space power functions & competencies. Overview of the complex social & political issues facing the military profession & requires a measure of sophistication commensurate with the senior college level. Not for graduate credit. Concurrent enrollment in AS 402A, Leadership Laboratory.

402A-2 Leadership Laboratory. Weekly laboratory consisting of advanced leadership experiences in officer-type activities. A mandatory fitness program is included; a pre-participatory sports physical must be completed prior to entering the fitness program. Not for graduate credit.

471-1 to 3 Independent Study. Supervised study or project to improve skills or to explore interests related to professional development of an Air Force officer. Not for graduate credit. Pass/Fail only. Prerequisite: AS 301 or concurrent enrollment or consent of department chair.

491-1 to 8 Advanced Leadership Skills. Student applies special skills or interests to the professional environment of an Air Force officer. Original research or project to deal with current aspect of Air Force duty required. Amount of credit dependent on work involved. Not for graduate credit. Pass/Fail only. Aerospace Studies elective only. Prerequisite: AS 301 or concurrent enrollment and consent of department chair.

Aerospace Studies Faculty

Friedman, Melanie R., Adjunct Professor of Aerospace Studies, M.S.S.I., Strategic Intelligence, Joint Military Intelligence College, Washington DC, 2000.

Gill, James J., Adjunct Professor of Aerospace Studies, M.A.S., Aeronautical Science, Embry-Riddle Aeronautical University, 1994.

Africana Studies

(Major, Minor, Courses, Faculty)

Students who wish to enroll in Africana Studies as their sole or primary Major will be expected to fulfill the *general requirements of the College of Liberal Arts*. Students who wish to enroll in Africana Studies as an added Major and who are primarily enrolled in a college at SIUC other than the College of Liberal Arts must fulfill their college's general requirements. Only Africana Studies courses completed with a least a *C* will fulfill the major requirement.

A minor in Africana Studies consists of a minimum of 20 hours, which are to be selected from Africana Studies course offerings and organized according to each individual student's field of interest. Africana Studies 311a,b is required for the minor.

Bachelor of Arts Degree in Africana Studies, College of Liberal Arts

AFRICANA STUDIES MAJOR

<i>University Core Curriculum Requirements</i>	41
To include AFR 215 and AD 227	
<i>College of Liberal Arts Academic Requirements</i>	14
<i>Africana Studies Requirements</i>	39
AFR 109 Into to Africana Studies	
AFR 209 Critical Issues in Black America	
AFR 311A Black American History, Before 1865	
AFR 311B Black American History, After 1865	
AFR 334 Psychology of Black American Experience	
AFR 375 Africana Aesthetics	
AFR 475 Education and Black America	
AFR 490 Methodology Seminar in Africana Studies*	
AFR 495 The Slave Narratives (Senior Seminar)*	
AFR 499 Special Topics	
<i>Electives for Specialization</i>	
Three 3-hour courses from any of the following:	
AFR Courses (300 or 400 level; including "African Cultural Continuities")	
Approved Courses in Fine Arts/Humanities (Music, Theater, Speech Communications, Art and Design, Cinema and Photography, Radio and Television, Philosophy, English)	
Approved Courses in Social Sciences (History, Sociology, Psychology, Anthropology, Social Work, Political Science).....	(9)
All students will be advised to take at least one section of AFR 399 ("Independent Study") which will be a focused opportunity for assessment of student learning	
<i>Electives</i>	26
<i>Total</i>	120

Africana Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102	3	3
Social Science	3	3
UCOL 101, Humanities	3	3
Foreign Language	3	3
AFR 215, SPCM 101*	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
Science, GEOG 300I	3	3
MATH, Human Health	3	2
AFR 311A, 311B	3	3
Humanities, Integrative Studies.....	3	3
WGSS 201*, MUS 103*	3	3
<i>Total</i>	15	14
THIRD YEAR	FALL	SPRING
AFR 209, 375.....	3	3
AFR 334, 227	3	3
AFR 475, 499.....	3	3
AFR 490/491, AFR Electives	3	3
AFR Electives	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
AFR 399 (Independent Study).....	3	4
AFR 495, 491.....	3	3
AFR 499, AFR Elective.....	3	3
AFR Electives	3	3
AFR Elective, General Elective.....	3	3
<i>Total</i>	15	15

Courses (AFR)

109-3 Introduction to Black America. A survey course designed to expose the student to various aspects of the black experience. Aspects included are history, literature, theology, the arts, etc. The textbook is a collection of essays designed to use especially in this course and is supplemented by guest lecturers and audiovisual materials.

135-3 The Third World: The African Model. Study of Third World through a focus on Africa as a model; emphasis on the cultural traditions, impact of the West, and the problems facing Third World nations today.

209-3 Critical Issues in the Black American Experience. Insights into the black American experience. Concepts including race, ethnicity, class, caste, minorities, prejudice, discrimination will be analyzed. Main focus is on exploration of critical socio-economic, political, and cultural themes such as demographic trends; migration and urbanization, political participation and strategies, income and employment, housing, health, education, black family, black religion, law, and justice. Prerequisite: AFR 109 recommended but not required.

215-3 Black American Experience in a Pluralistic Society. (University Core Curriculum) A study and understanding of

the evolution of issues of pluralism in contemporary African American society. This course provides an interdisciplinary analysis of ideological and practical problems of racism, integration, class, equity, social institutions as they relate to the Black American experience.

225-3 Social Change in Africa. Examination of the interplay between tradition and modernity in an effort to understand the new Africa. Some of the forces of social change are analyzed. Other topics include African women and the family structure in change and the problems of African development.

227-3 History of African American Art. (Same as Art and Design 227) (University Core Curriculum Course) A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the Civil War era; the Harlem Renaissance and other 20th Century movements to the present day.

230-3 Introduction to Black Sociology. An introductory course that focuses on the concepts of black sociology in order to fill the gaps of traditional sociology pertaining to the black experience. Designed to heighten the student's awareness of the black identity and the sociological phenomena, which affect it and acquaints the student with specific sociological problems in the study of Afro-Americans.

257-1 Black American Studies Choir. Special approval needed from the instructor.

271-3 Africa in African Cinema. (Same as ANTH 271) This course is a general introduction to African culture and history through the medium of movies by African filmmakers. Students will watch over a dozen important movies from Africa. These screenings are supplemented with appropriate readings, online resources, lecture and discussion. Students will learn aspects of African history and ethnology while also gaining the aesthetic and intellectual tools to appreciate African cinema.

303I-3 Women, Blues & Literature. (Same as MUS 303I) (University Core Curriculum) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions-instrumental and vocal, musical and literary-from fiction and poetry to jazz, R&B, and rap. In depth analysis of blues music and literature.

310A-3 Peoples and Cultures of Africa. (Same as Anthropology 310A) Introduction to the prehistory, cultural history, and modern cultures of people of Africa.

311A-3 Black American History. (Same as HIST 362A) Black American History to 1865. The role of blacks and contribution in the building of America and the ongoing fight for equality. Required for the minor.

311B-3 Black American History Since 1865. (Same as HIST 362B) The role of blacks and contribution in the building of America and the ongoing fight for equality. Required for the minor.

314A-3 History of Africa to 1800. (Same as HIST 387A) A chronological study of African peoples from earliest times to the present, including ancient Egypt, Ethiopia, the Era of the African Kingdoms, the role of Islam, the slave trade, African-European relations, colonialism, African nationalism and independence.

314B-History of Africa Since 1800. (Same as HIST 387B) A

chronological study of African peoples from earliest times to the present, including ancient Egypt, Ethiopia, the Era of the African Kingdoms, the role of Islam, the slave trade, African-European relations, colonialism, African nationalism and independence.

320-3 Leaders of the Black World. A study of black rulers; governmental representatives; activists; and thinkers; both past and present; in Africa; the West Indies; and the United States, with emphasis on the effects of their philosophies on the black world.

325-3 Black American Writers. (Advanced University Core Curriculum course) (Same as ENGL 325) (IAI Course: H3 910D) Poetry, drama, and fiction by Black American writers. Satisfies the University Core Curriculum Multicultural requirements in lieu of English 205. Prerequisite: ENGL 102 or 120 or equivalent.

326-3 African American Politics. (Same as POLS 326) Designed to familiarize students with the role of African-Americans in American politics. An emphasis is placed on describing and analyzing how the structure of the American political system affects efforts by African-Americans in gaining the full benefits of the American political system. It will also address contentious sociopolitical issues that affect how African-Americans are treated in the context of the larger society.

330-3 Black American Social Problems. Comparative study of the social problems which afflict black Americans and other minorities and their consequences; including crime and delinquency, mental and emotional disorders, drug addiction, housing conditions, poverty and unemployment, and labor conditions. Special approval needed from the instructor.

332-3 Black Americans and Law. (formerly BAS 332) Investigates the long and complex relationship of U.S. Law and African Americans, from the Colonial Period through the Civil Rights era and more recently as issues such as mandatory sentencing and the expansion of offenses punishable by law have become widespread in U.S. society.

333-4 The Black Family. Exploring the myths and realities of the black family from sociological and psychological perspectives through a critical examination of scholarly controversies and research. Restricted to junior standing.

334-4 Psychology of African/African American Experience. (Same as Psychology 334) Examines psychological characteristics of African descent, using an Africentric conceptual model. Theoretical models will be critiqued and empirical data will be examined. Selected issues include: critiques of research methodologies involving African descended populations; African American identities and personality development, psychopathology and cognitive development issues (i.e., language). Prerequisite: Psychology 102 or consent.

339-3 Black Americans and the Correctional Process. Analysis of selected topics: the prison community and the black inmate; correction education and the black inmate; and the black professional. Prerequisite: AFR 332.

340-3 Introduction to the Archaeology of Africa. (Same as ANTH 340C) An introduction to the prehistoric and historic cultures of sub-Saharan Africa. The course examines subsistence practices, migrations, trade, technologies, cities, and states. Topics include social, political, and economic organization from hunter-gatherers to ancient kingdoms to early 20th century.

351-3 African-Atlantic Spirituality. (Same as HIST 351) This course explores the ways that African-Atlantic societies have expressed the interaction of people in the visible world with the spiritual powers of the invisible world. The course begins with the ancient foundations of these spiritual systems and then examines the historical transformation of these systems in West Africa, Central Africa, and the Americas into the twentieth century.

355-3 The Black American Novel Since Native Son. The black American novel and its major themes since Richard Wright's *Native Son*. Includes such authors as Baldwin, Petry, Williams, etc.

355A-3 Survey of African American Literature, Part 1. (Same as English 355A) Course traces evolution African American Literature from roots in such Afri-based secular and sacred oral texts as folk tales, work songs, the Spirituals, Blues and other verbal forms, through the emergence of written texts, the eighteenth century up to the end of the Harlem Renaissance in 1940. Among these concerns are the continuing quest for freedom, identity, protest against oppression, and writers' interpretation of enduring African American spiritual and cultural values.

355B-3 Survey of African American Literature, Part 2. (Same as English 355B) Examination of literary texts, voices and movements in the USA from 1940 to present. Among these concerns are the continuing quest for freedom, identity, protest against oppression, and writers' interpretation of the enduring African American spiritual and cultural values. Focus on the major developments in African American literature after the Harlem Renaissance and its impact on the contemporary literature of African Americans.

357-3 Blacks in the Performing Arts. History of the role of blacks in the performing arts covering dance companies, ballet, folk dance and black dramatists; cinema, in all its forms; radio and television; and music (spirituals, jazz, opera, classics, etc.)

360-3 Race and History in the United States. (See HIST 361)

375-3 to 6 Topics in Africana Aesthetics. Course will investigate theories of African art, especially music, dance, sculpture, textile design and adornment styles of cultural groups in West Africa. Cultural transferences and continuities of African art as found in the African diaspora (with special attention to African American art production) will also be studied. Students will be expected to develop a philosophy of art. Prerequisite: AFR 109 or permission of instructor.

399-1 to 6 Independent Study in Black American Studies. Independent study, which examines problems and issues not covered in a specific course. Hours and subject matter decided during consultation with a faculty member. Special approval needed from the instructor and director of program.

410H-3 African Expressive Culture. (Same as Anthropology 410H) This course examines aspects of African expressive culture including the visual arts, music, dance, orature, cinema, drama, and ceremony from an anthropological perspective. Particular attention is given to analysis of African expressive culture in social context and the role of the arts in the practice of politics, religion, medicine, and other aspects of African life. Many of the expressive genres examined deal with historical representation and political resistance. Therefore, this course provides insights into African history and politics through the

creation of African artists.

416-3 Black Feminist Thought as Theory and Praxis. (Same as SPCM 416) Explore the roots, contemporary manifestations, and current embodiments of black feminist thought. Explore the works of black women to engage in critical thinking and thoughtful dialogue that positions the valuable knowledge, experiences and perspectives of women of color at the center of inquiry while simultaneously discovering spaces for multi-cultural alliances. Prerequisite: SPCM 301I or SPCM 341 or consent of instructor.

420-3 Themes in Africana Drama. (Same as Theater 460) Explores significant themes in African and African American drama, with special attention to performance styles and cultural issues.

430-3 Black Political Socialization. Definitive approach to how people learn about politics focusing on blacks because of their unique experience; i.e., prolonged minority group status. Research oriented, in that, it takes an explanative and predictive approach to produce models of political learning. Not for graduate credit. Prerequisite: AFR 230. Restricted to junior or senior standing, or consent of department.

447-3 Communicating Race and Ethnicity. (Same as SPCM 447) Via intercultural theories and methods, this course explores histories, relationships, interactions and recent events by positioning racial and ethnic perspectives at the center of inquiry. The course critically examines the complexities of race, racism and ethnicity by focusing on how people communicate across racial and ethnic differences in different contexts. Prerequisite: SPCM 301I or SPCM 341, or consent of instructor.

449-3 Race and Media in United States History. (Same as History 449 and Mass Communication and Media Arts 449) This course explores the history of race in the modern United States by focusing on moments of racial crisis that garnered media attention. The course asks what these moments reveal about the shifting status of "race," as well as how spectacles have changed with the transformation of modern media.

452A-3 Traditions of Uppity Women's Blues. (Same as MUS 452A, WGSS 452A) Examines the tradition of "uppity" women's blues from the so-called "classic" blues singers of the 19th century (Gertrude "Ma" Rainey, Bessie Smith, Ida Cox, etc.) to the contemporary blues of Saffire, Denise LaSalle and others. Explores ways blues women challenge conventions of gender and sexuality, racism, sexism, classism, and homophobia. Restricted to junior/senior/graduate music major or consent of instructor.

452B-3 Blues and Boogie Woogie Piano Styles. (Same as MUS 452B) Traces the history, culture, and stylistic developments of blues and boogie woogie piano. Explores socio-cultural contexts and examines key players, pieces, and musical styles. Restricted to junior/senior/graduate music major or consent of instructor.

458-3 Bantu Diasporas in Africa & the Atlantic World. (Same as HIST 458) This course examines the origins and development of Bantu language and culture groups in Africa and the Atlantic World from the first dispersal of Bantu-speaking people thousands of years ago through the end of slavery in the Americas. Additionally, the course explores the multiple methods and disciplines used to construct histories of Bantu language and culture groups.

460-3 Slavery and The Old South. (Same as History 460) This course examines slavery and southern distinctiveness from the

colonial period to 1861. Discussion topics include the plantation system, race relations, women and slavery, and southern nationalism.

461-3 Black Americans on the Western Frontier. (Same as History 461) This course examines the history of African Americans in the American West. Taking both a chronological and thematic approach, it begins with a discussion of early black explores in the age of encounter, and ends with a focus on black western towns established in the United States by the 1880's.

465-3 Governments and Politics of Sub-Saharan Africa. An examination of the impact of western colonial rule on the societies and politics of Africa, the method by which these colonial areas became sovereign states in the post-World War II era, the role of domestic political institutions, African political thought and behavior, and the development of foreign policies regarding relations with other African states, continental and international organizations, and international organizations, and non-African states.

472-3 Psychology of Race and Racism. (Same as Psychology 470) A review of the history and evolution of the construct of race as a psychological phenomenon. The persuasiveness of race in every sphere of life will be studied, from a multidisciplinary perspective.

473-3 Comparative Slavery. (Same as History 473) A comparative study of slavery from antiquity to its abolition in the 19th century with the differing socio-cultural, political and economic contexts; organized chronologically, regionally, and thematically.

475-3 Education and Black America. This course uses the best scholarship of cultural anthropology and social studies to look at the history of education in the African American community; how public education affects African American families; how school shape cultural change and how racial, ethnic peer group, and gender issues help determine curriculum issues. For graduate credit.

490-1 to 3 Cross-Cultural Rehabilitation. (See REHB 419) Not for graduate credit.

491-3 to 6 Independent Readings in Africana Studies. Special topics, focused on research needs of students who are regularly enrolled in upper-division courses, especially graduate students doing research in Africana related topics in other departments and programs. May be repeated for up to six credit hours. Special approval needed from the director of the AFR program.

495-3 to 9 African Cultural Continuities: Study Abroad. Study abroad 4-6 week program is designed to introduce similarities in culture (food, dance, music, family traditions, religion) of people in Ghana and in the cultures of people in the African diaspora. Class begins on the SIUC campus and will relocate to Elmina and Cape Coast, Ghana, during the first year of a three-year sequence. Other years will locate in areas of the West Indies, Caribbean & Central America. May be taken for graduate credit. Special approval needed from the instructor.

497-3 The U. S. Civil Rights Movement. (Same as HIST 487) This course provides an overview of the history of the Civil Rights Movement while engaging major debates in the field of Black Freedom Studies. Central themes will include the impact of the Cold War, the roles of women, and the relationship of civil rights to black power. We will also discuss the difference between popular memory and historical scholarship as well as

the meaning of such discussions for contemporary issues of racial and economic justice.

499-3 to 9 (3 per topic) Special Topics in Africana Studies. Topics vary and are announced in advance. May be repeated as the topic varies. No prerequisites.

Africana Studies Faculty

Brown, Joseph A., Professor and *Director*, Ph.D., American Studies, Yale University, 1984.

Caffey, Ronald A., Assistant Professor, M.B.A., Southern Illinois University Carbondale, 1996; Ph.D., Higher Education and Administration, Southern Illinois University Carbondale, 2007.

Chipasula, Frank, Associate Professor, Ph.D., Black American Studies, English, Brown University, 1987.

Gadzekpo, Leo K., Associate Professor, Ph.D., American Cultural Studies, Bowling Green University, 1997.

Smoot, Pamela A., Clinical Assistant Professor, Ph.D., American History, Michigan State University, 1998.

Agribusiness Economics

(Department, Major, Courses, Faculty)

The need to better utilize our natural resources and protect our environment, improve our rural infrastructure, and manage the activities of food/fiber production, processing, and distribution firms in an international setting is creating career opportunities at a quickening pace.

Agribusiness Economics offers a flexible program, which, under the supervision of a faculty advisor, allows the student to pursue either a comprehensive or more specialized course of study in preparation to assume an effective professional role in our dynamic, global, economic, and social environment.

Courses in Agribusiness Economics in the traditional areas of farm management and marketing emphasize accepted techniques to improve efficiency and farm profitability. Course offerings in agribusiness management, finance, sales, marketing, and commodity futures prepare students to assume positions with a broad range of businesses that comprise the agribusiness sector; from input suppliers to farmers through merchandising and processing agricultural commodities to retail sales to consumers. Course offerings in environmental, energy, and natural resource economics, agribusiness management, rural development, food policy and agricultural law introduce the needed applied economic skills for effective decision making, complement a more specialized course of study, and provide the basis for dealing with contemporary societal problems.

The Agribusiness Economics major involves a set 22 hours of agribusiness economics core requirements as well as 15 elective hours in agribusiness economics including at least six hours at the 400-level. Students also have 15 hours of business, economics and methodology requirements, six hours of communication courses over and above the nine hours required by the University Core Curriculum, and 24 hours of electives. Students working with their faculty advisors will be able to plan an academic program tailored to their particular interests and/or career paths, e.g., Agribusiness Management and Finance; Energy and Environmental Policy; Farm Business Management; Sales and Marketing; Energy; and Pre-Law. Sample programs

of study based on these and other areas of interest are available from the department. A few examples are provided in what follows; however, these are only a few of the possibilities open to students.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Agribusiness Economics, College of Agricultural Sciences

AGRIBUSINESS ECONOMICS MAJOR

University Core Curriculum Requirements 38
(204 substitutes for three hours of core)

Requirements for Major in Agribusiness Economics 58

Agribusiness Economics Core 22

Agribusiness Economics 204; 318; 330; 340, 350 or 360;

351; 361 or 362; 381-1 to 4; 440, 444, 450, 451, 461 or 463

Agribusiness Economics Electives (six at 400-level)..... 15

Communication Requirements 6

Speech Communication 221, English 291, Agricultural

Systems 314, English 290, Management 202, Speech

Communications 280 or equivalent

Business, Economics, and Methodology Requirements 15

Accounting 220, Agricultural Systems 118, Economics 240,

241, Agribusiness Economics 419 or equivalent

Other Electives

(at least nine at 300-level, six at 400-level) 24

Total 120

In addition to the traditional major, the department participates in the University's Capstone Degree Program. Through this program, students who graduate with an Associates of Applied Sciences (AAS) from a community college can earn a Bachelor of Science degree by taking 60 hours of course work at SIUC. Through this program, an individualized study plan is written for each student. While our capstone-degree program is based on 70 hours, the vast majority of students transfer in 10 or more credit hours that apply to their capstone program, their individualized program reflects only the 60 hours they must complete under the rules of the university's capstone degree program.

DEPARTMENT OF AGRIBUSINESS ECONOMICS:

CAPSTONE-DEGREE REQUIREMENTS

University Core Curriculum Requirements 30¹

Requirements for Major in Agribusiness Economics 40¹

Agribusiness Economics Core 22

Agribusiness Economics 204; 318; 330; 340, 350 or 360; 351;

361 or 362; 381-1 to 4; 440, 444, 450, 461 or 463

Communication Requirements 6

Speech Communication 221, English 291, Agricultural

Systems 314, English 290, Management 202, Speech

Communications 280 or equivalent

Business, Economics and Methodology Requirements 12

Accounting 220, Agricultural Systems 118, Economics 240

or 241, Agribusiness Economics 419, or equivalent

Total 120

Agribusiness Economics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Science	3 or 4	3 or 4
Core Fine Arts	-	3
UCOL 101, ECON 240.....	3	3
ENGL 101, 102	3	3
ABE 204, SPCM 101	3	3
MATH 108 or higher ⁴	3	-

Total 15 15

SECOND YEAR	FALL	SPRING
Core Social Science	3	-
Core Humanities	3	3
ENGL 291, SPCM 221	3	3
AGSE 118	-	3
ECON 241, ABE 330	3	3
Core Multicultural, Human Health.....	3	2

Total 15 14

THIRD YEAR	FALL	SPRING
ABE 3403, 350 ³ or 360 ³	3	3
ABE 318	3	-
ACCT 220	3	-
ABE 351	3	-
ABE 3612 or 362 ²	3	3
ABE Electives	3	6-15
Other Electives	3	6-15

Total 15 15

FOURTH YEAR	FALL	SPRING
ABE 440 ³ , 444 ³ , 450 ³ , 461 ³ or 463 ³	3	3
ABE 381 ³	1	1
ABE 419.....	-	3
Electives	9-15	9-12

Total 15-16 15-16

¹Students required to take one of ABE 340, 350 (Fall) or ABE 360 (Spring)
²Students take either ABE 361 (fall) or ABE 362 (spring)
³Students take one of ABE 440, 444, 450 (fall), 461 or 463 (spring)
⁴Mathematics 108, 139, 140 recommended for students with appropriate preparation.
⁵Students may take ABE 381 in either (fall or spring)

Capstone Option Suggested Curricular Guide

THIRD YEAR	FALL	SPRING
ABE 340 ¹ , 350 ¹ or 360 ¹	3	3
ABE 318	3	-
ACCT 220, AGSE 318	3	3
ABE 351	3	-
ABE 361 ² or 362 ²	3	3
ENGL 291 or SPCM 221	3	3
Elective or Core	0-6	3-9

Total 15 15

FOURTH YEAR	FALL	SPRING
ABE 440 ³ , 444 ³ , 450 ³ or 461 ³ or 463 ³	3	3
ABE 381 ³	1	1
ABE 419	-	3
ECON 240 or 241	3	-
Elective or Core.....	9-12	9-12

Total 15-16 15-16

¹Students are required to take one of ABE 340, 350 (fall) or ABE 360 (spring)
²Students take either ABE 361 (fall) or ABE 362 (spring)
³Students take either ABE 440 (spring) 444 (fall), 461 or 463 (spring)
⁴Mathematics 108, 139 or 140 recommended for students with appropriate preparation
⁵Students may take ABE 381 in either (fall or spring)

Examples of Agribusiness Economics Programs of Study for Different Career Tracks

Sales and Marketing Career
 Suggested Agribusiness Economics electives:
 Agribusiness Economics 333, 360, 363, 453, 462, 401, 460
 Suggested College of Agricultural Sciences electives:
 Plant and Soil Sciences 200, 300
 Suggested other electives (24 hours – minor in Economics)
 Marketing 304, 336, 390, 435

Energy and Environmental Policy
 Agribusiness Economics courses:
 Agribusiness Economics 204, 318, 330, 340, 351, 381, 440 and 444
 Other Agribusiness courses:
 Agribusiness Economics 401, 453, 463
 Other suggested courses:
 Accounting 230, Economics 240 and 241, 340 or 341, 408
 Geography and Environmental Resources 401, 420
 Political Science 325, 444, 445

Farm Business Management
 Agribusiness Economics core courses:
 Agribusiness Economics 204, 318, 330, 350, 351, 361 or 362, 381, 450
 Other Agribusiness Economics courses:
 Agribusiness Economics 333, 340, 361 or 362, 363, 401, 460, 453
 Other Agriculture courses students may wish to develop their technical skill in a particular production area by selecting other agricultural courses.
 Animal Sciences 121, 122, 315, 430, 465, 485, Agricultural Systems 472, Plant and Soil Science 200, 220, 300, 333, 468, 419, 423, 432

Other Suggested Courses:
 Accounting 230

Agribusiness Management & Finance
 Agribusiness Economics core courses:
 Agribusiness Economics 204, 318, 330, 351, 360, 361 or 362, 461, 381
 Other Agribusiness Economics courses:
 Agribusiness Economics 333, 340, 363, 401, 453, 460, 463
 Other Suggested Courses:
 Accounting 230, Economics 240 and 241, Marketing 304, 336

Agricultural and Rural Real Estate Appraisal

Agribusiness Economics core courses:

Agribusiness Economics 204, 318, 330, 350, 351, 362 or 362, 381, 450

Other Agribusiness Economics courses:

Agribusiness Economics 333, 340, 361 or 362, 401, 451, 453

Other Suggested Courses:

Finance 320, 321, 322, 323, 330, Plant and Soil Science 240

Agribusiness Economics Minor

A minor in agribusiness economics is offered. A minor consists of 15 semester hours of credit of which 3 credit hours must be at the 400-level. Twelve (12) hours must be taken at Southern Illinois University Carbondale. An advisor within the department must be consulted before selecting this field as a minor.

Courses (ABE)

204-3 Introductory Economics of Food, Fiber, and Natural Resources. [IAI course: AG 901] (Advanced University Core Curriculum Course) An introduction to the economics and policies underlying food and fiber production, distribution, and consumption as well as the use of environmental and natural resources.

257-1 to 10 Work Experience. Credit for on-campus work experience through a cooperative program developed between the department and the Office of Student Work and Financial Assistance. Special approval needed from the chair. Mandatory Pass/Fail.

258-1 to 30 Past Work Experience. Credit for career related employment based on the evaluation of the documentation of this experience by the Department of Agribusiness Economics. No grade for past work experience. Special approval needed from the chair.

302-2 Country Living Management and Information. Managing a small acreage as an avocation. Types of decision problems and sources of information.

318-3 Agribusiness Statistical Methods. Statistical methods applied to agribusiness economics, including survey design, sampling, graphic presentation of data, index numbers, statistical inference, basic linear regression and correlation.

330-3 Principles of Agribusiness Economics: Theory and Applications. The student will enhance their understanding of and ability to apply the principles of economics to the unique problems of the agricultural sector. The course covers the theory of resource allocation with a rural emphasis. The following topics are taken up in a case study framework: production of food and fiber, the agribusiness sector and markets, rural community development, and environmental and natural resource use and conservation. The roles of governmental policy, international trade organizations, and treaties are included throughout the course. Prerequisite: ABE 204.

333-3 Professional Agri-selling. Focuses on professional Agri-selling and the sales process. Topics include different methods of selling, steps and techniques in the selling process, customer service, sales ethics, consumer behavior concepts and sales management. Critical skills of self-management, communication, and interpersonal values are examined. Opportunities of a career in Agri-selling are surveyed.

340-3 Domestic and International Food Policies. Examination

of domestic and international policies that affect the production of food products. Topics will include a review of existing and former policies designed for American producers (e.g., commodity programs to support farm income, risk management and conservation of resources). Food safety policies will be examined. In addition, aspects of international trade including policies (NAFTA), practices, and institutions (WTO, World Bank, etc.) as they relate to access to foreign markets will be reviewed. Prerequisite: ABE 204 or consent of instructor.

350-3 Farm Management. Efficient organization and management of a farming operation. Emphasis on crop and livestock selection, management of farm resources, farm budgets and records analysis, and farm leases. Prerequisite: ABE 204 or one course in economics. Student will incur field trip expenses not to exceed \$5.

351-3 Financial Management in Agriculture. Analysis of the capital structure of agriculture and sources of capital. Credit analysis of agribusiness firms using financial statements, firm growth, capital budgeting, and tax considerations. Prerequisite: ABE 204 or equivalent.

359-1 to 6 Intern Program. Supervised work experience program in either an agricultural agency of the government or agribusiness. Restricted to junior standing or consent. Mandatory Pass/Fail.

360-3 Agribusiness Management and Organization. Problems and practices in agribusiness operations including management practices, decision-making tools, financial analysis, economic considerations in managing land, labor and capital, and the impact of alternative organizational forms are emphasized. The focus is on applications to real world problems. Students are provided an opportunity to interact with business managers through a series of guest speakers. Prerequisite: ABE 204 or equivalent.

361-3 Agribusiness Marketing Management. An overview of marketing practices and strategies employed by agribusiness product and service firms. Market research, market segmentation and product mix development are among the topics reviewed. Students participate in case analysis and marketing plan development projects. Prerequisite: ABE 204 or equivalent.

362-3 Marketing and Pricing Agricultural Products. Institutional arrangements in marketing agricultural products. Market structure, marketing costs, and alternative methods of pricing agricultural products are also examined. Prerequisite: ABE 204 or equivalent.

363-3 Commodity Price Risk Management. The focus is on the use of financial instruments, including futures and options, to manage price risk in modern agribusiness. Topics covered include: commodity futures and options, cash forward and other over-the-counter contracts, hedging, spreading, basis risk and basis trading. Applications and examples are provided for commodity producers, end-users, and the processors. The mechanics of futures trading and speculation are considered. Students are given the opportunity to observe and participate in futures market transactions.

381-1 to 4 (1,1,1,1) Agricultural Seminar. Discussion of special topics and/or problems in the field of agribusiness economics. Restricted to junior standing. Special approval needed from the department.

388-1 to 16 (1 to 8 per semester) International Studies. Course work undertaken as a part of an approved University residential study program abroad. May be taken for a maximum of eight semester hours per semester and may be repeated for a maximum of 16 semester hours. Special approval needed from the major department or program.

390-1 to 6 Special Studies in Agribusiness Economics. Assignments involving research and individual problems. Field trips. Special approval needed from the chair.

391-1 to 4 Honors in Agribusiness Economics. Completion of honors paper or comparable project under the supervision of one or more faculty members. Subject matter depends upon the needs and interests of the student. Restricted to junior standing, GPA 3.0 with a 3.25 in major. Special approval needed from a staff member, department chair.

401-3 Agricultural Law. Relations of common-law principles and statutory law to land tenure, farm tenancy, farm labor, farm management, taxation, and other problems involving agriculture. Restricted to junior standing or consent of instructor.

402-1 to 6 Problems in Agribusiness Economics. Designed to improve the techniques of agribusiness economics workers through discussion, assignment, and special workshops on problems related to their field. Emphasis will be placed on new innovative and currently developed techniques for the field. Special approval needed from the chair.

405-3 Management of Ethanol Production Facilities. This course is offered in cooperation with the National Corn-to-Ethanol Laboratory and provides a comprehensive introduction to the management and operation of an ethanol facility as well as overview of today's biofuels industry. Topics include: ethanol industry trends and bio-fuels future, corn-to-ethanol production processes, operations control and management, products and co-products, and environmental topics.

419-3 Entrepreneurship in Agribusiness. Students will understand the importance of entrepreneurs to the food, agriculture, and rural economies; learn characteristics common to successful entrepreneurs; prepare a business plan; use information resources to support a business plan; and become proficient in developing professional reports using information technology software. Not for graduate credit. Prerequisite: ABE 350 or 351 or 360 and AGSE 118.

440-3 Natural and Environmental Resource Economics and Policy. Students will study the application of socioeconomic principles to problems related to natural and environmental resources. The course covers the policy context within which policies related to natural and environmental resources are developed and implemented as well as the range of policy tools available for addressing environmental/natural resource problems. The institutional setting for dealing with natural and environmental resources is presented along with the role of property rights and entitlements. Contemporary resource problems are used as examples. Prerequisite: six hours of agribusiness economics, economics, or geography; graduate status; or consent of instructor.

442-3 Energy Economics and Policy. Economics principles and methods are used to examine economic and policy issues relevant to energy production and use. Topics include: key aspects of energy supply, demand, markets, and regulation; environmental externalities of fuel production and use; the relationships

among energy use, economic growth and the environment; alternative energy sources. Prerequisite: 6 hours of agribusiness or general economics, geography, or consent of instructor.

444-3 Agricultural Development. (Same as Agribusiness Economics 544) Students are introduced to economic growth and development theory at an intermediate level. Topics include trends in development in North America and study of theories. The economic theories covered address how growth occurs in developed economies including classical and neoclassical, central place and endogenous growth theories among others. Prerequisite: 6 hours of agribusiness or general economics, geography, or consent of instructor.

445-3 Methods of Regional Economic Analysis. (Same as Agribusiness Economics 545) Students are introduced to regional economic methods at an intermediate level. Students will learn concepts and tools commonly used in regional and community economic analysis. Students will learn to use regional input-output analysis and more technical regional economic models designed to capture spatial economic variables. Prerequisites: 6 hours of agribusiness or general economics, geography, or consent of instructor.

450-3 Advanced Farm Management. Application of production economic principles and modern decision-making techniques to farm management problems. The importance of information, sources of agricultural risk and management of risk in farm planning will be integrated. Prerequisite: ABE 350 or equivalent and University Core Curriculum mathematics required.

451-3 Appraisal of Rural Property. Principles and practices of rural and farm appraisal. Applications of sales comparison, income capitalization and cost approaches for estimating market value. Consequences of environmental liabilities and regulations on appraisal practices. Understanding of special valuation methods for buildings, insurance, assessments, loans and condemnations. Prerequisite: ABE 350 or consent of instructor. Field trips not to exceed \$10.

452-Advanced Agricultural Financial Management. Focus is on using the financial accounting system recommended by the Farm Financial Standards Council as a base for evaluating the financial performance of farms and agribusinesses. Ratio analysis and DuPont modeling emphasized. Additional focus on credit markets serving farms and agribusinesses with an emphasis on the Farm Credit System and its affiliated Agricultural Credit Associations. Prerequisite: ABE 351.

453-3 Agribusiness Planning Techniques. Application of mathematical programming to agribusiness and farm planning, including enterprise selection, resource allocation, least cost ration formulation, decision making under risk and uncertainty, transportation and location problems. Emphasis placed on modeling problems and interpretation of results. Restricted to junior standing or consent of instructor.

460-3 Agricultural Price Analysis and Forecasting. The focus is on the measurement and interpretation of factors affecting agricultural prices. Methods to analyze the seasonal, cyclical, and trend components of commodity prices are presented. Formal forecasting techniques, including an introduction to statistical and regression methods, are used and explained. Emphasis is placed on the presentation, communication, and evaluation of forecasts in a business environment. Students are given an opportunity to perform applied price analysis and present the re-

sults. Prerequisite: ABE 318, 362 or equivalent.

461-3 Agriculture Business Management. Examination of agribusiness firm management with emphasis on the management and control of financial resources and the interrelationship between the agribusiness firm and human resource management. Other topics in agribusiness will include effective communication in the management process, business ethics, and workable credit programs for customers. Prerequisite: ABE 351 and 360 or equivalent.

462-3 Advanced Agricultural Marketing. Advanced treatment of marketing issues from both theoretical and practical decision-making perspectives. Marketing margins, intertemporal, and spatial price relationships are reviewed in detail. Historical and current grain and livestock price series are utilized in decision-making exercises. Prerequisite: ABE 362 or equivalent.

463-3 Managerial Strategies for Agribusiness. Application of Industrial Organization and Strategic Management (Competitive Strategy) principles to address economic and managerial issues related to agriculture and food industries. Particular emphasis on applying those principles to explain structural changes taking place in the agriculture and food supply chain in the United States. Prerequisite: ABE 204, 350 or 360, Economics 240.

470-3 Interdisciplinary Approaches to Environmental Issues. (Same as FOR 471, GEOG 470, SPCM 470, ZOOL 470) Application of concepts from the biological, physical and social sciences, economics, humanities and law, used to understand the interdisciplinary complexities of environmental issues. Students will develop and demonstrate problem-solving skills as part of a team analyzing a regional environmental issue. Team-taught seminar style discussions. Prerequisite: Plant Biology 301I and admission to Environmental Studies minor program.

Agribusiness Economics Faculty

Altman, Ira, Assistant Professor, Ph.D., University of Missouri-Columbia, 2005.

Beaulieu, Jeffrey, Associate Professor and *Interim Chair*, Ph.D., Iowa State University, 1984.

Beck, Roger, Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1977.

Eberle, Phillip, Associate Professor, Ph.D., Iowa State University, 1983.

Harris, Kim, Associate Professor, Ph.D., University of Illinois, 1985.

Herr, William McD., Professor, *Emeritus*, Ph.D., Cornell University, 1954.

Keeper, Wendell E., Professor, *Emeritus*, Ph.D., Cornell University, 1938.

Kraft, Steven E., Professor, *Emeritus*, Ph.D., Cornell University, 1980.

Moon, Wanki, Associate Professor, Ph.D., University of Florida, 1995.

Rendleman, C. Matthew, Associate Professor, Ph.D., Purdue University, 1989.

Sanders, Dwight, Professor, Ph.D., University of Illinois, 1995.

Secchi, Silvia, Assistant Professor, Ph.D., Iowa State University, 2000.

Agricultural Sales

(SEE AGRIBUSINESS ECONOMICS)

Agricultural Sciences (College, Courses)

Courses (AGRI)

101-1 Introduction to Agriculture, Food, and Forestry. Course provides first-year students with information and skills necessary for successful transition into University life. Academic expectations, time management skills, advisement, campus facilities and services, professional and student organizations, college and campus activities are topics. Professional development and industry contacts will be provided through guest lecturers from the College, University and agriculture industry.

110-3 Agriculture and Society. An introductory and general inquiry about the role and characteristics of farm and off-farm agriculture in our non-agrarian society. To acquaint students with important aspects of the various fields of agriculture and agrarian relationships to our society.

259-2 to 40 Technology in Agriculture. For credit earned in technical or occupational proficiency above the high school level (by departmental evaluation).

300I-3 Social Perspectives on Environmental Issues. (Same as Liberal Arts 300I)(University Core Curriculum) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

323-2 Career Development in Agriculture. Explores the information necessary for a participant to enter into an agricultural career with government, business or industry. Participants will complete a personal skills assessment, a resume, research a prospective employer, complete a mock interview and negotiate employment.

333-2 Agriculture and Forestry Environmental Problems. An overview course directed at the environmental problems of food, fiber, and forest products, production and processing and their potential solutions. A team taught course within the College of Agricultural Sciences.

388-1 to 16 (1 to 8 per semester) International Studies in Agriculture. Course work undertaken as a part of an approved University residential study program abroad. May be taken for a maximum of eight semester hours per semester and may be repeated for a maximum of 16 semester hours. Special approval needed from the College of Agricultural Sciences or department within the college.

390-1 to 9 Special Studies in Agriculture, Food & Forestry. Assignments involving research and individual problems. Field trips.

401-3 Fundamentals of Environmental Education. (Same as FOR 401 and REC 401) A survey course designed to help education majors develop an understanding of environmental education principles and teaching both inside and outside the classroom. Requires field trip transportation fee not to exceed \$25 per course registration. Prerequisite: Ten hours of biological science or ten hours of recreation and/or education, or consent of instructor.

423-3 Environmental Interpretation. (Same as FOR 423 and REC 423) Principles and techniques of natural and cultural interpretation. Two hours lecture, three hours laboratory. Prerequisite: ten hours biological science or ten hours of recreation. Requires field trip transportation fee not to exceed \$40 per course registration.

450-2 Farming Systems Research and Development. An introduction to farming systems, which is an interdisciplinary approach to agricultural research and development emphasizing small farms. The whole farm is viewed as a system of interdependent components controlled by the farm household. Focuses on analyzing interactions of these components as well as the physical, biological, and socioeconomic factors not controlled by the household. Techniques of analysis are applicable domestically and internationally.

481-1 International Agricultural Seminar. Discussion of special topics relating to worldwide agricultural development. Special approval needed from the instructor.

Agricultural Systems and Education

(Major, Courses, Faculty)

The Agricultural Systems and Education major is administered through the Department of Plant, Soil and Agricultural Systems. The Agricultural Systems and Education program includes six specialized areas of study.

The primary objectives of this major are: to provide specialized academic preparation in agriculture appropriate for the specializations of the major, to provide a program for the student desiring a broad based agriculture major, optionally combined with another discipline and to provide the quality academic and professional preparation necessary for success in the various career fields of the specializations. The following statements identify typical career opportunities for persons completing the respective specialization.

Agricultural Systems Technology Management Specialization. This specialization is intended for students interested in technical management of an agricultural related business involved in production, processing or manufacturing. This specialization combines an understanding of the agricultural, biological and physical sciences with managerial and technical skills. This understanding of science, systems management and applications engineering can be used in a career in the production and processing of food, fiber, feed and fuel. Students focus on the application of engineering principles, the study of agricultural technology and integration of business management concepts in the food and agricultural industry.

Agricultural Education Specialization. This specialization is intended for those students who plan to be involved in agricultural programs as a teacher in secondary and post-secondary education, as well as in the fields of communication, extension, and industry. Students will complete course requirements for teacher certification in secondary Agricultural Education, and can optionally complete training for teacher certification in other majors, including biology, math, physical sciences, and social sciences.

Agricultural Production Management Specialization. This specialization provides the student with the background and

preparation for careers in production based areas of agriculture including sales and service positions in the supply and marketing chain, support industries, and agribusiness as well as production management positions and farming.

General Agriculture Specialization. This program is designed to provide the student with a broad-based background in agriculture and the flexibility so that the student, in conjunction with their advisor, can design a program of study that prepares them to meet their career goals. These customized programs often include emphasis in other disciplines.

Agricultural Communications Specialization. This specialization is designed to provide the student competencies in both agriculture (animal science, horticulture, crop/soil sciences, agricultural business/economics, and agricultural engineering/technology) and communications (print/broadcast journalism, marketing/advertising, publications, journalism law and ethics) for careers within the agricultural industry, agricultural extension service, or agricultural news agencies.

Food and Process Engineering Technology Specialization. This specialization is designed for students to be able to manage and supervise operations in food processing industry as food processing technologists or managers. The students will gain a fundamental understanding of the science of food processing and preservation operations. The students will gain applied knowledge of food handling, food safety, food packaging, process automation, and operations management. Courses are designed to provide hands on experience on modern food processing industrial practices through interactive classes including labs, projects, field trips, and internships in food industry.

Qualified candidates for the Capstone Option are accepted in the major.

For a number of courses taught in the major, there will be additional charges for field trips, lab manuals, or supplies.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Agricultural Systems and Education, College of Agricultural Sciences

AGRICULTURAL SYSTEMS AND EDUCATION MAJOR— AGRICULTURAL SYSTEMS TECHNOLOGY MANAGEMENT SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
To include Chemistry 106, Plant Biology 115 and Mathematics 108 or 125 or higher, and UCOL 101 ¹ .	
<i>Requirements for Agricultural Systems Technology Management Specialization</i>	40-41
Agricultural Core Classes	22-23
Agribusiness Economics 204	3
Agricultural Systems and Education 118, 190, 361, 375, 497	16
Plant and Soil Science 200 or Animal Science 121, 122	3-4
Select 18 hours from the following courses:	
Agricultural Systems and Education 363, 372, 374,	

402B, 461, 472, 473, 476, 483, 488, 489	18 ²
<i>Electives</i>	39-40
<i>Total</i>	120

¹Required for first semester students.

²Must include at least nine semester hours of 400 level courses. Agricultural Systems Technology Specialization Suggested Curricular Guide.

Agricultural Systems Technology Management Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101I, Health	3	2
ENGL 101, 102	3	3
ANS 121	3	-
ANS 122, AGSE 190	1	4
MATH 108, CHEM 106	3	3
Physical Science	-	3
<i>Total</i>	13	15

SECOND YEAR	FALL	SPRING
Select Core	6	6
SPCM 101	-	3
ABE 204, PLSS 200	3	3
PLB 115	3	-
CORE MATH, AGSE 118	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
AGSE 375, 384	3	3
AGSE 372, 374	3	2
AGSE 363, 361	3	3
AGSE 314	3	-
Select (AGSE Systems)	-	3
Select AGSE or Ag Elective	3	6
<i>Total</i>	15	17

FOURTH YEAR	FALL	SPRING
AGSE 483, 473	3	3
AGSE 461, 497	3	2
Select 400 (AGSE Systems)	-	6
Select (Ag or Other)	9	4
<i>Total</i>	15	15

**AGRICULTURAL SYSTEMS AND EDUCATION MAJOR—
AGRICULTURAL EDUCATION SPECIALIZATION**

<i>University Core Curriculum Requirements</i>	41
To include Chemistry 106, Plant Biology 115 and Psychology 102 or approved substitutes plus the Non-Western Civilization requirement, and UCOL 101I ¹ .	

<i>Requirements for Agricultural Education Specialization</i>	68
General Agricultural Core Classes	20-21
Agribusiness Economics 204	3
Agricultural Systems and Education 118, 170, 314, 10	
Animal Science 121, 122	4
Plant and Soil Science 200 or 220	3-4
Agricultural Systems and Education 311A,B and	
Agriculture 323	8

Agriculture or Forestry electives	11-12
Professional Education Requirements (See Teacher Education).....	31
<i>Electives</i>	11
<i>Total</i>	120

¹Required for first semester students.

Agricultural Education Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101I, CHEM 106.....	3	3
ENGL 101, 102.....	3	3
MATH 108, AGSE 170.....	3	4
ANS 121/122, Select Core.....	4	6
HED 101 or PE 101	2	-
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
PLB 115, Select Core	6	4
PSYC 102, Elective	3	3
SPCM 101, ABE 204	3	3
AGSE 314, PLSS 200	3	3
ENGL 121 or 204	-	3
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
Elective	3	-
AGSE 118, EDUC 315	3	3
AG Electives	5	4
EDUC 308, EDUC 311	3	2
EDUC 313, EDUC 314	3	2
AGSE 311A	-	3
<i>Total</i>	17	14

FOURTH YEAR	FALL	SPRING
CI 360	3	-
AG Elective	4	-
EDUC 316	2	-
EDUC 317, 401	2	12
AGSE 311B	3	-
AGRI 323	2	-
<i>Total</i>	16	12

**AGRICULTURAL SYSTEMS AND EDUCATION MAJOR—
AGRICULTURAL PRODUCTION MANAGEMENT SPECIALIZATION**

<i>University Core Curriculum Requirements</i>	41
To include Zoology 118, Mathematics 108 or 125 or higher a substitute of three hours of Chemistry 140A, and UCOL 101I ¹ .	

<i>Agricultural Production Specialization Requirements</i>	51
Agricultural Core Classes	30
Agribusiness Economics 204	3
Agricultural Systems and Education 118, 190, 375	10
Animal Science 121, 122	4
Plant and Soil Science 200	3
Plant Biology 200.....	4

Chemistry 140A,B	(3) + 5 ²
Zoology 118	(3) + 1 ²
Select 18 hours with 6 semester hours in at least three of the following four areas	18 ³
Agribusiness Economics including either 350 or 351	6
Agricultural Systems and Education	6
Animal Science 315 or 331 plus one production course...	6
Plant and Soil Science 240 plus one production course....	7
<i>Electives</i>	31
Total	120

¹Required for first semester students.

²Hours in parenthesis substitute into the University Core Curriculum.

³Must include at least 9 semester hours of 400 level courses. Agricultural Production Specialization Suggested Curricular Guide.

Agricultural Production Management Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ZOOL 118, Core	4	6
UCOL 101I, ENGL 101.....	3	3
ANS 121.....	3	-
ANS 122, AGSE 190	1	4
MATH 108, CHEM 140A	3	4
<i>Total</i>	14	17

SECOND YEAR	FALL	SPRING
ENGL 102, Health Core	5	6
CHEM 140b, SPCM 101	4	3
PLSS 200, ABE 204	3	3
PLB 200, AGSE 118	4	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
Select Core, AG Elective	3	6
AGSE 375, AGSE Elective	3	6
ABE 350 or 351	3	-
ANS 315 or 331 or PLSS 240	-	3-4
Elective (ABE, ANS or PLSS)	3	3
<i>Total</i>	15	15-16

FOURTH YEAR	FALL	SPRING
AGSE Select	6	3
ABE Elective	3	3
ANS Elective, PLSS Elective	3	3
Select (Ag or Other)	3	4
<i>Total</i>	15	13

**AGRICULTURAL SYSTEMS AND EDUCATION MAJOR—
AGRICULTURAL COMMUNICATIONS SPECIALIZATION**

<i>University Core Curriculum Requirements</i>	41
To include PLB 200, Mathematics 108 or higher, CHEM 140A, and UCOL 101I ¹ .	

<i>Agricultural Communications Specialization Requirements</i>	59
Agriculture Core Classes	29
Agricultural Sciences 323.....	2
Agricultural Systems and Education 118, 170, 180, 359, 411	16

Animal Science 121, 122	4
Plant and Soil Science 200, 220	7
Mass Communications and Media Arts 201.....	3
Journalism 310, 312, 313, 332, 335	15
Radio-Television 200, 311, 363, 370	12
Journalism or Radio elective	3
Journalism 311, 334, 360, 419	
Radio-Television 300, 310	
Select 18 hours from the following areas	18
Agricultural Business-Economics courses	
Animal Science courses	
Forestry courses	
Geography 330.....	4
Marketing courses	
Plant and Soil Science courses	
Total	120

¹Required for first semester students.

Agricultural Communications Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
AGSE 180, AGSE 170	3	4
ENGL 101, 102.....	3	3
ANS 121, CHEM 140A.....	3	4
MATH 108, UCOL 101I	3	3
HED 101, AGSE 118	2	3
ANS 122	1	-
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
PSYC 102, RT 200.....	3	3
PLB 200, SPCM 101	3	3
MCMA 201, ABE 204	3	3
JRNL 301, PLSS 200	3	3
HIST 101A, 101B	3	3
AGRI 323	2	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
JRNL 312, 332	3	3
JRNL 313, RT 170	3	2
RT 311, UCC	3	3
ANTH 202, AGSE 359	3	3
AD 101, GEOG 303i	3	3
UCC, UCC	2	2
<i>Total</i>	17	17

FOURTH YEAR	FALL	SPRING
PLSS 220, RT 370	3	3
JRNL 335, 419	3	3
UCC, AGSE 411	3	3
UCC, UCC	3	3
UCC, UCC	2	3
<i>Total</i>	14	15

**AGRICULTURAL SYSTEMS AND EDUCATION MAJOR—
GENERAL AGRICULTURAL SPECIALIZATION**

<i>University Core Curriculum Requirements</i>	41
To include Chemistry 106, Plant Biology 115, Sociology 108 or Psychology 102, and UCOL 101I ¹ .	
<i>General Agriculture Specialization Requirements</i>	46
Agricultural Core Classes	23
Agribusiness Economics 204	3
Agricultural Systems and Education 118, 170, 314, 375..	13
Animal Science 121, 122	4
Plant and Soil Science 200	3
Agribusiness Economics elective	3
Agricultural Systems and Education 311A, Agriculture 323	5
Animal Science elective	3
Plant and Soil Science elective	3
One additional course in speech or writing, beyond	
University Core Curriculum requirements	3
Agriculture or Forestry elective	6
Electives	33
Total	120

¹Required for first semester students.

**General Agriculture Specialization Suggested
Curricular Guide**

FIRST YEAR	FALL	SPRING
UCOL 101I, Select Core	3	6
ENGL 101, 102	3	3
MATH 108, ANS 121	3	3
AGSE 170, ANS 122	4	1
PLB 115, CHEM 106	3	3
Total	16	16
SECOND YEAR	FALL	SPRING
Select Core	3	3
SOC 108 or PSYC 102	3	-
SPCM 101, PLSS 200	3	3
ABE 204, AGSE 314	3	3
AGSE 118, Select	3	6
Total	15	15
THIRD YEAR	FALL	SPRING
AGSE 314, 375	3	3
2nd Speech, PHSL 201	3	2
AG Elective, ABE Elective	3	3
Elective	6	7
Total	15	15
FOURTH YEAR	FALL	SPRING
AGRI 323, ANS Elective	2	3
Writing, PLSS Elective	3	3
AGSE Elective	3	-
Elective	6	8
Total	14	14

**AGRICULTURAL SYSTEMS AND EDUCATION MAJOR—
FOOD AND PROCESS ENGINEERING TECHNOLOGY
SPECIALIZATION**

<i>University Core Curriculum Requirements</i>	41
To include Math 108 or 125; Chemistry 140A, Biology 200A, and UCOL 101I ¹ .	
<i>Food and Process Engineering Technology Specialization Requirements</i>	65
Agricultural Systems Core Classes	27
Agricultural Systems and Education 361, 374, 375, 473, 483, 488, 489, 495, 497	
<i>Required Science Courses</i>	20
Biology 200A, 200B	(3)+5 ²
Chemistry 140A, 140B	(3)+5 ²
Microbiology 201	4
Physics 203A, 203B	6
<i>Other Required Courses</i>	20
Agricultural Systems and Education 318 or Computer Science 105	3
Agricultural Systems and Education 431	3
Agribusiness Economics 318	3
Accounting 210	3
Industrial Technology 475	3
Math 109	3
<i>Approved Business/Agribusiness and Industrial Management Electives</i>	14
Total	120

¹Required for first semester students

² Hours in parenthesis substitute into the University Core Curriculum.

**Food and Process Engineering Technology
Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
Human Health, Fine Arts	2	3
AGSE 118, SPCM 101	3	3
UCOL 101I, ENGL 101	3	3
MATH 108, 109	3	3
BIOL 200A, 200B	4	4
Total	15	16
SECOND YEAR	FALL	SPRING
ENGL 102, Humanities	3	3
CHEM 140A, 140B	4	4
MICR 201, Multicultural	4	3
ABE 204, PSYC 102	3	3
PHYS 203A, 203B	3	3
Total	17	16
THIRD YEAR	FALL	SPRING
ACCT 210, Humanities	3	3
AGSE 361, 375	3	3
AGSE 374, 473	3	3
AGSE 318, 431	3	3
Approved Electives	3	3
Total	15	15

FOURTH YEAR	FALL	SPRING
AGSE 483, 495	3	3
AGSE 488, 489	3	3
IT 475, AGSE 497	3	3
Approved Electives.....	5	3
<i>Total</i>	14	12

Minor in Agricultural Systems and Education

A minor in Agricultural Systems and Education is offered. A minor consists of 15 semester hours of credit. Normally 12 hours must be taken at Southern Illinois University Carbondale. An advisor within the department must be consulted before selecting this field as a minor.

Courses (AGSE)

110-3 Introduction to Agricultural Education. [IAI Course: AG 911] An entry level course introducing the philosophies of education and career and technical education, including: the history of and current issues in agricultural education; the nature of the educational process; the characteristics, duties and responsibilities of successful teachers; the components of an agricultural education program; the role of professional organizations in agricultural education; and state teacher certification requirements.

118-3 Introduction to Computers in Agriculture. [IAI Course: AG 913] An introductory course about the use and role of computers in agriculture. The major thrust includes a basic understanding and application of micro-computers in agriculture with special emphasis on how to save time, money, and increase efficiency in agriculture.

170-4 Introduction to Agricultural Technologies. [IAI Course: AG 906] An introduction to agricultural technologies related to soil and water systems, power and machinery, electricity and electronics, structures, environment and handling of agricultural materials.

180-3 Introduction to Agricultural Communications. Introduction to the uses of mass communications media and theories in agricultural communications, and to professional opportunities in applied communications in agricultural organizations.

190-4 Physics in Agriculture. An introduction to physical principles as they apply to agriculture. These principle topical areas include mechanics, measurement, electricity, thermodynamics, hydraulics, material properties, and fluids. Prerequisite: MATH 108 or 125, or concurrent enrollment.

257-1 to 10 Work Experience. Credit for on-campus work experience through a cooperative program developed between the department and the Financial Aid Office. Special approval needed from the chair. Mandatory Pass/Fail.

258-1 to 30 Past Work Experience. Credit for career related employment based on the evaluation of the documentation of this experience by the Department of Agricultural Systems and Education. No grade for past work experience. Special approval needed from the department.

311A-3 Agricultural Education Programs. Nature and scope of the different programs involved in teaching agricultural occupations and methods of developing them.

311B-3 Agricultural Education Programs. Nature and scope of the different programs involved in teaching agricultural occu-

pations and methods of developing them.

314-3 Agricultural Information Programs. Preparation for an agricultural information internship; an in-depth study into the nature, scope, integral parts, and methods of a total agricultural information program.

359-1 to 6 Intern Program. Supervised work experience in either an agricultural agency of the government or agribusiness. Restricted to junior standing or consent of instructor. Mandatory Pass/Fail.

361-3 Introduction to Control Programming. Entry-level course in the logic and procedures of computer programming for control and monitoring of electronically controlled equipment and systems in agriculture. Topics include problem solving strategies, software design concepts, control logic, and algorithm development and troubleshooting. The laboratory setting provides hands-on experience in programming electronic devices with immediate visual feedback. Laboratory fee: \$10.

363-3 Agricultural Electrical and Electronics Systems. Electrical and electronic knowledge and basics skills are developed and implemented with practical exercises and projects. Electrical and electronics circuits and control systems will be planned and constructed, with emphasis on automation, convenience, codes and safety. Prerequisite: AGSE 190. Laboratory fee: \$40.

364-3 Leadership of Youth and Peer Groups. Identification and discussion of the role of organizations, both structured and unstructured. Identification and development of qualities of leadership.

370-2 Consumer and Commercial Power Equipment. The primary focus of this course is to achieve an understanding of small engines. ATV's and power equipment (including chain saws, generators, mowers and turf equipment) and focus on their features, benefits, maintenance and repair.

372-3 Agricultural Machinery Systems Management. A machinery management course focusing on the principles and measurement of engine power and the selection, operation, maintenance and analysis of power and machinery systems for optimum performance and efficiency. The problem solving process is emphasized. Prerequisite: AGSE 190. Fee: \$20.

374-3 Applied Graphics. Fundamentals of interpreting graphic illustrations, sketching, drawing, and lettering in agriculture, forestry and landscape design. Application of computers in the creation and interpretation of graphics will be emphasized.

375-3 Introduction to Agricultural Systems. Operational functions and processes that are integrated to accomplish a designated, well-defined purpose in production and processing. Topics include planning and evaluating reliability, manpower, scheduling, economy, packaging, human and animal factors. Prerequisites: AGSE 118, 190. Lab fee: \$10.

380-1 to 2 (1,1) Agricultural Communications Seminar. Readings, discussions, and activities related to (a) current problems, issues, and practices in agricultural communication, (b) career opportunities, professional development, and ethical standards in agricultural communication. Special approval needed from the department.

381-1 Agricultural Systems Professional Placement. Professional ethics, protocols, and certifications within agricultural systems. Resume development, employment searches, and technical interviewing. Opportunities within ASABE (American Society of Agricultural and Biological Engineers). Restricted to

junior standing or consent of instructor.

384-3 Agricultural Construction Processes. Students will apply computer and hands-on techniques to different agricultural construction processes. The computer techniques will address construction challenges such as budget, deadlines, and limited resources. Safety, tool and equipment principles will be applied while completing specific agricultural construction projects. Prerequisite: AGSE 118. Lab fee: \$25.

388-1 to 16 (1 to 8 per semester) International Studies. Course work undertaken as part of an approved University residential study program abroad. May be taken for a maximum of eight semester hours per semester and may be repeated for a maximum of 16 semester hours. Special approval needed from the major department or program.

390-1 to 4 Special Studies in Agricultural Systems. Assignments involving research and individual problems. Field trips. Special approval needed from the department.

391-1 to 4 Honors in Agricultural Systems. Completion of honors paper and comparable project within one of the specializations, under the supervision of one or more faculty members. Subject matter depends upon the needs and interests of the student. Special approval needed from the department.

402A-1 to 6 Problems in Agricultural Education. (Same as Plant Soil and Agricultural Systems 402A) Designed to improve the techniques of agricultural education workers through discussion, assignment, and special workshops on problems related to their field. Emphasis will be placed on new innovative and currently developed techniques for the field. A limit of six hours will be counted toward graduation in master's degree program. Not for graduate credit. Special approval needed from the department.

402B-1 to 6 Problems in Agricultural Technologies. (Same as Plant Soil and Agricultural Systems 402B) Designed to improve the techniques of agricultural mechanization workers through discussion, assignment, and special workshops on problems related to their field. Emphasis will be placed on new innovative and currently developed techniques for the field. A limit of six hours will be counted toward graduation in master's degree program. Not for graduate credit. Special approval needed from the department.

411-3 SIUC Ag Journal. (Same as PSAS 411) Coordinated approach to the planning, writing, layout and publishing of a journal on agriculture and education in the SIUC College of Agricultural Sciences. Special approval needed from the department.

412-3 Methods of Agriculture Mechanization. (Same as Plant Soil and Agricultural Systems 412) Theory and use of educational materials and devices adaptable to the needs and interests of educators involved in agricultural mechanization laboratories. There is a \$15 laboratory fee for this course.

414-3 Adult Education Procedures, Methods, and Techniques. (Same as Plant Soil and Agricultural Systems 414) Determining adult education needs and interests of the community. Securing and organizing the information needed for adult education programs and planning teaching activities.

415-3 Beginning Teacher Seminar. (Same as Plant Soil and Agricultural Systems 415) The application in the professional field setting, of principles and philosophies of the education system. Includes application of principles of curricula construction, programming student and community needs. Special approval

needed from the department.

418-3 Applications of Integrated Software in Agriculture. (Same as Plant Soil and Agricultural Systems 418) Design of agricultural or educational applications of integrated software. Spreadsheet, database, word processing, graphic and communications software will be applied to the solution of agricultural problems. Individual student projects will be the focus of the applied nature of the class. Prerequisite: AGSE 118. Restricted to junior standing or consent of instructor.

431-3 International Agricultural Systems. Introduction to world agriculture, farming systems, world crops, agricultural trade, and food production and processing. Influence of population and climate. Ethical issues surrounding rain forest, global agriculture, finance, world trade, crops and livestock, and the environment. Appropriate technologies and their social and economic impact on developing countries. Not for graduate credit. Restricted to junior standing or instructor consent.

438-3 Plant and Animal Molecular Genetics Laboratory. (Same as PLB 438, PLSS 438, PSAS 438, ZOOL 438) Arabidopsis and Drosophila model organisms, lab-based training in laboratory safety, reagent preparation, phenotype analysis, genetics, DNA and RNA analysis, PCR, cDNA construction, cloning and sequencing of genes. Includes plant and bacterial transformation, and a population level analysis of genetic variation using RAPD markers in grasses and Alu insertion in humans. Two 2-hr labs and one 1-hr lecture per week. Prerequisite: BIOL 305 or equivalent or consent of instructor. Lab fee: \$30.

461-3 Programming for Agricultural Systems. (Same as Plant Soil and Agricultural Systems 461) Computer programming concepts and strategies are applied to agricultural problems and systems. Students will analyze problems, design solutions, develop software and test solutions. Students will be expected to develop software project related to their academic interests. Not for graduate credit. Special approval needed from the department. Laboratory fee: \$10.

472-3 Precision Agriculture. (Same as Plant Soil and Agricultural Systems 472) A study of the basic principles of the Global Positioning System and how that system, along with currently available and emerging technologies is applied to the intensive management of production agriculture resources. Not for graduate credit. Prerequisite: AGSE 190. Restricted to junior standing. Lab fee: \$5.

473-3 Agricultural Automation. (Same as Plant Soil and Agricultural Systems 473) This course introduces students to topics such as power distribution, programmable controllers, sensors and components, ladder control circuits and diagrams, and motor controls. The lab will address automation issues for different industrial processes such as pasteurization. Prerequisite: AGSE 190, 363 or consent of instructor. Lab fee: \$20.

476-3 Agricultural Safety and Health. (Same as Plant Soil and Agricultural Systems 476) Analysis of safety and health issues important to managers and supervisors in agricultural operations. Topics include agricultural accident data, causes and effects of accidents, hazard identification, strategies for accident prevention, response to accidents, and health risks and safeguards. Developments and documentation of accident and illness prevention activities in the workplace. Special approval needed from the department.

483-3 Agricultural Processing Systems. (Same as Plant Soil

and Agricultural Systems 483) This course provides students with an understanding of the design principles, equipment, procedures and processes utilized in handling, processing and storing agricultural products. Prerequisite: AGSE 190.

488-3 Food Engineering Technology. (Same as PSAS 488) This course introduces the basic principles of facilities planning for larger operations and complexes of the food processing industry, and gain management/technology insight in food engineering technology. Special approval needed from the instructor.

489-3 Brewing & Distilling Technology. (Same as PSAS 489) The primary focus on this course is to introduce the basic facilities planning for the operation of the brewing and distilling industry, and to gain management and technology insight in brewing/distilling production. Restricted to Junior/Senior standing in Ag Systems Technology or AGSE 375, basic email computer skills. Special approval needed from the instructor.

495-3 Food and Pharmaceutical Packaging. (Same as PSAS 495) Applied packaging and food engineering principles used in packaging, storing, preserving, and transporting food and drug products. Topics include packaging functions, graphic design, printing, sterilization, and food safety. Utilization of paper, glass, plastics, laminates, and metals. Applications of machinery and equipment. Not for graduate credit. Prerequisite: AGSE 190.

497-3 Agricultural Operations Management. (Same as Plant Soil and Agricultural Systems 497) A capstone course in product support, interpretation of financial reports, preparing and monitoring budgets, time and process management, critical thinking, advanced problem solving. Prerequisites: AGSE 118, 190, 375. Restricted to senior standing.

499-3 Agriculture Information for Elementary Teachers. (Same as Plant Soil and Agricultural Systems 499) A general inquiry into the agriculture literacy appropriate for elementary students. A framework for evaluating content appropriate for elementary students in the pursuit of agriculture literacy will be developed. Special approval needed from the department.

Agricultural Systems and Education Faculty

Albers, Myron C., Instructor, M.S., Southern Illinois University, 1998.

Choudhary, Ruplal, Assistant Professor, Ph.D., Oklahoma State University, 2004.

Legacy, James, Professor, *Emeritus*, Ph.D., Cornell University, 1976.

Pense, Seburn L., Associate Professor, Ph.D., Oklahoma State University, 2002.

Shoup, W. David, Professor, *Emeritus*, Ph.D., Purdue University, 1980.

Stitt, Thomas R., Professor, *Emeritus*, Ph.D., Ohio State University, 1967.

Wakefield, Dexter B., Associate Professor, Ph.D., Purdue University, 2001.

Watson, Dennis G., Associate Professor, Ph.D., Michigan State University, 1987.

Wolff, Robert L., Professor, *Emeritus*, Ph.D., Louisiana State University, 1971.

Allied Health (School, Courses, Faculty) Courses (AH)

105-2 Medical Terminology. This course is an introduction to the study of medical language with a working knowledge of the most common word roots, prefixes and suffixes in medical terminology. Emphasis is placed on spelling, pronunciation, use of the medical dictionary and the Physician's Desk Reference (PDR), vocabulary building, common abbreviations and charting terms.

241-4 Introduction to Physiology and Human Anatomy. (Advanced University Core Curriculum course) A survey of the functions and structures of the ten basic systems of the human body: integumentary, skeletal, muscular, nervous, endocrine, hematocardiovascular, lymphoimmune, respiratory, genitourinary and reproductive. Satisfies the University Core Curriculum Human Health requirement in lieu of Physiology 201.

258-1 to 30 Work Experience Credit. Credit granted for job skills, management-worker relations and supervisory experience for past work experience while employed in industry, business, the professions, or service occupations. Credit will be established by school evaluation.

259-1 to 60 Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be established by school evaluation.

300-1 to 3 Seminar in Allied Health. A topical seminar conducted by staff members or distinguished guest lectures on pertinent areas of allied health. Mandatory Pass/Fall. Special approval needed from the school.

305-3 Allied Health Course Development. This course will lead the student through the appropriate systems for course development and implementation. Topics will include: analyzing the components and requirements of the Allied Health Professions, assessment, task analysis, course objectives, lecture and laboratory methods and utilization, and evaluation. Special approval needed from the school.

313-3 Forensic Science for Allied Health Professions. This class is designed to provide basic knowledge for individuals interested in pursuing a career in the area of forensic science. Students will gain an understanding of and an appreciation for the various tasks and skills associated with forensic investigation. The student will gain an understanding of post-mortem examinations, post-mortem changes, crime scene identification, basic odontology and radiology as each relates to forensic science. Special approval needed from the school.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organizational, facility, and/or institution engaged in activities related to the student's academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail. Special approval needed from the school.

Allied Health Faculty

Beebe, Sandra N., Senior Lecturer, RDH, Ph.D., Southern Illinois University Carbondale, 2003.

- Callaghan, Mary E.**, Assistant Professor, *Emerita*, R.D.L., M.A., University of San Francisco, 1962.
- Chalem, Sylvia A.**, Clinical Assistant Instructor, B.S., Southern Illinois University Carbondale, 1999.
- Collins, K. Scott**, Associate Professor, M.S., Southern Illinois University Carbondale, 2001.
- Collins, Sandra K.**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2010.
- Craven, Joyce M.**, Visiting Clinical Assistant Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1988.
- Davis, Joan Mary**, Professor, Ph.D., Southern Illinois University Carbondale, 2010.
- Davis, Julie K.**, Associate Professor, M.S.P.T., Barry University, 1996.
- Debeljuk, Luciano**, Associate Professor, M.D., University of Buenos Aires School of Medicine, 1974.
- DeMattei, Ronda**, Associate Professor, RDH, Ph.D., Southern Illinois University Carbondale, 2006.
- Dicocco, Margaret**, Assistant Professor, M.S., University of Texas at San Antonio, 1998.
- Diemer, Donald O.**, Assistant Professor, PA-C, M.S., University of Nebraska, 1998.
- Fleeger, Anthony T.**, Associate Professor, M.B.A., Southern Illinois University Carbondale, 1999.
- Grace, Linda M.**, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1985.
- Grey, Michael**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2009.
- Griffith, Cydney A.**, Associate Professor, M.S., Southern Illinois University Carbondale, 1991.
- Having, Karen M.**, Associate Professor, RT(R), RDMS, M.S., Southern Illinois University Carbondale, 1996.
- Hees, Alice Jane**, Assistant Professor, *Emerita*, RN, Ph.D., Southern Illinois University Carbondale, 1991.
- Hertz, Donald G.**, Associate Professor, *Emeritus*, Ed.M., University of Oklahoma, 1953.
- Holland, Susan**, Assistant Professor, *Emerita*, RRT, Ph.D., Southern Illinois University Carbondale, 1998.
- Ijams, Kayleonne**, Assistant Professor, *Emerita*, CDT, M.S., Southern Illinois University Carbondale, 1980.
- Isberner, Fred R.**, Professor, *Emeritus*, Ph.D., Southern Illinois University, Carbondale, 1984.
- Jefferies, Danny**, Assistant Professor, *Emeritus*, RDH, M.S., The University of North Carolina at Chapel Hill, 1986.
- Jefferies, Joan V.**, Assistant Instructor, *Emerita*, RDH, B.A., Columbus College, 1977.
- Jensen, Steven**, Professor, *Emeritus*, RT(R), Ph.D., Southern Illinois University Carbondale, 1987.
- Kelly, Cheri W.**, Assistant Professor, PA-C, M.S., Southern Illinois University Carbondale, 1990.
- Laake, Dennis J.**, Associate Professor, *Emeritus*, CDT, M.S. ED., Southern Illinois University Carbondale, 1973.
- Lautar, Charla**, Professor and Director, RDH, Ph.D., University of Calgary, 1993.
- Liu, Echu**, Assistant Professor, Ph.D., University of Southern California, 2006.
- Lloyd, Leslie Freels**, Associate Professor, Rh.D., CRC, Southern Illinois University Carbondale, 1993.
- Lukes, Sherri M.**, Associate Professor, RDH, M.S. Ed., Southern Illinois University Carbondale, 1991.
- Matthews, Eric P.**, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2008.
- Maurizio, Sandra J.**, Associate Professor, RDH, Ph.D., Southern Illinois University Carbondale, 2001.
- McKinnies, Richard C.**, Assistant Professor, M.S.Ed., Southern Illinois University Carbondale, 2006.
- Meyer, Jennifer M.**, Assistant Instructor, RDH, B.S., Southern Illinois University Carbondale, 1999.
- Miller, Faith**, Associate Professor, M.S., Southern Illinois University Carbondale, 1999.
- Okita, Ted Y.**, Professor, *Emeritus*, PT, M.A., Northwestern University, 1964.
- O'Neill, Nancy G.**, Assistant Professor, *Emerita*, Ph.D., Florida International University, 1998.
- Paulk, Marilyn**, Assistant Professor, *Emerita*, RDH, M.S., Southern Illinois University Carbondale, 1987.
- Pearson, Stanley**, Assistant Professor, *Emeritus*, RRT, M.S., Southern Illinois University Carbondale, 1986.
- Pfister, Regina L.**, Assistant Professor, RDH, M.S.Ed., Southern Illinois University Carbondale, 2002.
- Pulver, Rhonda**, Assistant Professor, PAC, M.S., EMT-P, Wayne State University.
- Rivers, Patrick A.**, Professor, M.S., Ph.D., The University of Alabama, 1997.
- Rogers, Janet L.**, Professor, Ph.D., Southern Illinois University Carbondale, 1995.
- Ryznyk, Laurie R.**, Associate Professor, PA-C, M.S., University of Nebraska Medical Center, 2001.
- Sarvela, Paul D.**, Professor and Vice President for Academic Services, Ph.D., University of Michigan, 1984.
- Shaw, Thomas**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2005.
- Sherry, Jennifer S.**, Assistant Professor, RDH, M.S.Ed., Southern Illinois University Carbondale, 2004.
- Summers, Dwayne G.**, Clinical Associate Professor, D.M.D., Southern Illinois University School of Dental Medicine, 1992.
- Szekely, Rosanne**, Assistant Professor, RT(R), M.S., Southern Illinois University Carbondale, 1995.
- Tiebout, Leigh**, Assistant Professor, CDT, M.S., Southern Illinois University, 1989.
- Torphy, Colleen**, Assistant Instructor, RDH, B.S., Southern Illinois University Carbondale, 1999.
- Troutt-Ervin, Eileen**, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1986.
- Vitello, Elaine M.**, Professor, *Emerita* Ph.D., Southern Illinois University Carbondale, 1977.
- Waldyke, Kathryn**, Clinical Assistant Professor, MD, Michigan State University, 1990.
- Westphal, Dwight**, Assistant Professor, *Emeritus*, CDT, B.S., Southern Illinois University Carbondale, 1977.
- Winings, John R.**, Associate Professor, *Emeritus*, CDT, M.A., Governors State University, 1972.

American Studies

(Minor)

The American Studies minor provides undergraduates with the opportunity to study American culture with faculty from

a variety of disciplines. The goal is for students to gain an enhanced understanding of the complexity and richness of the social, political, aesthetic and economic structures that inform American life. Simultaneously, the minor exposes students to interdisciplinary approaches to the study of American society. The minor consists of a minimum of 15 hours: 3 hours (1 class) in an introductory course in American Studies; 6 hours (2 classes) in breadth courses from the University Core Curriculum; and 6 hours (2 classes) in one of the four primary American Studies focus areas. Through coursework in American Studies, students prepare themselves for careers in a variety of fields requiring critical thinking and writing, from teaching to law, health, business and government. The requirements for the American Studies minor are listed below.

AMERICAN STUDIES MINOR

Course requirements: 15 credit hours.

I. Core course for the minor: All students taking the American Studies minor must complete History 212 or English 212, “Introduction to American Studies”, which is cross listed in History and English.

II. Breadth Courses: Students must take two of the following courses (6 hours): AFR 209, AFR 215, ANTH 202, ENGL 205, HIST 210, PHIL 211 or PHIL 210.

III. Specialization Courses: Students must take two courses (6 hours) from one of the below “focus areas”:

1. American Cultural Studies
2. Political Philosophy
3. Art, Literature and Identity in the United States
4. Local History

Focus Areas for American Studies Minor:

1. American Cultural Studies: AFR 311A, 311B, 449, ANTH 204, 302, 416, 424, CCJ 203, HIST 335, 354, 355, 357, 362A, 362B, 364, 365, LING 416, MCMA 449, POLS 215, 314I, 332I, 370.

2. Political Philosophy: CCJ 474, HIST 355, 455, PHIL 486, 487, POLS 332.

3. Art and Literature in the U.S.: AD 227, 267, 307I, 317I, 428, AFR 350, 355A, 355B, 357, 375, ENGL 205, 206A, 225, 307I, 325, 355A, 355B, MC 204, MUS 303I, THEA 454, 460.

4. Local History/Public History: ANTH 201, 310K, 450A, 450B, GEOG 303I, HIST 367, 496, 497, 498, POLS 213, 214.

Animal Science (Major, Courses, Faculty)

The animal science program is a part of the Department of Animal Science, Food and Nutrition. SIUC’s nationally known animal science faculty is dedicated to teaching and to student development. Animal Science teachers at SIUC represent the range of topics in animal agriculture. There are specialists in animal genetics, reproductive physiology, nutrition and management for each of the species, international food programs, and veterinary medicine. The animal science teachers bring their exciting experience with them into every class they teach. The combination of the visionary and the practical makes a strong and vital faculty for students who want the best professional education they can get.

The department offers three specializations leading to a B.S. degree: production, equine science, and science and pre-veterinary medicine. The latter allows qualified students to transfer to accredited colleges of veterinary medicine prior to receiving the Bachelor of Science degree in Animal Science.

Most of the students’ agriculture courses for the major will be in animal science, but students can also select courses from agronomy, horticulture, food and nutrition, forestry, agricultural education, microcomputers in agriculture, agricultural mechanization, agribusiness and economics, and farm management. Other classes help the student meet basic University requirements in a way that will strengthen their abilities to think, understand, and communicate about the social, physical and natural sciences important to animal scientists. Other departments offer supplemental coursework in physiology, genetics, nutrition, animal behavior, and other topics that many animal science students find valuable.

The animal science major is backed up with extensive facilities for several species of livestock, and every student has the opportunity to get involved in work, research, or observation at the University Farm. The core of our animal science program is the 2,000-acre farm system, which includes centers for beef, dairy, horses, and swine.

Hundreds of distinct occupations exist within the animal agriculture field. There are opportunities in animal production work at farm operations, ranches, feedlots, stables and zoos. There are opportunities in feed and meatpacking industries, equipment suppliers, government and international agencies, veterinary medicine, and numerous other supporting industries that serve producers. Within each of these areas, animal science graduates are employed in such jobs as sales, service, education, communication, finance and business management. There may be extra expenses for field trips, manuals or supplies in some courses.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Animal Science, College of Agricultural Sciences

<i>University Core Curriculum Requirements</i>	40
Science and Math: See requirements of the specialization	
<i>Requirements for Major in Animal Science</i>	80
Core Requirements	35
Agriculture 101.....	1
Animal Science 121, 122, 215, 315, 331, 332, 337, 381, 431, plus one course from 409, 430, 465, or 485	28
Agribusiness Economics 204	(3) ¹
Agriculture electives, excluding Animal Science	6
Physiology 208 and 201	(3 +1)
Specialization Requirements	45
Fulfill the requirements of one of the following specializations:	
<i>Total</i>	120

PRODUCTION SPECIALIZATION

Substitute Chemistry 140a,b for Chemistry 106	(3) ¹ + 5
Zoology 118 or Plant Biology 200	(3) ¹ + 1
Animal Science 314, 415 one additional course from Animal Science 409, 430, 465 or 485; and 5 elective credits from 300 or 400 level Animal Science course	16
Agribusiness Economics 350 or 351	3
<i>Electives</i>	20
<i>Total</i>	45

Production Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102	3	3
MATH 108	3	-
UCOL 101	3	-
ANS 121, 122; PHSL 201, 208	4	4
SPCM 101, HND 101	-	5
ABE 204	-	3
<i>Total</i>	13	15

SECOND YEAR	FALL	SPRING
ANS 215, 314, 315	2	6
CHEM 140A, 140B	4	4
ZOOL 118/PLB 200	4	-
Social Science Elective	-	3
AG Elective	3	-
ANS Elective	-	3
<i>Total</i>	13	16

THIRD YEAR	FALL	SPRING
ANS 331, 332, 337	10	-
ABE 350	3	-
AG Electives	-	2
Humanities Electives (2)	-	6
Fine Arts Electives	-	3
Multicultural Electives	-	3
Electives	3	2
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
ANS 485/465/430/409 (2)	4	4
ANS 381, 415, 431	1	8
ANS Elective	3	-
AG Elective	-	3
Electives	6	2
<i>Total</i>	14	17

EQUINE SCIENCE SPECIALIZATION

Substitute Chemistry 140a,b for Chemistry 106	(3) ¹ + 5
Substitute Physiology 201 and 208	(3) ¹ + 1
Agribusiness Economics 350 or 351	3
Animal Science 219, 309, 314, 409, 419, 429, 490 and a minimum of 4 credit hours in 112, 212, 312 or 412	27-31
<i>Electives</i>	6-10
<i>Total</i>	45

Equine Science Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
ANS 121/122, SPCM 101	4	3
ANS 215, AGSES 118	2	3
ANS 219; PHSL 201, 208	4	4
MATH 108	3	-
AH 105 or Human Health or ANS 112/212/312	2	-
AH 105 or ANS 112/212/312	-	2
<i>Total</i>	18	15

SECOND YEAR	FALL	SPRING
ABE 204, 314	3	3
ANS 309, 337	3	3
ANS 331, CHEM 140B/210,211	4	4
CHEM 140A/200, 201; Social Science ...	4	3
ENGL 102 or ANS 112/212/312	2	3
ANS 112/212/312	-	2
<i>Total</i>	16	18

THIRD YEAR	FALL	SPRING
ANS 332, 409	3	4
ABE 350, 351; ANS 315	3	3
Humanities Electives	3	3
Multicultural Elective, ANS 431	3	4
HED 334 (optional elective)	3	-
ANS 112/212/312	2	-
<i>Total</i>	17	14

FOURTH YEAR	FALL	SPRING
ANS 381, 419	1	3
ANS 429	2	-
ANS 319 (elective), ANS 250 (elective) ..	2	3
Fine Arts elective	3	-
Electives	6	6
ANS 112/212/312	2	-
<i>Total</i>	16	12

SCIENCE AND PRE-VETERINARY SPECIALIZATION

Substitute Chemistry 200 for Chemistry 106	(3) ¹
Zoology 118 or Biology 200A	4
Microbiology 301	4
Chemistry 201, 210, 211, 340, 341, 350	13
Physics 203a,b and 253a,b	8
Mathematics 108 and 109	(3) ¹ + 3
Animal Science electives including one additional 300 or 400-level course	7
<i>Electives</i>	3
<i>Total</i>	45

¹The numbers in parenthesis are counted as part of the 41 hour University Core Curriculum requirements. Minor in Animal Science.

Pre-Veterinary Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH 108, 109.....	3	3
UCOL 101.....	3	-
ANS 121, 122.....	4	-
PHSL 201, 208.....	4	-
SPCM 101, HND 101.....	-	5
CHEM 200, 201.....	-	5
<i>Total</i>	17	16
SECOND YEAR	FALL	SPRING
ANS 215, 200.....	2	2
CHEM 210, 211.....	5	-
ZOOL 118/BIOL 200A.....	4	-
CHEM 339 or 340, 341.....	-	5
Fine Arts elective, ABE 204.....	3	3
Social Science.....	-	3
ANS elective.....	-	2
<i>Total</i>	14	15
THIRD YEAR	FALL	SPRING
PHYS 203A, 253A; 203B, 253B.....	4	4
MICRO 301, CHEM 350.....	4	3
ANS 331, 337, 315.....	7	3
AG elective.....	-	2
Humanities elective.....	-	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
ANS 485 or 465 or 430 or 409.....	4	-
ANS 381, 332, 431.....	4	4
ANS 415 or elective.....	-	4
Multicultural, AG Elective.....	3	3
Humanities, Elective.....	3	3
<i>Total</i>	14	14

Minor in Animal Science

The minor in animal science requires 16 semester hours, of which at least 12 must be earned at Southern Illinois University Carbondale. An advisor within the department must be consulted before selecting this field as a minor.

Minor in Equine Studies

Any student not enrolled in the Animal Science major may earn the minor in equine studies. It requires a minimum of 17 semester hours, of which at least 12 must be earned at Southern Illinois University Carbondale. Courses required are Animal Science 209, 219, 215 or 315, 331 and 409. The minor in Equine Studies is not awarded to students who have a major in Animal Science.

Certificate Program in Histotechnology See Histotechnology in this chapter.

Courses (ANS)

112-2 to 16 (2 per semester) Introduction to Horsemanship.

Designed for students with little or no horse riding experience. A holistic approach to handling and riding horses using natural laws governing horses and balance. Class time is primarily hands-on work with some classroom time. Students must be able to lead, groom, tack, mount and ride a horse. Horses are restricted to carrying 250 pounds. Facilities/Riding Fee: \$300.

115-3 Introduction to Companion Animal Nutrition. Focus on the basic science of companion animal nutrition and the nutrient needs of dogs and cats, rabbits, birds, aquarium fish, rodents and reptiles. Students will also learn the different types and forms of pets food, how to evaluate pets food, and regulations of pets food and labeling. Maximum number of students is 15.

121-3 Introduction to Animal Science. [IAI Course: AG 902] [IAI course: L1 902] A general overview of dairy, meat animals (swine, beef, sheep), poultry, and horse industries with emphasis on how meat, milk, and poultry products are produced and distributed. The general application of genetic, physiologic, and nutrition principles for the improvement of animal production to further serve people.

122-1 Livestock Production Laboratory. [IAI Course: AG 902] Livestock facilities, demonstration of management practices of animals for human use and the processing of animal products. Laboratory Fee: \$40.

123A-1 to 2 Livestock Practicum-Beef. Provides students with limited previous livestock experience an opportunity to participate in the routine care and management procedures at one of the University's livestock centers.

123B-1 to 2 Livestock Practicum-Dairy. Provides students with limited previous livestock experience an opportunity to participate in the routine care and management procedures at one of the University's livestock centers.

123C-1 to 2 Livestock Practicum-Horse. Provides students with limited previous livestock experience an opportunity to participate in the routine care and management procedures at one of the University's livestock centers.

123D-1 to 2 Livestock Practicum-Swine. Provides students with limited previous livestock experience an opportunity to participate in the routine care and management procedures at one of the University's livestock centers.

200-2 Companion Animal Care and Management. Principles and practice of proper feeding and care of companion animals, with emphasis on dogs and cats. Nutrition, digestive systems, reproduction, and health care will be discussed.

210-2 Companion Animal Care and Management. Principles and practice of proper feeding and care of companion animals, with emphasis on dogs and cats. Nutrition, digestive systems, reproduction, and health care will be discussed.

211-1 to 4 (1 to 2, 1 to 2) Animal Selection and Evaluation. Livestock, Horses, Dairy. Selection and evaluation of breeding and/or market animals including livestock (beef, sheep, swine and goats); horses; or dairy cattle. Includes competitive judging, but participation on SIUC Intercollegiate Livestock, Horse, or Dairy Judging Teams is not a required part of this course. Special approval needed from the instructor.

212-2 Intermediate Horsemanship. Designed for intermedi-

ate riders to improve their horse riding skills using primarily mounted exercises following the natural laws governing horses and balance, emphasizing independent use of the rider's natural aids. Students must be able to lead, groom, tack, mount and ride a horse. Horses are restricted to carrying 250 pounds. Course is repeatable up to 4 times during the student's academic career. Prerequisite: ANS 112 or consent of instructor (tryouts required). Facilities/Riding Fee: \$300.

215-2 Introduction to Nutrition. (Same as HND 215) An up-to-date study of the principles of nutrition including classification of nutrients (physical and chemical properties) and their uses in order to provide the student a working knowledge of nutrition in today's environment.

219-4 Introductory Horse Management. Designed for the beginning student with an interest in horses. Information on topics related to horse selection and care coupled with laboratory experience provide essential information for the care of horses owned for pleasure. Fee: \$35.

250-3 Human Values in Livestock Production. Improvements in livestock production technology have resulted from research. These technologies contribute to the welfare of a growing population of humans. However, the application of new technologies often interact with a public perception of animals as exploited species in a manner conflicting with human values. These conflicts are discussed from a scientific and philosophic viewpoint.

309-3 Equine Evaluation and Perform. This course explores the conformation and functional anatomy of the athletic horse, particularly as it relates to locomotion. Gaits and movement will be studied. Methods to influence movement will be considered and how these impact athletic ability or potential. Fee: \$25.

312-2 Advanced Horsemanship. Classroom, ground and mounted work explore communication and balance of the horse and rider combination. Feel, timing and balance are emphasized while working with horses needing further education. Time outside class required. Students must be able to lead, groom, tack, mount and ride a horse. Horses are restricted to carrying 250 pounds. Course is repeatable up to 4 times during the student's academic career. Prerequisite: ANS 212 or consent of instructor (tryouts required). Facilities/Riding Fee: \$300.

314-3 Forages, An Introduction to Grassland Agriculture. An introduction to grassland agriculture encompassing characteristics of forage species, forage/grazing management, and forage utilization with an emphasis in livestock systems. Laboratory/Field trip fee: \$15.

315-3 Feeds and Feeding. Principles of applied animal nutrition. Ration formulation to meet specific nutrient needs of livestock. Feedstuff evaluation, including cost will be discussed. Prerequisite: MATH 107 or above.

316-3 Rations for Feeding Companion Animals. This course will describe the basic characteristics of common feeds used in companion animal diets and the principles of utilizing these to meet animal requirements for maintenance and throughout the life-cycle. Prerequisite: ANS 215 or concurrent enrollment.

319-2,2 (2 to 4) Horse Handling and Horsemanship. Students will learn principles of communicating tasks to horses using aids natural to horse behavior. Many different groundwork exercises are practiced. Prerequisite: ANS 112, 212, 312 or consent of instructor.

331-4 Growth and Developmental Physiology of Animals. A

comparative study of domestic animal function is presented using an organ system approach. How cell, tissue and organ structure is related to physiological function is emphasized. The mechanism of animal growth and development will be discussed. Prerequisite: PHSL 201 & 208 or concurrent enrollment.

332-3 Animal Genetics. Principles of molecular genetics, Mendelian genetics, population genetics and quantitative genetics and their application to animal improvement. Prerequisite: ANS 121, MATH 108 or above.

333-1 Animal Genetics Laboratory. One three-hour lab per week. Laboratory course provides experiences with genetic laboratory experimentation and interpretation of data. Prerequisite: Completion of, or concurrent enrollment in ANS 332. Lab fee: \$35.

337-3 Animal Health. Principles of prevention and control of infectious, nutritional and parasitic disease of farm animals. Prerequisite: PHSL 201 & 208 or concurrent enrollment.

359-2 to 6 (2 to 3, 2 to 3) Intern Program. Work experience program in animal production units and agricultural agencies of the government or agribusiness. Restricted to junior standing. Special approval needed from the chair. Mandatory Pass/Fail.

365-3 Canine and Feline Nutrition. Focus on nutrients requirement and the feeding during the life cycle (maintenance, growth, gestation, lactation, seniors and performance) of cats and dogs. Nutrients digestion and metabolism, energy balance, and food processing, evaluation and labeling will be explored. Maximum enrollment is 15. Prerequisite: ANS 215 or concurrent enrollment.

380-1 to 6 Field Studies in Foreign and Domestic Animal Agriculture. A travel course to observe and study the operation and management of farms, ranches, and feedlots as well as agribusiness firms supporting animal production such as food processors, feed manufacturers, and housing or equipment companies in either the United States or foreign countries. A written report is required. The travel fee charged to the student will depend on the nature and the length of the course.

381-1 Animal Science Seminar. Discussion of problems and recent development in animal science. Prerequisite: ANS 121. Restricted to junior standing.

390-1 to 4 Special Studies Animal Science. Assignment involving research and individual problems. Restricted to juniors and seniors only. Special approval needed from the chair.

409-4 Equine Science. Designed for students interested in the more scientific aspects of equine physiology and management. The class will take a more advanced look at anatomy and physiology of the systems of the equine and consider how they relate to selection, use and management. Lecture and laboratory. Prerequisite: ANS 219 and 331. Fee: \$50.

412-2 Horsemastership. This course involves the advanced equestrian in the evaluation and resolution of special problems in horse training. Students will work with a single horse during the semester to master an individual training goal set in consulting with the instructor. Emphasis will be placed on the use of non-violent training techniques. Course is repeatable up to 4 times during the student's academic career. Not for graduate credit. Prerequisite: ANS 312 or consent of instructor. Facilities/riding expenses are \$300 per class minimum.

415-4 Advanced Animal Nutrition. Advanced principles and

practices associated with digestion, absorption, and metabolism of nutrients as related to domestic monogastrics, ruminants and horses. Prerequisite: ANS 215 and 315.

419-3 Stable Management. Designed for the advanced equine student planning a career in the horse field. Mastery of in-depth management techniques on an applied basis is emphasized. Farm, animal and personnel management are practiced. Extensive out-of-class practice time is expected. Prerequisites: ANS 409 with a grade of C or better. Lab fee: \$90.

421-2 International Animal Production. A study of world animal production practices with emphasis on the developing countries. Adaptability of animals to environmental extremes and management practices employed to improve productivity. Prerequisite: ANS 121. Restricted to junior standing.

425-3 Biochemical Aspects in Nutrition. (Same as HND 425) The interrelationship of cell physiology, metabolism and nutrition as related to energy and nutrient utilization, including host needs and biochemical disorders and diseases requiring specific nutritional considerations. Prerequisite: ANS 215 or HND 320, CHEM 140B, PHSL 201 and 208.

426-3 Comparative Endocrinology. Comparative endocrinology of the effects of hormones on target tissues including mechanisms of hormone biosynthesis, release, transport, receptor kinetics, and signal transduction. Measurement of hormones, receptors, and signal transduction. Endocrine-related diseases and disorders. Prerequisite: ANS 331.

429-2 Equine Enterprise Management. Study of the diverse horse industry and business management practices involved with the operation of a successful horse enterprise. Analysis of a commercial horse operation will be explored through an in-depth, self-directed farm project. Field trips and guest speakers will inform students for the farm project. An on-campus horse event will be planned and executed as a class project. Prerequisites: ANS 409, ABE 350 or 351. Field trip fee: \$40.

430-4 Dairy Cattle Management. Application of the principles of breeding, physiology, and economics to management of a profitable dairy herd. Breeds of dairy cattle, housing, milking practices, and quality milk production. Prerequisite: ANS 315. Lab/Field trip fee: \$35.

431-4 Reproductive Physiology. Comparative anatomy and physiology of the male and female reproductive system of domestic animals; hormones; reproductive cycles; mating behavior; gestation and parturition; sperm physiology; collection and processing of semen; artificial insemination, pregnancy tests; diseases. Prerequisite: ANS 121, ANS 331. Laboratory fee: \$10.

433-4 Introduction to Agricultural Biotechnology. (Same as PSAS 433, PLSS 433, PLB 433) This course will cover the basic principles of plant and animal biotechnology using current examples; gene mapping in breeding, transgenic approaches to improve crop plants and transgenic approaches to improve animals will be considered. Technology transfer from laboratory to marketplace will be considered. An understanding of gene mapping, cloning, transfer and expression will be derived. Restricted to senior standing.

434-2 Physiology of Lactation. Anatomy and physiology of milk secretion; endocrine control; milk precursors and synthesis; milk composition; physiology and mechanics of milking; lactation-related disorders and diseases; transgenic milk. Pre-

requisite: ANS 331.

435-1 to 4 Agricultural Molecular Biotechnology Seminar. (Same as Plant and Soil Science 435) Molecular biology is rapidly making important contributions to agricultural science through biotechnology. An appreciation of the techniques of molecular biology and their application to plant improvement is important to all in agriculture and biology. The relationships between plant molecular biology and the biotechnology industry will be discussed. Presentations on particular research problems will be made. Graded P/F only.

445-4 Companion Animal Clinical Nutrition. Nutrition and feeding management of canine and feline during obesity, cancer, diabetes, urolithiasis, dental disease, dermatological disease, hepatic and gastrointestinal disorders, mobility and muscular disorders, heart diseases, and critical care. Maximum enrollment is 15. Prerequisite: ANS 215.

445-2 Animal Nutrient Management. Scope and problems associated with animal nutrient management; current regulations and laws on environmental protection. Principles covering waste management technology and current livestock nutrient management systems are presented. Field trips will be scheduled. Restricted to junior standing.

465-4 Swine Management. Swine production systems and management techniques including breeding and selection, reproduction, nutrition, herd health and disease prevention, housing and waste management, marketing, production costs, and enterprise analysis. Field trip. Prerequisite: ANS 315 or consent of instructor. Lab fee: \$35.

477-3 Aquaculture. (Same as ZOO 477) Production of food, game and bait fishes. Design of facilities, chemical and biological variables, spawning techniques, diseases and nutrition. Two lectures per week and one four-hour laboratory on alternate weeks. Prerequisites: BIOL 200A or ZOO 118 or ANS 121 with grade of C or better.

485-4 Beef Cattle Management. Beef cattle production systems and management, breeding and selection, reproduction, nutrition, and herd health with emphasis on the most economical and efficient systems. Prerequisite: ANS 315, ANS 332 or concurrent enrollment. Lab/Field Trip fee: \$35.

490-8 Horse Industry Internship. Provides the equine science students with the opportunity for diversified, practical experience in their area of career-goal interest. One semester will be spent working in a commercial horse-related industry. Not for graduate credit. Prerequisite: ANS 409, 419. Restricted to senior standing. Special approval needed from the instructor.

495-1 to 6 Instruction in the Animal Sciences. Acquaints the students with different teaching environments and styles. Students will be expected to participate in instructing animal science courses. Restricted to junior standing. Special approval needed from the instructor. Not for graduate thesis option credit.

Animal Science Faculty

AbuGhazaleh, Amer A., Associate Professor, Ph.D., South Dakota State University, 2002.

Apgar, Gary A., Associate Professor and *Interim Chair*, Ph.D., Virginia Polytechnic Institute, 1994.

Arthur, Robert D., Professor, *Emeritus*, Ph.D., University of Missouri, 1970.

- Atkinson, Rebecca L.**, Assistant Professor, Ph.D., University of Wyoming, 2006.
- Gastal, Eduardo L.**, Assistant Professor, Ph.D., University of Wisconsin-Madison, 1999; 2009.
- Goodman, Bill L.**, Professor, *Emeritus*, Ph.D., Ohio State University, 1959.
- Hausler, Carl L.**, Associate Professor, *Emeritus*, Ph.D., Purdue University, 1970.
- Henry, Nancy R.**, Clinical Assistant Professor, D.V.M., North Carolina State University, 1989.
- Jones, Karen L.**, Professor, Ph.D., Texas A&M, 1999.
- King, Sheryl S.**, Professor, Ph.D., University of California at Davis, 1983.
- Kroening, Gilbert H.**, Professor, *Emeritus*, Ph.D., Cornell University, 1965.
- Minish, Gary L.**, Professor, *Emeritus*, Ph.D., Michigan State University, 1966; 2004.
- Small, Brian C.**, Assistant Professor, Ph.D., University of Maryland, 1998; 2009.
- Speiser, Stephanie A.**, Senior Lecturer, M.S., Southern Illinois University Carbondale, 2000.
- Strack, Louis E.**, Associate Professor, *Emeritus*, D.V.M., University of Illinois, 1961.
- Winters, Todd A.**, Professor and *Interim Dean*, Ph.D., University of Wisconsin, 1992.
- Young, Anthony W.**, Professor, *Emeritus*, Ph.D., University of Kentucky, 1969.

Anthropology (Department, Major, Courses, Faculty)

Anthropology is the study of humans and their cultures in terms of universal features, variability, and development through time. The major subdivisions are socio-cultural anthropology, linguistics, archaeology, and physical anthropology. Anthropology provides capable students with an intensive program emphasizing early integration into upper division coursework. This major is appropriate for the outstanding liberal arts student seeking a distinctive program. Grades below C in Anthropology courses will not be accepted as fulfilling major requirements.

Students are expected to gain a broad background in all subfields, after which the options of further general study or specialization are available. Students are encouraged to supplement their anthropological studies with work in other social sciences, and where appropriate in biology, earth sciences, humanities, mathematics, or other areas.

Most professional anthropologists find employment as teachers and researchers in colleges and universities. However, a major in anthropology provides the student with a unique liberal arts background bridging the humanities, social, earth, and biological sciences, which leads to many other professional opportunities outside of teaching and research.

An anthropology major is required to take ANTH 240A,B,C, D and one each of the 310 and 410 course series. No more than six hours of ANTH 460 and no more than six hours of additional 200-level course work (i.e., in addition to the 240 series) may be applied to the major. Anthropology seniors are required to participate in the Senior Seminar (ANTH 480). It should be noted that graduate departments often require foreign language and mathematical background beyond that required by the under-

graduate program. Students not interested in advanced study will be advised on an individual basis reflecting their own particular interests and aspirations.

Students with scholarly promise are encouraged to write an honors thesis under the direction of a departmental faculty member in the spring of their senior year. This thesis can be part of an Anthropology Honors Major (see below), although students who are not enrolled in University Honors may also write an honors thesis.

Bachelor of Arts Degree in Anthropology, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i> (See Chapter 4)	14
<i>Requirements for Major in Anthropology</i>	36
ANTH 240A, 240B, 240C, 240D, 250 and 480 required, and an additional nine hours: three of 310 or 328 series, three of 410 series, and three more of 400-level course work in anthropology.	
<i>Electives</i>	30
Total	120

Anthropology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
Select ¹ (Science).....	3	3
Select ¹ (Social Science).....	3	3
Select ¹ (Humanities)	-	3
ENGL 101, 102 ¹	3	3
Select ¹ (Fine Art).....	-	3
Select ¹ (Human Health).....	2	-
Total	14	15
SECOND YEAR	FALL	SPRING
ANTH 250.....	3	-
Select ¹ (Math, Multicultural)	-	3
SPCM 101 ¹	3	-
Select ¹ (Humanities).....	-	3
Foreign Language ²	4	4
ANTH 240A,D ^{3,4}	3	3
ANTH 240B,C ⁴	3	3
Total	16	16
THIRD YEAR	FALL	SPRING
Select ¹ (Math, Multicultural)	3	-
ANTH 310, 410.....	3	3
ANTH 3XX or 4XX	-	6
ENGL	3	-
Elective	6	7
Total	15	16
FOURTH YEAR	FALL	SPRING
ANTH 480	3	-
Anthropology Elective	3	3
Elective 300 or 400 level	9	10
Total	15	13

¹See University Core Curriculum

²Two semesters (generally 8 hours) of a foreign language are required for all liberal arts students. Students intending to pursue a graduate education should realize that a foreign language would probably be required for graduate school admission; for these students two years of foreign language is recommended.

³Sociocultural anthropology is central to major requirements and should be taken as soon as possible. Any two of 240A, B and C may be taken the second year. All four must be taken as a requirement for the major.

⁴Grade below C in anthropology courses will not be accepted as fulfilling major requirements.

Anthropology Minor

A minor in anthropology consists of at least 15 hours including at least two of the four courses: 240A, 240B, 240C, 240D, and a minimum of three of the remaining nine hours of 310 series or 400-level courses.

Related interdisciplinary minors are also available in several areas, including African Studies, Forensic Science, Latino and Latin American Studies, Museum Studies, Native American Studies, and Women, Gender and Sexuality Studies. See separate listings under these minors for full descriptions.

Anthropology Honors Major

Outstanding students enrolled in the University Honors Program may pursue an Honors Major in Anthropology. Requirements are identical to those for a regular Bachelor of Arts Degree (including 32 hours in Anthropology) except that at least eight classes must be honors classes; usually, these are four UHON classes in years 1 & 2, and four Anthropology honors classes in years 3 & 4.

Anthropology Honors Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
Select (Sci) or UHON 351S.....	3	3
Select (Soc Sci) or UHON 351O.....	3	3
Select (Hum) or UHON 351U.....	-	3
ENGL 120 (Honors) or ENGL 101, 102	3	3
Select (Fine Art).....	-	3
Select (HumHlth) or UHON 351F.....	2	-
<i>Total</i>	14	15

SECOND YEAR	FALL	SPRING
ANTH 250	3	-
Select (Math, Multicultural) or UHON 351M	-	3
SPCM 101	3	-
Select(Humanities) or UHON 351U	-	3
Foreign Language	4	4
ANTH 240A,D	3	3
ANTH 240B,C	3	3
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
Select (Math, Multicultural)	3	-
ANTH 4XX, 410.....	3	3
ANTH 405H or 310H (both honors)	3	3
ANTH 3XX or 4XX	-	3

Electives	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ANTH 480.....	-	3
ANTH 499 (Honors)	3	-
ANTH Honors Elective	3	-
Elective 300 or 400 level.....	9	11
<i>Total</i>	15	14

Honors classes in Anthropology include the following: ANTH 310H (*Peoples and Cultures of xxx/world area-these change, and honors students can use 310H to take an honors enhanced version of any one*); ANTH 405H (*How to do Anthropological Research-honors section*); and ANTH 499 (*Honors Thesis*). In addition, students may receive Honors credit for a non-Honors course through an Honors contract with the course instructor.

Anthropology Suggested Curricular Guide for Students Doing a Semester Abroad.

Anthropology students are encouraged to study abroad as an enrichment of their B.A. in anthropology.

Although programs will vary, this plan assumes that the student will be able to take at least one 300- or 400-level equivalent that can serve as an elective in Anthropology. Note that while it is also possible to fulfill the language requirement for the College of Liberal Arts in intensive language study during one semester of study abroad, this must be approved by the Dean's office.

Semester abroad in the junior year: First and second years same as above.

THIRD YEAR	ABROAD	SIUC
ANTH 310, 410.....	-	6
ANTH 4XX.....	-	3
ANTH 3XX or 4XX	3	-
ENGL.....	-	3
Electives	9	4
<i>Total</i>	12	16

FOURTH YEAR	FALL	SPRING
ANTH 480.....	-	3
Anthropology Elective.....	3	3
ANTH 3XX or 4XX	3	-
Elective 300 or 400 level.....	9	10
<i>Total</i>	15	16

Semester abroad in the senior year: First, second and third years same as above.

FOURTH YEAR	ABROAD	SIUC
ANTH 480.....	-	3
Anthropology Elective.....	3	3
Elective 300 or 400 level.....	9	10
<i>Total</i>	12	16

Courses (ANTH)

104-3 The Human Experience-Anthropology. (University Core Curriculum) [IAI Course: S1 900N] This course explores different human life ways around the world, past and present. It investigates the question of what is universal to all humans and the myriad ways they differ, through studying modern people, the re-mains of past cultures through archaeology, and human origins and physical variation.

200-3 Native North American Literatures. (Same as FL 201) An introduction to Native American authors from North America. Readings will vary across time period, historical context, and tribal communities. Topics may include effects of and Native American responses to colonization, cultural adaptation, Native American identity, reservation and urban life, cultural revitalization, and others that reflect the multiple experiences of Native American peoples as expressed in Euro-American literary genres.

201-3 Archaeology of Illinois. A survey of prehistoric cultural development, its causes and consequences, as seen through the archaeology of Native American cultural development in the Illinois region, from the earliest foragers to European contact.

202-3 America's Diverse Cultures. (University Core Curriculum) The United States is a multicultural society in which differences of race, ethnicity, gender, class, region, and religion deeply shape individuals' life chances. This course studies America's diversity of family organization, livelihood and life chances, understanding of illness and health care, religious beliefs and practices, and other topics. It provides tools to understand different cultural codes and forms of power, and to understand key issues that students will face as individuals and citizens in a multicultural world.

204-3 The Anthropology of Latino Cultures. (University Core Curriculum) The central concern of this course is the cultural aspect of the Latino experience in the United States. It focuses on the contemporary population, the political and economic issues that affect Latinos in this society, and the characteristics that Latinos share and yet that make Latinos the most diverse population in the United States. These characteristics include family, religion, socio-economic status, gender ideology, generational relations, and more. The course pivots around the construction of Latino identity: What helps shape it? How do Latinos perceive themselves? How do others perceive (us) them?

205-3 Latin American Civilizations. [IAI Course: S2 910N] Introduction to three civilizations of Latin America: Mexica Aztec; Inca; and Maya. Prehispanic culture history in the lower Amazon River basin and the impact of Spanish contact and conquest on these native Latin American populations will also be discussed.

206-3 Latin American Popular Culture. This course examines the most significant expressions of popular culture in Latin America. It focuses on how people with different class and ethnic backgrounds produce alternative readings of the national culture in their own country and outside it.

207-3 Disasters and Society. For anthropologists, disasters are not strictly natural events, but are catastrophes that are caused by societal practices that put certain groups of people at greater risk of harm than others during events like earthquakes and hurricanes. For this reason, disasters can be very informative

about how societies function as well as their underlying problems. This class will teach students to identify and prevent the causes of disasters.

208-3 Lost Cities and Buried Treasures. This survey of our past examines the variety of human communities and societies. We focus on the "big developments" during the last three million years: the first use of tools and fire, the first appearance of religion and belief systems, the first art, the switch from foraging to farming (and its consequences), the growth of social inequality, and the first monuments, governments, states and empires.

210-3 Survey of the Primates. Our closest cousins, the primates, display a remarkable diversity of social behavior, reproductive behavior, positional behaviors and diets, and live in a wide variety of environments and ecosystems. This diversity will be reviewed, with an eye to understanding its origin in the past and its anatomical basis.

221-3 Gender Around the World. (Same as WGSS 220) This course is designed to introduce students to the variety of gender relations in different cultures around the world. Through reading about a number of different world areas, students will be introduced to questions of differing notions of what makes "men", "women" and other possible gender categories, to issues of different power relations, to cultural constructions of sexuality, and to the relationship of gender to everyday life.

231-3 Introduction to Forensic Anthropology. Forensic Anthropology is the application of the theoretical and practical techniques of physical anthropology to human remains of medico-legal significance. This course will focus on the teaching of theory and method appropriate to allow the creation of a biological profile for an unknown individual. Topics will include human osteology, techniques for estimating the age and sex of an individual from skeletal remains, analysis of trauma, skeletal recovery, and the evolving role of forensic anthropology in the medico-legal system. This course is required for the Interdisciplinary Forensic Sciences minor. No prerequisites.

240A-3 Human Biology: An Introduction to Biological Anthropology. (University Core Curriculum) An introduction to humans as a biological species. Applies scientific method to exploring data on humans and our closest relatives, to better understand our place in the web of life as a biological organism. Includes genetics (particularly human genetics), evolutionary theory, primate behavior and evolution, human fossil record, and similarities and differences in modern humans, including blood groups, skin color, and disease susceptibility. \$10 fee per student.

240B-3 Introduction to Anthropological Linguistics. This course is intended as an introduction to the theories, methods and goals of anthropological linguistics, focusing on the structure and use of language in cultural context. Will address questions about what language is, how languages are similar and different, how and why speech patterns vary within a speech community, and how languages change.

240C-3 Introduction to Archaeology. Covers basic theories and methods used in archaeology to study lifestyles of past cultures through an examination of their tools, house and community remains, and art works. Includes methods of excavation, dating techniques, and other methods of analysis. Open to both majors and non-majors.

240D-3 Introduction to Social-Cultural Anthropology. An ex-

ploration of current anthropological theories and methods for understanding human cultures from a comparative perspective; also examines human institutions such as religion, politics, and family cross-culturally. Although non-Western societies are emphasized, comparisons with our own are treated as well.

250-3 Writing Anthropological Research. Writing skills, with reference to anthropological subjects and materials. Open to both majors and non-majors. Recommended for 300 and 400-level courses. Required for anthropology majors and a prerequisite for the senior seminar. Fulfills the CoLA Writing-Across-the-Curriculum requirement.

251-3 Anthropology Through Science Fiction. Basic concepts of anthropology are used to interpret the imaginary worlds of science fiction. Fictional alien cultures are examined to see how features of human biology, language, social organization, technology, etc. are patterned after or are different from known human cultures.

261-3 to 6 Issues in Popular Anthropology. Topics in popular anthropology as selected by the instructor. Topics vary and are announced in advance. May be repeated with different instructors.

271-3 Africa in African Cinema. (Same as AFR 271) This course is a general introduction to African culture and history through the medium of movies by African filmmakers. Students will watch over a dozen important movies from Africa. These screens are supplemented with appropriate readings, online resources, lectures and discussion. Students will learn aspects of African history and ethnology while also gaining the aesthetic and intellectual tools to appreciate African cinema.

298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision.

301-3 Language in Culture and Society. The problem of the uniqueness of human language and how it fits into culture and society. The origin and development of language. Topics covered include animal and human communication, language and world view, and the meaning of meaning.

302-3 Indians of the Americas. A region by region survey of the native Americans of North, Middle, and South America. Emphasis is on lifeways: ecology and environment, subsistence, economy, social organization, religion, art, music, and other aspects of culture. A brief introduction to pre-history and language is included.

304-3 Origins of Civilization. This course is a survey of development of those ancient complex societies known as civilizations around the world. The emphasis is on the use of archaeological data to understand the interplay of environmental and cultural factors that led to the beginnings of agriculture, population growth, and the origins of cities. Among the early societies that may be analyzed are Mesopotamia, Egypt, China, Europe, Maya, Aztec, and Inca.

310A-3 Introduction to Peoples and Cultures-Africa. (Same as ANTH 470A, AFR 310A) An introduction to the prehistory, cultural history, and modern cultures of peoples-Africa.

310C-3 Introduction to Peoples and Cultures-Caribbean. (Same as ANTH 470C) An introduction to the prehistory, cultural history, and modern cultures of peoples in the Caribbean.

310D-3 Introduction to Peoples and Cultures-Europe. (Same as Anthropology 470D) An introduction to the prehistory, cultural history, and modern cultures of peoples in the geographic area in question. Area focus differs from course to course and semester to semester.

310E-3 Introduction to Peoples and Cultures-South America. (Same as ANTH 470E) An introduction to the prehistory, cultural history, and modern cultures of peoples in South America.

310F-3 Introduction to Peoples and Cultures. (Same as ANTH 470F) An introduction to the prehistory, cultural history, and modern cultures of peoples in the Middle East and North Africa.

310G-3 Introduction to Peoples and Cultures-North America. (Same as ANTH 470G) An introduction to the prehistory, cultural history, and modern cultures of peoples in North America.

310H-3-6 Honors Peoples and Cultures. This course is designed to provide students in the University Honors program a survey of the prehistory, cultural history, and contemporary cultures of the geographic area in question. Topical emphasis may vary from year to year, in conjunction with other 310 sections. Special approval needed from the department (Restricted to students in University Honors program).

310I-3 Introduction to Peoples and Cultures-Mesoamerica. (Same as ANTH 470I) An introduction to the prehistory, cultural history, and modern cultures of peoples in Mesoamerica.

310K-3 Introduction to Peoples and Cultures-Native Peoples-Southwest. (Same as ANTH 470K) An introduction to the prehistory, cultural history, and modern cultures of the Native Peoples of the American Southwest.

328A-3 Introduction to Languages and Cultures of the Americas-North America. (Same as ANTH 428A) This course introduces the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is North America.

328B-3 Introduction to Languages and Cultures of the Americas-Mesoamerica. (Same as ANTH 428B) This course introduces the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is Mesoamerica.

328C-3 Introduction to Languages and Cultures of the Americas-South America. (Same as ANTH 428C) This course introduces the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is South America.

330-3 Biological Foundations of Human Behavior. Discussion of human sexual behavior, the opposition of violence and aggression with cooperative behavior, and the anthropological background of facts concerning whether these behaviors are driven by biological (instinctual) or purely cultural factors.

340C-3 Introduction to the Archaeology of Africa. (Same as AFR 340) An introduction to the prehistoric and historic cultures of sub-Saharan Africa. The course examines subsistence practices, migrations, trade, technologies, cities, and states. Topics include social, political, and economic organization from hunter-gatherers to ancient kingdoms to early 20th century. The class may be held concurrently with ANTH 430C, but with fewer readings and assignments.

340E-3 Introduction to the Archaeology of Ancient Egypt. Detailed study of the early culture of ancient Egypt with emphasis on the evolutionary cultural development of Egypt. No prerequisites.

370-3 Anthropology and Contemporary Human Problems. The contribution of anthropology to an understanding of contemporary human problems of environmental crisis, world hunger and overpopulation, social stratification and internal order, war and international order. The approach is cross-cultural drawing on knowledge of all societies and cultures in space and time. Anthropological fundamentals are introduced at the beginning.

376-2 to 8 Independent Study in Classics Program. Special approval needed from the instructor and class section head.

380-1 to 15 Study Abroad in Anthropology. Provides credit towards an undergraduate degree for study at a foreign institution, in an approved overseas program, or approved program offered by SIUC faculty. Determination of credit is made by the department based on the specific program and requirements. May be repeated. Prerequisites: one year of residence at this institution, good academic standing, completion of one of : ANTH 104, ANTH 202, ANTH 240A, 240B, 240C, or 240D. Special approval needed from the department.

404-3 Art and Technology in Anthropology. An introduction to the basic ways in which people utilize the natural resources of their habitat to meet various needs, such as food, shelter, transportation, and artistic expression. The nature of art, its locus in culture, and its integration into technical society will be considered.

405-3 How to Do Anthropological Research. This course is designed to teach students the skills needed to consume the professional literature of anthropology intelligently. The subjects covered include: the importance of research questions or hypotheses, the logic of deducing test implications, literature search, sampling, measurement issues, data reduction and graphing, and simple inferential statistics.

405H-3 How to Do Anthropological Research. This course is designed to teach students in the University Honors program the skills needed to consume the professional literature of anthropology intelligently. The subjects covered include: the importance of research questions or hypotheses, the logic of deducing test implications, literature search, sampling, measurement issues, data reduction and graphing, and simple inferential statistics. Not for graduate credit. This course is for students in the University Honors program.

406-3 Introduction to Historical Linguistics. (Same as Linguistics 406) An introductory survey of historical and comparative

linguistics, including terminology, assumptions and methods of investigation. Satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: one of ANTH 240B, LING 300, LING 405 or ANTH 500B.

410A-3 Practicing Anthropology. This course is designed to get students acquainted with the notion of development and the challenges that the practice of anthropology faces when directed towards development and social change in both developing and developed countries. Prerequisite: ANTH 240D recommended for undergraduates.

410C-3 Economic Anthropology. The study of non-Western economic systems. Prerequisite: ANTH 240D recommended for undergraduates.

410D-3 Ethnomusicology: Theory and Method. This seminar examines the social, cultural, experiential, evolutionary, and historical dimensions of music. It is designed for students for whom music is a topical interest, who need to gain foundational knowledge about the theory and methods of ethnomusicology. We will review the history of ethnomusicology, major theoretical debates, and current issues.

410E-3 Anthropology of Law. Anthropological thought on imperative norms, morality, social control, conflict resolution and justice in the context of particular societies, preliterate and civilized. Law of selected societies is compared to illustrate important varieties. Prerequisite: ANTH 240D recommended for undergraduates.

410F-3 Anthropology of Religion. A comparative study of (religious) belief systems, with emphasis upon those of non-literate societies. Examination of basic premises and elements of these belief systems, normally excluded from discussions of Great Religions. Prerequisite: ANTH 240D recommended for undergraduates.

410G-3 Urban Anthropology. Contemporary cities are dynamic places where populations that differ in terms of class, race, and ethnicity establish particular relationships with geographic space and architectural structures. This class is designed to teach students how to experience and analyze urban spaces from an anthropological perspective, and how to apply anthropological theory and methods in urban planning.

410H-3 African Expressive Culture. (Same as AFR 410H) This course examines aspects of African expressive culture including the visual arts, music, dance, orature, cinema, drama and ceremony from an anthropological perspective. Particular attention is given to analysis of African expressive culture in social context and the role of the arts in the practice of politics, religion, medicine and other aspects of African life. Many of the expressive genres examined deal with historical representation and political resistance. Therefore, this course provides insights into African history and politics through the creative representations of African artists.

410I-3 Identities: Global Studies in Culture and Power. This course surveys recent studies of sociocultural identities based on ethnicity, class, race, gender, nationality, age, language, and other criteria, as aspects of broader struggles over power and meaning. Topics to be addressed are critical analyses of identity politics in the Americas, Europe, Middle East, Asia, and other regions; historical approaches to studying identities; and ethnographic studies of transnational and diasporic communities.

410J-3 Kinship and Social Organization. Universal features of

non-Western systems of kinship terminology and social organization. Topics include the structure and functioning of kinship systems, lineages, clans, sibs, phratries, moieties, and tribal units. Prerequisite: ANTH 240D recommended for undergraduates.

410K-3 Ecological Anthropology. An examination of the relationship of past and present human populations in the context of their natural and social environments.

410L-3 Transcending Gender. (Same as WGSS 410) How do humans become male and female in different societies? Can men become women and women become men? What other gender possibilities exist? Is male dominance universal? What are the sources of male and female power and resistance? Do women have a separate culture? What are the relationships between gender, militarism and war? These and other questions will be examined in cross-cultural perspective. Prerequisite: ANTH 240D or 500D.

410M-3 Healing and Culture. This course examines systems of healing and medicine from an anthropological perspective. The theory and practice of medicine in different cultures, including Western biomedicine, are considered. Particular attention is given to the ways in which medical knowledge gains legitimacy in different social contexts and the problems which arise in culturally heterogeneous arenas when different medical paradigms contend for legitimization.

410N-3 Anthropology of Popular Culture. An examination of recent approaches to popular culture, material culture and consumption in anthropology. Special topical focus will include sports, television and movies, food and shopping. The course will be organized around several fieldwork projects in the Carbondale community. Prerequisite: ANTH 240D recommended for undergraduates.

410O-3 Colonialism and Post-Colonialism. This course is designed to familiarize students with the experience of colonialism and the political, social, cultural implications of it. The analysis will not be limited to the study of the colonial period, but it will examine the complexities of contemporary post-colonial societies and cultures.

410P-3 Ethics and Research. This course examines the risks that any anthropological research poses, both in fieldwork and writing, as well as questions and dilemmas that any social scientist should be aware of before getting involved in any research practice. Prerequisite: ANTH 240D recommended for undergraduates.

410Q-3 Food, Symbol and Society. In this course we will explore all aspects of the social uses and symbolic meanings we attach to food and eating. How do we use food to make friends, to make enemies, and to make ourselves? What is changing in our food consumption patterns? What are some of the politics and the ethics involved in producing and marketing food? What is the significance of eating out? How do we analyze the smell and taste of food cross-culturally? Prerequisite: ANTH 240D or 500D.

410R-3 Anthropology of Science and Technology. Technologies and scientific knowledge are commonly thought of as being universally applicable and as representations of truths about the operations of the world that are independent of culture. Anthropological studies, however, suggest that the efficacy of scientific knowledge and technologies is specific to the localities

in which they are produced. This course introduces students to the primary concerns of the anthropology of science.

412-3 Visual Anthropology as a Research Methodology. The new digital technologies provide exciting new ways to conduct anthropological research and present research findings. They also raise technical, methodological, and ethical questions for researchers. This course examines these issues through readings and analysis of examples of use of these media - digital video, still photography, and web authoring - in the field and in presentation to a scholarly and larger public.

415-3 Sociolinguistics. (Same as LING 415) History, methodology and future prospects in the study of social dialectology, linguistic geography, multilingualism, languages in contact, pidgin and creole languages, and language planning.

416-3 Spanish in the U.S.A. (Same as LING 416) This course offers a survey of the historical, social, political, linguistic and educational issues surrounding the Spanish language in the United States. Topics to be addressed include Spanish language use and bilingualism, language maintenance and shift, education of Latino populations, Hispanic diversity, and Latino literature.

417-3 Language Contact. This course will introduce students to the social conditions under which language contact occurs and the cultural and linguistic consequences of such contact. Primary topics will be language maintenance and shift, ideologies and attitudes regarding bilingualism, and language development and change, using data from a variety of languages and cultures. Designed to provide a comprehensive background for research on bi- or multilingual settings. Prerequisite: one of the following: ANTH 240B, LING 200, LING 300, ANTH 500B or LING 505.

420-3 Mayan Texts. Detailed examination of Mayan texts written in Mayan languages in their cultural contexts. Texts may range from pre-Columbian hieroglyphic texts, colonial Mayan texts, to modern texts.

421-3 Descriptive Phonetics and Phonology. The course introduces students to the study of phonetics and phonology from an anthropological and descriptive perspective. The course is interested in; how are sounds produced and how do they then become meaningful in languages? Special attention is paid to metrical phonology.

422-3 Grammatical Analysis. A basic introduction to the analysis of morphology and syntax in languages of the world from a functional perspective. A broad range of grammatical patterns will be introduced and examined, equipping the student to investigate the diversity of language structures.

424-3 Native American Verbal Art. (Same as ENGL 424) This class examines the oral traditions (story-telling, poetry, song, chant, etc.) of Native American Peoples. This class focuses on the way that Native American verbal art has been presented/represented by outsiders as well as on the formal features and forms of Native American verbal art. Attention is paid to the place and structure of verbal art in Native societies. This class focuses on the broad spectrum of verbal art in North America.

425-3 Cognitive Anthropology. The theory of culture as cognitive organization is explored. Among the topics are: Formal analysis of lexical domains, folk classifications and strategies, the problem of psychological validity, linguistic determinism and relativity, biogenetic and psycholinguistic bases of cogni-

tion, and the new ethnography.

426-3 Gender, Culture and Language. (Same as WGSS 426 and LING 426) This course is designed for students who have had some exposure to gender studies. It will focus on readings in language and gender in the fields of anthropological- and sociolinguistics. Issues to be addressed are the differences between language use by men/boys and women/girls, how these differences are embedded in other cultural practices, and the various methodologies and theories that have been used to study gendered language use.

428A-3 Languages and Cultures of the Americas-North America. (Same as ANTH 328A) This course studies the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is North America.

428B-3 Languages and Cultures of the Americas-Mesoamerica. (Same as ANTH 328B) This course studies the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is Mesoamerica.

428C-3 Languages and Cultures of the Americas-South America. (Same as ANTH 328C) This course studies the myriad of indigenous languages of the Americas. Focus is both descriptive and anthropological. Languages are considered with respect to their grammatical and discursive structures, historical relations, and their place within the sociocultural milieu of speakers. Areal focus is South America.

430A-3 Archaeology of North America. Detailed study of the early cultures of North America. Emphasis on the evolutionary cultural development of North America.

430B-3 Archaeology of Meso-America. Detailed study of the early cultures of Meso-America with emphasis on the evolutionary cultural development of Meso-America.

430C-3 Archaeology of Africa. Detailed study of Sub-Saharan African prehistoric and historic cultures with emphasis on ecological, evolutionary and historical developments. The course examines human cultural origins, the rise of civilizations, and the diversity of human societies into early historic times.

430D-3-9 (3 per topic) Art and Archaeology of the Ancient Mediterranean. (Same as AD 407 and CLAS 310) An introduction to art historical, archaeological, and historical approaches to the physical remains of the ancient Mediterranean. Emphasis normally on Greece or Rome. Can be repeated if offered on different topics. Occasionally offered overseas. No prerequisites.

430E-3 Archaeology of Ancient Egypt. Detailed study of the early culture of ancient Egypt with emphasis on the evolutionary cultural development of Egypt. No prerequisites.

430F-3 Archaeology of South America. Survey of the prehistory and ethnohistory of South America, including the peopling of the South American continent, the development of early cultures, the rise and fall of Andean empires, and the impact of Spanish contact and conquest.

440A-3 The Fossil Evidence for Human Evolution. An advanced consideration of the fossil evidence for human evolution and evaluation of the various theories regarding the course of

human evolution.

440B-3 Race and Human Variation. A consideration of the range, meaning and significance of contemporary human biological variation, including evolutionary and adaptive implications and the utility of the race concept.

440C-3 Context of Human Evolution. This course will provide an ecological, behavioral, geological, geographic, and theoretical context from which to understand the evolutionary history of modern humans. The course is designed to complement ANTH 440A.

441A-3 Laboratory Analysis in Archaeology: Ceramics. Being durable, abundant, and full of information about food, social customs, styles, and even ideology, pottery provides a wealth of information about past societies. This course covers the major aspects of pottery analysis, including studies of raw materials, production techniques, function, and exchange. The course is partly lecture, partly lab-based.

441B-3 Laboratory Analysis in Archaeology: Archaeometry. This course surveys technical methods of the physical and natural sciences in archaeological analysis. Rather than focusing on a specific set of materials (as is done in the other courses in the ANTH 441 series), this course covers a broad spectrum of technical studies, including chronometry as well as the analysis of ceramics, metals, textiles, and ecofacts.

441C-3 Laboratory Analysis in Archaeology: Lithics. This course provides an introduction to lithic analysis in archaeology. Students will be introduced to technological and functional analyses, typological studies, use-wear analysis, debitage analysis, and related subjects. The focus will be on chipped stone, but ground stone will also be considered. The overall goal is to show how lithic analysis can address broader anthropological questions.

441D-3 Laboratory Analysis in Archaeology: Zooarchaeology. This course introduces students to zooarchaeology, including the techniques of faunal analysis, current theories, and methods used to interpret faunal data. It familiarizes students with the major research questions that animal remains from archaeological sites can be used to investigate. Students will be given their own sample faunal assemblage which they will be expected to sort, analyze, and interpret during the course of the semester.

442-1 to 12 Working with Anthropological Collections. Management, curation, and analysis of anthropological collections as part of a research project created by the student. May be taken independently or as a follow-up to ANTH 450, 495, 496, 497, 596, or 597.

444-3 Human Genetics and Demography. A course in human genetics with an emphasis on population genetics and demography of modern and ancient human populations.

450A-3 Museum Studies - Learning in Museums. A detailed study of museum in the context of their use of exhibitions as an educational medium. Covers the evolution of the museum as a learning environment and the application of learning theory and principles in modern museums. Emphasis is placed on practicum experiences involving the design of learning experiences and educational programs in the museum setting.

450B-3 Museum Studies - Methodology and Display. A detailed study of museums in the context of their use of exhibitions as an educational medium. Focus on the history of museum ex-

hibitions and instruction in the fundamentals of educational exhibit design and curatorial research. Emphasis is placed on practicum experiences involving the design of educational exhibits and curatorial research. Laboratory/field trip fee: \$20.

455A-3 Dental Anthropology. Developmental origins of vertebrate teeth, anatomy and occlusal function, taxonomic and dietary aspects of the Primate dentition, detecting hominid origins; modern human odontology: genetics, pathology, forensic analysis. Much laboratory activity with materials.

455B-3 Laboratory Methods. Osteological and/or biochemical methods for conducting the “forensic protocol”: Bone ID, measurement, time since death, age at death, ancestry, stature, sex, pathological and genetic methods of “individuation”, Minimum Number of Individuals, etc.

455C-3 Primate Behavior and Ecology. Advanced study of the behavior and ecology of living nonhuman primates. The course will cover the geographic distribution and basic ecological features of nonhuman primates and the relationships between resource distribution, social organization, mating system and behavior which will help to reconstruct the evolution of nonhuman and human primate sociality.

455D-3 Quantitative Methods. Classic inferential statistics as well as resampling approaches and pattern recognition philosophy: chi square, t test, ANOVA, correlation and regression, non-parametric versus parametric methods, multiple regression, all involving diverse anthropological data examples. This course in combination with Ed Psych 506 or other approved substitute satisfies a doctoral tool requirement. Does not count as a bioanthropology elective toward the M.A. degree.

455E-3 Biomedical Anthropology. Biological disorders and maladaptation in the human species. Major themes include epidemiological methods, the modern Epidemiological Transition to “Western” disease patterns, other transitions resulting from “discordant adaptation,” diet, the relation to sociomedical anthropology, and the evolution of human disease (including osteological paleopathology) from Paleolithic to industrialized contexts.

455F-3 Nutritional Anthropology. The anthropological investigation of diet and nutrition in past and present human populations. This course investigates the diets of our human ancestors, human food revolutions, methods used to evaluate diet and nutrition in past human populations, and contemporary issues in food production and distribution.

455G-3 Primate Biology and Evolution. Advanced study of primate biology, evolution, and systematics, with special emphasis on primate functional anatomy and dentition. The course will cover the taxonomy of primates, the evolution of the primate radiation and primate origins, and biological features which elucidate primate relationships and help to reconstruct behavior and ecology of extinct primates.

455H-3 Osteology. This lab-based course is for the advanced student interested in the analysis of the human skeleton. An intensive study of human skeletal anatomy, the methods used in the identification and analysis of skeletal remains in archaeological contexts, and osteological evidence for disease, diet, and trauma in past populations.

455I-3 Comparative and Functional Primate Anatomy. Advanced study of the functional anatomy of primates with a strong emphasis on primate osteology. The course will compare

biology of living primates, including humans, to elucidate adaptations in anatomy of nonhuman primates and to better understand the origins and specific anatomical adaptations in the human lineage.

456-3 Forensic Taphonomy. Critical to the successful forensic anthropological analysis of human remains is an understanding of the events and processes that affect decomposition of biological tissues. This course is designed to teach students about a variety of process affecting decomposition of human tissues, including (but, not limited to) animal scavenging, insect activity, environmental conditions, personal characteristics of the deceased and human vectors (dismemberment, burning, burial, etc.). Prerequisite: ANTH 231 OR ANTH 455H.

460-1 to 12 Individual Study in Anthropology. Guided research on anthropological problems. The academic work may be done on campus or in conjunction with approved off-campus (normally field research) activities. Special approval needed from the instructor.

465-3 to 9 Internship. For anthropology majors only. This provides a supervised experience in a professional setting. Not for graduate credit. Special approval needed from the department.

470A-3 People and Cultures-Africa. (Same as ANTH 310A) A survey of the prehistory, cultural history, and modern cultures of peoples in Africa.

470C-3 People and Cultures-Caribbean. (Same as ANTH 310C) A survey of the prehistory, cultural history, and modern cultures of peoples in the Caribbean.

470D-3 People and Cultures-Europe. (Same as ANTH 310D) A survey of the prehistory, cultural history, and modern cultures of peoples in Europe.

470E-3 People and Cultures-South America. (Same as ANTH 310E) A survey of the prehistory, cultural history, and modern cultures of peoples in South America.

470F-3 People and Cultures-Middle East and North Africa. (Same as ANTH 310F) A survey of the prehistory, cultural history, and modern cultures of peoples in the Middle East and North Africa.

470G-3 People and Cultures-North America. (Same as ANTH 310G) A survey of the prehistory, cultural history, and modern cultures of peoples in North America.

470I-3 People and Cultures-Mesoamerica. (Same as ANTH 310I) A survey of the prehistory, cultural history, and modern cultures of peoples in Mesoamerica.

470K-3 People and Cultures-Native Peoples-Southwest. (Same as ANTH 310K) A survey of the prehistory, cultural history, and modern cultures of the Native Peoples of the American Southwest.

480-3 Senior Seminar. Readings and discussion concerning major issues in the study of humankind. Not for graduate students or non-majors. Prerequisite: ANTH 240A,B,C,D, and 250.

484-3 to 9 Internship: Curation of Archaeological Collections. This internship is intended to give students in anthropology or the museum studies program an introduction to the curation and management of archaeological collections. Students will learn various aspects of collections management through hands-on work at the Center for Archaeological Investigations' (CAI) curation facility. The CAI currently curates collections from the American Midwest, Southwest and Micronesia. Students will also be exposed to a variety of issues that affect local,

state and national curation facilities such as conservation/preservation, pest management, storage, collection accessibility, accountability, curation policies and ethical concerns. Internship projects range from collections documentation and research to object digitalization and other special curation projects. Special approval needed from the instructor in order to register for this internship.

485-3 to 9 Special Topics in Anthropology. Selected advanced topics in anthropology. Topics vary and are announced in advance. May be repeated as the topic varies. Special approval needed from the instructor.

490-3 Field Methods and Analysis in Linguistic Anthropology. Includes theoretical background and a project in the linguistic aspects of culture. Prerequisite: ANTH 240B or consent of instructor.

495-3 to 8 Ethnographic Field School. Apprentice training in the field in ethnographic theory and method. Students will be expected to devote full time to the field school. Special approval needed from the instructor.

496-1 to 12 Field School in Archaeology. Apprentice training in the field in archaeological method and theory. Students will be expected to be in full-time residence at the field school headquarters off campus. Special approval needed from the instructor. Students will be charged a \$50 fee for supplies.

497-3 to 6 Field School in Bioarchaeology. This course offers training in archaeological field techniques related to the excavation and analysis of human skeletal remains. Students are expected to be in full-time residence at the field school site, which may involve international travel. Offered during the summer. Special approval needed from the instructor.

499-3 Honors Thesis. Directed reading and field or library research. The student will write a thesis paper based on original research. Not for graduate students. Special approval needed from the department.

Anthropology Faculty

Adams, Jane, Professor, *Emerita*, Ph.D., University of Illinois, 1987.

Bachman, Dona R., Adjunct Assistant Professor, Ph.D., Northern Illinois University, 1979.

Balkansky, Andrew K., Associate Professor, Ph.D., University of Wisconsin, Madison, 1997.

Barrios, Roberto E., Assistant Professor, Ph.D., University of Florida, 2004.

Butler, Brian M., Adjunct Associate Professor, Ph.D., Southern Illinois University, 1977.

Ciubrinskas, Vytilis, Adjunct Assistant Professor, Ph.D., Vilnius University, 1993.

Corruccini, Robert S., Distinguished Professor, *Emeritus*, Ph.D., University of California at Berkeley, 1975.

Croissier, Michelle M., Visiting Assistant Professor, Ph.D., University of Illinois at Urbana-Champaign, 2007.

Dabbs, Grethen R., Assistant Professor, Ph.D., University of Arkansas, 2009.

DeHoet, Robert, Adjunct Instructor, M.F.A., University of Iowa, 1984.

Ford, Susan M., Associate Professor, Ph.D., University of Pittsburgh, 1980.

Fuller, Janet M., Associate Professor, Ph.D., University of South Carolina, 1997.

Gumerman, George J., Distinguished Professor, *Emeritus*, Ph.D., University of Arizona, 1969.

Handler, Jerome S., Distinguished Professor, *Emeritus*, Ph.D., Brandeis University, 1965.

Hardenbergh, Sabrina H. B., Adjunct Assistant Professor, Ph.D., University of Massachusetts, Amherst, 1993.

Hill, Jonathan, Professor, Ph.D., Indiana University, 1983.

Hofling, C. Andrew, Professor, Ph.D., Washington University, 1982.

Lapham, Heather A., Adjunct Associate Professor, Ph.D., University of Virginia, 2002.

Maring, Ester G., Assistant Professor, *Emerita*, Ph.D., Indiana University, 1969.

Maring, Joel M., Associate Professor, *Emeritus*, Ph.D., Indiana University, 1967.

McCall, John C., Associate Professor, Ph.D., Indiana University, 1992.

Muller, Jon D., Professor, *Emeritus*, Ph.D., Harvard University, 1967.

Reichard, Ulrich H., Associate Professor, Ph.D., Georg-August University, Göttingen, Germany, 1995.

Rice, Don S., Professor, Ph.D., Pennsylvania State University, 1976.

Rice, Prudence M., Distinguished Professor, Ph.D., Pennsylvania State University, 1976.

Riley, Carroll L., Distinguished Professor, *Emeritus*, Ph.D., University of New Mexico, 1952.

Shimada, Izumi, Distinguished Professor, Ph.D., University of Arizona, 1976.

Steinbrink, Nate, Adjunct Instructor, M.F.A., Southern Illinois University Carbondale, 2005.

Sutton, David, Professor, Ph.D., University of Chicago, 1995.

Webster, Anthony K., Associate Professor, Ph.D., University of Texas at Austin, 2004.

Welch, Paul D., Associate Professor, Ph.D., University of Michigan, 1986.

Applied Economics

(SEE AGRIBUSINESS ECONOMICS)

Applied Sciences and Arts (College)

Applied Sciences and Arts Faculty

Bleyer, Dorothy R., Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1977.

Hampton, Robbye Joanna, Assistant Professor, *Emerita*, M.S., Southern Illinois University Carbondale, 1965.

Lampman, Duncan, Associate Professor, *Emeritus*, M.S. Ed., Southern Illinois University Carbondale, 1956.

Mailloux, Lawrence O., Assistant Professor, *Emeritus*, B.F.S., Rhode Island School of Design, 1947.

Osborn, Harold W., Assistant Professor, *Emeritus*, M.S.ED., Southern Illinois University Carbondale, 1960.

Rutledge, Clifton D., Associate Professor, *Emeritus*, M. Arch., Kansas State University, 1968.

Sanders, Eugene, Assistant Professor, *Emeritus*, B.S., Southern Illinois University Carbondale, 1956.

Stanley, Charles R., Assistant Professor, *Emeritus*, M.S., University of Houston, 1976.

White, Robert, Associate Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1962.

Architectural Studies (Major, Courses, Faculty)

The most basic human response to the earth's environment has been the development of methods, which increase the probability of survival. The most obvious of these was the creation of shelters by which the impact of climate and the changing seasons could be controlled. From this simple reaction, architecture has evolved which reflects and promotes the cultural, economic and philosophical trends of our societies.

The four-year curriculum in architectural studies offers the beginning level of education for those who intend to pursue a career in this profession or a related field. A structured sequencing of courses is included which provides for a gradual interactive development of required knowledge and skills. This pre-professional preparation is combined with the University Core Curriculum courses to provide a comprehensive scholarly foundation for advancement.

The Bachelor of Science in Architectural Studies (BSAS) is a four-year pre-professional program that prepares graduates for careers in architecture and related fields or to enter masters-level programs. In addition, the School of Architecture offers a 1.5 year Master of Architecture (MArch) degree that is accredited by the National Architectural Accrediting Board (NAAB). The BSAS degree combined with the MArch degree is designed to fulfill accreditation requirements. In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. Graduates with a BSAS degree are prepared for entry-level positions in architecture and related fields at a limited level. Ultimately, most graduates will continue their education in a professional-level Master of Architecture program in order to satisfy education requirements for licensure.

Students also are eligible for participation in the Intern Development Program sponsored by the National Council of Architectural Registration Boards. A wide variety of employment options exist. Some areas include design, planning, preser-

vation, government regulation, construction, building products and facilities management.

The amount of material to be covered, the fast pace of assignments, and the pressure of critical reviews combine to produce a highly charged and energetic atmosphere. Successful students must be able to handle multiple projects simultaneously and demonstrate an ability to manage their time wisely.

To support students in their educational endeavors, sophomores, juniors and seniors are provided dedicated studio space. Program facilities include a resource library, model/furniture shop and a dedicated computer graphics laboratory. The computer graphics laboratory will provide access to input/output devices. Each student is required to purchase or lease a laptop computer and software that meets program specifications prior to the start of the second year for those on the four-year plan or prior to the start of the first year for those on the three-year plan. Laptop and software specifications will be supplied during the registration process.

While facilities are provided for use, cost for supplies, individual equipment and required field trips necessary to the successful completion of the program are borne by the student. Due to variation in individual materials used, it is impossible to predict the exact costs for each student. A reasonable estimate of additional expenses is in the range of \$1000 to \$2000 per academic year.

The Architectural Studies program maintains the right to retain student work for exhibition or for records and accreditation purposes. Students are advised to assemble photographic files of their work for their portfolios.

Students are encouraged to participate in professional related student organizations, which include the American Institute of Architecture Students, Construction Specifications Institute, and Illuminating Engineering Society. Additional activities designed to enhance the overall quality of education include the University Honors Program, travel study programs, workshops and guest lectures.

All applicants must satisfy standard University baccalaureate entrance requirements in order to be admitted into the University and included in the Architectural Studies applicant pool. Enrollment in the Architectural Studies program will be based upon selective admission criteria. High School graduates will be evaluated on ACT results and class rank. Transfer and change of major students will be evaluated on grade point average as calculated by Southern Illinois University Carbondale.

Prospective students attending another college or university prior to transferring to Southern Illinois University Carbondale should concentrate on completing courses articulated or approved as substitutes for Southern Illinois University Carbondale's University Core Curriculum requirements. Prior to taking courses that appear to equate to the professional sequence, the applicant should consult with the school director or designated representative.

If a student receives a grade of F three times in the same course, the course cannot be taken again. Students cannot repeat Architectural Studies Prefix courses in which they received a grade of C or better.

**Bachelor of Science Degree in Architectural Studies,
College of Applied Sciences and Arts**

University Core Curriculum 41¹
 As per university requirements for baccalaureate degrees,
 but must include History 101a,b.
Requirements for Major in Architectural Studies (9) + 87
 MATH 111² (3) + 1
 PHYS 203a,b (3) + 3
 PHYS 253a,b 2
 Electives 9
 ARC 121, 122, 231, 232, 242, 251, 252, 271, 341, 342, 351,
 352, 361, 362, 381, 451, 452, 462, 481, 482, (3) + 72
Total 128

¹ARC 231, 232, PHYS 203a and MATH 111 will apply toward nine hours of University Core Curriculum requirements making a total of 41 in that area.

²MATH 108 and 109 substitute for MATH 111. Hours will be (3) + 3. Total hours for the degree remains 128 when the extra hours are counted as an architecture elective.

³In order to meet NAAB pre-professional requirements, at least 45 hours of non-architecture courses must be completed.

Architectural Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ARC 121, 122.....	4	4
ENGL 101, 102.....	3	3
UCOL 101, HIST 101B	3	3
MATH 111, SPCM 101	4	3
Select Core	2	3
Total	16	16

SECOND YEAR	FALL	SPRING
ARC 231, 232	3	3
ARC 251, 252	4	4
ARC 271, 242	3	3
PHYS 203A,B	3	3
PHYS 253A,B	1	1
HIST 101A, Select Core	3	3
Total	17	17

THIRD YEAR	FALL	SPRING
ARC 341, 342	4	4
ARC 351, 352	5	5
ARC 361, 362	3	3
ARC 381, Select Core	2	3
Total	14	15

FOURTH YEAR	FALL	SPRING
ARC 451, 452	6	6
ARC 481, 462	3	3
Elective, ARC 482	3	3
Select Core	3	-
Elective	3	3
Total	18	15

Courses (ARC)

121-4 Design Communication I. (Same as ID 121) Introduction to basic drawing and graphic modeling for interior design, architecture, and graphic communication. Instruction in two- and three-dimensional visualization of form and space. Topics: freehand drawing and drafting skills, orthographic projection, shade and shadow, paraline drawing, sketching, drawing and projection composition, and perspective geometry and projection. Restricted to major. Studio Fee: \$48.

122-4 Design Communication II. (same as ID 122) Continuation of Design Communication I. This course is a continuation of sketching and black and white drawing techniques. The introduction of color and color presentation techniques with emphasis on advanced interior design and architectural graphics and presentation composition. Introduction of basic computer graphics tools such as Photoshop. Prerequisite: ARC 121. Restricted to major. Studio Fee: \$48.

199-1 to 10 Individual Study. Provides first-year students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the sponsor and school director.

231-3 Architectural History I. (Same as ID 231) (Advanced University Core Curriculum Course) The study of the influences and the development of architecture from prehistoric to the 19th Century, in particular, the study of structure, aesthetics, and the language of architecture. With Architectural History 232, satisfies Core Curriculum Fine Arts requirement.

232-3 Architectural History II. (Same as ID 232) (Advanced University Core Curriculum Course) Course covers development of modern architecture and urban planning from the nineteenth century to the present, and includes American, British and Continental architecture and urban planning, and influences of Eastern Architecture and design. With ARC 231, satisfies Core Curriculum Fine Arts requirement. Prerequisite: ARC 231.

242-3 Building Technology I: Wood. (Same as ID 242) Introduction to basic materials and components used in light wood frame construction. A survey of manufacturing methods, sizes, performance characteristics, quality, finishes and applications. Use of vendors' and standard references. Preparation of working drawings in light wood frame construction. Prerequisite: ARC 122, 271. Restricted to major. Studio Fee: \$36.

251-4 Design I: Concept. (Same as ID 251) Introduction to the basic principles and elements of design by means of practical and abstract applications. Development of two- and three-dimensional solutions and presentations for conceptual design problems. Emphasis is on three-dimensional thinking and communication. Prerequisite: ARC 122. Restricted to major. Studio Fee: \$48.

252-4 Design II: Order. A series of studio exercises to develop an understanding of the use of a model for structuring design information, fundamentals of programming, research, communication skills and the design process. This course is designed to satisfy the writing portion of the Communication-Across-the-Curriculum requirements. Prerequisites: ARC 251, 271. Restricted to major. Studio Fee: \$48.

258-1 to 30 Work Experience Credit. Credit granted for job skills, management-worker relations, and supervisor experience for past work experience while employed in industry, business, the profession, or service occupations. Credit will be established by school director evaluation. Restricted to major.

259-1 to 60 Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be established by school director evaluation. This credit may only be applied at the 100- and 200-level for the architectural studies degree unless otherwise determined by the director. Restricted to major.

271-3 Computers in Architecture. (Same as ID 271) This course serves as an introduction to various electronic media employed within the practice of interior design and architecture. Creative and effective skills in the use of computers in interior design and architecture applications are consistently stressed. Restricted to major.

299-1 to 16 Individual Study. Provides students with opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the sponsor and school director.

314I-3 Expressions in Architecture. (University Core Curriculum) A study of the interconnected nature of the arts, history, environmental psychology, and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization engaged in activities related to the student's academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail. Restricted to major in architectural studies. Special approval needed from the instructor.

320-1 to 12 Architectural Cooperative Education. The student will participate in an Architectural Studies approved cooperative education program that includes formal instruction, training and/or career related work experiences. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperative agency student performance evaluations and student reports are required. Cooperative experience may be in one or more of the following broad areas: (a) schematic design, (b) design development, (c) construction documents, (d) bidding or negotiations, (e) construction administration. Hours and credit to be individually arranged. Restricted to major in architectural studies. Special approval needed from the instructor.

341-4 Building Technology II: Masonry and Concrete. Continuing study of materials and practices in document preparation for buildings using masonry and reinforced concrete construction. Investigation and use of local, state and federal codes regulating health and safety. Investigation of construction tech-

niques relating to criteria of permanence, low maintenance and budget requirements. Produce a set of working drawings for a two-level, light commercial/industrial building. Prerequisite: ARC 242. Restricted to major. Studio Fee: \$48.

342-4 Building Technology III: Steel. Correlation of the design development and construction documents phases of a building project. Development of the project from design development through construction drawing phases with appropriate drawings required for each phase. Prerequisite: ARC 242. Restricted to major. Studio Fee: \$48.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations offered through various workshops, special short courses, and seminars. Hours and credit to be individually arranged. This course may be classified as independent study. Special approval needed from the instructor and school director.

351-5 Design III: Context. Continuing study of architectural design. Projects of increased scope and complexity. Continue design process study (synthesis) and appropriate design presentation (communication). Working with impingement introduced by external agencies such as social, government, and community, as part of a larger context of planning. Study of the impact of site development, for on-site as well as external, contextual issues. Prerequisite: ARC 252. Restricted to major. Studio Fee: \$60.

352-5 Design IV: Complexity. Completion of complex design projects in varied environmental settings. Rapidly paced projects designed to provide the maximum exposure to complex architectural typologies. Analysis of facility program toward management of complex patterns. Prerequisites: ARC 351, 381. Restricted to major. Studio Fee: \$60.

353-4 to 6 Architecture Vertical Studio. A series of studio exercises designed to allow students to earn credit for ARC 251, 252, 351, 352, 451, 452, or ID 251 or 252. Projects are designed to fulfill the goals of the course for which this is substituted. Prerequisites vary according to the course for which this is substituted. Sophomore standing or higher required. Course may be repeated once for up to 12 hours credit. Restricted to major in Architectural Studies or Interior Design. Studio Fee: \$12 per credit hour.

361-3 Structures I: Statics and Steel. Elementary study of forces and force systems using graphic and analytic methods. Basic structural concepts: reactions, shear and moment diagrams, axial, eccentric and combined loading on beams and columns. Design of floor and roof structural systems: load analysis, acting and resisting stresses. Truss stress analysis. Introduction to steel design. Prerequisites: PHYS 203A, PHYS 253A. Restricted to major.

362-3 Structures II: Wood and Concrete. Study of wood and concrete structural framing systems: investigation of wood and concrete materials and their limitations, and the use of appropriate structural design procedures for wood and concrete structures through selection of appropriate, common and economical shapes to satisfy building structural requirements and applicable building code requirements. Prerequisite: ARC 361. Restricted to major.

381-2 Environmental Design I: Site Planning. The fundamen-

tals of site planning with reference to the historical, environmental, climatic, technologic, and legal aspects in site design. Introduction to use of surveying equipment and the preparation of a site design with emphasis on the principles of sustainable design. Restricted to major. Studio Fee: \$24.

399-1 to 16 Individual Study. Provides students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the faculty sponsor and school director.

434-3 Preservation Summer. (Same as HIST 496B) Field experience in research and historic preservation issues related to regionally and nationally significant historic sites in southernmost Illinois between the Ohio and Mississippi rivers. Not for graduate credit. Special approval needed from the instructor.

444-1 to 6 Architectural Field Studies. In site study of specified world area(s) concerning the influence of the region's particular culture on architecture, landscape, urban and interior design. The course reviews both historic and current; ethnicity, social, philosophical, religious, economic and political values of the region being visited to gain insights on the symbiotic relationship between culture and design. Not for graduate credit. Fees: cost of transportation, lodging, access fees and general cost related to delivery of the curriculum items that are in addition to on-site courses. Special approval needed from the instructor and school director.

451-6 Design V: Urban Design and Community. Study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experience will be brought to bear on the architectural projects within the context of urban and community criteria. Not for graduate credit. Prerequisite: ARC 352. Restricted to major. Studio Fee: \$72.

452-6 Design VI: Integration. This comprehensive design studio focuses the knowledge and skills developed in all previous courses on a single project. The course emphasizes the design integration of the building's structural and environmental systems. Not for graduate credit. Co-requisite: ARC 482. Prerequisites: ARC 342, 362, 451, 481. Restricted to major. Studio Fee: \$72.

462-3 Structures III: Analysis and Lateral Forces. Continuing study of framing materials and systems for buildings using advanced concepts of structural analysis. Included are earthquake resistant structures, wind resistant design, composite beams, plastic theory, statically indeterminate structures, long spans, moment distribution, multi-story structures, and other related topics. Not for graduate credit. Prerequisite: ARC 362. Restricted to major.

470-3 Architectural Visualization. This course is designed to give the student a fundamental understanding of the practices of 3D architectural modeling and visualization. Themes emphasized are: 3D modeling; still frame rendering; animation production; image editing and post production. Priority enrollment is given to graduate students in ARC 570 before ARC 470 is offered. Prerequisite: ARC 271. Restricted to architecture and interior design majors. Special approval needed from the advisor.

473-3 Computer-Aided Design and Animation. Skill development in the computer-aided design system for the schematic

and design development phases of all architectural disciplines. The use of the computer-aided design system as a tool for three-dimensional creative problem solving. Not for graduate credit. Pre-requisite: ARC 271. Special approval needed from the department chair.

481-3 Environmental Design II: Energy and Systems. (Same as ID 481) The study of the influence of energy, human comfort, climate, context, heating, cooling and water on the design of buildings and sites. The design of passive and active environmental systems with continued emphasis on daylighting, acoustics and design strategies for sustainability. Not for graduate credit. Prerequisites: PHYS 203B, 253B. Restricted to major.

482-3 Environmental Design III: Lighting and Acoustics. (Same as ID 382) This course provides a comprehensive overview of the luminous and sonic environment with emphasis on energy conscious design. Not for graduate credit. Co-requisite: ARC 452. Prerequisites: PHYS 203B, 253B. Restricted to major.

491-3 Professional Practice I: Office Practice. (Same as ID 471) Introduction to the organization, management, and practice of architecture and interior design as a business and profession. Emphasis is placed on the range of services provided, professional ethics, business management, marketing, contracts and negotiations, design cost analysis/control and other aspects of professional practice. Not for graduate credit. Prerequisite: ARC 352. Restricted to major.

492-2 Professional Practice II: Specifications. Understand the function of a Project Manual with technical specifications as a contract document and the relationship of technical specifications to architectural drawings. Research, organization, format and content of various sections of the Project Manual-Technical Specifications document. Not for graduate credit. Prerequisite: ARC 342. Restricted to major in architectural studies.

499-1 to 16 Individual Study. Provides students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of the entire institution. Each student will work under the supervision of a sponsoring staff member. Not for graduate credit. Special approval needed from the faculty sponsor and school director.

Architectural Studies and Interior Design Faculty

Anz, Craig K., Associate Professor, Ph.D., M.Arch, Texas A&M, 2009.

Bramlet, James E., Assistant Professor, *Emeritus*, M.A., Western Illinois University, 1970.

Brazley, Michael D., Associate Professor, Ph.D., University of Louisville, 2002, B.Arch., Howard University, 1978.

Davey, Jon, Professor, M.S., Southern Illinois University Carbondale, 1987.

Dobbins, John K., Associate Professor and Head of Master of Architecture Program, M.Arch., M.B.A., University of Illinois, 1986.

Gimenez, Atilio M., Assistant Professor, *Emeritus*, M.Arch., University of Buenos Aires, 1961.

Hays, Denny M., Associate Professor, *Emeritus*, M.Arch., University of Utah, 1971.

Kremers, Jack, Professor, *Emeritus*, M.Arch., University of Michigan, 1966.

Lach, Norman, Assistant Professor, M.Arch., University of Illinois Champaign, 1974.

Ladner, Joel Brooks, Associate Professor, *Emeritus*, M.Arch., University of Houston, 1984.

LaGarce, Melinda, Associate Professor, M.F.A., Texas Technology University, 1972.

Morthland, Laura, Assistant Professor, M.I.Arc., University of Oregon, 2003.

Owens, Terry A., Associate Professor and Associate Dean, M.S., Southern Illinois University Carbondale, 1984.

Poggas, Christy, Assistant Professor, *Emerita*, M.S. Ed., Southern Illinois University Carbondale, 1990. B.Arch., University of Arizona, 1975.

Smith, Peter B., Associate Professor, M.Arch., University of Illinois, 1980.

Swenson, Robert, Associate Professor, M.Arch., Yale University, 1969.

Tully, Timothy R., Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1990.

Vera, Maria del C., Assistant Professor, M.Arch., Polytechnic University of Catalonia, Spain, 2006.

Wendler, Walter V., Professor and *Director*, Ph.D., University of Texas, 1991, M.Arch., University of California, Berkeley, 1975.

Wessel, Stewart P., Professor, M.F.A., University of North Texas, 1992.

White, David J., Associate Professor, M.S.Ed., Southern Illinois University Carbondale, 1991.

Wright, James K., Assistant Professor, *Emeritus*, M.Arch., University of Pennsylvania, 1966.

Yeshayahu-Sharabi, Shai, Associate Professor, M.Arch., The Ohio State University, 1996.

Army Military Science

(Department, Minor, Courses, Faculty)

Army Military Science is a voluntary course sequence, which may lead to a commission as an officer in the United States Army (Active Army, Army Reserves, or Army National Guard). The basic course, consisting of four 100 and 200 level courses, is open to all students and carries no military obligation. Students may take one or all of the basic courses offered, receiving credit hours for each course without incurring a commitment to further study in Army Military Science or any branch of the armed forces. If a student continues into the advanced course, the student will then incur a military obligation. The obligation may be served in the Active Army, Army Reserves, or Army National Guard after the student is commissioned as an officer upon completion of the Army Military Science program. Students who wish to complete the program and receive a commission must earn a bachelor's degree. The field of study is unrestricted. Courses in communication skills, computer literacy, and military history are required.

The Army Military Science program offers a progressive adventure-filled two-year and four-year program, designed to teach students the leadership and management skills needed to pursue an exciting career in the United States Army. The student who successfully completes the program will receive a commission either in the Regular Army, the Army Reserves, or

the Army National Guard. Students may request and be guaranteed reserve forces duty, which allows the student to pursue parallel dual careers in the reserve components of the Army and civilian economy. The four-year program is divided into the basic course, covering freshman and sophomore years, and the advanced course covering the junior and senior years.

The basic course prepares students for the advanced course and provides them with an education in national defense, basic leadership, and management skills. The advanced course is designed to provide training and instruction encompassing a wide range of subjects from organizational and managerial leadership, ethics and professionalism, and military justice, to the United States military history. The understandings and experiences derived from these courses and adventure-training exercises are required to enable a student to grow into an effective junior officer in the U.S. Army.

Veterans of any service, students who are currently members of the armed forces (Reserve or National Guard), and students who have successfully completed three or four years of Junior Reserve Officer Training Corps instruction, may be eligible to enroll into the advanced course once they have obtained junior academic status at the University. Students who have no prior military service may attend a 28-day Leadership Training camp at Fort Knox, Kentucky, which will qualify them for entrance into the advanced course of Army Military Science. This camp incurs no obligation on the part of the student.

All students enrolled in the advanced course will attend a 32-day advanced training camp at Fort Lewis, Washington between the first and second years of the advanced course (normally the summer between the students junior and senior school year). Both the Leadership Training and Advanced Camp pay the student for travel and attendance at camp, plus provide free room, board, and uniforms.

The student additionally learns about the wide range of Army career specialties available and has the opportunity to request duty in those fields where qualified. Those students currently in the Guard or Army Reserves may continue to participate in their Guard/Reserve unit and pursue a commission through the Army's Simultaneous Membership Program (SMP). Participants in the (SMP) allow soldiers currently serving in the National Guard or Army Reserve to receive Sergeants (E5) pay while performing unit drills.

Freshman and sophomore students enrolled in the four-year program are eligible to compete for Army Military Science scholarships for up to three and one half years. These scholarships pay full tuition, fees, books and up to \$500 per month subsistence allowance. Illinois residents who are enrolled in ROTC can compete for state Army ROTC tuition waivers, which pay tuition and other selected fees.

In addition to courses offered for academic credit, the Department of Army Military Science sponsors extracurricular activities. The Ranger Challenge Team, Color Guard Teams, and Pershing Rifles are open to all ROTC students. Adventure training takes place in the form of rappelling clinics, field training exercises, survival training, canoe trips and Civil War Battlefield terrain walks. The department also sponsors several formal social functions throughout the year.

Further information may be obtained from the Department of Army Military Science, telephone (618) 453-7563 or 453-5786.

Army Military Science Minor

A minor in Military Science consists of at least 25 semester hours, including completing the advanced course plus designated courses in communications, military history and computer literacy. Courses in national security affairs and management are also highly encouraged. With its emphasis on leadership and small unit tactics, this minor is structured to develop the attributes required of successful officers in today's United States Army. This minor also recognizes sustained course work in a discipline other than the student's major area of study. Students must discuss their minor program with the director, Army Military Science, to design a coherent program to meet their individual needs.

Courses (AMS)

101-1 to 2 Introduction to Military Science I. Introduction to basic military science focusing on leadership skills and individual tasks. This introductory course will provide the student with realistic experience in leadership and hands-on experience with a variety of army equipment. This course offers a leadership laboratory.

102-1 to 2 Introduction to Military Science II. Expanded introduction to basic military skills focusing on squad level tactics, written orders, security, first aid, and drill and ceremony. Realistic experiences that challenges the student's ability to apply their leadership with doctrinal guidelines. This course offers a leadership laboratory.

201-3 Basic Leadership Skills. Applied leadership in a small group context. Exercises in self confidence, group communications, and leadership evolved from situations where the group is required to function and survive on a self-sufficient basis. Principles of survival and cooperative effort will be explored in depth, with maximum involvement of the student in leadership and problem-solving roles. Includes leadership lab.

202-3 Leadership Studies and Teamwork. A study of the Military Management System, including the functional aspect of leadership within the military structure. Includes the presentation of military leadership traits, styles, approaches, managerial techniques, and communications. Includes a leadership laboratory.

203-6 Leader's Training Course. A special six-week training program designed to prepare students for the advanced course of ARMY ROTC. The course is conducted at Ft. Knox, Kentucky during the summer. Students are evaluated on their potential to become an Army Officer. Not for graduate credit. Special approval needed from the director of Army Military Science.

301-4 A Study of Organizational Leadership. A multi-faceted approach to the study of leadership in both a military and civilian setting. Emphasis is placed upon human behavior, communication, the individual as a leader, group dynamics, and the military's interface with society. An extensive block on ethics, morality and the Code of Conduct is also presented. Physical training techniques are taught with practical application. Includes Leadership Laboratory. Special approval needed from the director of Army Military Science.

302-4 Small Unit Tactics. The student is introduced to small unit tactical operations at the platoon and company level. Offensive, defensive, and retrograde operations are covered in detail. Unit organization and patrolling are also stressed. Prac-

tical exercises are conducted in the classroom and in field environments. Physical training is also conducted. Includes a leadership laboratory. Special approval needed from the director of Army Military Science.

358-6 Advanced Camp. A special 35 day field study training program designed to further prepare Army ROTC advanced course students for the basic tasks that will be required of them as junior officers and leaders in the Army. The course is normally conducted at Ft. Lewis, Washington during the summer. Special approval needed from the director of Army Military Science.

401-4 Leadership and Management. An analysis of selected leadership and management problems in the following military subjects: unit administration at company level emphasizing correspondence; fundamental concepts of military justice in the armed forces of the United States, including the procedures by which judicial and nonjudicial disciplinary measures are conducted; U.S. Army readiness program as it deals with unit maintenance; the position of the United States in the contemporary world scene discussed in light of its impact on leadership and management problems of the military service; and a fundamental knowledge of the logistical support available to the unit. Leadership development is continued by the application of leadership principles, stressing responsibilities of the leader, and increasing experience through practical exercises. Includes a leadership laboratory. Not for graduate credit.

402-4 Officership. This course is designed as a Capstone of training presented prior to commissioning of cadets. Generally this includes advanced studies in ethics, professionalism, planning and coordination between the elements of the military team. Emphasis is placed on understanding of command and staff organization of the battalion level. Coursework includes a study in complying with environmental laws and regulations. Several hours of instruction are presented near the end of the school year including obligations and responsibilities of an Army Officer. Includes a leadership laboratory. Not for graduate credit.

403-1 to 3 Independent Study in Military Science. Directed independent study in selected areas. Students may register for one hour per semester or may register for one hour for the first semester and two hours for the second. They may not register for three hours during one semester. Not for graduate credit. Special approval needed from the director of Army Military Science.

Army Military Science Faculty

Roberts, Eric R., Lieutenant Colonel, Professor and *Director of Army Military Science*, M.A., Webster University, 2005.

Downey, Thomas P., Lieutenant Colonel, Assistant Professor, M.S., Southern Illinois University Carbondale, 2004.

Art and Design

(School, Majors [Art, Design], Courses, Faculty)

The School of Art and Design offers two undergraduate degrees, the Bachelor of Fine Arts and the Bachelor of Arts. The B.F.A., a professional degree, includes ten specializations: art education, ceramics, communication design, drawing, glass, industrial de-

sign, metalsmithing, painting, printmaking, and sculpture. Under the B.A. degree there are two majors: art and design. The B.A. degree in art includes three specializations: art education, art history, and general studio; and the B.A. in design includes the specialization of general design.

With a B.F.A. degree in ceramics, drawing, glass, metalsmithing, painting, printmaking, or sculpture, students are prepared to practice as studio artists, go on to advanced study, or enter careers related to their studio specializations. The B.F.A. specializations in industrial design and communication design prepare students with the intellectual, technological, and practical knowledge required in the professional world of design. With a specialization in industrial design, students are prepared to practice in the industrial field of contemporary product development.

Communication Design is the specialization that creates, informs, and modifies the world around us. Its curriculum provides students with a thorough understanding of and competence in communication in a digital-based society. It includes broad-based technical instruction along with instruction in typography, digital graphic technology, design concepts, information design, and industry standards required by the communication field.

Communication design students learn to combine and develop concepts and employ visualization techniques that instruct, interpret, and/or persuade. This curriculum focuses on message content and theory in print, web, and interactive/multimedia design.

Job titles in the fields of design include Multimedia Design, Web Designer, Web Communication Designer, Graphic Communication, Digital Imaging, Multimedia, Interactive Graphic Design, Internet Communication, Motion Graphics, Art Director, or Creative Director.

The specialization of art education is offered within a liberal arts (B.A.) as well as a professional (B.F.A.) curriculum format. Upon completion of either program, students in art education are prepared and certified to teach in the public schools. However, the Bachelor of Fine Arts degree program offers the student more studio electives in art and design. With the B.F.A. degree in art education, students are better prepared to teach studio arts in American schools or go on for advanced study either in art or art education.

Art History is a study of visual culture in its historical contexts. The B.A. specialization in art history provides rigorous liberal arts training in analytical and critical viewing, reading, thinking, speaking, and writing. It prepares students for graduate study, professional school, and careers in museums, auction houses, publishing, and other fields. Majors take courses in art history, studio art, and the University's core curriculum and enjoy a wide choice of electives.

The general studio specialization is the most flexible program. By means of both requirements and elective options, students may plan interdisciplinary programs in art or develop programs leading toward a specific career objective.

The B.A. specialization in general design is an interdisciplinary approach to studying and applying design principles and methodologies. The curriculum exposes students to the broad applications of design and designing as a process of change. Emphasis is placed on creative and critical thinking skills suit-

able for application in a wide range of employment possibilities as well as preparation for many graduate programs. Developing skills that help individuals think independently and excel as effective team members is a goal of the general design specialization.

The education of teachers, scholars, artists, and designers requires both a comprehensive program in the specializations and a university core program outside of the major. In meeting these objectives the School emphasizes both theory and practice in its specializations. Studies are sequentially planned to facilitate orderly matriculation through the baccalaureate curricula.

Prior to entry into selected specializations, all majors are required to complete foundation studies: beginning coursework in art history, drawing, and two- and three-dimensional design. In addition, for entrance into the art B.F.A. specializations, students must have successfully completed a portfolio review of work from previous art studies (at SIUC or elsewhere). The review will be conducted upon completion of the foundation studio courses and one or two courses specific to the specialization.

Students admitted to a design specialization must own a McIntosh laptop computer and software as specified by Design faculty for subsequent courses. The hardware and software will be utilized throughout the Design course sequence beginning with the 300-level specialization courses. Financial aid may be available to eligible students. Students must consult the SIUC School of Art and Design website for current details on hardware and software requirements. Information is also available through faculty and the School's advisement office.

Transfer students seeking admission from another program at Southern Illinois University Carbondale must meet the same requirements as those seeking admission from another institution (See Chapter 2). Evaluation of a studio course for transfer credit from another institution will be made on the basis of a presentation of the work (or professional quality images of the work) executed in the course to determine whether the course will be considered equivalent to a specific course or accepted as studio elective credit.

Most prerequisite courses must be completed with a grade of C or better before a student may advance into the next course. Students should refer to individual course descriptions for specific information.

Courses in art and design have limited enrollment, and enrollment may be cancelled for students who do not attend the initial class session of the semester. Courses in some programs must be taken in a certain sequence, and not all classes are offered every semester. Admission to certain courses is restricted, and permission must be obtained prior to registration. For some courses permission to register is based upon submission of a portfolio.

Instructional Support Equipment Fee

The School of Art and Design assesses all undergraduate art and design majors an instructional support equipment fee of \$10.00 per credit hour; a maximum of 12 credit hours will be charged each for fall and spring semesters and six for summer.

Art Major

Bachelor of Fine Arts Degree, College of Liberal Arts

A student majoring in art should select one of the following

fields of interest by the end of the sophomore year: art education, ceramics, communication design, drawing, glass, industrial design, metalsmithing, painting, printmaking, or sculpture.

ART MAJOR—ART EDUCATION SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
The following must be taken in order to satisfy state teacher certification requirements: Psychology 102.	
Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207A, B, or C should be taken as the humanities courses.	
<i>Requirements for Specialization in Art Education</i>	(9) + 56
Foundation requirements: Art and Design (100A); 100B; 110; 120; three from 101 and/or (207A), (207B), 207C	(9) + 12
Studio requirements: Art and Design 201, 202, 203, 204, 219	15
Art education requirements: 208, 308, 318, 328, 338.....	15
Art and Design history electives (300- or 400-level)	3-6
Art and Design studio electives	13
<i>Professional Education Requirements</i>	31
Teacher Education Program.....	28
EDUC 210 prerequisite to TEP	3
<i>Total</i>	128

ART MAJOR—CERAMICS SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100a or b should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.	
<i>Requirements for Specialization in Ceramics</i>	(9) + 84
Foundation requirements: Art and Design (100A); 100B; 110; 120; three from 101, (207A), (207B), and/or 207C.....	(9) + 12
Major requirements: Art and Design 203; 204; 205; 214; 219; 304A; 304B; 389; 404A; 404B; 404C; and 404D	42
Art and Design history electives (300- or 400-level)	6
Craft or sculpture electives	9
Studio art electives	15
<i>Total</i>	125

ART MAJOR—COMMUNICATION DESIGN SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207A, B, or C should be taken as the humanities courses.	
<i>Requirements for Specialization in Communication Design</i>	(9) + 84
Foundation requirements: Art and Design (100a), 100b, 110, 120, (207A), (207B), 207C	(9) + 12
Major requirements: Art and Design 122; 219; 222; 249; one from 302A, 302B, 302C or 302D; 322; 332; 339; 352; 15 credits from 372, 452, 472, and 489D (courses numbered 322 and above require ownership of MacIntosh laptop computer).....	42
Art and Design electives	12
Art and Design history elective (300- or 400- level)	3
Electives	15
<i>Total</i>	125

ART MAJOR—DRAWING SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
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Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207A, B, or C should be taken as the humanities courses.

<i>Requirements for Specialization in Drawing</i>	(9) + 84
Foundation requirements: Art and Design (100A), 100B, 110, 120, (207A), (207B), 207C	(9) + 12
Major Requirements: Art and Design 200; 201; 202; 203; 204, 205 or 214; 219; 300-9; 301A; 301B; one from 302A, 302B, 302C, or 302D; 389; 400A; 400B; 400C	54
Art and Design history electives (300- or 400-level)	6
Studio art electives	12
<i>Total</i>	125

ART MAJOR—GLASS SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.	
<i>Requirements for Specialization in Glass</i>	(9) + 84
Foundation requirements: Art and Design (100A); 100b; 110; 120; three from 101, (207A), (207B), and/or 207C.	(9) + 12
Major requirements: Art and Design 200, 201 or 202; 203; 204; 205; 214; 219; 314A; 314B; 389; 414A; 414B; 414C; 414D	45
Art and Design history electives (300- or 400-level)	6
Craft or sculpture electives	9
Studio art electives	12
<i>Total</i>	125

ART MAJOR—INDUSTRIAL DESIGN SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.	
<i>Requirements for Specialization in Industrial Design</i>	(9) + 84
Foundation requirements: Art and Design (100A), 100b, 110, 120, (207A), (207B), 207C	(9) + 12
Major requirements: Art and Design 200; 12 hours from 203, 204, 205, 300, 303, 304, or 305; 213; 219; 223; 313; 323; 332; 337; 363; 383; 423; 489A	54
Art and Design history elective (300- or 400-level).....	3
Art and Design or cognate electives	15
<i>Total</i>	125

ART MAJOR—METALSMITHING SPECIALIZATION (BFA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100a or b should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.	
<i>Requirements for Specialization in Metalsmithing</i>	(9) + 84
Foundation requirements: Art and Design (100A); 100B; 110; 120; three from 101, (207A), (207B), and /or 207C	(9) + 12
Major requirements: Art and Design 203; 204; 205; 214; 219; 305A; 305B; 389; 405A; 405B; 405C; 405D	42
Art and Design history electives (300- or 400-level)	6
Craft or sculpture electives	9
Studio art electives	15
<i>Total</i>	125

ART MAJOR—PAINTING SPECIALIZATION (BFA)

University Core Curriculum Requirements 41
 Art and Design 100a or b should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.
Requirements for Specialization in Painting (9) + 84
 Foundation requirements: Art and Design (100A), 100B, 110, 120, (207A), (207B), 207C (9) + 12
 Major requirements: Art and Design 200; 201; 202; 203; 204, 205 or 214; 219; 300-6; 301A; 301B; 301C; one from 302A, 302B, 302C, or 302D; 389; 401A; 401B; 401C 54
 Art and Design history electives (300- or 400-level) 6
 Studio art electives 12
Total 125

ART MAJOR—PRINTMAKING SPECIALIZATION (BFA)

University Core Curriculum Requirements 41
 Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.
Requirements for Specialization in Printmaking (9) + 84
 Foundation requirements: Art and Design (100a), 100b, 110, 120, (207A), (207B), 207C (9) + 12
 Major requirements: Art and Design 200; 201; 202; 203; 204, 205 or 214; 219; 300-6; 301A; nine hours from 302A, 302B, 302C, or 302D; 389; 402A; 402B; 402C 54
 Art and Design history electives (300- or 400-level) 6
 Studio art electives 12
Total 125

ART MAJOR—SCULPTURE SPECIALIZATION (BFA)

University Core Curriculum Requirements 41
 Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the humanities courses.
Requirements for Specialization in Sculpture (9) + 84
 Foundation requirements: Art and Design (100A), 100B, 110, 120, (207A), (207B), 207C (9) + 12
 Major requirements: Art and Design 200; 201; 203; 204, 205 or 214; 219; 303-9; 389; 403A; 403B; 403C 42
 Art and Design history electives (300- or 400-level) 6
 Craft electives 6
 Studio art electives 18
Total 125

Art Education Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120	3	3
ENGL 101, 102	3	3
Core Math, Core Science	3	3
UCOL 101, SPCM 101	3	3
Core Health	-	2
Total	15	17
SECOND YEAR	FALL	SPRING
AD 219, 202	3	3
AD 207A/B/C	3	3
AD 201, 203	3	3

EDUC 210, EDUC 314	3	2
PSYC 102, Core Social Science	3	3
AD 208, Core Science	3	3

Total 18 17

THIRD YEAR **FALL** **SPRING**

AD 204	3	-
AD 205, AD Studio elective	3	6
AD 318, 308	3	3
AD 328	-	3
AD 207A/B/C	3	-
EDUC 311, 313	3	3
Core Multicultural	3	-

Total 18 15

FOURTH YEAR **FALL** **SPRING**

EDUC 308	3	-
AD Studio elective	4	-
Art History elective	3	-
EDUC 316	3	-
AD 338	3	-
EDUC 401	-	12

Total 16 12

Ceramics Suggested Curricular Guide (BFA)

FIRST YEAR **FALL** **SPRING**

AD 100A,B.....	3	3
AD 110, 120	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Social Science	3	3

Total 15 15

SECOND YEAR **FALL** **SPRING**

AD 204, 304A.....	3	3
AD 207	3	3
AD 203, 205	3	3
Core Health, Core Science	2	3
Core Science, Core Multicultural.....	3	3
Core Social Science	3	-

Total 17 15

THIRD YEAR **FALL** **SPRING**

AD 219	3	-
AD 304B, 404A.....	3	3
AD Studio Electives	3	9
AD 207, 389	3	3
AD 214, Art History Elective	3	3

Total 15 18

FOURTH YEAR **FALL** **SPRING**

AD 404B, 404D	6	6
Art History elective, AD 404C.....	3	3
AD Studio Electives	6	6

Total 15 15

Glass Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120.....	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101.....	3	3
UCOL 101, Core Social Science.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 214, 314A.....	3	3
AD 207.....	3	3
AD 200/201/202, 203.....	3	3
Core Health, Core Science.....	2	3
Core Science, Core Multicultural.....	3	3
Core Social Science.....	3	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
AD 219.....	3	-
AD 314B, 414A.....	3	3
AD 204, AD Studio Elective.....	3	9
AD 207, 389.....	3	3
AD 205, Art History Elective.....	3	3
<i>Total</i>	15	18

FOURTH YEAR	FALL	SPRING
AD 414B, 414D.....	6	6
Art History elective, AD 414C.....	3	3
AD Studio Electives.....	6	6
<i>Total</i>	15	15

Metals Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120.....	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101.....	3	3
UCOL 101, Core Social Science.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 205, 305A.....	3	3
AD 207.....	3	3
AD 203, 204.....	3	3
Core Health, Core Science.....	2	3
Core Science, Core Multicultural.....	3	3
Core Social Science.....	3	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
AD Studio Elective.....	3	-
AD 305B, 405A.....	3	3
AD 214, AD Studio Electives.....	3	9

AD 207, 389.....	3	3
AD 219, Art History Elective.....	3	3
<i>Total</i>	15	18

FOURTH YEAR	FALL	SPRING
AD 405B, 405D.....	6	6
Art History elective, AD 405C.....	3	3
AD Studio Electives.....	6	6
<i>Total</i>	15	15

Communication Design Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120.....	3	3
Core Math, SPCM 101.....	3	3
ENGL 101, 102.....	3	3
UCOL 101, AD 207.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 122, 222.....	3	3
AD 219, 249.....	3	3
AD 207.....	3	3
Core Health, Social Science.....	2	3
Core Science.....	3	3
Core Social Science.....	3	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
AD 322, 372.....	3	3
AD 339, Art History elective.....	3	3
AD 352, 302A/B/C/D.....	3	3
Approved electives.....	3	6
Core Multicultural, AD 332.....	3	3
<i>Total</i>	15	18

FOURTH YEAR	FALL	SPRING
AD 452, 489D.....	3	3
AD 472.....	3	-
AD 372/452/472.....	-	3
Electives.....	9	9
<i>Total</i>	15	15

Drawing Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110,120.....	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101.....	3	3
UCOL 101, Core Science.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 200, 300	3	3
AD 207	3	3
AD 201, 202	3	3
Core Health, Core Social Science	2	3
Core Science, Core Multicultural	3	3
Core Social Science, AD 203	3	3
<i>Total</i>	17	18

THIRD YEAR	FALL	SPRING
AD 300	3	3
AD 204/205/214, AD Studio Elective	3	3
AD 207, AD 389	3	3
AD 219, Art History Elective	3	3
AD 301A, 301B	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 400A, 400B	6	6
Art History elective, AD 400C	3	3
AD Studio Elective	3	6
AD 302	3	-
<i>Total</i>	15	15

Painting Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B	3	3
AD 110,120	3	3
ENGL 101, 102	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 201, 301A	3	3
AD 207	3	3
AD 200, 202	3	3
Core Health, Core Social Science	2	3
Core Science, Core Multicultural	3	3
Core Social Science, AD 300	3	3
<i>Total</i>	17	18

THIRD YEAR	FALL	SPRING
AD 300, 401A	3	3
AD 301B, 301C	3	3
AD 203, 204/205/214	3	3
AD 207, AD 389	3	3
AD 219, Art History Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 401A, 401B	3	6
Art History elective, AD 401C	3	3
AD Studio Electives	6	6

AD 302	3	-
<i>Total</i>	15	15

Printmaking Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B	3	3
AD 110,120	3	3
ENGL 101, 102	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 202, 302C/D	3	3
AD 207	3	3
AD 200, 201	3	3
Core Health, Core Social Science	2	3
Core Soc Science, Core Multicultural ...	3	3
Core Science, AD 300	3	3
<i>Total</i>	17	18

THIRD YEAR	FALL	SPRING
AD 301A, 219	3	3
AD 302A/C, 302C/D	3	3
AD 203, 204/205/214	3	3
AD 207, AD 389	3	3
AD 300, Art History Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 402A, 402B	6	6
Art History elective, AD 402C	3	3
AD Studio Electives	6	6
<i>Total</i>	15	15

Industrial Design Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B	3	3
AD 110,120	3	3
ENGL 101, 102	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 219, 200	3	3
AD 207	3	3
AD 213, 332	3	3
AD 223, 313	3	3
Core Health, Social Science	2	3
Core Science	3	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
Elective, AD 363.....	3	3
AD 323, 383.....	3	3
AD Required Studio, AD 337.....	3	3
AD 207, AD Required Studio.....	3	3
Core Social Science, Multicultural.....	3	3
Electives	-	3
<i>Total</i>	15	18

FOURTH YEAR	FALL	SPRING
AD 423, AD 489A	6	6
AD Required Studio.....	3	3
Art History Elective, Electives	3	6
Elective	3	-
<i>Total</i>	15	15

Sculpture Suggested Curricular Guide (BFA)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Social Science.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 203, 303	3	3
AD 207	3	3
AD 200, 201	3	3
Core Health, Core Science.....	2	3
Core Science, Core Multicultural	3	3
Core Social Science, AD 204/205/214	3	3
<i>Total</i>	17	18

THIRD YEAR	FALL	SPRING
AD 303	3	3
AD Studio Electives	6	6
AD 207, AD 389	3	3
AD 219, Art History Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 403A,B	6	6
Art History elective, AD 403C	3	3
AD Studio Electives	6	6
<i>Total</i>	15	15

Bachelor of Arts Degree, College of Liberal Arts

A student majoring in art with a specialization in art history, art education, or general studio should select the specialization by the end of the sophomore year.

ART MAJOR—ART HISTORY SPECIALIZATION (BA)

<i>University Core Curriculum Requirements</i>	41
Two from Art and Design 207a, b, or c should be taken as the University Core Curriculum humanities courses. Art and Design 100a or b should be taken as the fine arts course.	
<i>Requirements for Specialization in Art History</i>	(9) + 79
Foundation requirements	(9) + 9
Studio courses	(3) + 6
AD 207a, b, c	(6) + 3
Major requirements: Art and Design 327 or 498; one from 407, 417, 427, 437, or other approved pre-modern course; one from 448, 458, 468, or other approved non-Western course; 438, 489b	15
Art History electives ¹	12
Foreign language (French or German recommended)	8
Humanities electives (classics, east Asian, English, French, German, history, linguistics, or philosophy)	9
Approved electives (studio arts, design, museum studies, humanities, social sciences, foreign language, architecture, and other approved areas) ¹	26
<i>Total</i>	120

¹At least 24 hours of art history electives and approved electives must be 300- or 400-level.

Art History Suggested Curricular Guide (BA)

FIRST YEAR	FALL	SPRING
AD 100A/B, AD 207	3	3
AD 207, ENGL 102	3	3
ENGL 101, SPCM 101	3	3
Core Mathematics, Core Science.....	3	3
UCOL 101, Core Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 207, Art History	3	6
Core Social Science, Foreign Language .	3	4
Foreign Language, AD Studio	4	3
Core Health, Core Multicultural	2	3
Core Science	3	-
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
AD Studio, Art History	3	6
AD 438, Approved Electives	3	9
Art History	3	-
Approved Electives	6	-
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Art History	6	-
Approved Electives, AD 489B.....	9	3
Approved Electives	-	11
<i>Total</i>	15	14

ART MAJOR—GENERAL STUDIO SPECIALIZATION (BA)

University Core Curriculum Requirements 41
 Art and Design 100A or B should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207A,B, OR C should be taken as the humanities courses.

College of Liberal Arts Requirement 8
 Foreign language 8

Requirements for Specialization in General Studio (9) + 71
 Foundation requirements: Art and Design (100A), 100B, 110, 120, (207A), (207B), 207C (9) + 12
 Major requirements: Five courses from Art and Design 200, 201, 202, 203, 204, 205, 213, 214, or 249 15
 Art and Design 219 3
 300- and 400-level studio courses in at least three disciplines 27
 AD 400c, 401c, 402c, 403c, 404c, 405c, or 414c 3
 Art and Design History elective (300- or 400- level) 3
 Liberal Arts electives (at least 3 credits must be 300- or 400-level) 8
Total 120

General Studio Suggested Curricular Guide (BA)

FIRST YEAR	FALL	SPRING
AD 100 A,B.....	3	3
AD 110, 120	3	3
ENGL 101, 102.....	3	3
Core Mathematics, SPCM 101	3	3
UCOL 101, Core Social Science.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Beginning-level Studio.....	3	3
AD 207	3	3
Beginning-level Studio.....	3	3
Core Health, Core Science	2	3
Foreign Language	4	4
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
AD 219.....	3	-
Beg.-level Studio, Upper-level Studio	3	9
Core Science, AD 389/other WAC	3	3
AD 207, Art History Elective.....	3	3
Core Social Science	3	-
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Upper-level Studio	9	9
Liberal Arts Elective, AD 4XXC.....	3	3
Multicultural, Liberal Arts Elective	3	2
<i>Total</i>	15	14

Bachelor of Arts Degree, College of Liberal Arts or Bachelor of Science Degree, College of Education and Human Services

ART MAJOR—ART EDUCATION SPECIALIZATION (BA OR BS)

University Core Curriculum Requirements 41
 To include PSYC 102.

Requirements for Specialization in Art Education (9) + 51
 Foundation requirements: Art and Design (100a); 100b; 110; 120; three from 101, (207a), (207b), and/or 207c (9) + 12
 Studio requirements: Art and Design 201, 202, 203, 204, 219..... 15
 Art education requirements: Art and Design 208, 308, 318, 328, 338..... 15
 Studio Art and Design electives 8
Professional Education Requirements 31
 See Teacher Education Program, College of Education and Human Services.

Total 120

Art Education Suggested Curricular Guide (BA or BS)

FIRST YEAR	FALL	SPRING
AD 100A,B.....	3	3
AD 110, 120	3	3
ENGL 101, 102.....	3	3
Core Mathematics, Science.....	3	3
UCOL 101, SPCM 101	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Science, EDUC 311	3	3
AD 219, 202	3	3
AD 201	-	3
PSYC 102, Core Social Science.....	3	3
AD 208, EDUC 314	3	2
EDUC 210, Core Health	3	2
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
AD 207A/B/C	3	3
AD 204, 203	3	3
AD 205, 308	3	3
AD 318, EDUC 313	3	3
Core Multicultural, AD 328.....	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 207.....	3	-
AD 338, EDUC 401	3	12
EDUC 308.....	3	-
EDUC 316.....	3	-
Studio Elective	5	-
<i>Total</i>	17	12

Art Minor

A total of 21 hours is required for the minor. The student must complete Art and Design 100a, 100b, and two from 207a, b, or c for 12 hours and may then elect studio or art history courses for the remaining nine hours.

Art History Minor

A minor consists of 18 credit hours of art history coursework. Students are strongly encouraged to take 207a, b, and c, which serve as prerequisites for many 300- and 400-level art history courses. Transfer students must have taken at least nine credit hours of art history coursework at SIUC in order to obtain a minor.

Design Major

Bachelor of Arts Degree, College of Liberal Arts (BA)

DESIGN MAJOR-GENERAL DESIGN SPECIALIZATION (BA)

<i>University Core Curriculum Requirements</i>	41
Art and Design 100a or b should be taken as the University Core Curriculum fine arts course. Two from Art and Design 207a, b, or c should be taken as the University Core Curriculum humanities courses.	
<i>College of Liberal Arts Requirement</i>	8
Foreign language	8
<i>Requirements for Specialization in General Design</i>	(9) + 71
Foundation requirements: Art and Design (100a), 100b, 110, 120, six hours from (207a), (207b), 207c	(9) + 15
Major requirements: Art and Design 209, 213, 222, 242, 249, 263, 309, 332, 333, 337, 339, 353, 363, 429, 463, 489a.....	42
Art and Design elective (300- or 400-level), including industrial design or communication design course	3
Electives (300- or 400-level)	11
<i>Total</i>	120

General Design Curricular Guide (BA)

FIRST YEAR	FALL	SPRING
AD 100a, b	3	3
AD 110, 120	3	3
ENGL 101, 102	3	3
Core Mathematics, Science	3	3
Core Humanities	3	-
SPCM 101	-	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
AD 207a, b or c	3	3
AD 213 or 222, 209	3	3
AD 253 or 242	3	-
AD 242 or 249	-	3
Core Health, Humanities	2	3
Foreign Language	4	4
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
AD 222 or 213, AD 249 or 332	3	3
AD 333 or 253	3	-
AD 337 or 339	3	-
AD 3XX or Elective	-	6
Core Science	3	-
Core Social Science	3	3
Core Integrative Studies	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AD 332 or 333	3	-
AD 339 or 337	3	-
AD 463, AD 429	3	3
AD 489c	3	3
Elective or 3XX	3	-
Core Integrative Studies	-	3
Electives	-	5
<i>Total</i>	15	14

Courses (AD)

100A-3 Foundation Studio A. (University Core Curriculum) A fundamental class with emphasis on contemporary and traditional two-dimensional processes, concepts and materials. Students will also experiment with digital and time-based work. Projects are designed to introduce and fuse content, skill and composition. Emphasis will be placed on solving visual problems and thinking critically and creatively. Incidental expenses will be incurred. Studio fee: \$30.

100B-3 Foundation Studio B. (University Core Curriculum) A fundamental class with emphasis on contemporary and traditional three-dimensional processes, concepts and materials. Projects are designed to introduce and fuse content, skill and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically and creatively. Incidental expenses will be incurred. Studio fee: \$30.

101-3 Introduction to Visual Culture. (University Core Curriculum) [IAI Course: F2 900] This course aims to equip students with a critical awareness of contemporary visual culture - from art to advertising, from the built environment to cyberspace. Students will be encouraged to interrogate all varieties of visual forms and to consider the different viewing contexts, historical antecedents and cultural differences that condition their experience of the visual world. Weekly section meetings with a graduate assistant will provide an opportunity to discuss concepts presented in lectures and readings and to carry out assignments in the form of written reports and creative art and design projects. A field trip is required (a small fee will be required of those unable to provide their own transportation).

110-3 Introduction to Drawing I. Designed to help the student experience the concepts and processes that constitute the language of graphic expression. The goal is a working understanding of the still life. Incidental expenses required. Studio fee: \$20.

120-3 Introduction to Drawing II. Designed to help the stu-

dent experience the concepts and processes that constitute the language of graphic expression. The goal is a working understanding of inanimate and animate forms in space. Incidental expenses required. Prerequisite: C or better in AD 110. Studio fee: \$20.

122-3 Communication Drawing. Drawing for communication: theoretical and applied concepts in drawing line, shape, form, perspective and color of images in a representational format. Prerequisite: C or better in AD 110. Studio fee: \$30.

200-3 Introduction to Drawing III. Concerned with the introduction to various media, compositional devices, spatial investigation, and the human figure. Incidental expenses not to exceed \$75. Prerequisite: C or better in AD 120. Studio fee: \$60.

201-3 Introduction to Painting. Emphasizing material, techniques, processes, and ideas fundamental to the discipline of painting. Studio fee \$25. Incidental expenses not to exceed \$100. Prerequisite: C or better in AD 100A, B, 110, 120.

202-3 Introduction to Printmaking. Lectures and films on the basic printmaking processes: relief, intaglio, plano graphic, stencil, and cast paper. Emphasis on studio lab work in relief and intaglio, printmaking processes. Prerequisite for art majors: C or better in AD 100 A,B 110, 120. Studio fee: \$60. Incidental expenses not to exceed \$35.

203-3 Beginning Sculpture. Emphasis experience in materials, techniques, processes, and ideas fundamental to the discipline of sculpture. Prerequisite: C or better in AD 100A,B. Studio fee: \$50. Incidental expenses will be incurred.

204-3 Beginning Ceramics. Introduction to ceramic forming techniques of hand building and throwing on the potter's wheel. Students will explore traditional methods of ceramic form construction and will develop fundamental building skills through dialogue, projects, and problem-solving experiences. Prerequisite: C or better in AD 100A,B. Studio fee: \$60. Incidental expenses not to exceed \$15.

205-3 Beginning Jewelry and Metalsmithing. An introduction to the fundamental skills and technology of jewelry and metalsmithing through practical experience. The properties of the medium will be explored and a survey of the field will be made. Prerequisite: C or better in AD 100A,B. Studio fee: \$75. Incidental expenses not to exceed \$10.

207A-3 Introduction to Art History I. (University Core Curriculum course) [IAI Course: F2 901] Studies the origins and nature of art in a variety of ancient civilizations from around the world, such as Ancient Egypt, Greece, China and the Americas. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

207B-3 Introduction to Art History II. (University Core Curriculum course) Studies art from Ancient Rome to the Early Renaissance in Europe, Africa and Asia. Sculptures, paintings, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

207C-3 Introduction to Art History III. (University Core Curriculum course) This class studies art from the Renaissance to the present from around the world. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are

studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

208-3 Introduction to Art Education. A required course for those considering art education as a major, but open to all interested students. Application of media, careers in art education settings, and beginning portfolio building. Service learning is part of the course and will occur on six Saturdays in lieu of class attendance on six regularly scheduled class days. Must be taken before or concurrently with the 300-level art education courses.

213-3 Industrial Design Basic Materials and Processes. This studio and lecture course is an introduction to the Industrial Design process. The first half features basic ID theory and practice via a series of introductory design process assignments. The second half contains increasingly complex assignments. All will utilize 2D and 3D techniques that will include the use of shop equipment and various materials. Portfolio review at course end. Prerequisites: C or better in AD 100A and AD 100B. Lab fee: \$100.

214-3 Glass Survey. Introduction to a variety of glass techniques including cold working and kiln forming. There will be slide presentations explaining glass history, glass techniques, and contemporary artists working in glass. Demonstrations and exercises for basic cold working, including grinding, polishing, laminating, and assemblage using adhesives, and basic kiln forming, including fusing, slumping, and casting. Prerequisites: AD 100A, 100B, 110, and 120, or consent of instructor. Studio fee: \$60.

219-3 Beginning Digital Art and Design. This class will introduce students to the computer as a tool for both creative visual production and for professional self-promotion. All aspects of the course are centered on improving the quality of the individual's artwork. Students will employ digital applications to utilize, improve and apply their 2-dimensional design fundamentals and conceptual thinking. Workshop fee: \$75.

222-3 Typography I. Introduction to digital typography through letterforms, spacing, layout and communication. Theoretical exercises in spatial and textural qualities of type. Problems in tension, activation and balance. Simple typographical applications, basic history of typography, and portfolio preparation. Studio fee: \$30.

223-3 Rendering and Graphics. An introduction to the techniques and materials used by industrial designers to two-dimensionally represent three-dimensional conceptual ideas. Students develop skills in drawing and rendering with pencils, markers, pastels, and airbrush. Emphasis is placed on understanding the significance of color and graphic applications for industrial design. Studio fee: \$50.

227-3 History of African American Art. (Same as Africana Studies 227) (University Core Curriculum) [IAI Course: F2 906D] A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the Civil War era; the Harlem Renaissance and other 20th Century movements to the present day.

237-3 Meaning in the Visual Arts. Designed to provide students with a broad understanding of the history and meaning of art

and its relevance to contemporary culture. Emphasis is placed upon interdisciplinary concerns, the environment and contemporary social issues. More detailed in historical content than AD 227.

249-3 Design Process and Presentation. Emphasis on basic design principles, design process, terminology, methods and presentation. Transition from theoretical to applied problems. Portfolio preparation. Overview of professional realities (social, ethical and legal) in communication design. Studio fee: \$30.

257-1 to 30 Work Experience. Credit for concurrent or non-structured work performed which is related to the student's educational objective. Credit to be granted by department evaluation. Mandatory Pass/Fail.

258-1 to 30 Work Experience. Credit for past work performed which is related to the student's educational objective. Credit to be granted by departmental evaluation. No grade for past work experience.

267-3 Picturing Difference: Native, African and European Americans in American Art. (University Core Curriculum) This course examines paintings, sculpture, photographs and films representing Native, European, and African Americans. All have represented themselves and been represented by others, in works of visual art from the 18th century to the present. These will be examined within their own historical periods, within the history of art and within the historical development of multicultural American identities.

300-9 (3,3,3) Intermediate 2D Studio - Drawing. This course is designed to develop an inventive and experimental approach to a variety of media, subjects, and topics in drawing (instructor defines the topic); to explore more advanced problems with an emphasis on creative interpretation; to guide students in the process of developing ideas; and to build skill with a variety of media and subjects in drawing. Prerequisite: C or better in AD 200. Studio fee: \$60. Expenses may exceed \$100.

301A-3 Intermediate 2D Studio - Painting. An inventive and experimental approach to a variety of media, subjects, and topics (instructor determines topic); to explore more advanced problems with an emphasis on creative interpretation; to guide students in the process of developing ideas; and to build skill with a variety of media and subjects. Prerequisite: C or better in AD 201. (A) Studio Fee: \$80. Expenses may exceed \$100 for each session.

301B-3 Intermediate 2D Studio - Painting. An inventive and experimental approach to a variety of media, subjects, and topics (instructor determines topic); to explore more advanced problems with an emphasis on creative interpretation; to guide students in the process of developing ideas; and to build skill with a variety of media and subjects. Prerequisite: C or better in AD 201. (B) Studio Fee: \$25. Expenses may exceed \$100 for each section.

301C-3 Intermediate 2D Studio - Painting. An inventive and experimental approach to a variety of media, subjects, and topics (instructor determines topic); to explore more advanced problems with an emphasis on creative interpretation; to guide students in the process of developing ideas; and to build skill with a variety of media and subjects. Prerequisite: C or better in AD 201. (C) Studio fee: \$25. Expenses may exceed \$100 for each section.

302A-3 Beginning Etching. Introduction to the basic processes

of intaglio printmaking, including etching, aquatint, engraving, and drypoint. Emphasis will be placed on black and white printing. Studio fee: \$75. Incidental expenses not to exceed \$50.

302B-3 Beginning Lithography. Introduction to the history and basic processes of lithography, including use of stone and plate. Emphasis will be on black and white printing. Studio fee: \$85. Incidental expenses not to exceed \$45.

302C-3 Beginning Silkscreen. Introduction to the basic processes and history of silkscreen; including construction of screen and hand and photographic stencil-making techniques. Studio fee: \$95. Incidental expenses not to exceed \$45.

302D-3 Beginning Woodcut. Introduction to the basic processes and history of woodcut printmaking; including single color (block) printing, reduction printing, multiple block printing and intaglio/relief printing. Studio fee: \$75.

303-9 (3,3,3) Intermediate Sculpture. A studio orientation to tools, techniques, materials, and problems involved in historical and contemporary sculpture. Metal fabrication, figure, wood and stone carving, and plaster fabrication will be emphasized. Prerequisite: C or better in AD 203. Studio fee: \$60. Incidental expenses will be incurred.

304A-3 Intermediate Ceramics. Focuses on structured problems designed to encourage the student to apply basic forming skills experienced at the introductory level. Pottery shapes requiring singular and multiple form components will be investigated and simple glazing techniques will be introduced. Prerequisite: C or better in AD 204. Studio fee: \$65.

304B-3 Intermediate Ceramics. Stresses studio problems of a group nature and introduces glaze calculation as both theory and a practical tool. Personal and creative interpretation of assignments; some problems requiring group effort. Must be taken in a, b sequence. Prerequisite: C or better in AD 204. Studio fee: \$65. Incidental expenses not to exceed \$10 for each section.

305A-3 Intermediate Metalsmithing. Exploration of various processes emphasizing the diversity of the technical possibilities within the discipline of metalsmithing. Prerequisite: C or better in AD 205. Studio fee: \$80.

305B-3 Intermediate Metalsmithing. Emphasis placed on the use of these processes to develop individual styles. Prerequisite: C or better in AD 205. Studio fee: \$80. Incidental expenses not to exceed \$25 for each section.

307I-3 Women in Visual Arts: Social and Educational Contexts. (Same as WGSS 307I) (University Core Curriculum) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

308-3 Theories and Philosophies of Art Education. Students develop an understanding of the major theoretical and philosophical issues in art education through an examination of historical, current, cross-cultural, aesthetic and personal per-

spectives. The development of a personal philosophy of art education is the capstone experience along with the development of research and presentation skills. Requirements include extensive reading and preparation of a major paper. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement for art majors. Prerequisites: AD 208 or concurrent enrollment and EDUC 311 or concurrent enrollment.

309-1 to 12 Independent Study. To be used by majors in the School of Art and Design to pursue independent research activities. Prerequisite: AD 100A, 100B, 110, 120, 207A, 207B, and 207C.

313-3 Computer-Aided Industrial Design. A computer laboratory course focused on learning and utilizing two- and three-dimensional data, drawing and modeling software and applications in the industrial design process. Includes: programming theory, 3-D modeling, design for manufacturing assembly and disassembly, product planning, graphics, detailing, assembly drawings, and bill of materials. Prerequisite: C or better in AD 263. To be taken concurrently with AD 333. Studio fee: \$60.

314A-3 Kiln-Formed Glass. Introduction to alternative glass forming techniques using different types of glass, including glass sheet, frit, powder, and cullet as material. There will be demonstrations and exercises on glass cutting, drawing with glass powder, fusing, slumping, and mold making for slumping and kiln-casting. Prerequisite: C or better in AD 214 or consent of instructor. Studio fee: \$100.

314B-3 Kiln-Formed Glass. Extension of experiences in (A) with a special emphasis on glass casting. Includes various mold-making materials, techniques, kiln firing, annealing, cooling, and finishing cold-working processes. Prerequisite: C or better in AD 314A or consent of instructor. Studio fee: \$100.

317I-3 Contemporary Native American Art: Anthropological Perspective. (University Core Curriculum) This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

318-3 Curriculum and Assessment in Art Education. Prepares students to organize art resources, materials, and concepts into effective art learning experiences. The focus is on integrating art concepts from art history, aesthetics, criticism, etc., with studio methods and techniques along with technological approaches. Effective assessment strategies to complement the curricular structures will be developed. Requirements include extensive reading, the investigation of a research problem, the development of a curriculum document, and the presentation of the research findings. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirements for art majors. Prerequisites: AD 208 or concurrent enrollment and EDUC 314 or concurrent enrollment.

322-3 Print Technology. Emphasis on preparing design concepts to digital format for production or digital output for a variety of different purposes. Includes pre-press methods, file formatting, trapping, color separations and current reproduction methods. Prerequisite: C or better in AD 222 and AD 249. Studio/software fee: \$30.

323-3 Industrial Design Analysis. An introduction to the full

industrial design process including ideation, consumer safety, environmental impact, and consumer research with an emphasis on human interface issues. Students learn to apply the ID process through a series of specific projects, including participation in a national design competition. Prerequisite: C or better in AD 213 and AD 223. Material fee: \$50.

327-3 Aesthetics. This course examines historical and modern philosophies of beauty and the role of art in society through a sustained engagement with selected texts and works of art from the Classical period to the present day. Prerequisite: AD 207A, B, or C, or consent of instructor.

328-3 Art Education Methods - Elementary. Designed to prepare teacher candidates to work with elementary learners by utilizing artistic inquiry to understand and produce art. Activities built around enduring ideas, issues, and themes that are important to the elementary learner. Observing and writing about children's artistic development, compiling good resources and lesson plans, and developing the ability to reflect on growth in teaching. Studio production and application of instructional methods through participation in service learning provide experiential knowledge forming a basis for understanding children and their art making. Prerequisite: AD 208 or concurrent enrollment & AD 219 or concurrent enrollment. Studio fee: \$45.

332-3 Computer Graphics. Design and development of interactive media for the web through technical and design projects. Covers core concepts of web production, web design standards, and interactive and multimedia design with a primary focus on web delivery. Students will become proficient with web authoring tools through building block exercises, classroom demonstrations, and readings. Students will complete and launch a portfolio website with text, image gallery, and animated elements. Prerequisite: C or better in AD 219. Software fee: \$75.

337-3 History of Industrial Design. Introduction to the history of industrial design, surveying significant trends and examining the variety of forces, social, economic and political, that have shaped its forms and characterized its human role.

338-3 Art Education Methods-Secondary. Lecture and studio. Prepares students to teach adolescents the fundamentals of art production, criticism, and aesthetics. Areas of focus include teaching strategies and methods, adolescent development, art as inquiry, and the incorporation of aesthetics, criticism, and art history in lessons. The use of technology and adaptive teaching will be emphasized. Observation, assistance, and application of instructional methods in service-learning activities are part of the experiential knowledge that forms a basis for understanding adolescents and their art making for this course. Prerequisite: AD 208 or concurrent enrollment. Studio fee: \$45.

339-3 History, Theory and Criticism of Graphic Design. An introduction to critical theory and to the history and criticism of graphic design with emphasis on 20th century and contemporary design.

347A-3 Survey of 20th Century Art-19th to Mid-20th Century. A survey of the major developments in painting, sculpture, architecture, and other selected areas of the visual arts from the late 19th century to the end of the 20th. These developments are studied in relation to other significant cultural, political, scientific and philosophical events and ideas. Covers late 19th to mid-20th century art and culture.

347B-Survey of 20th Century Art-Middle to End of the 20th

Century. A survey of the major developments in painting, sculpture, architecture, and other selected areas of the visual arts from the late 19th century to the end of the 20th. These developments are studied in relation to other significant cultural, political, scientific and philosophical events and ideas. Covers the middle to the end of the 20th century.

348-3 Studio Art for Classroom Teachers. Lecture and studio for non-art majors. Especially applicable to early childhood, elementary, inclusive, and special education programs. Introduction to uses and applications of art media, approaches to teaching and artistic awareness, concept development, creative expression, appreciation, art judgment, adaptation, and knowledge of artistic heritage. Studio fee: \$45.

352-3 Typography II. Problems in composition; combining of typefaces, formats and their applications to a variety of design projects. Emphasis on grid development, multi-page documents. Basic introduction and hands-on experience with interaction/web graphics using creative processes and solutions. Portfolio preparation. Skill and content based. Prerequisite: C or better in AD 322 or concurrent enrollment. Studio fee: \$30.

357-3 19th Century European Art. The course will investigate the evolving discourse of modernity in the context of the 19th century European art. It will trace the origins and development of such key modernist ideas as originality, uniqueness, non-conformity, avant-garde and abstraction. The discussion of specific artistic trends, from Neo-Classicism and Romanticism in the first half of the century to Realism, Impressionism, Post-Impressionism, and Symbolism in the second half, will be framed by examination of the social milieu and the changing conditions of art-making and art-selling. In particular, the course will examine development of privately owned art galleries, shift from academic to studio based art education, as well as growing importance of the city and the urban experience. Prerequisite: AD 207C or consent.

358-3 Art of Small Scale Cultures. (Advanced University Core Curriculum course) Covers a broad range of arts of Africa, Native North America, Pre-Columbian America, Oceania, primarily sculpture in wood, metal and shell, body decoration and fibers, ceramics, architecture, masking and performance arts of small scale villages; role of the artist, ancient technologies. Partially satisfies College of Liberal Arts Writing-Across-the-Curriculum requirement.

363-3 Product Development. Investigation into project management; in-depth analysis of materials and processes; cost estimating; life cycle analysis as related to product environmental impacts; human factors and product interface content. Course parallels specific project work in AD 383 and must be taken concurrently. Corporate sponsored projects may be incorporated. Prerequisites: C or better in AD 313 and 323. Concurrent enrollment in AD 383. Studio fee: \$60.

368-3 Pre-Columbian Art. (Advanced University Core Curriculum course) Considers stone sculpture and architecture, fiber arts, ceramics, metal and 2-D arts of Meso-, Central and South America of the Pre-Columbian era. Considers ancient technologies, hieroglyphic and calendrical systems; some post contact arts also. Partially satisfies College of Liberal Arts Writing-Across-the-Curriculum requirement.

372-3 to 6 Graphic Design I. Problems in promotional design applications including campaigns, games, packaging and ad-

vertising graphics. Emphasis on professional realities, problem solving, and further development of creative design abilities. Studio fee: \$30.

383-3 Practicum in Industrial Design. Advanced and comprehensive product design projects focusing on innovation and user needs. Projects may include corporate sponsors and/or interdisciplinary teams. Students will integrate research and 2D and 3D process documentation with additional focus on human factors and product interface. Course parallels work in AD 363 and must be taken concurrently. Prerequisites: C or better in AD 313 and 323. Concurrent enrollment in AD 363. Studio fee: \$60.

388-1 to 36 Study Abroad. Provides credit toward the undergraduate degree for study at an accredited foreign institution or approved overseas program. Final determination of credit is made on the student's completion of work.

389-3 BFA Seminar. Class helps prepare BFA majors for life after school in the art world. Portfolio enhancement covered; work on resume, autobiographical, aesthetic and educational statements. Slide quality and gallery discussions also covered. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement for art majors.

400A-3 to 6 Advanced 2D Studio - Drawing. Individual problem solving emphasizing technique and conceptual synthesis. Not for graduate credit. Prerequisite: C or better in 6 hours of AD 300. Studio fee: \$70. Expenses may exceed \$100 per course.

400B-3 to 6 Advanced 2D Studio - Drawing. Individual problem solving emphasizing technique and conceptual synthesis. Not for graduate credit. Prerequisite: C or better in 6 hours of AD 400A. Studio fee: \$70. Expenses may exceed \$100 per course.

400C-3 Advanced 2D Studio - Drawing-Senior Thesis. Individual problem solving emphasizing technique and conceptual synthesis. Partially satisfies CoLA WAC requirement. Not for graduate credit. Special approval needed from the instructor. Studio fee: \$80. Expenses may exceed \$100 per course.

400D-3 to 15 Advanced 2D Studio - Drawing. Individual problem solving emphasizing technique and conceptual synthesis. Prerequisite: C or better in 6 hours of AD 400B. Advisor approval required for graduate students. Studio fee: \$8 per credit hour. Expenses may exceed \$100 per course.

401A-3 to 6 Advanced 2D Studio - Painting. Individual problem solving emphasizing technique and conceptual synthesis. Not for graduate credit. Prerequisite: C or better in 6 hours of AD 301. Studio fee: \$4. Expenses may exceed \$100 per course.

401B-3 to 6 Advanced 2D Studio - Painting. Individual problem solving emphasizing technique and conceptual synthesis. Not for graduate credit. Prerequisite: C or better in 6 hours of AD 401A. Studio fee: \$4. Expenses may exceed \$100 per course.

401C-3 Advanced 2D Studio - Painting-Senior Thesis. Individual problem solving emphasizing technique and conceptual synthesis. Partially satisfies CoLA WAC requirement. Not for graduate credit. Special approval needed from the instructor. Studio fee: \$80. Expenses may exceed \$100 per course.

401D-3 to 15 Advanced 2D Studio - Painting. Individual problem solving emphasizing technique and conceptual synthesis. Prerequisite: C or better in 6 hours of AD 401B. Special approval needed from advisor for graduate students. Studio fee: \$4. Expenses may exceed \$100 per course.

402A-3 to 6 Advanced Printmaking I. Advanced techniques in

printmaking to include intense work in color printing. Not for graduate credit. Prerequisite: C or better in AD 302-6 hours. Studio fee: \$60. Incidental expenses may exceed \$50 for each section.

402B-3 to 6 Advanced Printmaking I. Individual research with emphasis on history, processes, and ideas which lead to the formation of personal content. Not for graduate credit. Prerequisite: 6 hours of C or better in AD 402A. Studio fee: \$60. Incidental expenses may exceed \$50 for each section.

402C-3 Advanced Printmaking I-Senior Thesis. Partially satisfies College of Liberal Arts Writing-across-the-Curriculum requirement. Not for graduate credit. Studio fee: \$30 per credit hour enrolled. Special approval needed from the instructor. Incidental expenses may exceed \$50 for each section.

402D-3 to 15 Advanced Printmaking I. Independent study in printmaking. Prerequisite: 6 hours of C or better in AD 402B. Special approval needed from advisor for graduate students. Studio fee: \$20 per credit hour enrolled. Incidental expenses may exceed \$50 for each section.

403A-3 to 6 Advanced Sculpture I. Foundry techniques and direct metal fabrication. Not for graduate credit. Prerequisite: C or better in AD 303-6 hours. Incidental expenses will be incurred. Studio fee: \$20 per credit hour.

403B-3 to 6 Advanced Sculpture I. Individual research with emphasis on history, materials, processes, and ideas that form personal content. Not for graduate credit. Prerequisite: 6 hours of C or better in AD 403A. Incidental expenses will be incurred. Studio fee: \$20 per credit hour.

403C-3 Advanced Sculpture I-Senior Thesis. Partially satisfies College of Liberal Art Writing-across-the-Curriculum requirement. Not for graduate credit. Special approval needed from the instructor. Incidental expenses will be incurred. Studio fee: \$30 per credit hour.

403D-3 to 15 Advanced Sculpture I. Independent study in sculpture. Prerequisite: 6 hours of C or better in AD 403B. Special approval needed from advisor for graduate students. Incidental expenses will be incurred. Studio fee: \$20 per credit hour.

404A-3 Advanced Ceramics I. Assigned individual problems with emphasis on ceramic form and glazing. Not for graduate credit. Prerequisite: C or better in AD 304A,B. Studio fee: \$50 per credit hour enrolled.

404B-3 to 6 Advanced Ceramics I. Individual research with emphasis on kiln theory and design. Not for graduate credit. Prerequisite: C or better in AD 404A. Studio fee: \$40 per credit hour enrolled.

404C-3 Advanced Ceramics I-Senior Thesis. Partially satisfies College of Liberal Arts Writing-across-the-Curriculum. Not for graduate credit. Special approval needed from the instructor. Studio fee: \$55 per credit hour enrolled.

404D-3 to 15 Advanced Ceramics I. Independent study in ceramics. Prerequisite: 6 hours of C or better in AD 404B. Special approval needed from advisor for graduate students. Studio fee: \$40 per credit hour enrolled.

405A-3 Advanced Metalsmithing. Emphasis will be placed on advanced processes to develop individual expression. Not for graduate credit. Prerequisite: C or better in AD 305A,B. Studio fee: \$120. Incidental expenses may exceed \$75 for each section and may be slightly higher for blacksmithing.

405B-3 to 6 Advanced Metalsmithing. Media exploration to de-

velop individual styles. Not for graduate credit. Prerequisite: C or better in AD 405A. Studio fee: \$90. Incidental expenses may exceed \$75 for each section and may be slightly higher for blacksmithing.

405C-3 Advanced Metalsmithing-Senior thesis. Partially satisfies College of Liberal Arts Writing-across-the-Curriculum requirement. Not for graduate credit. Special approval needed from the instructor. Studio fee: \$40 per credit hour enrolled. Incidental expenses may exceed \$75 for each section and may be slightly higher for blacksmithing.

405D-3 to 15 Advanced Metalsmithing I. Prerequisite: 6 hours of C or better in AD 405B. Special approval needed from advisor for graduate students. Studio fee: \$20 per credit hour enrolled. Incidental expenses may exceed \$75 for each section and may be slightly higher for blacksmithing.

407-3 to 9 (3 per topic) Art and Archaeology of the Ancient Mediterranean. (Same as ANTH 430D and CLAS 310) The course introduces students to art historical, archaeological, and historical approaches to the physical remains of the Ancient Mediterranean. The course can be repeated if offered on different topics in different years (e.g. ancient Greece, ancient Rome). The class is occasionally offered overseas.

414A-3 Advanced Glass I. Introduction to fundamental techniques of hot glass working. Not for graduate credit. Prerequisite: C or better in AD 314A or concurrent enrollment. Studio fee: \$60 per credit hour enrolled.

414B-3 to 6 Advanced Glass I. Emphasis on concept-oriented work with glass medium and exercise on high degree of commitment and independence. Students will be expected to explore and expand their skills and concepts. Introduction to various techniques such as advanced assembling, cold working, hot glass working, mirroring, photo image sandblasting, enameling, and painting on glass. Not for graduate credit. Prerequisite: C or better in AD 414A. Studio fee: \$80 per credit hour enrolled.

414C-3 Advanced Glass I-Senior thesis. Partially satisfies COLA WAC requirement. Not for graduate credit. Special approval needed from the instructor. Studio fee: \$65 per credit hour enrolled.

414D-3 to 15 Advanced Glass I. Students will refine and develop mature body of work for the senior thesis exhibition. With faculty guidance, students will identify concepts for high-level research based on individual interest and visual exploration. Preparation for graduation requirements including individual portfolio presentation, slide portfolio, artist's statement, and senior thesis exhibition. Prerequisite: C or better in 6 hours of AD 414B. Studio fee: \$80 per credit hour enrolled.

417-3 Medieval Art. Medieval art from the Fourth to the Fifteenth Century in Western Europe. Examination of selected art objects in terms of media and techniques, iconography, function, and cultural milieu. Field trip required. Documented research paper on an aspect of medieval art required for graduate credit. Prerequisite: AD 207A or consent of the instructor.

419-3 Gothic Art. This course will examine the development and dissemination of Gothic art in Western Europe in the High and Late Middle Ages. We will consider a variety of media, including architecture, metalwork, sculpture, manuscript illumination, panel paintings, fresco cycles and small devotional objects. Prerequisite: AD 207B.

423-6 Industrial Design Research and Professional Practice.

This studio course develops the student's ability to conduct in-depth design research and to explore new needs and trends relating design to society. Additionally, students explore professional practice issues of designer/client, specific design business practices, and ethics. Prerequisite: C or better in AD 363, 383. Restricted to senior standing or consent of instructor. Partially satisfies COLA Writing-Across-the-Curriculum requirement. Not for graduate credit. Studio Fee: \$50.

427A-3 Renaissance Art-Early Renaissance. This course will introduce students to paintings, sculpture and architecture created in Europe between 1300-1500. Works of art produced by Giotto di Bondone, Jan van Eyck, Hieronymus Bosch, Jean Fouquet, Albrecht Durer, Leonardo da Vinci, Michelangelo, Parmigianino, and Pieter Breugel will be considered. Prerequisite: AD 207B.

427B-3 Renaissance Art-High Renaissance. This course will introduce students to paintings, sculpture and architecture created in Europe between 1450-1600. Works of art produced by Giotto di Bondone, Jan van Eyck, Hieronymus Bosch, Jean Fouquet, Albrecht Durer, Leonardo da Vinci, Michelangelo, Parmigianino, and Peter Breugel will be considered. Prerequisite: AD 207B.

427C-3-9 Renaissance Art-Selected Topics from the Renaissance period. This course will introduce students to paintings, sculpture and architecture created in Europe. Works of art produced by Giotto di Bondone, Jan van Eyck, Hieronymus Bosch, Jean Fouquet, Albrecht Durer, Leonardo da Vinci, Michelangelo, Parmigianino, and Pieter Breugel will be considered. Prerequisite: AD 207B.

428-3 Native North American Art. Arts and material culture of traditional Native North American cultures, including the Northeast, Woodland and Mississippian areas, Plains, Southwest, West, Northwest Coast, Arctic and sub-Arctic. Fiber arts, sculpture, architecture, ceramics, metals, beads, role of the arts. St Louis Art Museum and Cahokia Mounds required field trips.

437-3 Eighteenth-Century Art. This course examines the art, architecture, and material culture of Europe and the United States from 1680 to 1815. The course will situate Baroque, Rococo, and Neo-Classical styles within their social and philosophical contexts. Prerequisite: AD 207B or C, or consent of instructor.

438-3 Writing About Art and Design. This course seeks to provide undergraduate and graduate students with the skills they need for writing both short critical essays and substantial research papers on the visual arts. It introduces students to basic research methods and to theoretical approaches that inform writing about the arts. The course is required for art history majors and is strongly recommended for incoming graduate students in art. Partially satisfies College of Liberal Arts Writing-Across-the-Curriculum requirement. Prerequisite: AD 207A,B,C or consent of the instructor.

442-3 Moving Image Art. Project-based studio art course focusing on broadening the range of digital imaging through the integration of multi-media elements including animation, video, and sound. Prerequisite: AD 219. Studio fee: \$20.

447-3 Introduction to Museology. A survey of museum and gallery techniques (emphasis upon practical exhibit development)

which will involve answering questions concerning contractual agreements, taxes, insurance, packing, shipping, exhibit design and installation, record systems, general handling, public relations, and sale of art works directed toward problems encountered by the artist outside the privacy of the studio.

452-3 to 6 Graphic Design II. Multifaceted problems with emphasis on continuity of design in more than one medium or format. Client-based projects, environmental graphics and identity issues in design. Professional proposals and portfolio preparation. Not for graduate credit. Partially satisfies the College of Liberal Arts Writing-across-the-Curriculum requirement. Prerequisite: C or better in AD 322, 339, and 352. Studio fee: \$30.

458-3 African Arts. Covers a broad range of the arts primarily of west and central Africa, as well as north, south, and east Africa. Includes sculpture, masking and performance, body decoration and textiles, and architecture. Shows how arts are used in the daily life of traditional village societies in these areas.

459-1 to 6 Internship. Supervised work experience related to student's academic program and career objectives. Not repeatable for credit. Not for graduate credit. Special approval needed from design area head. Mandatory Pass/Fail.

467-3 Critical Issues in Contemporary Art. An examination of the style and meaning of contemporary art in relation to the current political, social, and cultural issues. Will include visual arts, architecture, and communications media. Prerequisite: AD 207A and B or consent of instructor.

472-3 to 6 Graphic Design III. Special study in current communication design topics. Selected topics will vary with emphasis on studio problems and concept development. Applied problems in advanced digital technologies may include interaction/motion and/or web design. Portfolio preparation. Not for graduate credit. Prerequisite: C or better in AD 322, 332, 339, and 352. Studio fee: \$30.

477-3 United States Art of the Thirties. This course situates U.S. art of the 1930s within the society that produced it, addressing such issues as the Great Depression, gender and race relations, immigration, the farm crisis, social realism, regionalism, labor relations, and urbanism. The role that government agencies played in this era will be a particular focus of attention. Media discussed include painting, sculpture, architecture, design, crafts, photography, and film. Field trips may be required. Prerequisite: AD 207C or consent of the instructor.

478-3 Topics In American Art. This course deals with selected topics in the history of both elite and popular art of the Americas, with a focus on the art of the United States. Topics vary, but generally will include the study of architecture, design, crafts, photography and film as well as, or instead of, painting and sculpture. Field trips may be required. Prerequisite: AD 207C or consent of the instructor.

489A-6 Senior Thesis-Thesis for Industrial Design. The culminating experience for majors. Creative project development individualized by the student with a professional sponsor. Develops students' portfolios and professional practice contacts and prepares students for interviewing, etc. Not for graduate credit. Prerequisite: C or better in AD 423. Restricted to senior standing. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement. Studio fee: \$40.

489B-3 Senior Thesis. The culminating experience for majors. Thesis for art history. Substantial research paper written in

consultation with a faculty member. Not for graduate credit. Prerequisite: AD 438. Restricted to senior standing. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement.

489C-3 to 6 Senior Thesis. The culminating experience for majors. Thesis for general design. In-depth design project chosen by student in consultation with a faculty member. Not for graduate credit. Restricted to senior standing. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement.

489D-3 to 6 Senior Thesis. Design capstone for visual communication. Development of senior thesis project with formal promotion and documentation. Exhibition. Not for graduate credit. Prerequisite: Completion of senior portfolio. Restricted to senior standing. Special approval needed from the instructor. Partially satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement.

497A-3 Problems in Art History-Portraiture. A close examination of selected categories of works of art from various periods, media, and cultures as illustrative of particular art historical problems. Sections a through c may be taken only once each. Art historical perspectives to include formal analysis, iconography, art theory, social history, connoisseurship. Prerequisite: AD 207A, 207B and 207C.

497B-3 Problems in Art History-Landscape and Still Life. A close examination of selected categories of works of art from various periods, media, and cultures as illustrative of particular art historical problems. Sections a through c may be taken only once each. Art historical perspectives to include formal analysis, iconography, art theory, social history, connoisseurship. Prerequisite: AD 207A, 207B and 207C.

497C-3 Problems in Art History-Narrative. A close examination of selected categories of works of art from various periods, media, and cultures as illustrative of particular art historical problems. Sections A through C may be taken only once each. Art historical perspectives to include formal analysis, iconography, art theory, social history, connoisseurship. Prerequisite: AD 207A, 207B and 207C.

497D-3 to 6 Problems in Art History-Other Selected Topics. A close examination of selected categories of works of art from various periods, media, and cultures as illustrative of particular art historical problems. Section d may be repeated as topics vary. Art historical perspectives to include formal analysis, iconography, art theory, social history, connoisseurship. Prerequisite: AD 207A, 207B and 207C.

498-3 Art Criticism. The course will familiarize students with history, methodology and contemporary practice of art criticism through close reading and comparative analysis of key texts. It will also provide students with writing, and critical and analytic skills necessary for writing effective art criticism. Field trip required. Prerequisite: AD 207 or consent of instructor.

499-1 to 21 Individual Problems. Art studio course directed toward individual research in the student's major field. Emphasis is placed upon the history, materials, processes, and ideas that form the content and experience of the student's major field. Designed to adapt to students' individual needs in problem research. Restricted to senior standing in the School of Art and Design. Prerequisite: an overall 3.0 GPA. Special approval needed from the instructor.

Art and Design Faculty

Abdul-Musawwir, Najjar, Associate Professor, M.F.A., Southern Illinois University Carbondale, 1997.

Abrahamson, Roy E., Associate Professor, *Emeritus*, Ed.D., Columbia University, 1965.

Addington, Aldon M., Associate Professor, *Emeritus*, M.F.A., Cranbrook Academy of Art, 1966.

Archer, Richard E., Assistant Professor, *Emeritus*, M.S., Governors State University, 1979.

Belletire, Steven P., Professor, BFA, University of Illinois, 1971.

Bernstein, Lawrence A., Associate Professor, *Emeritus*, M.F.A., Cranbrook Academy of Art, 1953.

Bickel, Barbara A., Assistant Professor, Ph.D., The University of British Columbia, 2008.

Boysen, Bill H., Professor, *Emeritus*, M.F.A., University of Wisconsin, 1966.

Briggs, Larry S., Associate Professor, *Emeritus*, B.F.A., University of Oklahoma, 1956.

Busch, W. Larry, Associate Professor, *Emeritus*, M.S., Southern Illinois University, 1970.

Chalmers, Patricia, Assistant Professor, M.F.A., University of Minnesota, 2001.

Chametzky, Peter, Professor and Director, Ph.D., City University of New York, 1991.

Deller, Harris, Professor, M.F.A., Cranbrook Academy of Art, 1973.

Feldman, Joel B., Professor, *Emeritus*, M.F.A., Indiana University, 1967.

Gorman, Carma R., Associate Professor, Ph.D., University of California, Berkeley, 1998.

Gradle, Sally A., Associate Professor, Ed.D., University of Illinois, Urbana-Champaign, 2004.

Greenfield, Sylvia R., Professor, *Emerita*, M.F.A., University of Colorado, 1967.

Kim, Sun Kyoung, Assistant Professor, M.F.A., University of Illinois, Urbana-Champaign, 2008.

Kington, L. Brent, Professor, *Emeritus*, M.F.A., Cranbrook Academy of Art, 1961.

Lee, Jiyong, Associate Professor, M.F.A., Rochester Institute of Technology, 2001.

Lintault, M. Joan, Professor, *Emerita*, M.F.A., Southern Illinois University, 1962.

Lopez, Alex, Assistant Professor, M.F.A., Alfred University, 1998.

Lopez, Robert A., Assistant Professor, M.F.A., University of Illinois, Urbana-Champaign, 2000.

Mavigliano, George J., Associate Professor, *Emeritus*, M.A., Northern Illinois University, 1967.

Mawdsley, Richard, Professor, *Emeritus*, M.F.A., University of Kansas, 1969.

Monteith, Jerry Carlis, Professor, M.F.A., Cranbrook Academy of Art, 1978.

Onken, Michael O., Associate Professor, *Emeritus*, M.A., Northern Illinois University, 1966.

Palmer, Erin, Associate Professor, M.F.A., Yale University, 1993.

Paulson, Robert L., Professor, *Emeritus*, M.F.A., University of Wisconsin, 1967.

Pease, Mark, Assistant Professor, M.F.A., University of Pennsylvania, 2003.

Scott, Aaron, Assistant Professor, M.F.A., Purdue University, 2008.

Shang, Xuhong, Professor, M.F.A., Temple University, 1992.

Shay, Edward Holden, Professor, *Emeritus*, M.F.A., University of Illinois, 1971.

Sloboda, Stacey, Associate Professor, Ph.D., University of Southern California, 2004.

Smith, Richard E., Professor, M.F.A., Southern Illinois University Carbondale, 1992.

Sullivan, James E., Associate Professor, *Emeritus*, M.A., University of California at Los Angeles, 1965.

Sullivan, Milton F., Professor, *Emeritus*, M.A., Columbia University, 1951.

Walsh, Thomas J., Professor, *Emeritus*, M.F.A., University of Michigan, 1962.

Youngblood, Michael S., Associate Professor, *Emeritus*, Ph.D., University of Oregon, 1975.

Zivkovich, Kay M., Professor, M.F.A., Southern Illinois University Carbondale, 1973.

Asian Studies (Minor)

Asian Studies is a minor offered in the College of Liberal Arts. The Asian studies program includes a variety of courses of the languages, civilizations, and contemporary issues of Asia. The program is intended to prepare a student for a number of career options with Asia interests. Through this program, a student may prepare for more advanced work on another campus, may develop a teaching specialty, or may broaden skills and knowledge which would be useful for professional and occupational interests in Asia.

A minor in Asian studies requires a minimum of 20 hours selected from a list of approved courses. Not more than eight hours may be taken in any one department for credit toward the 20 hours.

Automotive Technology

(Division, Major, Courses, Faculty)

The Automotive Technology program in the College of Applied Sciences and Arts provides students with an opportunity to obtain a solid foundation of knowledge, experience and skills that will assist in job entry and career advancement in the automotive industry.

Current automotive trends indicate that the automobile will continue to experience changes that include expanded use of electronics and computerized controls for improving engine performance, fuel efficiency, on-board diagnostics, exhaust emissions, and passenger comfort and safety. These changes will require persons knowledgeable and highly skilled in specialized areas of automotive technology. This program offers the student an opportunity to specialize in chosen automotive subject areas and offers the opportunity to develop technical, communication and supervisory skills. The student should expect to spend about \$1000 for a required basic tool kit consisting of

metric tools and a digital multimeter.

The Automotive Technology program has achieved master certification by the National Institute for Automotive Service Excellence (ASE). Instruction is offered in all eight areas of ASE certification—engine repair, automatic transmissions/transaxles, manual drive trains and axles, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, and engine performance. Students are encouraged to complete the certification process by taking the ASE certification exams.

An advisory committee composed of leaders in the automotive field provides additional guidance to the program. Current members include representatives from General Motors Company, Ford Motor Company, Chrysler Group LLC, Toyota Motor Sales, U.S.A., Inc., Nissan Motor Corporation, Mitsubishi Motors North America, Inc., Suzuki Motor Corporation, Cummins, Inc., American Honda Motor Co., Inc., NAPA, training providers, vocational directors, automotive dealerships, and wholesale/retail outlets.

Bachelor of Science Degree

The Bachelor of Science Degree in Automotive Technology is designed to provide an educational environment for students to acquire the professional, research, and technical skills necessary for success in the automotive and related industries. The degree provides theoretical and practical hands-on application of knowledge through a combination of automotive technical courses and automotive business/management courses, along with computing and communication courses. The flexibility of the curriculum accommodates the needs of both incoming freshman and transfer students. Students have the option of focusing on multiple areas of emphasis, earning a minor, and possibly earning dual degrees. Students can adjust their focus in areas such as: automotive technical, automotive business operations, automotive management, automotive technical education, marketing, and management.

The program can strengthen previous automotive training and the Capstone option is available to qualified A.A.S. graduates entering the Automotive Technology bachelor's degree program as explained in this catalog.

Automotive and truck manufacturers, component manufacturers and suppliers, government agencies, insurance organizations, educational institutions, training and curriculum organizations, and service providers are seeking four-year automotive technology graduates. The number of job titles in the area of automotive technology reflects the nature of a diverse and expanding field. Job titles include field service engineer, technical assistance specialist, serviceability engineer, district parts/service manager, customer support manager, automotive instructor, account manager, fleet manager, service advisor, dealership service manager, technical training specialist, district sales manager, field executive, technical writer, and product engineer. These positions require a four-year degree with skills in communications, management and consumer relations as well as technical knowledge.

Admission to Automotive Technology

Those interested in applying to the Automotive Technology program are encouraged to begin the application process approximately one year in advance. Acceptance into the program will

be based upon additional admissions criteria, however, there is no separate application needed.

In order to be included in the Automotive Technology applicant pool, all applicants must satisfy standard University baccalaureate entrance requirements as well as request Automotive technology as their major. Student selection from the applicant pool will occur on predetermined dates for acceptance into the Automotive Technology major. Acceptance into the Automotive Technology program will be based upon additional admissions criteria. Contact the Automotive Technology program for the latest criteria and dates.

The Automotive Technology Program welcomes students with AAS degrees in Automotive Technology from regionally accredited colleges. These students may qualify for the Capstone Option, as discussed in chapter 3, which enables the student to graduate after completing 60 credit hours of approved courses. If you have questions about what classes are needed to qualify for the Capstone Option, contact your community college advisor and the Automotive Technology program.

Internship Programs

Automotive Technology majors can participate in paid internship experiences and may be able to earn credit toward graduation. Opportunities occur during all semesters (including the summer term), with some programs available for two sequential terms. Internship sites are situated in various locations throughout the United States. Internship opportunities may be available with Chrysler Group LLC, Cummins Inc., Toyota Motors Sales, U.S.A., Inc., Eaton Corporation, General Motors Company, Robert Bosch Corporation, Ford Motor Company, Sherwin-Williams Automotive Finishes, Motors Insurance Corporation, General Services Administration (GSA) of the Federal Government, and other various automotive businesses.

Bachelor of Science Degree in Automotive Technology, College of Applied Sciences and Arts

AUTOMOTIVE TECHNOLOGY MAJOR

<i>University Core Curriculum</i>	41 ¹
<i>Requirements for Major in Automotive Technology</i>	84
AUT 100 and 200 level courses:	
(or Approved Equivalents)	39
AUT 100, 120, 150, 170, 180, 215, 216, 240, 250 and 280	
AUT 300 and 400 technical courses	15 ²
Select from: AUT 330, 340, 355, 360, 390, 440, 480, 490	
Business/Management Courses (or Approved Equivalents):.....	18
Group I: Select one course from the following:	
ENGL 291, WED 302, TRM 316	
Group II: Select one course from the following:	
AUT 335, CS 200B	
Group III: Select one course from the following:	
AUT 325, MGMT 304, 350, TRM 364	
Group IV: Select three courses from the following:	
AUT 345, 435, 485, ACCT 210, FIN 270, 280, MGMT	
208, MKTG 304, 305, 350, PSYC 323, TRM 361, 362, 383	
Support Courses: (discipline related and approved by	
department)	12
Total	120-125

¹Capstone= 30; UCC= 38-41.

²Consent of department.

Automotive Technology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
AUT 100, 150, 180	12	-
AUT 120, 170	-	9
ENGL 101	-	3
MATH	-	3
UCOL 101	3	-
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
AUT 215, 216, 280.....	9	-
AUT 240, 250	-	9
Bus/Mgmt Group II.....	-	3
Human Health	2	-
PHYS 101	3	-
ENGL 102	-	3
SPCM 101.....	3	-
<i>Total</i>	17	15
THIRD YEAR	FALL	SPRING
AUT 300/400 Technical.....	-	9
Bus/Mgmt Group I	3	-
Bus/Mgmt Group III	-	3
Bus/Mgmt Group IV.....	-	3
Fine Arts	3	-
Humanities	3	3
Science Group II.....	3	-
Social Science	3	-
<i>Total</i>	15	18
FOURTH YEAR	FALL	SPRING
AUT 300/400 Technical	-	6
Bus/Mgmt Group IV.....	6	-
Social Science	-	3
Multicultural	-	3
Support	9	3
<i>Total</i>	15	15

Courses (AUT)

100-3 Automotive Laboratory Practices. Course covers universal automotive shop practices including safety, tool usage, fasteners, sealants and measurement devices. Lecture topics cover safety and environmental concerns, service information retrieval, and correct application of sealants and fasteners. Laboratory activities include thread repair, automotive measurements, electrical repair, and cutting/grinding equipment usage. Restricted to major. Fee: \$36.

120-3 Automotive Electrical Principles. A course of study in the design and theory of automotive electrical circuits. Particular emphasis placed on the study of how electricity behaves in series and parallel DC circuits, general application of these theories to automotive electrical systems, and the proper use of typical electronic and electrical circuit diagnostic equipment. Also emphasizes the understanding of automotive wiring diagrams, and relay and solenoid operation. Co-requisite: AUT 170. Restricted to major. Lab fee: \$36.

150-6 Internal Combustion Engine Principles. Course combines the study of engine operational theory with practical technical skills. Content emphasizes the 720 degree power cycle and the dynamics of engine operation, design and efficiency (thermal, mechanical & volumetric). Laboratory experience consists of engine disassembly, component design study, inspection and measurement of components and engine assembly techniques. Restricted to major. Fee: \$72.

170-6 Automotive Powertrain Electronics. Course includes design and operation of solid state devices, wiring, batteries, starting and charging systems, and basic powertrain control systems. Lectures emphasize the operation of these systems and their individual components. Emphasis placed on system diagnosis. Laboratories allow the study of digital multimeters, battery/starting/charging system test equipment and scan tools. Co-requisite: AUT 120. Restricted to major. Lab fee: \$72.

180-3 Manual Drivetrains. A detailed study of automotive manual transmission and transaxle assemblies, clutch assemblies, drive axles, and four-wheel drive transfer cases, including an introduction to noise, vibration, and harshness (NVH) diagnostics. Lectures focus on the basic theory of operation and diagnostics of the automotive drivetrain. Laboratory experience provides the opportunity to study approved inspection, maintenance, and diagnostic procedures. Restricted to major. Lab fee: \$36.

215-3 Automotive Braking Systems. Course covers brake system design, operation and diagnosis. Lectures describe brake system component interrelationships and an introduction to ABS. Special emphasis placed on component diagnosis and maintenance procedures. Laboratory experience provides students the opportunity to use specialized tools, such as on-the-car lathes, brake bleeding equipment, and brake system diagnostic equipment. Restricted to major. Lab fee: \$36.

216-3 Automotive Suspension and Steering Systems. Course covers suspension and steering system design, operation, maintenance and diagnosis. Emphasis is placed on component diagnosis and maintenance procedures. Laboratory experience provides students the opportunity to use computerized alignment, wheel balance and vibration correction equipment. Restricted to major. Lab fee: \$36.

240-6 Engine Management I. A study of automotive engine electronics. Lectures focus on engine control circuits, fuel injection and ignition systems with emphasis on operation, application and diagnosis. Discussion topics include operational strategies, fuel delivery, sensor inputs and actuator outputs. Laboratory includes the use of electronic diagnostic tools for engine performance diagnosis. Prerequisite: AUT 150 & 170. Restricted to major. Lab fee: \$72.

250-3 Engine Management II. The specialized study of automotive fuels, electronic fuel injection systems, and related emission control systems. Lectures focus on the operational and diagnosis of electronic fuel injection systems and emission control systems. Laboratory experience provides the opportunity to study the use of electronic diagnostic tools, specialized equipment, and diagnostic systems. Co-requisite: AUT 240. Restricted to major. Lab fee: \$36.

258-1 to 30 Automotive Work Experience. A designation for credit granted for past documented automotive job skills, management-worker relations and supervisory practice gained

through experiences related to the student's academic and career objectives. Credit will be established by departmental evaluation. This credit may be applied only to 100 and 200 level automotive technical courses as determined by the department coordinator. Restricted to automotive technology major.

259-1 to 40 Automotive Occupational Training. A designation for credit granted for past documented automotive educational experiences related to the student's educational objectives. Credit will be established by departmental evaluation. This credit may be applied only to 100 and 200 level automotive technical courses as determined by the department coordinator. Restricted to automotive technology major.

280-3 Automotive Air Conditioning Systems. A study of refrigeration systems, temperature controls, and automotive HVAC vacuum/electrical circuits. Emphasis placed on environmental impact of refrigerants, environmentally safe refrigerant technology and applicable legislation. Laboratory experiences provide the opportunity to study the use of system diagnostic tools, refrigerant recovery/recycling equipment, and diagnostic and repair services. Prerequisite: AUT 170. Restricted to major. Lab fee: \$36.

299-1 to 16 Individual Study. Provides students with opportunity to develop a special program of study to fit a particular need not met by other offerings. Each student will work under the supervision of a sponsoring faculty. Special approval needed from the department.

320-1 to 12 Automotive Internship. Students will participate in a program approved automotive related internship that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in prearranged assignments related to their academic program and career objectives. Program faculty evaluations, supervisor performance evaluations, and student reports are required. Internship experiences may be in one of the following areas: automotive service technical, engineering, parts, business, management, training, or government agencies. Hours and credits to be individually arranged. Restricted to major. Special approval needed from the advisor.

325-3 Automotive Fixed Operations Management. An introduction to management of automotive retail fixed operations. A study of the automotive retail industry and environment, developing concepts and methods to improve customer satisfaction along with an increase in market penetration, profits and efficiency are emphasized. Planning of workflow control and human resource management will be included. This course is writing intensive and reflects the Colleges' Communication-Across-the-Curriculum initiative. Prerequisite: ENGL 101. Restricted to major. Special approval needed from the advisor.

330-3 Vehicle Stability and NVH. Suspension and braking control systems that provide additional safety to vehicle operation. Topics covered include antilock brakes, traction control, electronic stability assist, electronic power steering, variable power steering, active suspensions, and tire pressure monitoring. Course includes techniques in diagnosing noise, vibration and harshness (NVH) concerns. Restricted to major. Special approval needed from the advisor. Lab fee: \$36.

335-3 Computing for Automotive Applications. Course covers the use of computers and computer systems in the automotive industry. Course uses software and hardware packages in prac-

tical automotive industry applications. Course emphasis is on the use of computer based software packages used as management and communication tools. Fee: \$15.

340-6 Drivability and Emission Diagnostics. An in-depth study of electronic engine controls and emission systems. Lectures focus on fuel analysis, advanced diagnostics, legislative regulations and new technologies related to engine controls and emission systems. Laboratory activities include the use of advanced diagnostic tools such as oscilloscopes, scan tools, exhaust gas analyzers, and chassis dynamometer. Restricted to major. Special approval needed from the advisor. Lab fee: \$72.

345-3 Automotive Data Management and Analysis. The course covers theory of automotive industry spreadsheet and database management system application and implementation, application of automotive industry proprietary software, and analysis of data for use in decision-making processes. Laboratory provides the opportunity to apply theory in problem based case studies. Prerequisite: AUT 335 or CS 200B. Restricted to major. Fee: \$15.

355-6 Lighting, Convenience, and Safety Systems. Course covers theory of operation and diagnosis of standard body electrical systems. Topics include power windows, power door locks, power seats, lighting, instrumentation, cruise control, and supplemental restraints. Emphasis is placed on analysis of electrical diagrams and development of diagnostic techniques. Laboratory provides the opportunity to practice troubleshooting skills. Restricted to major. Special approval needed from the advisor. Lab fee: \$72.

360-6 Automotive Transmissions and Transaxles. Course covers the theory of operation, diagnosis, and repair of modern transmissions. The course will break down the transmission into basic components and provide the depth required for complete understanding of the specific transmission. The laboratory will allow students to understand correct service procedures, and test the transmission on a dynamometer. Restricted to major. Special approval needed from the advisor. Lab fee: \$72.

390-3 Network Systems and Vehicle Electronics. A study of specialized body electrical systems. Topics include advanced air bag systems, data communication networks, theft deterrent systems, automatic temperature controls, and audio systems. Emphasis is placed on current and developing technologies. Laboratory experiences provide the opportunity to use scan tools, oscilloscopes, and on-board self-diagnostic systems. Restricted to major. Special approval needed from the advisor. Lab fee: \$36.

420-1 to 12 Automotive Service Operations Internship. Each student will be assigned to a University approved work site to engage in work experience related to the Automotive Technology curriculum and the student's career objectives. The student will perform duties and services as assigned by the work site supervisor and internship coordinator. A written assignment is also required as determined by the program. One hundred hours of successfully completed work is required for each semester hour of credit. Not for graduate credit. Restricted to senior standing, major. Special approval needed from the advisor.

430-1 to 3 Automotive Investigations. Provides opportunities for students to conduct research in such areas as: emission and clean air testing; diagnostic software debugging; diagnostic methods; development of training information; alternative fuel

systems; business operations; management/marketing practices; and production systems. Independent study. Student can take a maximum of 9 hours toward degree. Restricted to Major. Special approval needed from the advisor.

435-3 Automotive Financial Management and Operations. This course will provide insight into automotive dealership business management with emphasis on application to daily work. Studies will focus on interpretations of financial statements and on business management techniques essential to successful dealership operations. Not for graduate credit. Restricted to major. Special approval needed from the advisor.

440-3 Diesel Engine Performance and Emissions. An in-depth study of electronic diesel engine controls and emission systems. Lectures focus on electronic fuel and intake air system controls, advanced diagnostics, legislative regulations and new technologies related to diesel engine controls and emission systems. Laboratory activities include the use of advanced diagnostic tools and equipment. Restricted to major. Special approval needed from the advisor.

475-1-8 Special Projects in Automotive Technology. Investigation of contemporary problems and issues within the automotive service field. Example subjects include state and federally mandated vehicle emission laws; safety; required inspection and maintenance procedures; consumer protection legislation - lemon laws; on-board diagnostic systems; hazardous automotive waste materials regulations; automotive retail management systems and procedures. Independent study. Not for graduate credit. Restricted to junior standing, major. Special approval needed from the advisor.

480-3 Alternative Fueled Vehicles. Study of alternative fuel and energy systems, fuel delivery systems, alternative propulsion systems, hybrid and alternative propulsion. Study of energy conversion, battery design, fuel cells, renewable and fossil fuel. Environmental concerns with current legislative actions will be discussed. Laboratory includes demonstrations with alternative fueled propulsion. Not for graduate credit. Restricted to major. Special approval needed from the advisor. Lab fee: \$36.

485-3 Automotive Warranty Administration and Customer Relations. This course investigates the various federal and state laws and regulations impacting the operations of the automotive wholesale and retail business. There will be specific concentration on the warranty policies of automotive manufacturers, warranty decisions, law covering warranties, and the legal aspects of product campaigns. Emphasis will be placed on the use of the warranty and goodwill process to increase customer satisfaction. Not for graduate credit. Restricted to major. Special approval needed from the advisor.

490-6 Comprehensive Vehicle Diagnostics. Course encompasses all areas of the vehicle with emphasis on diagnostic strategies and routines. Students engage in systematic diagnosis following the Symptom to System to Component to Cause (SSCC) strategy to determine the root cause of failure. Course uses problem-based learning through the use of lab vehicles, experiments and exploratory research. Not for graduate credit. Prerequisites: AUT 235, 340, 360 or consent of division. Restricted to major. Special approval needed from the advisor. Lab fee: \$72.

Automotive Technology Faculty

- Behrmann, Michael**, Associate Professor and *Chair*, M.S.Ed., Southern Illinois University Carbondale, 1995.
- Boyle, Sean M.**, Associate Professor, M.S.Ed., Southern Illinois University Carbondale, 1996.
- Cash, Joe R.**, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1996.
- Collard, Rodney**, Associate Professor, M.S.Ed., Southern Illinois University Carbondale, 1990.
- Dixon, Matt**, Assistant Professor, M.S., Ferris State University, 2006.
- Gilbert, David W.**, Associate Professor, M.S., Oklahoma State University, 1981.
- Greer, Jack**, Assistant Professor, *Emeritus*, M.S.Ed., Southern Illinois University Carbondale, 1997.
- Heisner, Blaine**, Assistant Instructor, M.S.Ed., Southern Illinois University, 2010.
- Janello, Tim**, Assistant Professor, B.A. Western Illinois University, Macomb, 2003.
- Jeralds, Lawrence E.**, Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1988.
- Kazda, Joseph G.**, Assistant Professor, *Emeritus*, M.S.Ed., Southern Illinois University Carbondale, 1965.
- Komnick, Benjamin**, Assistant Professor, B.S., Southern Illinois University Carbondale, 1993.
- Morris, Michael D.**, Assistant Professor, *Emeritus*, M.S.Ed., Southern Illinois University Carbondale, 1997.
- Simpson, Jerry**, Assistant Professor, *Emeritus*, M.S., Colorado State University, 1966.
- Talley, Eugene R.**, Assistant Professor, M.B.A., Baker College, 2008.
- Trinidad, Omar**, Assistant Professor, M.S.Ed., Southern Illinois University Carbondale, 2008.
- White, James E.**, Assistant Professor, *Emeritus*, B.S.Ed., Southern Illinois University Carbondale, 1961.

Aviation Flight

(Major, Courses, Faculty)

The Aviation Flight program is designed to prepare beginning students for the Federal Aviation Administration Commercial Pilot Certificate including the multi-engine and instrument ratings. Instruction is conducted at Southern Illinois Airport, Carbondale, Illinois. Flight theory courses will supplement and complement each flight course. In order to maintain the highest possible standards for flight and theory courses, each lesson of every course is submitted to and approved by the Federal Aviation Administration. FAA designated check pilots will examine the student’s performance and effectiveness periodically during each flight course. University Core Curriculum Requirements and basic science courses will be supplemented with a required core of flight courses and other related technical courses to enhance the student’s professional value to the aviation industry. In addition to the University tuition and fees, substantial lab fees are assessed for each flight course. For current charges, contact the Aviation Flight program.

The Associate of Applied Science degree can be completed in two academic years plus one summer semester at Southern Il-

linois University Carbondale or in combination with community college or other acceptable extra-instructional educational experience; however, the twenty-one semester hours of aviation flight courses must be taken at SIUC. If a Private Pilot certificate is earned prior to enrollment at SIUC, students will be required to take AF199. Upon successful completion of AF199, credit will be given for AF201a and 201b. Contact the Aviation Flight program at (618) 453-1147 for further information.

The aviation flight degree program requires the submission of a program application in addition to the University admission application. You cannot be fully admitted to the SIUC Aviation Flight Program until the response to the second application is received. It is recommended that the program application be completed and returned to the Aviation Flight Program by December 1 of the year prior to desired Fall enrollment in the program or four months prior to desired spring or summer term entry.

After completing the Aviation Flight program the majority of graduates proceed on to a Bachelor of Science in Aviation Management (AVM) degree program on a “Two-Plus-Two” basis. In conjunction with enrollment in the Aviation Management program, Aviation Flight graduates are eligible for a wide range of flight operations internships at such airlines as Air Tran Airways, United, Delta, United Parcel Service, Northwest, Mesa Airlines, American, Cape Air, and Midwest Airlines. Also available is a flight internship experience via the SIU Aviation Flight program as a flight instructor. Finally, Aviation Flight 304 “Practicum in Air Carrier Operations” offers post-associate course work and flight experience as a pilot in command of the university’s twin-engine aircraft.

Associate In Applied Science Degree in Aviation Flight, College of Applied Sciences and Arts

AVIATION FLIGHT MAJOR

University Core Curriculum Requirements

English 101, 102, Speech Communication 101, UCOL 101/
 AF 101, University Core Group I science and University Core Curriculum mathematics or equivalent 18

Requirements for the Major in Aviation Flight

Geography and Environmental Resources 330 4

Core Requirements 38

Aviation Flight Courses: 201A,B, 203, 204, 206, 207A,B 21

Aviation Flight Technical Courses: 200, 202, 205,
 210, 260 17

Total 60

Aviation Flight Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101/AF 101, 201B	3	2
AF 200, 202.....	3	3
AF 201A, 203.....	3	5
ENGL 101, 102.....	3	3
MATH 108 or higher, SPCM 101	3	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
AF 204, AF 260.....	5	4
AF 205, 207A.....	3	2
AF 206, 207B.....	2	2
GEOG 330, AF 210	4	4
Group 1 Science.....	-	3
<i>Total</i>	14	15

All Aviation Flight courses are restricted to AF majors.

Courses (AF)

101-3 Foundations of Inquiry: Aviation Management and Flight. This First-Year Seminar supports the transition of first-year students as they enter our research university. Students will demonstrate the knowledge, skills, and behaviors critical for academic and personal success; acquiring these capabilities as they are introduced to the foundations of inquiry. Successful completion of AF 101 will fulfill the University Core Curriculum requirements for Area 1-Inquiry for Aviation Management and Flight students.

199-2 Intermediate Flight/Program Transition. This course is for the first time entry-level student certificated as a Private Pilot who was certified and trained outside SIUC. It provides orientation training in the areas of SIUC flight procedures and standards, SIUC flight training aircraft, local airspace and airport environments. The course as delivered will consist of twenty (20) hours of ground instruction, fourteen (14) hours of flight instruction, and will be restricted to Aviation Flight Majors only. Upon successful completion with a grade of C or better, credit will be posted for AF 201A and 201B and the student will be able to enroll in AF 203. Credit in AF 199 does not count in the Aviation Flight major. Departmental approval required.

200-3 Primary Flight Theory. Prepares the beginning aviation student for the FAA Private Pilot Written Examination. Consists of instruction in aerodynamics, FAA regulations, primary navigation, use of computer, weather, and radio navigation.

201A-3 Primary Flight I. Provides flight instruction in preparation for solo flight. Consists of dual flight instruction, limited solo flight and ground instruction in conjunction with each training flight and other flight-related topics. Restricted to admission to the SIUC aviation flight program.

201B-2 Primary Flight II. Provides flight instruction in preparation for the acquisition of the private pilot certificate, as well as serves as a prerequisite for 203 for those entering the aviation flight program who already possess a private pilot certificate. Consists of dual flight instruction, solo flight, and ground instruction in conjunction with each training flight and other flight-related topics. Prerequisite: AF 201A or FAA private pilot certificate.

202-3 Flight - Basic and Intermediate Theory. Instruction in Federal Aviation Administration regulations pertaining to commercial flight operations. Includes advanced instruction in aerodynamics, weather and safe operation of aircraft. Prerequisite: AF 200.

203-5 Flight - Basic. Beginning course in preparation for the Commercial Certificate. Major emphasis is upon solo and solo cross-country flight, with ground instruction in conjunction with each training flight and other flight related topics. Pre-

requisite: AF 201 and a valid Private Pilot Certificate. Special approval needed from the department.

204-5 Flight - Intermediate. Continuing preparation for the Commercial Certificate. Including dual, solo and night flight instruction and advanced maneuvers. Ground instruction is provided in conjunction with each training flight. Prerequisite: AF 203.

205-3 Flight - Instrument Theory. Course is directed to the theory of flight by instrument. Includes classroom instruction in Federal Aviation Administration regulations pertaining to instrument flight, navigation by radio aids, aviation weather, and function, use, and limitations of instruments required for instrument flight. Prerequisite: AF 202.

206-2 Flight - Instrument. This course continues preparation for the Commercial Certificate. Includes instrument flight instruction. Prerequisite: AF 203, 204.

207A-2 Flight Advanced. This course completes the requirements for the Commercial Certificate. Includes dual and solo flight maneuvers. Prerequisite: AF 206.

207B-2 Flight Multi-Engine Operations. Prepares the student for the FAA Multi-Engine rating (airplane). Includes multi-engine flight instruction and individual ground instruction. Prerequisite: AF 207A.

210-4 Human Factors for Aviators. Provide the student specialized instruction in the areas of: physiological aspects of aviation, psychological aspects of aviation, aeronautical decision making and crew resource management. This course is writing intensive and reflects the College's Communication-Across-the-Curriculum initiative. Prerequisite: AF 202, ENGL 101.

211-3 Aviation Weather. The course will provide both understanding and application of weather theory in relation to commercial flight operations. This course includes regulations issued by the Federal Aviation Administration relating to weather and safe flight. Problem based learning situations and presentations in the classroom on the adverse effects of weather are presented to increase hazardous weather awareness for pilots.

260-4 Reciprocation and Jet Airplane Systems. Students will have knowledge of construction, operation, and components of reciprocating and jet powerplants. They will understand the operation and components of cabin pressurization and air conditioning systems, flight control systems, landing gear systems, fuel systems, electrical systems, antiicing systems, and fire detection systems.

299-1 to 6 Aviation Flight Continuing Enrollment. This course is to be taken to maintain continuing enrollment for flight students who have not finished the requirements of their degree program. Restricted to Aviation Flight or Aviation Management majors or consent of department.

300-2 Flight-Instructor (Airplane). Prepares the commercial pilot for an FAA Flight Instructor Certificate. Includes 20 hours of dual flight training and 40 hours of specialized ground instruction. Prerequisite: AF 206.

301-1 Flight-Instructor (Airplane-Multi-Engine). This course consists of five hours of dual flight instruction and 10 hours of classroom instruction. Prepares the holder of flight instructor certificate for the addition of the multi-engine flight instructor rating. Prerequisite: AF 300.

302-1 Flight-Instructor (Airplane Instrument). Designed to pre-

pare the flight instructor to teach instrument flying, and to acquire the Instrumental Flight Rating. Course consists of ten hours of dual flight instruction and 15 hours of classroom instruction. Prerequisite: AF 300.

303-3 Flight Instructor Ground School. This course is designed to aid the student who is obtaining a flight instructor's rating. It will cover principles to teaching as well as practical aspects of teaching flight maneuvers necessary for instruction. Prerequisite: AF 205.

304-2 Practicum in Air Carrier Operations. Students gain practical experience and training by participating as flight officers on passenger aircraft flights. Enables students to practice, under close supervision, the role of first officer within a passenger carrier format. Course includes 20 hours of flight time and a minimum of 40 hours pre- and post-flight activities and instruction. Mandatory Pass/Fail. Prerequisite: AF 206, 207B. Special approval needed from the department.

305-3 Airline and Turbine Aircraft Operations. This course uses a combination of class lectures and computer based flight training to develop an understanding of airline operational requirement and turbine aircraft operations. Topics include: turbine aircraft systems, Federal Aviation Regulation part 121 regulations, airline operational specifications, advanced aircraft avionics, advanced weather avoidance, crew resource management and airline career professional development. The course format includes a two hour lecture period and a two hour computer based flight training device session per week. Prerequisite: AF 207B.

306-2 Introduction to Technically Advanced Aircraft Operations. This course uses a combination of orientation and simulation lessons to develop an understanding of Technically Advanced Aircraft (TAA) systems, navigation and autopilot. The student will develop the skill required to perform scenario based training missions in a TAA Flight Training Device (FTD). The course consists of ten hours of orientation lessons and sixteen hours of FTD lessons. Prerequisites: AF 206, or consent of the department.

Aviation Management and Flight Faculty

Biggs, V. Eugene, Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1971.

Bowman, Terry S., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1993.

Caldwell, William R. Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2001.

Carter, Kim, Senior Lecturer, Assistant Chief Flight Instructor, M.S., Southern Illinois University Carbondale, 1996.

Harrison, Bryan, Assistant Professor, M.S., Southern Illinois University Carbondale, 2007.

Kampe, David, Senior Lecturer, *Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Kaps, Robert W., Professor, Ph.D., Southern Illinois University Carbondale, 1996.

Mortag, Keith, Senior Lecturer/*Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1995.

NewMyer, David, Professor and *Chair*, Aviation Management and Flight, Ph.D., Southern Illinois University Carbondale, 1987.

Pavel, Samuel, Assistant Professor, Ph.D., University of Notre Dame, 2001.

Phillips, Edwin, Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 2000.

Robertson, Michael, Assistant Professor, M.S., Southern Illinois University Carbondale, 2006.

Ruiz, Jose, Professor, Ph.D., Southern Illinois University Carbondale, 2003.

Ruiz, Lorelei, Associate Professor/*Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Thiesse, James, Assistant Professor, *Emeritus*, Ed.D., Auburn University, 1980.

Thornhill, Gerald, Senior Lecturer, M.S., Central Missouri State University, 1993.

Voges, John K., Associate Professor, *Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1999.

Widick, Leland, Assistant Professor, *Emeritus*, *Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1994.

Wilson, Keith, Senior Lecturer, *Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Aviation Maintenance Technology

(SEE AVIATION TECHNOLOGIES MAJOR)

Aviation Management (Major, Courses, Faculty)

The aviation management major is designed to build upon technical training in aviation maintenance, flight, avionics technology, air traffic control, aircraft operations support or other aviation-related fields. The technical training may be gained through Southern Illinois University Carbondale, other post-secondary institutions, proprietary schools, and military, government agencies (international or domestic) or through government certified flight or maintenance training schools. Students entering the Aviation Management major are encouraged to complete the requirements of an aviation-related associate degree under the pro-vision of the Capstone option as explained in Chapter 3. As an alternative to an associate degree in aviation, students in aviation management should have aviation-related work experience, internship experience or technical training. Finally, concurrent enrollment in aviation-related degree programs, internships or technical training is required for those students not having prior aviation training, experience or education. The aviation management degree program requires the submission of a program application in addition to the University admission process.

The Aviation Management program has signed a number of "Program Articulation Agreements" with aviation-related community college degree programs in order to facilitate the transfer of community college aviation students to SIUC. These agreements take full advantage of the Capstone Option for admission to the Bachelor of Science in Aviation Management. This option is available to either on- or off-campus students. The community colleges with which SIUC has signed such an agreement include: Florida Community College Jacksonville (FL), Gateway Technical College (WI), Southwestern Illinois College (IL), Indian Hills Community College (IA), Iowa Lakes

Community College (IA), Kishwaukee College (IL), Lewis and Clark Community College (IL), Lincoln Land Community College (IL), Mt. San Antonio College (CA), Mercer County Community College (NJ), Miramar College (CA), Mountain View College (TX), Palomar College (CA), Rock Valley College (IL) and City Colleges of Chicago - Wilbur Wright College (IL). If you have questions about how these agreements apply to your personal situation, contact your community college aviation program representative or the academic advisor in the Aviation Management program.

Students who major in aviation management have the opportunity to participate in the following aviation management-related internship programs:

1. The American Airlines Flight Operations Internship.
2. AirTran Airways Flight Operations Internship.
3. The Delta Airlines Internship in Flight Operations and Management.
4. The United Airlines/SIUC Cooperative Education Program in Aviation Flight and Aviation Management.
5. The United Parcel Service Airlines Flight Operations Intern Program.
6. Boeing (St. Louis) cooperative education and internship programs.
7. The Illinois Aviation Trades Association Intern Program.
8. The Mesa Airlines Flight Operations Internship.
9. Internships at various Midwest airports.
10. AAR Corporation

These internship programs enrich an undergraduate student's academic experience by "extending the SIU campus" to aviation headquarters or business locations around the nation. Graduates of the Aviation Management program obtain professional, technical and management positions in aviation manufacturing, the airlines, general aviation, military aviation and government agencies related to aviation.

Bachelor of Science Degree in Aviation Management, College of Applied Sciences and Arts

AVIATION MANAGEMENT MAJOR

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Major in Aviation Management</i>	48
Core Requirements: Twenty-one hours selected from the following as approved by the advisor: Aviation Management 301, 302, 303, 371, 377, 385, 386, or 402	21
Six hours selected from Aviation Management 360, 361, 362, 370, 372, 373, 374, 375, 376, 378, 460, or 461.....	6
Twelve hours selected from the following as approved by the advisor: Aviation Management 300, 319, 320, 349, 350, 401, 450; or approved equivalent	12
Nine hours of additional advisor approved, 300- or 400-level Aviation Management courses or advisor approved specialization electives	9
<i>Approved Career Electives</i>	31
Total	120

Aviation Management Suggested Curricular Guide

THIRD YEAR	FALL	SPRING
AVM Core	6	6
AVM 372, 374	3	3
University Core	3	3
Independent Study, Internship or approved equivalent	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AVM Core	6	3
AVM 373, 375	3	3
AVM 360 or 376.....	-	3
University Core	3	3
Independent Study, Internship or approved equivalent	3	3
<i>Total</i>	15	15

Airport Management and Planning Minor

The purpose of this minor is to provide preparation for students who wish to enter the airport-related segment of the aviation industry. This minor requires a total of 15 semester hours of coursework: Aviation Management 370, 372, 374, Political Science 340 and one additional Aviation Management course at the 300- or 400-level. All course prerequisites must be completed prior to enrolling in each course. Students wishing to enter this minor must do so by contacting the Aviation Management advisor.

Aircraft Product Support Minor

The minor in Aircraft Product Support is a multi-disciplinary minor offered by The Aviation Management and Aviation Technologies Program. The purpose of this minor is to provide additional preparation for student's who wish to enter the field of aircraft product support with aerospace manufacturers, suppliers, air-lines, the military and related aviation/aerospace industry segments. The courses required to complete this minor include: Aviation Management 301 or 376, 461, Aviation Technologies 370, 380, 390 and one additional approved course from either Aviation Management or Aviation Technologies degree program. All prerequisites for these courses must be fulfilled prior to enrollment in each course. All students who wish to enroll in this minor must do so through either the Aviation Management advisor or the Aviation Technologies advisor. Aviation Management students must complete Aviation Management 301 in their major. Aviation Technologies students must complete Aviation Management 376 in their major.

Air Traffic Control Minor

The purpose of the Air Traffic Control (ATC) Minor is to prepare students for entry into the ATC career field. Students completing the minor will have the basic knowledge to enter the ATC discipline as air traffic controllers or other ATC related positions.

The ATC Minor requires a total of 12 semester hours of coursework: AF 211-Aviation Weather, AVM 361-Basic Air Traffic Control, AVM 362- Advanced Air Traffic Control, AVM 460-National Airspace System.

Prerequisites: AF 200-Basic Flight Theory and Co-Rerequisite AF 205 or Private Pilot Certificate is a prerequisite for AVM 361. AVM 361-Basic Air Traffic Control is a prerequisite of AVM 362.

Courses (AVM)

258-1 to 30 Aviation Work Experience. Credit granted for prior job skills, management-worker relations and supervisory experience while employed in the aviation industry. Credit will be established by program evaluation. This credit may be applied only to the approved career electives requirement of the aviation management degree, unless otherwise determined by the program chair. Restricted to aviation management major.

259-1 to 60 Aviation Occupational Education Credit. A designation for credit granted for past occupational education experiences related to the student's educational objectives in the aviation field. Credit will be established by program evaluation. This credit may be applied only to the approved career electives requirement of the aviation management degree, unless otherwise determined by the program chair. Restricted to aviation management major.

298-1 Multicultural Applied Experience. (Multicultural Applied Experience Course) An applied experience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. The student can sign up for the one credit experience in the same semester he or she fulfills the multicultural requirement for the University Core Curriculum, or the credit can be coordinated with a particular Core Course on American diversity, although neither is a requirement. Students should consult the respective program for course specifications regarding grading, work requirements and supervision. Special approval needed from the site representative, faculty supervisor, and department chair.

300-3 Introduction to Aviation Management Research. An introduction to library resources, electronic media resources and formal academic writing styles common to aviation management research. Introduction to basic theories, concepts and practices pertinent to aviation management. May be independent study. Restricted to AVM major.

301-3 Aviation Management Writing and Communication. This course is a study of the writing and communication skills used by managers in the aviation industry. Foundations of technical writing style and documentation are followed by descriptions of specific aviation-related technical writing applications such as correspondence, grants, manuals, progress reports and promotional materials. Specialized skills such as conflict resolution, technical presentations and electronic communication complete the course.

302-3 Current Aviation Management Practices and Processes. This course is a study of the structures, processes and skills involved in aviation management. Specific issues such as job design, decentralization, planning, decision-making and leadership will be discussed and related to aviation industry. Prerequisite: AVM 301.

303-3 Introduction to Aviation Management. Provides an overview of the aviation industry, available career paths, major

challenges, key private and governmental agencies, and the skills and knowledge necessary to succeed within the industry.

319A-1 to 15 Aviation Occupational Internship-Airline. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319B-1 to 15 Aviation Occupational Internship-Airport. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319C-1 to 15 Aviation Occupational Internship-Corporate Aviation. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319D-1 to 15 Aviation Occupational Internship-Fixed Base Operation. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319E-1 to 15 Aviation Occupational Internship-Flight Instruction. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319F-1 to 15 Aviation Occupational Internship-Air Traffic Control. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319G-1 to 15 Aviation Occupational Internship-Government. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program

and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319H-1 to 15 Aviation Occupational Internship-Consulting Firm. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

319I-1 to 15 Aviation Occupational Internship-Other, as arranged. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid, internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail.

320A-1 to 12 Aviation Cooperative Education-Airlines. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320B-1 to 12 Aviation Cooperative Education-Airport. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320C-1 to 12 Aviation Cooperative Education-Corporate Aviation. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320D-1 to 12 Aviation Cooperative Education-Fixed Base Operations. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours

and credits to be individually arranged.

320E-1 to 12 Aviation Cooperative Education-Flight Instruction. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320F-1 to 12 Aviation Cooperative Education-Air Traffic Control. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320G-1 to 12 Aviation Cooperative Education-Government. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320H-1 to 12 Aviation Cooperative Education-Consulting Firm. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

320I-1 to 12 Aviation Cooperative Education-Other, as arranged. Students will participate in a program approved cooperative education program that includes formal instruction, training and/or career related work experience. Students receive a salary or wages and engage in pre-arranged assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations and student report are required. Hours and credits to be individually arranged.

349-3 Readings in Aviation Management. The use of written and electronic media resources relevant to aviation management and the development of an aviation management research bibliography. The use of bibliographic resources to produce written comparative or persuasive research reports. May be independent study. Prerequisite: AVM 300. Restricted to AVM major.

350-1 to 32 Aviation Career Subjects. In-depth competency, skill development and exploration of innovative techniques and procedures used in aviation businesses, government operations related to aviation and other aviation related organizations. Subjects and topics may include present or planned future operations as well as domestic or international enterprises. Study

of program approved topics or projects may include workshops, special short courses, seminars, research or independent study. Special approval needed from the instructor.

360-3 The Air Traffic Control System, Procedures and Rules. This course introduces students to the history, evolution and operation of the US Air Traffic Control System. ATC procedures and rules are emphasized with student pilots treated as users of the system and prospective controllers treated as future ATC providers. Students will be able to apply air traffic control procedures and rules. FAA Private Certificate or FAA ATC Certificate. Special approval needed from the advisor.

361-3 Basic Air Traffic Control. This course is the first course in a series designed to prepare students for a career as an Air Traffic Controller or in Air Traffic Control support and consulting positions. Students will become familiar with the structure of the National Airspace System (NAS) and the structure of the FAA Air Traffic Control system. Prerequisites: AF 200; AF 205 (may be taken concurrently).

362-3 Advanced Air Traffic Control. This course is the second course in a series designed to prepare students for a career as an Air Traffic Controller or in Air Traffic Control support and consulting positions. Students will learn standard ATC phraseology and separation standards used in Terminal and Enroute facilities. The course is a combination of classroom lecture and ATC simulation. Prerequisite: AVM 361.

370-3 Airport Planning. To acquaint the student with the basic concepts of airport planning and construction, as well as an investigation of various community characteristics and resources.

371-3 Aviation Industry Regulation. Students will study the various regulatory agencies of the industry and their functions. This course is writing intensive and reflects the College's Communication-Across-the-Curriculum initiative. Prerequisite: English 101.

372-3 Airport Management. A study of the operation of an airport devoted to the phases of lighting, fuel systems, field marking, field buildings, hangars, and surrounding community.

373-3 Airline Management. A study of the administrative aspects of airline operation and management including a detailed study of airline organizational structure.

374-3 General Aviation Operations. A study of general aviation operations including fixed base operations (fuel, sales, flight training, charter, etc.), corporate aviation (business aviation, corporate flight departments, executive air fleets, etc.) and the general aviation aircraft manufacturing industry.

375-3 Legal Aspects of Aviation. The student will develop an awareness of air transportation. The course will emphasize basic law as it relates to contracts, personnel, liabilities, and legal authority of governmental units and agencies. Lecture three hours.

376-3 Aviation Maintenance Management. To familiarize the student with the functions and responsibilities of the aviation maintenance manager. Maintenance management at the fixed base operator, commuter/regional airline, and national air carrier levels will be studied. Aviation maintenance management problems areas will be reviewed using the case study method.

377-3 Aviation Safety Management. This course will survey the various aspects of aviation flight and ground safety management. Weather, air traffic control, mechanical and human

factors in aviation safety management will be reviewed. Case studies of individual aviation accidents and incidents will be analyzed.

378-3 Aviation Security Regulations and Management. Provides a thorough review of the aviation security environment including the key regulations governing aviation security, the key agencies involved in regulating aviation security, and impacts of aviation security regulations on airlines, airports and general aviation companies. Pre and Post 9/11 attack comparisons will be identified in the class and case studies of aviation security problems will be used to illustrate solutions to the problem.

385-3 Air Transport Labor Relations. The legislation governing labor relations in the U.S. consists of two pieces of legislation, the Railway Labor Act for labor relations in the railroad/airline industries; and the National Labor Relations Act for all other industrial sectors. This course focuses on the examination of air transport labor relations in the context of these key laws. Students will apply this knowledge in mock negotiations. Restricted to Aviation Management major.

386-3 Fiscal Aspects of Aviation Management. An introduction to the fiscal problems encountered in the administration of aviation facilities. Special approval needed from the advisor.

401-3 Analysis of Issues in the Aviation Industry. The identification and study of current economic, regulatory or operational issues impacting the aviation industry. The use of both written and oral reports to present a critical analysis of selected topics. May be independent study. Not for graduate credit. Prerequisite: AVM 349. Restricted to AVM major.

402-3 Aviation Industry Career Development. Provides description of the employment in the aviation industry, as well as applying for such employment. Also covered: professionalism, professional ethics/integrity, workplace behavior, personal assessment, resume construction, interviewing skills, writing cover letters, the use of references, networking, employment referral agencies and continuing education. Not for graduate credit. Restricted to Aviation Management major.

450-3 Management Problems in the Aviation Industry. The identification and study of problems related to management within the aviation industry. The application of aviation management theories, concepts and practices to the identified management problems. The use of written and electronic media research resources to produce a written problem solving report. May be independent study. Not for graduate credit. Prerequisite: AVM 401. Restricted to AVM major.

460-3 National Airspace System. The evolution, current state, and future of the National Airspace System with emphasis on its current and future impact on the domestic and international aviation industry. Defines the Federal Aviation Administration's role in the operation, maintenance, and planned modernization of Air Traffic Control facilities, airways and navigational aids, landing aids, and airports. The users of the system, their needs, and issues with the system's operation and planned modernization are examined. Not for graduate credit. Prerequisite: AVM 360.

461-3 Aviation Product Support Management. This course will acquaint students with concepts and techniques used in analysis and development of an aviation product support program. Concepts discussed in this course will provide a basic under-

standing of complexities and issues associated with design of a fully integrated aviation product support program. Design considerations, integration of product support into the total product design, support planning and post-delivery support will be covered. Not for graduate credit. Prerequisite: AVM 376.

Aviation Management and Flight Faculty

Biggs, V. Eugene, Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1971.

Bowman, Terry S., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1993.

Caldwell, William R. Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2001.

Carter, Kim, Senior Lecturer, Assistant Chief Flight Instructor, M.S., Southern Illinois University Carbondale, 1996.

Harrison, Bryan, Senior Lecturer, M.S., Southern Illinois University Carbondale, 2007.

Kampe, David, Senior Lecturer, *Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Kaps, Robert W., Professor, Ph.D., Southern Illinois University Carbondale, 1996.

Mortag, Keith, Senior Lecturer/*Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1995.

NewMyer, David, Professor and *Chair*, Aviation Management and Flight, Ph.D., Southern Illinois University Carbondale, 1987.

Pavel, Samuel, Assistant Professor, Ph.D., University of Notre Dame, 2001.

Phillips, Edwin, Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 2000.

Robertson, Michael, Assistant Professor, M.S., Southern Illinois University Carbondale, 2006.

Ruiz, Jose, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2003.

Ruiz, Lorelei, Associate Professor/*Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Thiesse, James, Assistant Professor, *Emeritus*, Ed.D., Auburn University, 1980.

Thornhill, Gerald, Senior Lecturer, M.S., Central Missouri State University, 1993.

Voges, John K., Associate Professor, *Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1999.

Widick, Leland, Assistant Professor, *Emeritus*, *Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1994.

Wilson, Keith, Senior Lecturer, *Assistant Chief Flight Instructor*, M.S., Southern Illinois University Carbondale, 1997.

Aviation Technologies

(Major, Courses, Faculty)

Whether general aviation aircraft or transport, modern aircraft require highly trained technicians to manage hardware, troubleshoot systems and maintain air-frame structures and powerplants. The Aviation Technologies program is ranked among the best in the country and was developed with input from industry representatives and the Federal Aviation Administration (FAA) to provide the requisite skills and broad educational

experience necessary in today's competitive environment. Optional paths within the major provide a great deal of flexibility in preparing for a career in the aviation industry. Students may pursue the FAA approved airframe and powerplant certificate in a five or seven semester sequence of coursework or they may include the airframe and powerplant certificate, with additional coursework, as part of their four-year bachelor's degree in Aviation Technologies.

The Bachelor of Science degree program in Aviation Technologies is designed to enhance technical training students have received in aviation maintenance or electronics. This technical training may be acquired through SIUC (FAA Airframe and Powerplant Certificate), at other post-secondary institutions, in the military, or in the case of aviation maintenance, at other FAA approved maintenance schools certified under F.A.R. Part 147.

Aviation Technologies has signed a number of Program Articulation Agreements with aviation-related community college degree programs to facilitate the transfer of these particular community college aviation students to SIUC. The community colleges with which SIUC has signed such an agreement include: Southwestern Illinois College (IL), Rock Valley College (IL), and Indian Hills Community College (IA).

Many students entering the Aviation Technologies program are encouraged to have completed an appropriate associate degree or its equivalent under the provisions of the Capstone Option as explained in Chapter 3. The Capstone Option allows qualified students to fulfill their degree requirements by completing no more than 60 semester hours of coursework beyond their associate degree. Students may choose from three specializations: Aircraft Maintenance, Helicopter Maintenance and Aviation Electronics.

Courses in each of these areas have been selected and designed to provide the student with optimum exposure to theory in the classroom and develop practical, hands-on skills both in the hangar and in specially-designed, task-dedicated laboratories. The Aviation Technologies facilities, located at Southern Illinois Airport between Carbondale and Murphysboro, Illinois, provides students with more than 14 million dollars of the best available equipment including fixed and rotary wing aircraft, airline-type cockpit procedure trainers (CPT's), an advanced composite structures laboratory and computer laboratory. Students should expect to spend \$500 to \$1000 for a tool kit. In addition to university tuition and fees, lab fees are assessed for the lab portions of appropriate courses.

Executives in the aviation industry constitute an advisory committee, which serves the Aviation Technologies program. Current members are: Charles Fisher, Bell Helicopter Textron, Inc., Fort Worth, TX.; Joe Cooley, United Parcel Service Airlines, Louisville, KY.; Joseph A. DePaola, SimuFlite Training International, Dallas/Fort Worth, TX.; Harry B. Fanning, The Boeing Company, Saint Louis, MO.; Terry Washow, Ryan International Airlines, Chicago, IL.; Jim Fisher, Rockwell Collins Avionics, Cedar Rapids, IA.; David Gallagher, G. E. Aircraft Engines, Cincinnati, OH.

FAA Approved Airframe and Powerplant Certificates Only

First Semester: MATH, AVT 101, 110, 111, 113	22 ¹
Second Semester: AVT 112, 116, 203, 204, 206, 214	22 ¹
Third Semester: AVT 211, 212, 213, 310	20 ¹
Fourth Semester: AVT 305, 315, 316, 327	20 ¹
Summer Session: AVT 340, 345	12 ¹
Total	96¹

¹All Aviation Technologies courses require a minimum grade of C.

Bachelor of Science Degree in Aviation Technologies, College of Applied Sciences and Arts

AVIATION TECHNOLOGIES MAJOR - AIRCRAFT MAINTENANCE SPECIALIZATION

The aircraft maintenance specialization provides students who have completed a FAA approved airframe and powerplant program with the opportunity to advance their technical knowledge and skills in flight management systems, advance composites, advance propulsion systems, and flight line maintenance. Additional elective courses compliment this specialization.

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Aircraft Maintenance Specialization</i>	43
Core Requirements.....	10 ¹
AVT 310	5
AVT 327	5
Specialization Requirements.....	15 ¹
AVT 405	3
AVT 410	3
AVT 416	3
AVT 380	3
AVT 390	3
Specialization Electives	18 ¹
AVT 301 AND 302, 303, 304 AND 306, 321, 370, 422; AVM 376,385,TRM 364 ; or advisor approved electives.	
<i>Technical or Career Electives</i>	36
An Associate in Applied Science degree or equivalent certification in Aviation Maintenance (Airframe and Powerplant) from an accredited college, community college, or technical institute meets this requirement.	
Total	120

¹All Aviation Technologies courses require a minimum grade of C.

Aircraft Maintenance Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, 102.....	3	3
MATH 108 or 125, SPCM 101.....	3	3
Core Humanities	3	3
Technical Electives	3	6
Total	15	15

SECOND YEAR	FALL	SPRING
Core Science	3	3
Core Social Science ¹	3	3
Core Fine Arts	3	-
Core Multicultural	-	3

Technical Electives	6	6
Total	15	15

THIRD YEAR	FALL	SPRING
Specialization Electives	3	3
AVT 380, 390.....	3	3
AVT 310, 327.....	5	5
AVT 410	3	-
Technical Electives	-	5
Total	14	16

FOURTH YEAR	FALL	SPRING
Core Human Health	-	2
Specialization Electives	12	-
Technical Electives	3	7
AVT 416	-	3
AVT 405.....	-	3
Total	15	15

¹Students may take only one history course to satisfy this requirement.

Bachelor of Science Degree in Aviation Technologies, College of Applied Sciences and Arts

AVIATION TECHNOLOGIES MAJOR - AVIATION ELECTRONICS SPECIALIZATION

The aviation electronics specialization is designed to accommodate freshman or transfer students. Freshmen can pursue a combined electronics and aviation electronics curriculum or a combined FAA Airframe and Powerplant Certificate and aviation electronics curriculum. Transfer maintenance students (airframe and powerplant) will develop flight line maintenance and troubleshooting skills in aviation electronics. Additional elective courses compliment this specialization.

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Aviation Electronics Specialization</i>	44
Core Requirements.....	10 ¹
AVT 310	5
AVT 327	5
Specialization Requirements.....	22 ¹
AVT 321	3
AVT 317	3
AVT 318	3
AVT 405	3
AVT 422	3
AVT 460	3
AVT 465	4
Specialization Electives	12 ¹
AVT 301 & 302, 303, 304 & 306, 370, 380, 390, 410, 416; AVM 376, 385, TRM 364; or advisor approved electives.	
<i>Technical or Career Electives</i>	35
An Associate in Applied Science degree or equivalent certification in Aviation Maintenance (Airframe and/or Airframe and Powerplant) or Electronics from an accredited college, community college, or tech institute meets this requirement.	
Total	120

¹All Aviation Technologies courses require a minimum grade of C.

Aviation Electronics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, 102.....	3	3
MATH 108 or 125, SPCM 101.....	3	3
Core Humanities	3	3
Technical Electives	3	6
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Science	3	3
Core Social Science ¹	3	3
Core Fine Arts	3	-
Core Multicultural	-	3
Technical Electives	6	6
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
AVT 321.....	3	-
AVT 405	-	3
AVT 310, 327	5	5
AVT 317, 318	3	3
Specialization Elective	3	-
Technical Electives	-	5
<i>Total</i>	14	16

FOURTH YEAR	FALL	SPRING
Core Human Health.....	2	-
AVT 422.....	-	3
AVT 460.....	-	3
AVT 465.....	-	4
Specialization Elective.....	6	3
Technical Electives	6	3
<i>Total</i>	14	16

¹Students may take only one history course to satisfy this requirement.

Bachelor of Science Degree in Aviation Technologies, College of Applied Sciences and Arts

AVIATION TECHNOLOGIES MAJOR - HELICOPTER SPECIALIZATION

The helicopter specialization provides students who have completed an FAA approved airframe and powerplant program with the opportunity to advance technical skills in helicopter theory, maintenance and overhaul, and inspection. Additional elective courses compliment this specialization.

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Helicopter Specialization</i>	46
Core Requirements	10 ¹
AVT 317	5
AVT 318	5
Specialization Requirements	18 ¹
AVT 301	3
AVT 302	6

AVT 304	3
AVT 306	6
Specialization Electives	18 ¹
AVT 303, 321, 370, 380, 390, 405, 410, 416, 422; AVM 376, 385, TRM 364; or advisor approved electives.	
Technical or Career Electives	33
An Associate in Applied Science degree or equivalent certification in Aviation Maintenance (Airframe and Powerplant) from an accredited college, community college, or technical institute meets this requirement.	

Total 120

¹All Aviation Technologies courses require a minimum grade of C.

Helicopter Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, 102	3	3
MATH 108or125, SPCM 101	3	3
Core Humanities	3	3
Technical Electives	3	6
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Science	3	3
Core Social Science ¹	3	3
Core Fine Arts	3	-
Core Multicultural	-	3
Technical Electives	6	6
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
Core Interdisciplinary	3	-
Core Human Health	-	2
AVT 310, 327	5	5
Specialization Electives	3	3
Technical Electives	7	5
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
AVT 301, 302	9	-
AVT 304, 306	-	9
Specialization Electives	6	6
<i>Total</i>	15	15

¹Students may take only one history course to satisfy this requirement.

Aircraft Product Support Minor

The minor in Aircraft Product Support is a multi-disciplinary minor offered by the Aviation Management and the Aviation Technologies programs. The purpose of this minor is to provide additional preparation for students who wish to enter the field of aircraft product support with aerospace manufacturers, suppliers, air-lines, the military and related aviation/aerospace industry segments. The courses required to complete this minor include: Aviation Management 301 or 376, 461, Aviation Technologies 370, 380, 390 and one additional approved course from

either Aviation Management or Aviation Technologies degree programs. All pre-requisites for these courses must be fulfilled prior to enrollment in each course. All students who wish to enroll in this minor must do so through either the Aviation Management advisor or the Aviation Technologies advisor. Aviation Management students must complete Aviation Management 301 in their major. Aviation Technologies students may complete Aviation Management 376 in their major.

Courses (AVT)

101-5 Applied Science. Students will understand and demonstrate the application of physical laws including weight and balance, pressure, force, motion, mechanical advantage, heat and sound. The student will interpret blueprints and schematic diagrams, perform basic mechanical drawing using drawing instruments to accomplish orthographic projections, sections and dimensioning of working drawings. Hydraulic tubes, hoses and fittings will be studied. Course fee: \$40.

110-5 Aircraft Structures. Students will be able to identify and select materials employed in aircraft construction. Using appropriate FAR's, they will demonstrate competence in repair of honeycomb, fiberglass, welded, wood, or fabric aircraft members. The student will inspect aircraft members for defects and, if necessary, inspect completed repairs for airworthy condition. Course fee: \$55.

111-5 Materials Processing. Students will be able to identify, select, and inspect aircraft hardware and materials. They will be able to select and apply appropriate cleaning materials and to implement corrosion controls. They will become proficient in the use of precision measurement equipment and related inspection tools. Course fee: \$35.

112-5 Aircraft Electricity. Students will have basic knowledge of electricity generation, AC and DC circuitries, and controls. They will be able to solve problems associated with electrical measurement (AC and DC), circuit interpretations and inspection, aircraft electrical load analysis, circuit malfunctions, circuit or component servicing, and basic aircraft electronics. Prerequisite: AVT 101, MATH 108 or 125. Course fee: \$25.

113-3 Federal Aviation Regulations. Students will be able to select and use FAA technical and legal publications in order to perform the duties of an aircraft technician. Course fee: \$65.

116-3 Aircraft Instruments. Students will have a knowledge of operation, installation, marking, and interpretation of synchro and servo systems, aircraft and powerplant instruments. They will be able to install, adjust, and calibrate these instruments in accordance with FAA and manufacturers' recommendations. Prerequisite: AVT 101. Course fee: \$30.

199-1 to 10 Individual Study. Provides students with the opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the department.

203-3 Aircraft Aerodynamics. Students will have knowledge of flight theory and factors affecting aircraft in flight. They will explain and compare aircraft design features in subsonic, transonic, and supersonic aircraft. They will be able to assemble and rig various aircraft control systems, analyzing and correcting faulty flight characteristics. Course fee: \$25.

204-4 Hydraulics (Aircraft). Students will have a knowledge of fluid theory and applied physics which relates to aircraft hydraulics. They will know the theory of operation, maintenance requirements, and adjustments of various hydraulic components and systems. They will be able to test, inspect, troubleshoot, and service hydraulic systems in accordance with technical specifications. Prerequisite: AVT 101, MATH 108 or 125. Course fee: \$35.

206-4 Metals Processing. Students will be able to make appropriate sheet metal repairs using correct repair procedures, tools, and materials. They will be required to demonstrate correct use of and interpretation of structural repair diagrams and correct interpretation of charts and tables from AC 43, 13-1B pertaining to materials and methods. Prerequisite: AVT 101, 111, 113, MATH 108 or 125. Course fee: \$50.

211-5 Reciprocating Powerplant. Students will have a knowledge of construction, operation, and timing mechanisms associated with aircraft reciprocating powerplants. They will be able to disassemble, clean, measure, inspect, and reassemble a powerplant to airworthy condition in accordance with appropriate FAA and manufacturers' regulations and practices. Prerequisite: AVT 101, 111, 113, MATH 108 or 125. Course fee: \$60.

212-5 Carburetion, Lubrication, and Fuel. Students will be able to demonstrate their competence in identifying fuels, oils, and related system components including carburetors, understanding the operating principles of each. They will be able to inspect, adjust, troubleshoot, and overhaul these components according to manufacturers' and federal regulations. Prerequisite: AVT 101, 111, 113, MATH 108 or 125. Course fee: \$40.

213-5 Ignition Systems. Successful students should have a knowledge of the operation, repair, inspection, and service of reciprocating and jet powerplant ignition systems and reciprocating starting systems. They will be able to time, overhaul, and troubleshoot the various components of each system. Prerequisite: AVT 111, 112. Course fee: \$40.

214-3 Propellers. Students will have a knowledge of the physical laws and design characteristics governing propeller operation. They will be able to identify components, troubleshoot, and adjust fixed and variable pitch propellers. They will maintain fixed pitch propellers, and governor systems for variable pitch propellers in accordance with FAA and manufacturers' standards. Course fee: \$35.

258-1 to 30 Aviation-Technology Work Experience. Credit granted for prior aviation technologies related job skills, work experience, management-worker relations and supervisory experience while employed in the aviation industry. Credit will be established by program evaluation. This credit may be applied only to the technical or career electives requirement of the aviation technologies degree, unless otherwise determined by the program.

259-1 to 60 Aviation-Technology Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives in aviation technologies. Credit will be established by program evaluation. This credit may be applied only to the technical or career electives requirement of the aviation technologies degree, unless otherwise determined by the program chair of Aviation Technologies.

301-3 Helicopter Theory and General Maintenance Practice.

The student will have an in-depth knowledge of rotary wing aerodynamics, main and tail rotor systems, rotor blades, primary and secondary controls, and general maintenance practices to include inspection and nondestructive testing. Lecture three hours. Prerequisite: FAA certificate with airframe and powerplant ratings. Departmental approval required.

302-6 Helicopter General Maintenance Laboratory. The student will perform general maintenance on rotary wing main rotor systems, tail rotor systems, flight and powerplant control systems to include malfunction analysis, tracking, static and dynamic balancing, rigging, and repair. Co-requisite: AVT 301. Course fee: \$40.

303-3 Technical Evolution of Aviation. This course will introduce the student to aviation's rich heritage. The coursework will include numerous reading and research assignments to provide the student opportunity to become well acquainted with events, persons and technological developments that have permitted aviation to become what it is today. Emphasis will be placed on the "cause and effect" of selected aviation-related events.

304-3 Helicopter Power Train and Inspection. The student will have in-depth knowledge of the operation, function, and inspection of all rotational components of a rotary wing aircraft to include transmission, gear boxes, drive trains, and drive shafts. Prerequisite: AVT 301.

305-5 Cabin Environment and Jet Transport Systems. Students will understand the operation of and be able to identify the components of flight controls, landing gear, fuel, anti-icing, fire detection, and environmental systems of current jet transport aircraft. They will have knowledge of procedures for aircraft ground handling, APU operation and system servicing. Prerequisite: AVT 203, 212, 213, 310. Course fee: \$50.

306-6 Helicopter Power Train Laboratory. The student will perform all functions of overhaul concerned with rotary wing transmissions, gear boxes, and drive trains. The student will demonstrate skill in disassembly, inspection, discrepancy analysis, reassembly, and non-destructive testing. Co-requisite: AVT 304. Course fee: \$40.

310-5 Aircraft Electrical Systems. Students will have a knowledge of the operation, repair, inspection and service of small and large aircraft electrical systems to include understanding and/or use of maintenance manuals, inspection manuals, schematic diagrams, and electrical systems components. Prerequisite: AVT 112, approved math course. Special approval needed from the advisor.

315-5 Powerplant Testing. Students will have an understanding of the correct procedures and precautions to be observed during engine installation, ground operation, and fuel and oil servicing. They will be required to inspect and troubleshoot reciprocating and jet engines for airworthy condition and interpret engine instrument readings to diagnose engine malfunctions. Prerequisite: AVT 211, 212, 213, 310. Course fee: \$60.

316-5 Jet Propulsion Powerplant. Students will be able to apply and understand physics laws related to jet engines; identify and understand the operation of jet engines and their components; inspect, check, repair, troubleshoot and adjust jet engines and accessories; analyze engine performance and interpret operational charts, graphs and tables. Prerequisite: AVT 111, 203, 212. Course fee: \$55.

317-3 Introduction to Aviation Electronics. An introduction to

electron devices used in analog and digital electronics equipment. Device operation analyzed from theoretical perspective and applied to circuits for power supplies, amplifiers, control devices, and communication data bussing. Course is writing intensive and reflects the College's Communication-Across-the-Curriculum initiative. Prerequisite: AVT 112, ENGL 101. Course fee: \$40.

318-3 Aviation Electronics Control Systems. Coursework is based upon theory and application of analog and digital control systems. Topics include transducers, control input devices, instrument panel displays and feedback sensor circuits. Data recording and monitoring systems will also be presented. Lecture two hours, laboratory two hours. Prerequisite: AVT 317. Course fee: \$30.

319-1 to 15 Aviation Technologies Internship. Each student will be assigned to a program approved work site engaged in activities related to the student's academic program and career objectives. The student will be assigned to an unpaid internship position and will perform duties and services in an instructional setting as previously arranged with the sponsoring work site supervisor. Prior program approval, supervisor evaluations and student reports are required. Hours and credits to be individually arranged. Mandatory Pass/Fail. Special approval needed from the department.

320-1 to 12 Aviation Technologies Cooperative Education. Students will participate in a program approved cooperative education program that includes formal instruction, training, and/or career related work experience. Students may receive a salary or wages and will engage in pre-arranged work assignments related to their academic program and career objectives. Program faculty evaluations, cooperating agency student performance evaluations, and student reports are required. Hours and credit to be individually arranged. Special approval needed from the department.

321-3 Radio Theory and Practice. Students will have knowledge of Advanced Radio Theory and Practice including Federal Communications Commission requirements for aircraft station licenses, aeronautical ground stations, and radio telephone operator's privileges and limitations. Prerequisite: AVT 317.

327-4 Aircraft Communication, Navigation and Pulse Systems. This course will introduce the student to the theory of operation of communication transceivers, navigation receivers, the Air Traffic Control Radar Beacon System (ATCRBS) and Distance Measuring Equipment (DME). Student will be introduced to performance testing and trouble analysis techniques using test equipment. Lecture three hours, laboratory two hours. Prerequisite: AVT 310. Course fee: \$25.

340-6 Aircraft Inspection. Students will be able to perform an annual inspection of an aircraft, demonstrate knowledge of FAR's, AD's, classifying repairs and specific service problems; complete the required maintenance forms, records, and reports; and learn the effects of human factors in aircraft maintenance. Prerequisite: AVT 110, 112, 116, 203. Special approval needed from the advisor. Course fee: \$50.

345-6 Powerplant Inspection. Students will be able to perform periodic inspection of powerplants. They will demonstrate their knowledge of FAR and application of FAA AD's, Service Bulletins, and proper use of inspection equipment. They will use knowledge learned in the powerplant curriculum to perform

malfunction analysis of powerplant and related systems. Live equipment is used on a return to service basis. Prerequisite: AVT 214, 315, 316. Course fee: \$50.

350-1 to 32 Technical Subjects in Aviation Technologies. In-depth competency, skill development and exploration of innovative techniques and procedures used in Aviation Technologies. Study of program approved topics or projects may include workshops, short courses, seminars, research or independent study. Special approval needed from the department.

370-3 Reliability, Maintainability, and Fault Prediction and Analysis. Students will develop an understanding of the concepts of reliability, maintainability and failure modes to a level which facilitates fault prediction and the analysis of logistical systems. The topics of logic symbols, fault tree analysis, statistical analysis, fault criticality and engineering for reliability and maintainability will be presented as these relate to the maintenance and logistical management of aerospace hardware. Prerequisite: MATH 108 or approved substitute.

380-3 Aerospace Supply Chain Logistics. This course is a study of the logistics of efficiently scheduling, producing, transporting, storing, and supplying components and hardware in the context of the aerospace industry. Students will learn to improve efficiencies in supply chain logistics as correlated with advancements in management information system technology in order to facilitate the delivery of the desired goods and services to the correct location at the proper time.

390-3 Management Information Systems for Aerospace Applications. Provides an understanding of various types of Management Information Systems (MIS) currently used in Aerospace Support, focusing on the planning, implementation, and evaluation of these. Through this course, the student will become familiar with MIS applications relevant to aerospace product support activities, learn to evaluate the strengths and weaknesses of various systems designs, develop problem solving and critical thinking skills as apposite to logistics applications, and acquire knowledge of basic database management, design, and security. Prerequisite: AVT 370, 380 or concurrent enrollment, and Information Systems and Applied Technologies 229 or equivalent computer literacy. Course fee: \$20.

405-3 Flight Management Systems. Using industry type computer instruction and flight simulation trainers, students will develop knowledge of the operation and management of autopilots, auto throttles, inertial reference systems, electronic instrument systems, and flight management computers on advanced technology aircraft. Not for graduate credit. Prerequisite: AVT 305; or AF 207A, B. Course Fee: \$35.

V 410-3 Advanced Composites. Topics include the theory and application of advanced composite materials used in modern aircraft structures and engine components. Students will evaluate structures and implement various methods of repair and maintenance using both cold and heated application methods. Not for graduate credit. Prerequisite: AVT 110. Course fee: \$60.

416-3 Advanced Propulsion Systems. A study of advanced turbine powerplants and their control systems. Students will demonstrate an understanding of the operation and construction of integrated composite engines and analyze digital control systems. Topics include the interfacing of powerplant controls and monitoring systems, aircraft electronic data bussing and

indicating displays. Not for graduate credit. Prerequisite: AVT 316. Course fee: \$25.

422-3 Aviation Radar Systems. Introduces the student to applications of airborne radar equipment, including weather detection and tracking. The student will gain an understanding of installation techniques, system performance specification, operational analysis and troubleshooting. Not for graduate credit. Prerequisite: AVT 317. Co-requisite: AVT 318.

460-3 Digital Data Bussing and Electronic Flight Instrument System (EFIS) Theory. This course will introduce the student to digital microcontroller and microprocessor concepts and circuits; various digital information data bus systems and electronically generated displays; data bus protocols, controllers, exchange formats and software used in typical aircraft electronic systems; display formats used in EFIS indicators. Not for graduate credit. Co-requisites: AVT 318, 465.

465-4 Digital Data Bussing and Electronic Flight Instrument System Laboratory. This course will enable the student to develop technical skills with the topics studied in 460. The student will construct fundamental digital circuits for analysis and demonstrate the ability to encode and decode information on standard aircraft data busses. The student will evaluate, test and troubleshoot software routines for digital information transfer. Not for graduate credit. Co-requisite: AVT 460. Course fee: \$30.

Aviation Technologies Faculty

Berentsen, Lowell W., Assistant Professor, M.Ed., University of Idaho, 2003.

Burgener, Michael A., Associate Professor and *Chair*, M.B.A., The Citadel, Charleston, SC. 2001.

Cheek, Billy C., Assistant Professor, M.S., Aviation Safety, Central Missouri State University, 2004.

Hannon, Dennis R., Assistant Professor, M.P.A., Aviation, Southern Illinois University Carbondale, 2007.

Harrison, Matthew W., Assistant Professor, M.S.ED., Southern Illinois University Carbondale, 2008.

Mattingly, Daniel I., Assistant Professor, M.S., Aeronautical Science, Embry-Riddle Aeronautical University, 2007.

Mitchell, Keven R., Assistant Professor, M.S., Applied and Natural Sciences in Aviation and Space, Oklahoma State University, 2000.

Rodriguez, Charles L., Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1997.

Russell, Lewis G., Assistant Professor, *Emeritus*, M.S. ED., Southern Illinois University Carbondale, 1978.

Sullivan, Karen J., Assistant Professor, M.S.ED., Southern Illinois University Carbondale, 2007.

Biochemistry (Courses, Faculty)

Biochemistry (BCHM) courses at the advanced undergraduate level are offered by the Department of Biochemistry and Molecular Biology. Faculty members of the Biochemistry and Molecular Biology department are also involved in School of Medicine programs, the Physician Assistant program and graduate program in Molecular Biology, Microbiology and Biochemistry (MBMB).

Courses (BCHM)

451A-3 Biochemistry. (Same as Chemistry 451A and Molecular Biology, Microbiology and Biochemistry 451A) First half of the 451A,B two semester course. Must be taken in A,B sequence. Three lectures per week. Introduction to biomolecules, biochemical techniques, expression of genetic information, basic thermodynamics, ligand binding, aqueous solutions, protein structure, hemoglobin, spectroscopy. Prerequisites: CHEM 340 and CHEM 342 or 442, or equivalents.

451B-3 Biochemistry. (Same as Chemistry 451B and Molecular Biology, Microbiology and Biochemistry 451B) Second half of 451A,B two semester course. Must be taken in A,B sequence. Basic kinetics, enzyme kinetics, enzyme inhibitors, regulation of enzymes, oxidation-reduction, high energy bonds, transport across membranes, intermediary metabolism, hormonal control of metabolism. Prerequisites: MBMB 451A or BCHM 451A or CHEM 451A or equivalent.

456-3 Biophysical Chemistry. (Same as Chemistry 456 and Molecular Biology, Microbiology and Biochemistry 456) A one-semester course in Biophysical Chemistry intended for biochemists and molecular biologists. Emphasis will be on solution thermodynamics, kinetics and spectroscopy applied to biological systems. Prerequisites: CHEM 340 and CHEM 342 or 442, MATH 141 or 150, MBMB 451A or BCHM 451A or CHEM 451A, or equivalents.

490-1 to 3 Undergraduate Research Participation. Investigation of a problem, either individually or as a research group, under the direction of a member of the faculty. Not for graduate credit. Prerequisites: 3.0 grade point average in sciences courses. Special approval needed from the instructor.

Biochemistry Faculty

Bartholomew, Blaine, Professor, Ph.D., University of California, Davis, 1988

Bhaumik, Sukesh, Associate Professor, Ph.D., University of Bombay, India, 1997.

Davie, Judith K., Assistant Professor, Ph.D., University of California, Berkeley, 1998.

Gupta, Ramesh, Professor and *Chair*, Ph.D., University of Illinois, 1981.

Hardwicke, Peter M.D., Professor, Ph.D., Kings College, London, 1969.

Kadyrov, Farid A., Assistant Professor, Ph.D., Institute of Biochemistry and Physiology of Microorganisms of the Russian Academy of Sciences, 1997.

Niederhoffer, Eric C., Associate Professor, Ph.D., Texas A&M University, 1983.

Schmit, Joseph C., Associate Professor, *Emeritus*, Ph.D., Purdue University, 1971.

Weilbaecher, Rodney G., Assistant Professor, Ph.D., University of California, Berkeley, 1997.

Bio Fuels

(SEE AGRIBUSINESS ECONOMICS)

Biological Sciences (Major, Minor, Courses)

Biological Sciences is an appropriate major for students wishing to pursue a career in secondary-school biology education, a pre-professional human-health curriculum, or an interdisciplinary program in ecology. Students in the major must choose one of these specializations to complete their degree. The Biological Sciences major provides interdepartmental, interdisciplinary training for specific career-paths in the life sciences. The curriculum is drawn from the resources of four life-science departments (Microbiology, Physiology, Plant Biology, and Zoology), each of which has its own undergraduate degree.

Students with a major in Biological Sciences may not select one of the four life-science areas as a minor, and students electing to pursue a double major may not use more than 11 semester hours of biological sciences courses to satisfy the requirements for both majors. In addition to biological sciences courses, students are required to take courses in physical sciences and mathematics.

Students planning a major in Biological Sciences should consult with the Director of Biological Sciences for program information and assignment to a home department for faculty mentoring. Students cannot repeat a majors course or its equivalent in which a grade of B or better was earned without consent of the Director of Biological Sciences.

Bachelor of Science Degree in Biological Sciences, College of Education and Human Services, Biology Education Specialization Biology Designation for the Illinois Secondary (6-12) Science Teaching Certificate)

This specialization prepares students for certification as secondary-school biology teachers. Course requirements match content areas specified by the Illinois State Board of Education for teacher certification in science with a designation in biology.

<i>University Core Curriculum Requirements</i>	41 ¹⁻⁴
<i>Biological Sciences Major Requirements</i>	56-62 ⁵
Life Science	
BIOL 200A, 200B	5(+3) ⁶
BIOL 304, 305, 306, 307	12
MICR 301; or PHSL 301 or 310; or PLB 320; or	
ZOO 433A	3-5
MICR 470 or PLB 300 or ZOO 220	3-5
Six hours or 400-level electives in MICR, PHSL, PLB, or	
ZOO	6
MICR 495, PHSL 490, PLB 480, or ZOO 482	1
Mathematics and Statistics	
MATH 108 and 109, or 111.....	1-3(+3) ⁷
MATH 282 or PLB 360 or EPSY 402.....	3
Physical Science	
CHEM 200 and 201, 210 and 211	7 (+3) ⁸
GEOL 220 and 223, or 221 and 224, or 222 and 223....	4
PHYS 103, 203A, 203B, 253A, 253B.....	11
<i>Professional Education Sequence</i>	37
CI 360, 468	6
EDUC 210, 308, 311, 313, 314, 316, 317, 401.....	31
<i>Total</i>	134-140

- ¹ENGL 101 and 102 with a grade of C or better are required for admission to the Teacher Education Program.
- ²PHIL 307i should be taken to satisfy the Interdisciplinary requirement of the University Core Curriculum.
- ³PSYC 102 is a prerequisite for EDUC 314 and should be taken to satisfy 3 hours of the Social Science requirement in the University Core Curriculum.
- ⁴To meet teacher certification requirements, students will need a course in non-western/third-world culture.
- ⁵A minimum 2.75 grade point average in all Biological Sciences major courses is required.
- ⁶Satisfies the Science (Group II) requirement of the University Core Curriculum. BIOL 220A and B with grades of C or better are required for admission to the Teacher Education Program.
- ⁷Satisfies the Mathematics requirement of the University Core Curriculum.
- ⁸Satisfies the Science (Group I) requirement of the University Core Curriculum.

Biology Education Suggested Curricular Guide*

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108,109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
ENGL 102, EDUC 210	3	3
PHYS 203A, 253A; 203B, 253B	4	4
GEOL 220, 223; PSYC 102	4	3
SPCM 101, ZOOLOGY 220	3	5
Social Science, Human Health	3	2
<i>Total</i>	17	17
THIRD YEAR	FALL	SPRING
BIOL 305, 306; 304, 307	6	6
PHYS 103, Fine Arts	3	3
PHIL 307I, Humanities	3	3
EDUC 311; 313, 314	3	5
<i>Total</i>	15	17
FOURTH YEAR	FALL	SPRING
EDUC 308; 316, 317	3	5
ZOOLOGY 433A, PLB 480	3	1
CI 468, 360	3	3
Multicultural, PLB 360	3	3
Life Science Electives	3	3
<i>Total</i>	15	15

*In addition to the courses listed here, one semester of student teaching (EDUC 401, 12 hours) is required.

Bachelor of Science Degree in Biological Sciences, College of Science, Biomedical Science Specialization

Designed for Biological Sciences majors planning careers as biomedical researchers, chiropractors, dentists, medical doc-

tors, optometrists, pharmacists, physical therapists, physician assistants, or podiatrists. Pre-professional students must register with the College of Science Pre-Health Professions Advisement Office.

University Core Curriculum Requirements 41
College of Science Academic Requirements6¹

Biological Sciences-completed with the Biological Sciences major
 Mathematics-completed with the Biological Sciences major
 Physical Sciences-completed with the Biological Sciences major
 Supportive Skills: CS 105 or 200B or 201 or 202; ENGL 290 or 291 or 391; or any two-semester sequence of a foreign language.

Biological Sciences Major Requirements 64-67
 BIOL 200A, 200B5(+3)^{2,3}
 BIOL 305 or MICR 302 3²
 BIOL 306 or 308 or 309 or ZOOLOGY 3003-4²
 CHEM 200, 201, 210, 211, 339 or 340, 341.....12(+3)⁴
 CHEM 342 and 343, or 350 and 3515
 MATH 108 and 109, or 111 or 141 or 1501-3(+3)⁵
 MATH 282 or EPSY 402 or PLB 3603
 MICR 3014²
 MICR 495 or PHSL 490 or PLB 480 or ZOOLOGY 4821
 PHSL 301, 310..... 7(+2)^{2,6}
 PHYS 203A, 203B, 253A, 253B.....8
 Twelve hours of life science electives chosen from the following:
 MICR 403, 441, 453, 460, 475 ; PHSL 401, 410, 430, 433, 470; PLB 317, 471; ZOOLOGY 409, 418, 426, 433a, 433b12
Electives 6-9⁷
Total 120

- ¹Supportive skills courses are not required for students with three years of foreign language in high school, but computer science and technical writing courses are recommended.
- ²Students must have a grade point averages of 2.0 or better in these biological science requirements.
- ³Satisfies the 3-hour University Core Curriculum Group II Science requirement.
- ⁴Satisfies the 3-hour University Core Curriculum Group I Science requirement.
- ⁵Satisfies the 3-hour University Core Curriculum Mathematics requirement. Students should consult with the Pre-Health Professions Advisement Office about additional mathematics recommendations for particular programs.
- ⁶PHSL 310 satisfies the 2-hour University Core Curriculum Human Health requirement.
- ⁷Students are strongly encouraged to obtain research experience under the supervision of a faculty mentor. To prepare for an undergraduate research project, students should consider enrolling in UNIV 301A. Credit for research experience can be obtained by enrolling in MICR 490, PHSL 492, PLB 493, or ZOOLOGY 393.

Biomedical Science Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108,109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290.....	3	3
PHYS 203A, 253A; 203B, 253B.....	4	4
CS 201.....	3	-
BIOL 306, PHSL 301.....	3	4
SPCM 101, Social Science.....	3	3
<i>Total</i>	16	14

THIRD YEAR	FALL	SPRING
BIOL 305, PHSL 310.....	3	5
MICR 301, PLB 360.....	4	3
CHEM 339, 341; 350, 351.....	5	5
Humanities, Social Science.....	3	3
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
Life Science electives.....	6	6
Humanities, PHSL 490.....	3	1
Fine Arts, Multicultural.....	3	3
Electives.....	4	3
<i>Total</i>	16	13

Bachelor of Science Degree in Biological Sciences, College of Science, Ecology Specialization

Ecology is an important topic for students wishing to pursue careers in any aspect of the natural sciences, including environmental science, ecosystem management, teaching, and basic research. The track in ecology is also appropriate for students planning to pursue graduate studies in the natural sciences. Students pursuing the Ecology track can specialize in Environmental Studies by selecting the corresponding minor.

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Academic Requirements</i>	6
Biological Sciences-completed with the Biological Sciences major	
Mathematics-completed with the Biological Sciences major	
Physical Sciences-completed with the Biological Sciences major	
Supportive Skills: at least 6 credit hours chosen from CS 105 or 200B or 201 or 202; ENGL 290, 291 or 391; or any two semester sequence of a foreign language ²	
<i>Biological Sciences Major Requirements</i>	71-74
BIOL 200A,B.....	5(+3) ^{3,4}
BIOL 304, 305, 307.....	9 ³
CHEM 200, 201, 210, 211, 339 or 340, 341, 350.....	15(+3) ⁵
MATH 108 and 109, or 111.....	1-3(+3) ³
MATH 141 or 150 or 282; or PLB 360; or EPSY 402.....	3-4 ⁷
MICR 301.....	4 ³
PHSL 310.....	3(+2) ^{3,7}
PHYS 203A and 253A, or 205A and 255A.....	4
PLB 300.....	4 ³
ZOOL 220, 470.....	8 ³
Life Science electives: At least seven hours of Microbiology, Plant Biology or Zoology 400-level courses, including one of : MICR 423, 454, 470, 477; PLB 410, 416, 435, 439, 440, 443, 444, 445, 447, 450, 451, 452, 479; ZOOL 410, 411, 415, 435,	

440, 445, 458, 468, 469.....	7
Ecology electives: at least five credits chosen from the following (including at least one lab course): ANTH 410; FOR 331, 402, 406, 415, 451, 452, 454; GEOG 431, 439; GEOL 425, 428; PLB 303I, 351; PLSS 240, 370, 441; ZOOL 351.....	5
MICR 490 or PLB 493A or ZOOL 393 or ZOOL 493.....	3
Electives.....	0-3
<i>Total</i>	120

¹ PLB 301i or ZOOL 312i should be taken to satisfy the Interdisciplinary requirement of the University Core Curriculum.
² The supportive skills requirement may also be met by one of the following: (a) completing three years of one language in high school with a grade of C or better; or (b) earning 8 credit hours of 100-level course in one language by proficiency examination.
³ Students must have a grade point average of 2.0 or better in these requirements for biological sciences.
⁴ Satisfies the 3-hour University Core Curriculum Group II Science requirement.
⁵ Satisfies the 3-hour University Core Curriculum Group I Science requirement.
⁶ Satisfies the 3-hour University Core Curriculum Mathematics requirement.
⁷ PHSL 310 satisfies the 2-hour University Core Curriculum Human Health requirement.

Ecology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101.....	3	3
MATH 108,109.....	3	3
CHEM 200, 201; 210, 211.....	5	5
BIOL 200A, 200B.....	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, Social Science.....	3	3
PHYS 203A, 253A; BIOL 304.....	4	3
CS 201, ENGL 290.....	3	3
ZOOL 220, SPCM 101.....	5	3
Humanities.....	-	3
<i>Total</i>	15	14

THIRD YEAR	FALL	SPRING
BIOL 305, 307.....	3	3
MICR 301, PLB 360.....	4	3
CHEM 339, 341; 350.....	5	3
Humanities, Social Science.....	3	3
Fine Arts.....	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
PHSL 310, Multicultural.....	5	3
PLB 300; PLB 493A, ZOOL 470.....	4	6
Ecology Electives.....	3	2
Life Science Electives.....	3	4
<i>Total</i>	15	15

Biological Sciences Minor

A minor in Biological Sciences consists of a minimum of 21 hours and must include Biology 200A,B (eight hours); any two of Biology 304, 305, 306, 307 or 309 (six hours); at least four hours from MICR 301, PHSL 310, PLB 300 and ZOOL 220; at least three hours from course offerings in Microbiology, Physiology, Plant Biology or Zoology at the 400-level. A student with a major in one of the four life sciences may not take a minor in Biological Sciences. Program must approve all minors.

Certificate Program in Histotechnology See Histotechnology in this chapter.

Courses (BIOL)

200A-4 Cell and Molecular Biology, Genetics and Evolution. [IAI Course: BIO 910] (Advanced University Core Curriculum Course) Basic concepts and principles of biology: chemistry of life; cell structure and function; energetics and biosynthesis; genetics and molecular biology; and evolution. Two lectures and one 2-hour laboratory per week. For life science majors only. Laboratory/Field trip fee: \$30.

200B-4 Organismal and Ecological Biology. [IAI Course: BIO 910] (Advanced University Core Curriculum Course) Basic concepts and principles of biology: organismal diversity (plants, animals and microorganisms); plant form and function; animal form and function; and ecology. Two lectures and one 2-hour laboratory per week. For life science majors only. Laboratory/Field trip fee: \$30.

202-2 Human Genetics and Human Health. (University Core Curriculum) Acquaints the student with the role played by genetic information in human development and disease. Discussion topics will include genetics and human diversity, the interaction of genetic information and the environment, the concept of genetic disease, the mechanisms and ethics of gene therapy, and the possibilities of manipulating the genetic material.

210-2 to 6 Biology Field Studies. A trip of from two to six weeks to acquaint students with organisms in various environments or with methods of field study, collection, and preservation. Students will incur costs for food, lodging, and transportation. Special approval needed from the instructor.

304-3 Evolution. An introductory survey of evolutionary biology emphasizing basic principles, including historical development of evolutionary theory, the genetic mechanisms of evolution, the processes of adaptation and diversification, and the origin and history of major groups of organisms. Prerequisite: BIOL 200A and BIOL 200B.

305-3 Principles of Genetics. Principles of genetics including Mendelism; chromosome behavior; genetic mapping; mutation and allelism; replication transcription, and translation; gene function and regulation; polygenic systems; population genetics and evolution; and genetic applications. Prerequisite: BIOL 200A,B and CHEM 140A or CHEM 200 and 201.

306-3 Cell Biology. The basic functions of the cell are considered. The biochemical basis and mechanisms of the cellular processes, the functions of the subcellular structures, and their ramifications will be explored in the context of plant and animal cells. Prerequisite: BIOL 200A,B and CHEM 140A or CHEM 200 and 201.

307-3 Principles of Ecology. Broad principles of ecology on the organismic, the population, the community, and the ecosystem level. Includes environmental factors, adaptations, energy and material balance, succession, and human ecology. Prerequisite: MATH 108, BIOL 200A,B and CHEM 140A or 200 and 201.

309-3 Developmental Biology. Basic principles and processes of embryonic development including contemporary research on molecular, cellular and genetic mechanisms of differentiation and morphogenesis; selected plants and invertebrate and vertebrate animals will be considered. Prerequisite: BIOL 200A,B and CHEM 140B or CHEM 200 and 201.

315-2 History of Biology. The history of the development of biological knowledge.

Business (College, Courses)

Courses (BUS)

259-1 to 6 Intern-Work Experience. Current practical experience in business or other work directly related to coursework in a College of Business program and/or to the student's educational objectives may be used as a basis for granting credit in the college. Credit is given when specific program credit cannot be granted and may only be used for free elective or general elective credit. Credit is sought by petition and must be approved by the dean before registration. Mandatory Pass/Fail. Restriction: students with at least twelve hours with a 2.5 grade point average. Special approval needed from the department.

288-1-30 Study Abroad-Business. Provides lower-division credit toward the undergraduate degree for study at accredited and approved foreign institutions. Final determination of credit is made on the student's completion of work. One to fifteen hours per semester; one to nine hours for summer. Prior approval of College of Business.

291-1 to 6 Individual Study. Supervised work that relates to the student's academic programs and career objectives. Enrollment provides access to resources of the entire college. Each student will work under the supervision of a sponsoring staff member. May only be used for free or general elective credit. Credit is sought by petition and must be approved by the dean before registration. Restriction: College of Business major with at least twelve hours and with a 2.5 grade point average. Special approval needed from the department.

302-1 to 2 Business Career Transitions. Designed to prepare business students to make a successful transition from the academic community to the business and professional world. Topics include career strategy, proactive job search campaign, types of challenges in the work world. Features alumni and guest speakers, videos, case studies, discussion seminars. To be taken in junior year. ENGL 291 strongly recommended. Restriction: College of Business majors or minors, junior standing or higher; or departmental approval required.

388-1-36 Study Abroad-Business. Provides upper-division credit toward the undergraduate degree for study at accredited and approved foreign institutions. Final determination of credit is made on the student's completion of work. One to eighteen hours per semester; one to nine hours for summer. Prior approval of College of Business; restricted to junior standing.

Business and Administration

(Major (online), Minor)

The Bachelor of Science degree program with a major in Business and Administration is an online degree program intended for those students residing outside the Carbondale community or who have work and/or family commitments that make traditional campus attendance impractical. The degree is intended to provide students with a broad exposure to critical business principles and a thorough understanding of functional units within an organization and the critical organizational decisions necessary in today’s global business environment.

A C or better grade is required for all Business and Administration majors in all courses taken to satisfy the requirements for a major in Business and Administration.

Students enrolled in the online Business and Administration degree cannot be concurrently enrolled to complete a dual degree with any other College of Business degree.

The Capstone Option for Transfer Students

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) in approved business area degree and who have a cumulative 2.0/4.0 gpa on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for the Capstone will work with the College of Business Advisement Office for approval of the Capstone option and will complete a personal contract for a degree completion plan.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both. Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed. Starting Fall 2008, the College of Business has implemented a “minor program fee” for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

Bachelor of Science Degree in Business Administration (online)

<i>University Core Curriculum Requirements</i>	41
ENGL 101, 102; SPCM 101; and PSYC 102 OR SOC 108.	
<i>Professional Business Core Prerequisites</i>	16-22
Accounting (ACCT 220, 230)	6
Business Statistics (ACCT/MGMT 208)	3

Economics (ECON 241, 240)	(3)+3
Mathematics (MATH 139 and 140)	(3)+4
<i>Requirements for online Major in Business Administration</i>	
(FIN 270, 330, 331, 350; MGMT 202, 304, 318, 341, 345, 350, 380, 385, 446, 481; MKTG 304, 305, 336, 363, 435, 463)	60
<i>Total</i>	120

Business Administration Suggested Curricular Guide (fall entry)

THIRD YEAR	FALL	SPRING	SUMMER
MKTG 304	3	-	-
MKTG 305	3	-	-
FIN 270	3	-	-
MGMT 202	3	-	-
MGMT 345	-	3	-
MGMT 380	-	3	-
MKTG 336	-	3	-
MKTG 435	-	3	-
MGMT 304	-	-	3
MGMT 318	-	-	3
<i>Total</i>	12	12	6

FOURTH YEAR	FALL	SPRING	SUMMER
FIN 330	3	-	-
FIN 331	3	-	-
MKTG 363	3	-	-
MKTG 463	3	-	-
MGMT 341	-	3	-
MGMT 385	-	3	-
MGMT 350	-	3	-
FIN 350	-	3	-
MGMT 446	-	-	3
MGMT 481	-	-	3
<i>Total</i>	12	12	6

Business and Administration Minor

A minor in Business and Administration consists of a minimum of 15 semester hours, including Accounting 220, 230, Finance 330, Management 304 and Marketing 304. All prerequisites for these classes must also be satisfied. At least nine of the fifteen semester hours must be taken at Southern Illinois University Carbondale. An advisor within the College of Business must be consulted before selecting this field as a minor.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses. This minor is not associated with the major.

Business Economics (Major)

The business economics major offered through the College of Business emphasizes the application of economic concepts and the use of critical analysis to the solution of economic and managerial problems.

This undergraduate program is an excellent general prepara-

tion for future managerial and staff assignments in a variety of business and public organizations. The program also prepares students for graduate study in economics as well as for the Master of Business Administration (MBA) degree.

Those students who desire professional careers as business and managerial economists are advised to plan to complete one to four years of postgraduate study.

A major in Business Economics requires students to earn a minimum grade of *C* in each of the courses taken to satisfy the requirements for the Business Economics major* (as described below), and students must earn a minimum 2.0 grade point average for those major courses.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed.

Starting Fall 2008, the College of Business has implemented a "minor program fee" for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

Bachelor of Science Degree in Business Economics, College of Business

<i>University Core Curriculum Requirements</i>	41
<i>Professional Business Core</i> (See Chapter 4)	45
<i>Requirements for Major in Business Economics*</i>	21

*Minimum grade of *C* required for all classes in major area.

Economics 340, 341	6
Finance 361 and 462 or 463	6
Three courses from the following list, two of which must be in economics:	9
Economics 310, 329, 330, 436, 443, 465, Accounting 331, 321, 471, Finance 331, 464, Management 352, Marketing 390, 435	

<i>Approved Electives</i> ¹	13
<i>Total</i>	120

Business Economics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, UCC Fine Arts	3	3
ENGL 101, 102	3	3
UCC Science	3	3
PSYC 102/SOC 108, UCC Human Health	3	2
MATH 108, 140	3	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ACCT 220, 230	3	3
ECON 241, 240	3	3
MATH 139, ACCT/MGMT 208	3	3
UCC Humanities, FIN 270	3	3
SPCM 101, ENGL 291	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
MGMT 304, 345	3	3
ECON 340, 341	3	3
FIN 330, 361	3	3
MKTG 304, BUS 302	3	2
UCC Humanities, UCC Integrative Studies	3	3
Approved Elective ¹	-	2
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
MGMT 318, 481	3	3
ECON ³	3	3
Major Elective, FIN 462/463	3	3
Approved Elective ¹	3	2
300-400 BUS prefix elective, Approved Elective ¹	3	3
<i>Total</i>	15	14

¹120 semester hours are required for graduation. Approved electives should be selected in consultation with academic advisor to meet this requirement.

²The combination of Finance 280 (Business Law I) and Finance 380 (Business Law II) may be substituted for Finance 270 and is highly recommended for Accounting majors.

³Major option or Major specialization.

Chemistry and Biochemistry

(Department, Major, Minor [Chemistry, Forensic Science], Courses, Faculty)

Chemistry is an excellent foundation for any scientific, professional or business career, including but not limited to agricultural chemistry, analytical chemistry, biochemistry, chemical engineering, dentistry, ecology and environmental chemistry, forensic science, geochemistry, management and marketing, materials science, medicine, optometry and ophthalmology, patent law, pharmacology, physical chemistry, plastics and polymer chemistry, renewable energy, synthetic organic chemistry, toxicology or veterinary science. Undergraduate research experiences are readily available under the supervision of a faculty advisor. Students are encouraged to meet with an undergraduate advisor to design a curriculum focused on their career goals.

All Chemistry majors begin in the Comprehensive Chemistry specialization, which provides a rigorous program with advanced study in analytical, organic and physical chemistry for the professional chemist. After the freshman year, all students pursuing a Bachelor of Science degree in the College of Science have the option to continue in Comprehensive Chemistry or

move into a more specialized specialization, which builds upon the foundation course work in analytical, biochemistry, inorganic, organic and physical chemistry.

Pre-professional students and those interested in biological chemistry may pursue the Biochemistry specialization with additional advanced courses in other life sciences. The Environmental Chemistry specialization complements advanced study in analytical and organic chemistry with in depth study of environmental chemistry and related fields of engineering, forestry, geology, plant biology and soil science. The Forensic Chemistry specialization gives students the opportunity to study the science required for investigative research in a crime lab. Although not required for graduate study or employment as a chemist, students are encouraged to pursue certification from the American Chemical Society, 1155 Sixteenth St. NW, Washington, D.C.

Future business leaders can earn a Bachelor of Arts degree in the College of Science. The Business specialization allows students to pursue a minor degree in Business and Administration and is ideal preparation for a career in the production, management, marketing and technology transfer aspects of the chemistry industry. Additional course work is recommended to prepare for a Masters in Business Administration.

All science majors require proficiency in mathematics, which is prerequisite for upper level course work in chemistry. Students are encouraged to enroll in the highest level of mathematics appropriate to their background within the first semester. All students are expected to show proficiency in chemistry prerequisites that are chemistry courses with a grade of *C* or better, or obtain consent of the instructor for enrollment in the subsequent chemistry course. For chemistry majors, a grade of *C* or better is needed in every Chemistry Introductory course and in every Chemistry Foundation course to be eligible for graduation. A minimum grade point average of 2.0 in chemistry course work is needed in order for a student to receive a degree in chemistry. A student cannot repeat a course or its equivalent in which a grade of *B* or better was earned without the consent of the department.

Students wishing more detailed information should visit our website at <http://www.chem.siu.edu> or contact an undergraduate advisor at the Department of Chemistry and Biochemistry, Neckers Hall, Rm. 224 - Mail Code 4409, Southern Illinois University Carbondale, Carbondale, IL 62901.

Bachelor of Science Degree in Chemistry, College of Science

<i>University Core Curriculum Requirements</i> ¹	41
<i>College of Science Academic Requirements</i>	6-8
Biological Sciences—six hours (not UCC courses) ^{1,2}	
Mathematics – completed with the Chemistry major	
Physical Sciences – completed with the Chemistry major	
Supportive Skills: a minimum of six hours from two subject areas: Computer Science 201 or 202; English 290, 291, or 391; and Mathematics 282 or 483.	
<i>Requirements for Major in Chemistry</i>	58-67 ^{1,5}
Chemistry Introductory 200, 201 ¹ , 210, 211,	
Chemistry Foundation 330, 340 with 341, 350 ² with 351, 360 with 361, 410 with 411	

Mathematics 150^{1,3}, 250 and either 221, 251, 305 or 483⁵

Physics 205A,B; 255A,B

Specialization⁴ (a minimum of twelve hours at the 300- to 400-level in four different In-Depth courses that build on the Chemistry Foundation courses)

Comprehensive Chemistry (default specialization).....16-18

For students desiring a strong background in Chemistry with In-Depth courses in analytical, organic and physical chemistry.

Required: Chemistry 434, 442 with 443, 460 with 463; and an additional three hours from among Chemistry 352, 431, 439, 444, 451², 456, 468 and 479.

Biochemistry.....14-20¹

For students with an interest in the biological and medical aspects of chemistry and for pre-professional students.

Required: Chemistry 352 with 353 or Physiology 310¹; Chemistry 442 with 443; and at least six hours at the 300- to 400-level in two courses from among Biology 305, 306; Chemistry 352 with 353, 434, 444, 451², 456, 460 with 463; Microbiology 301, 302, 425, 460; Physiology 310¹, 401, 410, 420, 430; Plant Biology 320, 419, 427; Zoology 409 and 418.

Environmental Chemistry.....15-17⁵

For students interested in green chemistry and the chemistry of atmospheric science, geology, hydrology, environmental engineering, industrial ecology and toxicology. Students are encouraged to also pursue an Environmental Studies minor.

Required: Chemistry 431, 434, 442 with 443; Mathematics 483⁵; and an additional three hours at 300- to 400-level from among: Civil Engineering 310, 418; Forestry 452 with 452L; Geology 418, 421; Mechanical Engineering 410, 416; Microbiology 423, 425; Plant and Soil Science 442, 446, 447 with 448; Plant Biology 427; and Zoology 411.

Forensic Chemistry.....15-17⁵

For students interested in chemistry applied to solving problems encountered in crime labs. Students are encouraged to also pursue a Forensic Science minor.

Required: Chemistry 434, 439, 442 with 443; Mathematics 483⁵; Philosophy 104 or 340; and an additional three hours at 300- to 400-level from among: Biology 305; Geology 310, 417; Microbiology 301, 302, 454, 460; Physiology 310, 401, 420; Zoology 409 and 421. Philosophy 104 or 340 also meets the University Core Curriculum requirements.

Research Experience: Chemistry 396 may involve research on problems of interest to the State Crime Lab or a formal internship at the State Crime Lab. The latter is subject to availability and approval of the State Crime Lab.

American Chemical Society Certification 3

Certification by the ACS requires a minimum of 300 contact hours of undergraduate research over at least two semesters, including two credit hours of Chemistry 396 or 496H; attending undergraduate seminar, Chemistry 490; and completion of a comprehensive research report under the direction of a faculty advisor. A student can receive ACS Certification with any of the above specializations.

Chemistry Honors 36

Participation in Chemistry Honors requires completion of the ACS Certificate with 300 contact hours of undergraduate research, including two credit hours of Chemistry 496H; attending undergraduate seminar, Chemistry 490H; and

completion of an honors thesis, Chemistry 499H or University Honors 499, under the direction of a faculty advisor. A faculty advisor approved proposal for an honors research project should be submitted one year prior to the expected completion of an honors thesis. A student can earn Chemistry Honors with any of the above specializations.

<i>Electives</i>	2-14
<i>Total</i>	120

¹A total of nine hours of biological science, mathematics, and physical science course work are accounted for in the 41-hour University Core Curriculum requirement. An additional two hours of human health are accounted for if students choose Physiology 310 as part of the *Biochemistry Specialization*.

²A total of three hours of biological sciences are completed with biological chemistry or biochemistry. Chemistry 451A may substitute for Chemistry 350, if a student continues with Chemistry 451B.

³Prerequisite is Mathematics 111 or 108 and 109. The elective hours are decreased by three to six hours for students who place into a course lower than calculus.

⁴Students choosing a specialization must complete all of the additional courses listed under the specialization as well as any prerequisites not listed here for all additional courses. These courses may substitute for electives and may require more than 120 total credit hours if not chosen wisely and with guidance from advisors.

⁵A total of four hours of supportive skills for Mathematics 483 are accounted for in the College of Science requirement.

Comprehensive Chemistry Specialization Sample Curricular Guide for Chemistry B.S. with ACS Certification and Mathematics Minor

FIRST YEAR	FALL	SPRING
CHEM 200/201, 210/211	5	5
BIOL 200A, 200B	4	4
MATH 109, 150	3	4
UCOL 101S, ENGL 101	3	3
CI 199	1	-
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
CHEM 330	5	-
CHEM 350/351	-	5
CHEM 340/341, 442/443	5	5
MATH 250, 221	4	3
ENGL 102, PHIL 105,	3	3
<i>Total</i>	17	16

THIRD YEAR	FALL	SPRING
CHEM 360/361, 460/463	4	4
MATH 305	3	-
PHYS 205A,B, 255A,B, Univ. Physics ...	4	4
UCC Human Health, Humanities	2	3
SPCM 101, ENGL 290	3	3
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
CHEM 434	4	-
CHEM 444	3	-
CHEM 410/411	-	5

CHEM 490, 396	2	1
MATH 483	4	-
UCC Fine Arts, Multicultural	-	6
UCC Social Science	3	3
<i>Total</i>	16	15

Biochemistry Specialization Sample Curricular Guide for Chemistry B.S. for Pre-Professionals with ACS Certificate

FIRST YEAR	FALL	SPRING
CHEM 200/201, 210/211	5	5
BIOL 200A, B	4	4
MATH 109, 150	3	4
UCOL 101S, ENGL 101	3	3
CI 199	1	-
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
CHEM 330	5	-
CHEM 350/351	-	5
CHEM 340/341, 442/443	5	5
MATH 250	4	-
ENGL 102, PHIL 105	3	3
AH 105	-	2
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
BIOL 305	-	3
CHEM 360, 361	4	-
PHSL 310, 301	5	4
PHYS 205A,B, 255A,B	4	4
SPCM 101, ENGL 290	3	3
SCI 201	-	1
<i>Total</i>	17	17

FOURTH YEAR	FALL	SPRING
CHEM 410, 411	-	5
CHEM 490, 396	2	1
MATH 483	4	-
MICR 301, SOC 108	4	3
UCC Fine Arts, Multicultural	3	3
PSYC 102, UCC Humanities	3	3
<i>Total</i>	16	15

Bachelor of Arts Degree in Chemistry, College of Science

<i>University Core Curriculum Requirements</i> ¹	41
<i>College of Science Academic Requirements</i>	6-8

Biological Sciences—six hours (not UCC Courses)^{1,2}

Mathematics – completed with the Chemistry major

Physical Sciences – completed with the Chemistry major

Supportive Skills: a minimum of six hours from two subject areas: Computer Science 201 or 202; English 290, 291, or 391; and Mathematics 282 or 483.

Requirements for Major in Chemistry 59-71^{1,6}

Chemistry Introductory 200¹, 201¹, 210, 211
 Chemistry Foundation 330, 340 with 341, 350² with 351, 360 with 361, 411 with 410
 Mathematics 150^{1,3}, 250
 Physics⁴ 205A,B and 255A,B

Specialization⁵ (three hours of an In-Depth course and completion of the extra-departmental program requirements)

Business (preparation for M.B.A. program) 18-20¹

For students pursuing a career in chemistry with an interest in the business aspects such as management, marketing, and production. Students may pursue a minor in Business and Administration or prepare for the Masters in Business Administration degree program.

Required: An additional three hours in chemistry at the 300- to 400-level, chosen from among Chemistry 352 with 353, 431, 434, 442 with 443, and 460 with 463; and eighteen credit hours in business, including: Accounting 220, 230; Economics 240¹; Finance 330; Management 304 or 318; and Marketing 304. Either Psychology 102 or Sociology 108 is recommended for the University Core Curriculum requirements for social science.

Recommended course work to prepare for M.B.A.: Business 123, 302; Economics 241; and Finance 270.

Electives 0-14

Total 120⁶

¹A total of nine hours of biological science, mathematics, and physical science course work are accounted for in the 41-hour University Core Curriculum requirement. An additional three hours of social science are accounted for if students take Economics 240 in the *Business Specialization*.

²A total of three hours of biological sciences are completed with Biological Chemistry or Biochemistry. Chemistry 451A may substitute for Chemistry 350 if a student continues with Chemistry 451B.

³Prerequisite is Mathematics 111 or 108 and 109. The elective hours are decreased by three to six hours for students who place into a course lower than calculus.

⁴Prerequisite is Mathematics 150. Students may take Physics 203A,B and 253A,B to meet requirements for the Bachelor of Arts Degree.

⁵Students choosing a specialization must complete all of the additional courses listed under the specialization as well as any prerequisites not listed here for all additional courses. These courses may substitute for electives and may require more than 120 total credit hours if not chosen wisely and with guidance from advisors.

Business Specialization Sample Curricular Guide for Chemistry B.A. with Business and Administration Minor

FIRST YEAR	FALL	SPRING
CHEM 200/201, 210/211	5	5
BIOL 200A, 200B.....	4	4
MATH 109, 150	3	4
UCOL 101S, ENGL 101	3	3
CI 199	1	-
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
ACCT 220, BUS 123.....	-	4
CHEM 330	5	-
CHEM 350/351	-	5
CHEM 340/341	5	-
MATH 250	4	-
ENGL 102, PHIL 105	3	3
PSYC 102.....	-	3
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
ACCT 230, FIN 330.....	3	3
CHEM 360, 361	4	-
ECON 240, 241.....	3	3
PHYS 205A,B, 255A,B.....	4	4
UCC Human Health, SPCM 101.....	2	3
ENGL 290.....	-	3
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
BUS 302, MATH 282	4	-
CHEM 434	4	-
CHEM 410, 411	-	5
MKGT 304, MGMT 318	3	3
UCC Fine Arts, Multicultural.....	3	3
UCC Humanities.....	-	3
<i>Total</i>	14	14

Chemistry Minor

The minor in chemistry requires a minimum of 20 semester hours of chemistry in formal course work including 200, 201, 210, 211 and three elective courses at 300-level or above. At least one of the elective courses must include a lab component. All elective courses must be taken at SIUC. A grade of C or better is needed in all elective courses to be eligible for a minor in chemistry. Microbiology majors may take Microbiology 425 in place of Chemistry 350 to meet the requirements for a minor in chemistry.

Forensic Science Minor

Required courses for the Forensic Science Minor amount to 15 hours, including 9 hours of required courses and 6 hours of electives (with no more than 4 of the minimum 6 hours of electives from a single discipline/department).

Required Courses: 9 hours: ANTH 231, CCJ 201, CHEM 173.

Electives: (note, some have prerequisites) 6 hours: AH 313; CCJ 290, 310, 330, 408; ANTH 240A, 440B, 441D, 455A, 455H, 456, 465 (Internship in Forensics - must be arranged individually); BIOL 305; CHEM 439; PHIL 104, 340; PHSL 301; PLB 300; POLS 334; PSYC 305, 431, 440; SOC 372; ZOOL 394.

Forensic Chemistry Specialization Sample Curricular Guide for Chemistry B.S. with ACS Certificate and Forensic Science Minor

FIRST YEAR	FALL	SPRING
CHEM 200/201, 210/211	5	5
BIOL 200A,B	4	4
MATH 109, 150	3	4
UCOL 101S, ENGL 101	3	3
CI 199	1	-
<i>Total</i>	16	16
SECOND YEAR	FALL	SPRING
CHEM 173	3	-
CHEM 330	5	-
CHEM 350/351	-	5
CHEM 340/341, 442/443	5	5
MATH 250	4	-
ENGL 102, PHIL 105	-	6
<i>Total</i>	17	16
THIRD YEAR	FALL	SPRING
BIOL 305	-	3
CHEM 360, 361	4	-
CHEM 434	4	-
CHEM 439	-	3
PHYS 205A,B, 255A,B	4	4
UCC Human Health, PHIL 104	2	3
SPCM 101, ENGL 290	3	3
<i>Total</i>	17	16

FOURTH YEAR	FALL	SPRING
CCJ 201	3	-
ANTH 231	-	3
CHEM 410, 411	-	5
CHEM 490, 396	2	1
MATH 483	4	-
UCC Fine Arts, Multicultural	3	3
UCC Social Science	3	3
<i>Total</i>	15	15

American Chemical Society Certificate

The American Chemical Society (ACS) Certificate program prepares students for a career in the chemical industry or for further studies in graduate school. The certificate indicates that a student has completed the rigorous academic requirements for a degree in chemistry and has actively participated in undergraduate research under the direction of a faculty research advisor. Students will complete 300 hours of undergraduate research including two credit hours of Chemistry 396 or 496H; attend undergraduate seminar, Chemistry 490; and complete a comprehensive research report for submission to the department. An application to receive an ACS Certificate must be submitted at least one month prior to graduation with verification by a faculty research advisor of completion of all requirements.

Chemistry Honors

All freshman chemistry majors are strongly encouraged to enroll in Chemistry 200H and to participate in the University Honors Program. The Chemistry Honors track includes completion of an ACS Certificate and an honors thesis under the supervision of a faculty research advisor. Applications for Chemistry Honors should be submitted at least one year prior to graduation and must include an honors research project proposal with a letter of support from a faculty research advisor. Acceptance and participation in an honors research project requires a 3.25 grade point average in all chemistry coursework. Students will complete 300 hours of undergraduate research including two credit hours of Chemistry 496H; attend undergraduate seminar, Chemistry 490H; complete an honors thesis, Chemistry 499H; and present their thesis work as a seminar or poster presentation. The honors thesis and all chemistry honors courses may be included in the pursuit of an Honors Degree offered by the University Honors Program, which requires submission of an honors thesis project proposal to the Honors Program Director before the end of the junior year after approval from a faculty research advisor. The Honors Thesis course, University Honors 499, may substitute for Chemistry 499 and requires submission of an honors thesis to the Honors Program Office and OpenSIUC.

Transfer Credit

Credit for a course in chemistry successfully completed at another accredited institution will be transferred to meet major or minor requirements in chemistry at SIUC, subject to the following conditions:

1. The course number must bear a departmental prefix clearly indicating the course is a chemistry (or biochemistry) course.
2. The course must have covered substantially the same material as a course currently offered at SIUC to meet major requirements.
3. Credit for a course completed at a community or junior college is not transferable if the corresponding course at SIUC is offered at the 400-level.
4. All transfers of credit to meet major or minor requirements in chemistry must be explicitly approved by the Department of Chemistry and Biochemistry.

Courses (CHEM)

106-3 Chemistry and Society. (University Core Curriculum) [IAI Course: P1 903L] Exploration of the many implications that chemistry has upon modern society. Topics include air and water quality, global warming, acid rain, fossil, solar and nuclear fuels, nutrition and drugs. Three lectures per week except that every other week a three-hour lab is substituted for one of the lectures that week. Lab fee: \$48.

140A,B-4,4 Chemistry. (A. Advanced University Core Curriculum) [A=IAI Course: P1 902L] A two-semester course of general, organic and biological chemistry designed to meet the needs of nursing, dental hygiene, physical therapy, other allied health programs, agriculture, forestry and other majors with comparable requirements. This course does not satisfy prerequisite requirements for other courses and is not applicable to a major in chemistry. CHEM 140A can serve as a preparation for CHEM 200 for students without a year of high school chemistry or for those who feel their background is inadequate. Three lectures and one three-hour laboratory per week. Pre- or Co-requisite: MATH 108, 109, 110, 111, 125, 139, 140, 141 or 150. CHEM 140A satisfies University Core Curriculum Science Group I requirement in lieu of 106. Lab fee: \$48.

173-3 Introduction to Forensic Science. This course is designed to provide an introduction to forensic science and criminalistics and the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. Topics include the recognition, identification, and evaluation of physical evidence such as DNA, hairs, fibers, drugs, blood, glass, soil, firearms, fingerprints, and documents. Three lectures per week. No prerequisite.

180-2 The Chemistry of Beer and Brewing. The course covers the science and chemistry of beer and brewing. The history of beer and brewing will be introduced to follow the evolution of beer as a food and beverage, including how beer has impacted society and how brewing has been affected by society. The

chemistry of the four basic ingredients of beer (water, malt, hops, and yeast) will be explored, as well as the chemistry of the brewing process. The various styles of beer will be introduced and discussed with respect to how the styles can be achieved based on the chemistry of the ingredients and process. Home brewing and commercial brewing will be compared. The course does not presume a background in chemistry and various chemical concepts will be introduced on an as needed basis.

200-4 Introduction to Chemical Principles. (Advanced University Core Curriculum course) [IAI Course: CHM 911] [IAI Course: P1 902] First-semester chemistry for students in science, pre-professional, engineering or technology programs. Atomic structure, molecular structure, bonding, solutions, stoichiometry, gases, liquids and solids. Three lectures per week. Students are required to attend a weekly one hour supervised computer workshop. Prerequisite: one year of high school chemistry or CHEM 140A or ACT Science score of at least 22; Prerequisite or Co-requisite: MATH 108, 109, 111 or 150; Concurrent enrollment in CHEM 201. With 201 satisfies University Core Curriculum Science Group I requirement in lieu of 106.

200H-4 Chemistry of Atoms and Molecules. First semester of the accelerated chemistry course for chemistry majors and advanced students in science. Atoms, quantum theory, atomic structure, chemical bonds, molecular structure, and chemical reactions. Three lectures per week. Students are required to attend a weekly one hour supervised computer workshop. Co-requisite: CHEM 201. Prerequisite: declared Chemistry major or ACT Science score of at least 25; Prerequisite or Co-requisite: MATH 108, 109, 111 or 150. With 201 satisfies University Core Curriculum Science Group I requirement in lieu of 106.

201-1 General Chemistry Laboratory I. (Advanced University Core Curriculum course) [IAI Course: P1 902L] Synthesis and exploration of the properties of compounds and elements. One three-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in Chemistry 200. If Chemistry 200 is dropped, the laboratory course must also be dropped. With Chemistry 200 satisfies University Core Curriculum Science Group I requirement in lieu of 106. Lab fee: \$48.

210-4 General and Inorganic Chemistry. Second semester chemistry for science, engineering or pre-professional majors. Rates of reaction, chemical equilibrium, acid-base equilibria, pH electrochemistry, transition metals, properties of inorganic compounds, nuclear chemistry and organic chemistry. Three lectures per week. Students are required to attend a weekly one hour supervised computer workshop. Prerequisite: MATH 108, 109, 111 or 150; C or better in CHEM 200, 201.

210H-4 Chemistry of Matter. Second semester of the accelerated chemistry course for chemistry majors and advanced students in science. Chemical properties of matter, kinetics, equilibrium, solution chemistry, thermodynamics, electrochemistry, nuclear chemistry and transition metals. Three lectures per week. Students are required to attend a weekly one hour supervised computer workshop. Co-requisite: CHEM 211. Prerequisite: MATH 108, 109, 111 or 150; C or better in CHEM 200H or declared

Chemistry major and A grade in CHEM 200.

211-1 General Chemistry Laboratory II. Continued synthesis and exploration of properties of compounds and elements. Prerequisite: C or better in CHEM 200, 201; completion of or concurrent enrollment in CHEM 210. If CHEM 210 is dropped, CHEM 211 must also be dropped. Lab fee: \$48.

296-1 to 2 Introduction to Research. Introduction to research under the direction and supervision of a faculty advisor. Safety training is required. Special approval needed from the instructor.

330-5 Quantitative Analysis. A one-semester course in analytical chemistry that emphasizes quantitation by wet-chemical methods and modern instrumentation. Topics include statistics, sampling, gravimetry, multiple chemical equilibria, titrimetry, potentiometry, voltammetry, spectrophotometry and chromatography. Three lectures and two laboratories per week. Ability to solve algebraic equations and use of logarithms essential. Prerequisite: MATH 109, 111, 150 or 250; C or better in CHEM 210, 211. Lab fee: \$48.

339-3 Introduction to Organic Chemistry. An introduction to the chemistry of carbon-based compounds. Intended to introduce students to functional groups; their structure properties and reactivity. For students requiring only one semester of organic chemistry. Three lectures per week. Prerequisite: C or better in CHEM 210, 211. Recommended: concurrent enrollment in CHEM 341.

340-3 Organic Chemistry I. The first part of a two semester introduction to organic chemistry. This course will introduce basic nomenclature, bonding, stereochemistry, reactivity and the spectroscopic methods common to organic chemistry. Three lectures per week. Prerequisite: C or better in CHEM 210, 211. Offered fall semester only.

341-2 Organic Chemistry Laboratory I. An introductory lab course based upon a problem-solving approach to organic chemistry. Students will identify and derivatize unknowns using modern organic techniques. One one-hour lecture and one four-hour laboratory per week. Prerequisite: C or better in CHEM 210, 211; 339 or 340 taken concurrently. Lab fee: \$48.

350-3 Introduction to Biological Chemistry. Fundamental concepts in Biological Chemistry include biomolecular structure, enzyme catalysis, metabolism and gene expression. Three lectures per week. Prerequisite: C or better in CHEM 210 and 339 or 340; C or better in one semester biological sciences course (not University Core Curriculum course). Offered spring semester only.

351-2 Biochemistry Laboratory. A one semester biochemistry laboratory covering techniques and laboratory procedures; isolation, purification and characterization of amino acids, peptides, proteins, nucleic acids, lipids and cofactors; spectroscopic and chromatographic analysis of biomolecules; study of protein-ligand interactions; enzyme kinetics. One one-hour lecture and one four-hour laboratory per week. Prerequisites: CHEM 210, 211, 339 or 340, 341. Prerequisite or co-requisite: CHEM 350 or 451B. Offered spring semester. Lab fee: \$48.

352-2 Advanced Biological Chemistry. Advanced study of biological chemistry including the structure-function relationship in proteins, the mechanism of enzyme reactions and the biochemical basis of gene expression, signal transduction, nerve impulses, molecular motors and other physiological processes.

Prerequisite: C or better in CHEM 340, 341, 350.

353-2 Advanced Biochemistry Laboratory. A one semester advanced biochemistry laboratory covering techniques and laboratory procedures for the isolation, purification and characterization of biomolecules. Two three-hour laboratories per week. Prerequisites: C or better in CHEM 350 and CHEM 351. Lab fee: \$48.

360-3 Classical Physical Chemistry. An introduction to chemical, statistical thermodynamics and kinetics. Prerequisite: Mathematics 250; C or better in CHEM 210, 330 or concurrent enrollment. Mathematics 221 or 305 is recommended as prerequisite or concurrent enrollment. Offered fall semester only.

361-1 Physical Chemistry Laboratory I. Experiments relating to topics covered in 360. Prerequisite: CHEM 360 or concurrent enrollment. One three-hour laboratory per week. Offered fall semester only. Lab fee: \$48.

386A,B-1,1 Problem Solving Workshop. A two semester workshop sequence for chemistry majors. One two-hour workshop per week per semester. A. Introduction to problem solving strategies with examples and practice problems. B. Advanced problem solving with general applications. Prerequisite for A: Chemistry 200. Restricted to chemistry major. Prerequisite for B: CHEM 386A.

396-1 to 2 Undergraduate Research. Research under the direction and supervision of a faculty advisor culminating in a written report. Safety training is required. Prerequisite: one semester of chemistry with laboratory experience. Special approval needed from the instructor.

410-2 Inorganic Synthesis and Characterization Laboratory. Introduction to synthesis techniques and characterization methods of inorganic compounds. One four-hour lab per week. Not for graduate credit. Prerequisite: completion of or concurrent enrollment in CHEM 411. Offered spring semester only. Lab fee: \$48.

411-3 Intermediate Inorganic Chemistry. Fundamentals of inorganic chemistry, covering bonding and structure, coordination compounds and the chemistry of some familiar and less familiar elements. Three lectures per week. Prerequisite: CHEM 360. Offered spring semester only.

431-3 Environmental Chemistry. Chemical principles applied to the environment and environmental problems. Chemical kinetics, thermodynamic and equilibrium concepts as they relate to the atmosphere, water and soil will be discussed to include current problems of pollutants, pollutant evaluation and pollutant remediation. Discussion of methods for the chemical analysis of environmental samples will also be included. Prerequisite: C or better in CHEM 330 and 340.

434-2 to 4 Instrumental Analytical Chemistry. Theory and practice of instrumental measurements, including emission and absorption spectroscopic, capillary electrophoretic and chromatographic methods. Two lectures and two three-hour laboratories per week for four credits. Enrollment for two credit hours is restricted to graduate students in the Department of Chemistry and Biochemistry who are advised to take instrumental analysis. Prerequisite: C or better in CHEM 330. Offered fall semester only. Laboratory fee: \$48.

439-3 Forensic Chemistry. A one-semester course in the analysis of forensics samples. Topics include sample collection and preservation, chain of custody, data validation and reports, and

analytical methods which may include (as time permits) chromatography, mass spectroscopy, fluorescence and absorbance spectroscopy, fingerprint identification, and scanning electron and light microscopy. One lecture and one six-hour laboratory meeting per week. Prerequisite: C or better in CHEM 330 and 434. Offered spring semester only. Lab fee: \$48.

442-3 Organic Chemistry II. This is a continuation of 340 emphasizing topics that were not covered in the first semester. Topics will include the chemistry of aromatic compounds, dienes and other carbon-carbon bond forming reactions. Advanced topics such as polymers and biomolecules may also be covered. Three lectures per week. Prerequisite: C or better in CHEM 340, 341; concurrent enrollment in 443 is recommended. Offered spring semester only.

443-2 Organic Chemistry Laboratory II. A second organic laboratory course based upon a synthetic approach. Students will learn modern synthetic organic chemistry techniques including modern spectroscopic techniques. One one-hour lecture and one four-hour laboratory per week. Prerequisite: C or better in CHEM 340, 341, 442, or concurrent enrollment in 442. Offered spring semester only. Lab fee: \$48.

444-3 Intermediate Organic Chemistry. A transitional course between introductory and graduate level chemistry. The chemistry of carbon compounds based upon a mechanistic approach will be discussed. Three lectures per week. Prerequisite: C or better in CHEM 340 and 442. Offered fall semester only.

451A-3 Biochemistry. (Same as Biochemistry 451A and Molecular Biology, Microbiology and Biochemistry 451A) First half of the 451 A,B two semester course. Must be taken in A,B sequence. Three lectures per week. Introduction to biomolecules, biochemical techniques, expression of genetic information, basic thermodynamics, ligand binding, aqueous solutions, protein structure, spectroscopy. Prerequisites: CHEM 340 and CHEM 342 or 442, or equivalents.

451B-3 Biochemistry. (Same as Molecular Biology, Microbiology and Biochemistry 451B and Biochemistry 451B) Second half of 451A,B two semester course. Must be taken in A,B sequence. Basic kinetics, enzyme kinetics, enzyme inhibitors, regulation of enzymes, oxidation-reduction, high energy bonds, transport across membranes, intermediary metabolism, hormonal control of metabolism. Prerequisites: MBMB 451A or BCHM 451A or CHEM 451A or equivalent.

456-3 Biophysical Chemistry. (Same as Molecular Biology, Microbiology and Biochemistry 456 and Biochemistry 456) A one-semester course in Biophysical Chemistry intended for biochemists and molecular biologists. Emphasis will be on solution thermodynamics, kinetics and spectroscopy applied to biological systems. Prerequisites: CHEM 340 and CHEM 342 or 442, MATH 141 or 150, MBMB 451A or BCHM 451A or CHEM 451A, or equivalents.

460-3 Quantum Mechanics and Spectroscopy. An introduction to quantum mechanics and spectroscopy. Prerequisite: Mathematics 250; C or better in CHEM 360. Mathematics 221 or 305 is recommended as prerequisite or concurrent enrollment. Offered spring semester only.

463-1 Physical Chemistry Laboratory II. Experiments relating to topics covered in 460. Prerequisite: C or better in CHEM 460 or concurrent enrollment. One three-hour laboratory per week. Offered spring semester only. Lab fee: \$48.

468-3 Application of Symmetry to Chemistry. The concepts of symmetry elements, groups and character tables will be taught. Symmetry will be applied to molecules in order to simplify and characterize their wave functions and vibrational frequencies. Prerequisite: C or better in CHEM 460. Offered spring semester in odd years only.

479-3 Principles of Materials Chemistry. Introduction to fundamental concepts of materials chemistry. Synthesis, characterization, processing and applications of different materials including solids, polymers, ceramics and molecularly designed materials. Prerequisite: CHEM 360, 411 or concurrent enrollment. Offered fall semester in odd years only.

489-1 to 3 Special Topics in Chemistry. Special approval needed from the instructor and chair.

490-1 Undergraduate Seminar. Current topics in chemistry covered through literature review, presentations, reports of ongoing research and discussions. Prerequisite/Co-requisite: CHEM 296, CHEM 396 or CHEM 496. Special approval needed from the instructor.

490H-1 Honors Seminar. Current topics in chemistry covered through literature review, presentations, reports of ongoing research and discussions. Pre/Co-requisite: CHEM 496H. Special approval needed from the instructor.

496H-1 to 6 Honors Research. Independent research under the direction of a faculty advisor culminating in a written report. Safety training is required. Prerequisite: C or better in CHEM 330. Special approval needed from the instructor and a minimum 3.0 grade point average in all chemistry course work.

499H-3 Honors Thesis. Preparation of a well-written honors thesis under the supervision of a faculty advisor based on an honors research project. The written thesis will be submitted to the faculty advisor and the department. A public presentation of the honors thesis research is required as a seminar or poster presentation. A proposal for honors research must be submitted to the department one year prior to completion of the honors thesis. Pre/Co-requisite: CHEM 496H.

Chemistry and Biochemistry Faculty

- Bausch, Mark J.**, Associate Professor, Ph.D., Northwestern University, 1984.
- Caskey, Albert L.**, Associate Professor, *Emeritus*, Ph.D., Iowa State University, 1961.
- Dave, Bakul C.**, Associate Professor, Ph.D., University of Houston, 1993.
- Du, Zhihua**, Assistant Professor, Ph.D., University of Texas, 1997.
- Gao, Yong**, Associate Professor, Ph.D., University of Alberta, 1998.
- Ge, Qingfeng**, Professor, Ph.D., Tiangin University, 1991.
- Goodson, Boyd**, Associate Professor, Ph.D., University of California, Berkeley, 1999.
- Hadler, Herbert I.**, Professor, *Emeritus*, Ph.D., University of Wisconsin, 1952.
- Hinckley, Conrad C.**, Professor, *Emeritus*, Ph.D., University of Texas, 1964.
- Huff-Hartz, Kara**, Assistant Professor, Ph.D., Purdue University, 2002.
- Kinsel, Gary**, Professor and *Chair*, Ph.D., University of Colorado-Boulder, 1989.
- Kohli, Punit**, Associate Professor, Michigan State University 2000.
- Koropchak, John A.**, Professor, Ph.D., University of Georgia, 1980.
- Koster, David F.**, Professor, *Emeritus*, Ph.D., Texas A & M University, 1965.
- Lee, Brian**, Assistant Professor, Ph.D., University of Maryland, 1997.
- McCarroll, Matthew**, Associate Professor, Ph.D., University of Idaho, 1998.
- Means, Jay C.**, *Dean* and Professor, Ph.D., University of Illinois, UIUC, 1976.
- Meyers, Cal Y.**, Distinguished Professor, *Emeritus*, Ph.D., University of Illinois, 1951.
- Mumba, Frackson**, Associate Professor, Ph.D., Illinois State University, 2005.
- Perez-Alvarado, Gabriela**, Assistant Professor, Ph.D., University of Maryland, 1995.
- Plunkett, Kyle**, Assistant Professor, Ph. D., Univeristy of Illinois, 2005.
- Scott, Colleen**, Assistent Professor, Ph.D., University of Pittsburgh, 2005.
- Smith, Gerard V.**, Professor, *Emeritus*, Ph.D., University of Arkansas, 1959.
- Tolley, Luke**, Associate Professor, Ph.D., University of North Carolina at Chapel Hill, 2001.
- Trimble, Russell F.**, Professor, *Emeritus*, Ph.D., Massachusetts Institute of Technology, 1951.
- Tyrrell, James**, Professor, *Emeritus*, Ph.D., University of Glasgow, 1963.
- Wang, Lichang**, Associate Professor, Ph.D., University of Copenhagen, 1993.

Cinema and Photography

(Department, Major, Minors, Courses, Faculty)

The major in cinema and photography provides undergraduate students with experience and background in the history, theory, and practice of analog and digital photographic and cinematic communication and expression. The program is structured to make available a foundation for fine arts, professional, and educational careers in cinema and photography and their digital media extensions; to explore the social, critical, and ideological implications of still and motion pictures; and to provide opportunities for study of and experimentation with both still and motion pictures as media for communication and personal expression. Creation and exploration are stressed in programs of study that involve analog and digital techniques and approaches.

The major has two specializations, a Cinema Specialization and a Photography Specialization. Within these specializations, through carefully advised selection of courses, students achieve integrated areas of emphasis under one of the following general headings: cinema production, cinema studies, fine arts photography, or professional (applied) photography. See suggested curricular guides and course descriptions.

Students are urged to declare the major and select the specialization as soon as possible. In all cases, grades below *C* in any Cinema and Photography (CP) courses will not be accepted for fulfilling requirements in the major. Without exception, Cinema and Photography (CP) courses in which students have received grades of *D*, *F*, *AU*, or *INC* cannot be used to satisfy prerequisite requirements for other Cinema and Photography (CP) courses. A grade of *B* (3.00) or better is required in some courses to fulfill prerequisite credit for subsequent courses. See course descriptions for prerequisite requirements.

Courses in Cinema and Photography may have limited enrollments, especially advanced courses. Not all courses are offered each semester. Admission to certain Cinema and Photography (CP) and Mass Communication and Media Arts (MCMA) courses is restricted, and consent of department or permission of instructor must be obtained prior to registration. Consent of department to register for some courses may be based upon grade point average, performance in the program, and submission of creative portfolio, scholarly papers, and/or written proposals for work to be accomplished. Students are encouraged to plan well in advance to ensure meeting course prerequisites and to fulfill all requirements of the major.

Student enrollment in Cinema and Photography may be cancelled for those who do not attend all class meetings during the first week of classes.

Students may design their own programs of study within the requirements for either of the two specializations. For the Cinema Specialization, students will enroll in: Cinema and Photography (CP) 101, 102, 260, and 276; two upper-division tracks totaling 12 credits, as well as 9 credit hours of upper-division CP cinema courses. These courses must include six credits of cinema studies (history/theory/criticism), 3 credits for the 300 level (CP 370 or other approved courses) and 3 credits for the 400 level (CP 470 or other approved courses). No more than six credit hours from a combination of CP 491, 492, 494, 495,

and 497 may count toward the 21 credit hours in the Cinema Specialization.

For the Photography Specialization, students will enroll in: CP 210, 230, 260, 330, and 332; as well as CP 404 or 431; CP 432 or 498; as well as nine credits of additional 400-level photography courses. No more than six credit hours from a combination of CP 491, 492, 494, 495, and 497 may count toward the nine credit hours in the Photography Specialization. Please look under the School of Journalism for the course of study for the photojournalism specialization.

All students in the two specializations are required to complete a University-approved minor of at least 15 credits. With the advice of the department advisor and/or the department chair, students are encouraged to match their minor field with their academic interests, within or outside of their major.

There is no requirement for a thesis in the Cinema Specialization; instead students choose from a set of 400-level intensive advanced courses. In the Photography Specialization, students end their undergraduate experience with an emphasis either in commercial or fine art photography. For commercial photography, students take CP 431 and CP 432. For fine art photography, the course sequence is CP 404 and then CP 498. All photography students then show their final work at a public exhibition.

Students must purchase materials for some Cinema and Photography production courses. In film and video production courses, students provide recording materials, film stock, processing, printing and/or telecine transfer, other lab services, and editing supplies including a FireWire drive, and they must have access to a light meter of their own for all film production courses. In still photography production courses, students provide their own film, photographic paper, certain specialized chemicals, a DSLR camera and an external hard drive. In the photography specialization, a laptop computer is required, on which the appropriate photography editing software will run. Some photography students have found that owning additional items of equipment is advantageous. Digital imaging courses require students to provide storage media and pay fees for materials for digital printing in departmental facilities. An equipment usage fee is charged for each film and video production course. A laboratory fee is charged for each still photography production course. A screening fee is charged in each course that depends on presentation of course content on slides, CD-ROMs, film, videos and/or DVDs.

A maximum of 51 credit hours of Cinema and Photography (CP) course work may be used to complete the Bachelor of Arts degree requirements. For the Cinema Specialization, a minimum of 33 credit hours is required; up to 18 additional credit hours in CP course work may be used toward electives. For the Photography Specialization, a minimum of 30 credit hours of CP coursework is required; up to 21 additional credit hours in CP coursework may be used toward electives. Electives are defined as coursework outside the University Core Curriculum requirements and the requirements of the chosen specialization in the Cinema and Photography major.

Bachelor of Arts Degree in Cinema and Photography, College of Mass Communication and Media Arts

CINEMA SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for the Cinema Specialization in the Cinema and Photography Major</i>	(3)+30
Cinema Core Courses: CP (101, 102, 260, 276)	(3)+9
Cinema courses numbered CP 300 to 499	12
CP upper-division electives (no more than two may be at the 300 level)	9
Cinema specialization students must take three credits 300-level and three credits 400-level in cinema studies (history/theory/criticism) courses.	
No more than six credit hours from a combination of CP 491, 492, 494, 495, and 497 may count toward the 21 credit hours in the Cinema Specialization.	
<i>University Approved Minor</i>	15
<i>Electives</i>	34
A maximum of 51 credit hours of CP course work may be used to complete Bachelor of Arts degree requirements. A minimum of 33 credit hours is required for the Cinema Specialization and up to 18 additional credit hours in CP course work may be used toward electives.	
<i>Total</i>	120

Lower-Division Portfolio Review

After completing the four courses of the Foundational curriculum, each Cinema specialization student will apply for upper-division status in the Cinema specialization of the Department of Cinema and Photography by presenting their work from these classes in a five minute presentation to a panel of departmental faculty members on the last Friday of classes at the end of each semester. Promotion to upper-division status is at the sole discretion of the faculty members. Students will be assigned a priority number that will be used for the purposes of registration into desired classes. Students who do not successfully pass the portfolio review may re-apply at the end of a subsequent semester, either by retaking foundational courses or by working on improving the portfolio under the direction of the Chair or a designated faculty member.

Cinema Specialization Upper-Division Track Curriculum

Students are required to choose two tracks from the following menu (12 credits).

1. **New Media.** CP 361: History of New Media, CP 443: Web Practice.
2. **Documentary.** CP 357: History and Theory of International Documentary, CP 457: Documentary Production.
3. **Experimental Cinema.** CP 353: History of Experimental Film, CP 453: Experimental Production.
4. **Screenwriting.** CP 352: Writing the Short Film, CP 452: Screenwriting.
5. **Narrative Cinema.** CP 350: Short Cinema Studies, CP 450: Narrative Film Production.
6. **Film Studies.** CP 370: Topics in Cinema Studies, CP 470A: Advanced Topics in Cinema Studies.

Junior to Senior Portfolio Progress Check

After completing the courses in their two tracks, students are

required to present a DVD reel of clips of their work (film, video, new media, a portfolio consisting of screenwriting or academic studies work) to a panel of departmental faculty members on the last Friday of classes of the semester in which they complete their second track. The purpose of this portfolio check is for the students to get formal, professional critique of their work outside of regular classes, in preparation for internship, graduate school, and job applications.

Students are required to choose three elective courses, no more than two of which can be from the 300-level (9 credits).

Individual 300-level courses in the tracks may count toward CP upper-division electives if the student has not elected to pursue that track.

Cinema Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CP 101,102	3	3
ENGL 101,102.....	3	3
UCOL 101, SPCM 101	3	-
SPCM 101	-	3
MATH 113	3	-
Core Disciplinary Studies.....	3	6
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
CP 260, 276.....	3	3
Core Disciplinary Studies.....	6	5
Core Integrative Studies.....	3	-
Electives	3	7
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
Cinema Track Courses	6	6
Electives	9	9
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
CP 300/400 level electives	6	3
Electives	9	12
<i>Total</i>	15	15

Bachelor of Arts Degree in Cinema and Photography, College of Mass Communication and Media Arts

PHOTOGRAPHY SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for the Photography Specialization in the Cinema and Photography Major</i>	30
Photography Core Courses: CP 210, 230, 260, 330, 332 ..	15
Photography courses numbered 400 and above	15
CP 404 or 431	3
CP 432 or 498	3
Additional 400-level photography courses	9
No more than six credit hours from a combination of CP 491, 492, 494, 495, and 497 may count toward the 15 credit hours	

of CP 400-level courses in the Photography Specialization.	
<i>University Approved Minor</i>	15
<i>Electives</i>	34

A maximum of 51 credit hours of CP course work may be used to complete Bachelor of Arts degree requirements. A minimum of 30 credit hours of CP course work is required for the Photography Specialization and up to 21 additional credit hours in CP course work may be used toward electives.

<i>Total</i>	120
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Photography Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CP 230	-	3
ENGL 101,102.....	3	3
UCOL 101.....	3	-
SPCM 101.....	-	3
MATH 113	3	-
Core Disciplinary Studies.....	6	6
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
CP 210, 260	3	3
CP 330, 332	3	3
Core Disciplinary Studies.....	6	5
Core Integrative Studies.....	3	-
Electives	-	4
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
CP 404 or CP 400-level	-	3
CP 400-level.....	3	3
Electives	12	9
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
CP 431 or CP 400-level.....	3	-
CP 432 or 498	-	3
Electives	12	12
<i>Total</i>	15	15

Photography Minor

Students who wish to minor in Photography must successfully complete at least 15 semester hours. The student must complete CP 210: History of Photography, CP 230: Photography I, and CP 330: Photography II, and complete at least six credit hours of 300 or 400 level photography courses in order to obtain a minor. All courses for the minor in photography must be completed with a grade of C or higher.

Visual and Screen Cultures Minor

The minor in Visual and Screen Cultures allows students to specialize in the study of cinema and other visual media, with emphasis on the history, theory, and criticism of these art forms. Students who wish to minor in Visual and Screen Cul-

tures must successfully complete at least 15 semester hours. The student must complete CP 101: Film History and Analysis, CP 210: History of Photography or CP 361: History of New Media, CP 260: Understanding Visual Media, one 3 credit cinema studies elective at the 300-level and one 3 credit cinema studies elective at the 400-level in order to obtain a minor. All courses for the minor must be completed with a grade of C or higher. Courses for the minor may not be double-counted with a major in Cinema and Photography. An SIU GPA of 2.5 is required to add and to remain in the minor.

Courses (CP)

Students provide photographic materials for all photography production courses, including film, photographic paper, certain specialized chemicals, fully adjustable roll film or view camera and transportable digital media when required. There is a fee for laboratory materials for each photography production course. In motion picture production courses, students provide their own film stock, processing, re-cording materials, and editing supplies. There is an equipment use fee for each film production course. In courses, which include analysis and screening of slides and films, a screening fee will be accessed. Students may be required to purchase texts for various courses.

101-3 Film History and Analysis. (University Core Curriculum) An introduction to world history of cinema from its origins to the present, featuring important and influential films of various types and genres from many countries. Basic formal and technical aspects of the medium and means of analysis are also introduced. Students purchase texts. This is a University Core Curriculum course which counts as Fine Arts credit in the Illinois Articulation Initiative. It is also the required foundation course for the Cinema Specialization in the Cinema and Photography major. Screening fee: \$30.

102-4 Introduction to Sound and Image Production. This course will provide conceptual and hands-on experience researching, writing and producing independent cinema with a focus on critical arts practice. Emphasis will be placed on independent production from invention of the project idea to post-production. Assignments and course content focus on a wide range of creative image- and sound-making guided by theoretical, aesthetic and cinematic principles. Students will be introduced to basic production and editing skills as well as produce assignments that reflect a breath of production practice, including: 1) basic still image and sound, 2) narrative, 3) documentary, 4) experimental. A combination of lecture, discussion, critique and production, this course will give students a solid foundation from which they can begin to develop their own artistic voice. Students must have access to a personal portable hard drive. Varying costs may be incurred for media output. Equipment fee: \$60.

120-3 Making Media: Digital Photo & Video Tools. Intro to basic digital photo and video media tools including basic camera functions, Apple i-life software, image capture, transfer, and basic editing. Students produce a final photo or video project published via DVD or the Web. Students use SIUC Mac labs or personal computers for hands-on assignments outside of class. Students must have a simple digital camera or camera phone capable of still image and short video capture. Lab fee: \$35.

210-3 History of Still Photography. A survey of the important images, ideas, people & processes that make up the history of still photography. Covers photographic pre-history through

our contemporary age. Prerequisite: ENGL 102. Screening fee: \$30.

230-3 Photography I. Lecture & lab which integrates photo appreciation with the digital image production. Provides a hands-on experience of capturing, managing and editing of the digital image. Lectures focus on the major cultural uses & language of photography. Lab meetings will focus on camera operations, and digital editing workflow. Students will supply personal digital still-camera recording devices [camera phones and compact cameras]. Lab fee: \$35.

257-1 to 6 Work Experience. Used to recognize work experience related to the student's educational objective. One to six hours of credit may be applied toward graduation requirements following departmental evaluation and approval. Mandatory Pass/Fail. Special approval needed from the department.

260-3 Understanding Visual Media. This course introduces aesthetic and critical concepts for understanding and analyzing photography, film and other visual media. It establishes the formal vocabulary for discussing and looking critically at visual media and some of the most important ways in which the power of and meanings we make of these media have been theorized and related to larger cultural, social, economic, and technological contexts. Prerequisite: ENGL 102. Restricted to sophomore standing and Cinema and Photography major or Photography minor or consent of department. Screening Fee: \$30.

270A-3 to 12 Topics in Cinema & Photography. Various beginning level topics courses Cinema, Photography or Intermedia Arts. A)History/Theory/Criticism. May be repeated up to 12 credits as topics vary.

270B-3 to 12 Topics in Cinema & Photography. Various beginning level topics courses Cinema, Photography or Intermedia Arts. B)Production. May be repeated up to 12 credits as topics vary.

270C-3 to 12 Topics in Cinema & Photography. Various beginning level topics courses Cinema, Photography or Intermedia Arts. C)Scriptwriting. May be repeated up to 12 credits as topics vary.

270D 3 to 12 Topics in Cinema & Photography. Various beginning level topics courses Cinema, Photography or Intermedia Arts. D)Interdisciplinary. May be repeated up to 12 credits as topics vary.

276-4 Film Production. Study and practice of creative principles and techniques of 16mm film production. Students write, produce, and direct exercises related to non-dialogue based short stories, shot entirely on 16mm film, edited digitally, with sound tracks. Students purchase texts, light meters, film stock, processing, hard drives, and outside lab services. Prerequisite: CP 101 & 102 both with grades of B or better. Restricted to sophomore or higher standing, Cinema & Photography major or consent of department. Equipment Fee: \$60.

277-3,3 Introductory Narrative Crew Production. Student initiated production of a short narrative film based on original or adapted script. Each student will perform a particular crew role in consultation with the film's producers. Roles include: assistant director, production manager, still photographer, assistant camera, location sound crew, script supervisor, gaffer, grips, production assistants, etc. Activities include pre- and post-production, production management, research on crew roles, analysis of films and photography relevant to the topic, style, and genre of the proposed project, equipment demonstrations. Faculty review and approval of student film proposal required before course will be offered. Special approval needed from the department.

291-1 to 6 Independent Educational Experience in Cinema or Photography. Individual research or projects in Cinema or Photography at the beginning or intermediate level. Special approval needed from the instructor.

330-4 Photography II. Intermediate course using DSLR (digital single lens reflex) cameras to learn camera controls and principles of RAW digital capture through to printing. Visual design principles, digital file management, and editing will also be learned. The technical processes will be emphasized along with photographic vision. Students will have hands-on experience with Adobe Lightroom & Photoshop in the Macintosh computer labs. Prerequisite: CP 230 with C or better. Restricted to majors or minors in Photography, other students by consent of the department. Lab Fee: \$35.

332-4 Photography III. Intermediate level course that introduces students to analog film and print processes in photography. The course will include the technical and aesthetic fundamentals of traditional photographic practice. Students will gain experience with a range of black and white and color analog materials in both camera and darkroom applications. Prerequisites: CP 260 & CP 330 both with grades of C or better and pass faculty portfolio review, or consent of department. Restricted to Photography majors, other students by consent of department. Lab fee: \$35.

349-3 The Cinema. The cinema as a communicative and expressive media. Study of film types illustrated by screenings of selected films. May be repeated as topics vary. Screening fee: \$30.

350-3 Short Cinema Studies. A study of short format narrative (including the short story, the short poem, and the one-act play) as a method for approaching the history and criticism of the short film. Students will learn the methods of film and literary studies, and write papers and deliver oral presentations about those methods. Prerequisites: CP 260, or consent of department. Screening Fee: \$30.

352-3 Writing the Short Film. This course examines the short narrative fiction film and script through lectures, screenings, discussions, writing exercises and assignments in a workshop environment. By the end of the course, students will have written one or more short scripts appropriate for use in a production class. Prerequisite: CP 260 with C or better. Screening fee: \$30.

353-3 History of Experimental Film. Study of experimentation in film from the early 20th century to the present, beginning with the International avant-garde of the 1910-1920s and focusing on non-commercial and radical use of the medium, including abstract, cameraless, animated, trance, underground, and structural films and expanded cinema, among other trends, as well as an introduction to experimentation in video. Prerequisite: CP 260, or consent of department. Screening fee: \$30.

354I-3 Mass Media Culture and American Studies. (University Core Curriculum) A study of the relationship between American Studies and American audio-visual culture. Sample topics include: the development of the 20th century American city with emphasis on the importance of mass media to that process; the American landscape in cinema; the American West. Students will learn the methods of American and cinema studies, and write papers and deliver oral presentations about those methods. No prerequisites. Screening fee: \$30.

357-3 History and Theory of International Documentary. This course will investigate the history, theory, and aesthetics of non-fiction cinema and media culture. Developments in international non-fiction cinema will be discussed in relation to technology, history, politics of visual culture, and the continuous

questioning of our ability to understand and change reality that has been at the heart of the documentary impulse and continuously radicalized with newer media technologies. Prerequisite: CP 260. Screening fee: \$30.

358I-3 Introduction to Peace Studies. (University Core Curriculum) (Same as HIST 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

361-3 History of New Media. This course is an overview of the work and ideas of artists who have explored new interactive and interdisciplinary forms, as well as engineers and mathematicians who have developed information technologies and influential scientific and philosophical ideologies that have influenced the arts. Seminal artistic movements and genres will be explored, such as: the Futurists, Bauhaus, Happenings, video art, etc. Prerequisite: CP 260, or instructor approval. Screening Fee: \$30.

370-3 to 6 Topics in Cinema Studies. Topics course in cinema studies: history, theory, criticism. Sample topics: Film Authors, Film Genres, Film Movements, National Cinemas, American Film and Politics, Women and Cinema, Art and Cinema. Prerequisite: CP 260, or consent of department. Screening fee: \$30.

380-3 Producing Independent Cinema. This course will explore the inner workings of contemporary independent filmmaking practice. This course is designed to provide students with knowledge of all aspects of independent film production from development and financing to production and distribution. In addition to broadening your knowledge of independent cinema, this class will help to prepare you to enter a number of career pathways in the indie film business.

402-3 Sensitometry. An intermediate course that investigates technical and visual applications of the photographic process. The course includes the study of light sensitive materials, zone system, density parameters, practical chemistry and the creation of an archival photographic print. While color, motion picture and digital materials are noted, black and white image making is the emphasis of the course. Prerequisite: CP 332. Lab fee: \$35.

404-3 Lighting for Photography. Basic concepts and essential principles of lighting technique will be thoroughly explained and investigated. Fundamental challenges in lighting arrangements and aesthetic considerations of both studio and location applications will be explored. Students will use a required text and provide photographic materials. Prerequisite: CP 330 or concurrent enrollment. Special approval needed from the department. Lab fee: \$35.

415-3 Photographic Criticism and Practice. Introduction to photographic criticism and its application in photographic practice. Through readings, writings and practical exercises, students will gain a broad-based knowledge of critical approaches to the photographic image. Prerequisite: CP 210 and 260 both with grades of C or better. Screening fee: \$30.

421-6 (3,3) Experimental Photographic Techniques. Experimental approaches to the creation of photographic images. Specific course content may include experimental techniques utilizing the camera, the darkroom and a wide range of additional media. Students provide materials and may purchase texts. Prerequisite: CP 332. Special approval needed from the department. Lab fee: \$35.

431-3 Applied Photography I. An introduction to professional photographic camera and lighting technique, applied theory and business responsibilities. Students will explore a range of commercial, editorial, industrial and fine art topics that will include architecture, portrait, product and fashion. Self-promotional elements: Web portfolios, publications of all types and gallery exhibitions will be introduced. Prerequisite: CP 330 or consent of the department. Lab fee: \$35.

432-3 Applied Photography II. A second, advanced phase of applied photographic investigation based on the introduction outlined in CP 431. Students pursue their selected area(s) of photographic specialization and create a complete portfolio. Students will receive critical feedback from professionals during off-campus trips to photographic facilities in St. Louis and Chicago. Prerequisite: CP 431. Lab fee: \$35.

436-3,3 Documentary Photography. Exploration of techniques, history and contemporary context of documentary photography. Each student will produce an in-depth documentary photographic project. 436 may be organized as a general documentary course or have a unifying topic. Example topics include: small town, politics or the environment. Print and electronic distribution of projects will be discussed. Prerequisite: CP 330 or consent of the department. Lab fee: \$35.

440-3 New Media Production. The Internet is revolutionizing the way the world communicates. Students will investigate how the Internet works, as well as explore relationships among design, technology, and user experience while developing web sites, information architectures, interface behaviors, and navigation systems. Topics include: XHTML/CSS, Javascript, open source software, as well as incorporating sound, video, and images into web pages. Prerequisite: CP 260, or instructor approval. Equipment Fee: \$60

450-3 Narrative Film Production. Narrative filmmaking, by individuals or groups, from pre-production to completion of filming, ready for post-production. Study/practice all facets of pre-production/production phases. Techniques of synchronous sound filming. Prior completion of CP 475 required for projects in HD video. Access provided to 16mm and HD cameras and lighting and sound recording equipment. Students are responsible for purchase of all materials and outside services. Prerequisite: CP 260, 276 and pass portfolio review. Equipment Use Fee: \$60.

452-3 Screenwriting. A study of screenplay structure for feature-length, classically-structured scripts. Includes treatments, scene-by-scene outlines, character development, and script formatting. Students are required to create original script material. Prerequisite: CP 352 with C or better. Screening fee: \$30.

453-3 to 6 Experimental Production. An introductory course aimed at students who wish to explore and expand the artistic and creative possibilities of their work. Students will engage in exercises that focus on developing conceptual creativity as well as technical skill. May be repeated as topics differ. Sample topics include: Optical Printing, Handmade Film, Collage, Digital Compositing, Experimental Animation. Prerequisite: CP 353 or consent of instructor. Equipment usage fee: \$60.

454-3 Animated Film Production. Practical course for visual expression exploring various 2-D animation techniques such as developmental, filmographic, rear lit, cut out, line, cell, etc. Students purchase texts, art supplies, film materials and processing. Prerequisite: CP 276 with C or better or consent of department. Equipment use fee: \$30.

457-3 Documentary Production. This course will provide conceptual and hands-on experience for researching, writing and producing documentary video. This course will emphasize con-

ceptual processes from invention of the documentary idea to post-production. Students will apply contemporary methods of criticism to the production process with particular emphasis on revision and audience. Prerequisite: CP 357 with C or better. Equipment usage fee: \$60.

460-3 (3,3) Survey of Film History. Intensive study of particular periods of cinema history, including technological developments, national and international movements, aesthetic traditions, economic and political determinations, and concerns of film historiography. May be taken twice, if topic differs. Prerequisite: CP 260 with C or better. Screening fee: \$30.

466-3 to 6 (3,3) Film Styles and Genres. Intensive study of a specific body of films grouped by similarities in style, genre, period, or cultural origin. Emphasis on historical, theoretical, and critical issues. Topics vary. Sample topics: Science Fiction Film; Film Noir, French New Wave; Third World Cinema; Surrealism in Film. May be taken twice, if topic differs. Students purchase texts. Prerequisite: CP 260 with C or better or consent of department. Screening fee: \$30.

467-3 to 6 (3,3) Film Authors. Intensive study of the work of one or more film authors (directors, screenwriters, etc.). Emphasis is on historical, theoretical, and critical issues. Topics vary. Sample topics: the films of Alfred Hitchcock; the films of Jean Renoir; the films of Andrei Tarkovsky. May be taken twice, if the topic differs. Student purchase texts. Prerequisite: CP 260 with C or better or consent of department. Screening fee: \$30.

469-3 Queer Visual Culture. (Same as WGSS 440) Course discusses aspects of the aesthetics, history, theory and politics of media representations of gender and sexuality. Cultural texts from one or a combination of media forms, genres, historical periods, and platforms, will inform the historical and theoretical consideration of media representations of gender and sexual variation with a special interest on their bearings upon the present moment. May be repeated, if topics vary.

470A-3 to 12 (3,3,3,3) Advanced Topics Cinema Studies. An advanced topics course in cinema history, theory, and criticism. Sample topics: visualizing the body, feminist film theory, surveillance and the cinema. May be repeated if topics differ. No more than twelve (12) credit hours combined from 470 Advanced Topics courses counted in the undergraduate Cinema and Photography degree. Prerequisite: CP 260 with C or better or consent of department. Screening fee: \$30.

470B-3 -12 (3,3,3,3) Advanced Topics Film Production. An advanced topics course in film production. Sample topics: location lighting, production management, film sound workshop. May be repeated if topics differ. No more than twelve (12) credit hours combined from 470 Advanced Topics courses counted in the undergraduate Cinema and Photography degree. Prerequisite: CP 276 with C or better or consent of department. Screening fee: \$60.

470C-3-12 (3,3,3,3) Advanced Topics Photography. A photography production course with specialty topics which may include: narrative tableau, meta-photography, large format, etc. May be repeated, if topics differ. No more than 12 credit hrs combined from 470 Adv. Topics courses counted in the first 33 credits of the Photography Specialization in the CP major. No more than 6 credit hrs of 470 Adv. topics courses counted for graduate credit. Prerequisite: CP 332 or consent of department. Lab fee: \$35.

470D-3-12 (3,3,3,3) Advanced Topics Interdisciplinary Studies. Advanced interdisciplinary studies in cinema, photography or new media. Sample topics: visual perception, ethics of image making, 3-D filmmaking. May be repeated if topics differ.

No more than twelve (12) credit hours combined from 470 Advanced Topics courses counted in the undergraduate Cinema and Photography degree. Restricted to junior standing or higher or consent of department. Screening fee: \$30.

470E-3-12 (3,3,3,3) Topics in the History of Photography. Focused study on special topics in the history of photography. Sample topics: The Mythic American Image; The History of Color Photography; African American Photographers; The Appropriated Image; The History of the Image in Social Documentary. Prerequisite: CP 210 with C or better. May be repeated as topics vary. Screening fee: \$30.

470W-12 (3,3,3,3) Advanced Topics Screenwriting. An advanced topics course in screenwriting. Sample topics: experimental script to screen, adaptation, comedy, autobiography. May be repeated if topics differ. No more than twelve (12) credit hours combined from 470 Advanced Topics courses counted in the undergraduate Cinema and Photography degree. Prerequisite: CP 451 with C or better or consent of department. Screening fee: \$30.

471-3 Film Directing. The course explores ideas, methods and theories of narrative film directing with emphases on two areas: directing filming-scene construction, coverage, staging, blocking and camera perspective; directing acting-audition, casting, rehearsal, and performing for camera. Students work in groups on a series of focused directing, acting and filming projects. Prerequisites: CP 276, with a minimum grade of B. Restricted to senior standing. Fee: \$60.

472-6 (3,3) Problems Creative Production: Cinema. Intensive examination and problem solving, through readings, screenings, and filmmaking, of a cinematic genre, style, or technical challenge. Theory is combined with practice. Individual and group projects. Sample problems: cinematography, digital filmmaking, 35mm filmmaking, film as performance, optical printing. May be repeated once if topic differs. Prerequisite: CP 276 or consent of department. Restricted to junior standing. Equipment usage fee: \$60.

473-3 to 6 Advanced Experimental Strategies. An intensive production course for students who want to expand their creative possibilities and develop depth in their conceptual understanding of experimental processes and strategies in film, video or new media. May be repeated as topics differ. Sample topics include: Live Art/Generative Art, Advanced Film Arts, Poetic Autobiography, 3-D filmmaking, Experimental Animation. Prerequisite: CP 453 or CP 442 or consent of instructor. Equipment usage fee: \$60.

474-3 Optical Printing. A creative, frame-by-frame study and practice of 16mm filmmaking. Use of 16mm optical printer to complete projects, techniques include: fades, dissolves, freeze frames, step printing, multi-frame presentations, frame magnification, Super 8 enlargement to 16mm, matt construction. Students process 16mm and Super-8 film. Prerequisite: CP 276 with C or better. Equipment use fee: \$60.

475-3 High Definition Digital Cinematography. The course explores the new visual expression possibilities of High Definition digital medium as compared with traditional film. Aiming to understand the evolving digital motion imaging technology, the course focuses on its aesthetic and technical applications in the art of cinematography in areas of image construction, exposure control, lighting and color manipulation, and post-production workflow. Prerequisite: CP 276. Restricted to senior standing. Fee: \$60.

491-1 to 9 Individual Study in Cinema, Photography or New Media. Advanced individually directed research in film, pho-

tography or new media: history, theory, or aesthetics. No more than six hours of 491, 492, 494, 495 and 497 combined may count toward the first 30 hours in the Cinema and Photography major. Not for graduate credit. Special approval needed from the instructor.

492-1-3 Practicum. Practical experience in the presentation of photographic theory and procedures. No more than six hours of 491, 492, 494, 495 and 497 combined may count toward the first 30 hours in the Cinema and Photography major. Not for graduate credit. Special approval needed from the department. Mandatory Pass/Fail.

494-1-12 Internship Program. Cinema & Photography students are placed in summer internships in various cities to gain experience and insight into their chosen fields. Each enrollment is limited to a maximum of 6 credit hours. No more than six hours of 491, 492, 494, 495 and 497 combined may count toward the first 30 hours in the Cinema and Photography major. Not for graduate credit. Special approval needed from the department.

495-1 to 12 Internship. Credit for internship with professional film or photographic units. Each enrollment is limited to a maximum of six credit hours. No more than nine hours of CP 491, 494, 495 or 497 combined may count toward the Cinema & Photography major requirements. Mandatory Pass/Fail grading. Not for graduate credit. Special approval needed from the department.

496-3 Advanced Post Production. Post production on a 10-12 minute film/video in any genre. Students must have all dailies prior to enrollment. Study of editing practice and aesthetics of picture and sound editing, design, ADR, foley, and mixing through hands-on editing, reading, screenings, and critique. The department retains a copy of the final project. Editing facilities are provided. Prerequisite: CP 276 or consent of instructor. Equipment usage fee: \$60.

497A-1-9 Independent Projects in Cinema. Individual supervised motion picture production project by an individual student or group of students. No more than six hours of 491, 492, 494, 495 or 497 combined may count toward the first 30 credit hours required for the Cinema & Photography major. Not for graduate credit. Special approval needed from the instructor. Equipment use fee: \$60.

497B-1-9 Independent Projects in Photography. Individually directed projects in still photography. No more than six hours of 491, 492, 494, 495 or 497 combined may count toward the first 30 credit hours required for the Cinema & Photography major. Not for graduate credit. Special approval needed from the instructor. Lab fee: \$35.

498-3 Photography Portfolio. Preparation of a portfolio directed at a specific arena of professional practice or in preparation for application to graduate study. Completion of the course requires public exhibition of portfolio. The course will include a series of seminar style presentations imparting important career skills (self-marketing and business practices). Required for all photography students not taking CP 432. To be taken during the last year in residence. Prerequisites: CP 332 and CP 404 or CP 431. Fee: \$35.

499P-4 Senior Thesis-Production. (Formerly 499A) Individually supervised senior thesis production under a cinema faculty member. Opportunities for enrollment are limited. Normally taken during last term in residence. The department will retain a copy of the thesis, usually on video or DVD. Not for graduate credit. Prerequisite: CP 376, any two 400-level courses numbered 489 or lower, a GPA in cinema and photography courses of 2.75 or higher. Restricted to senior standing. Special approval needed from the instructor.

499S-4 Senior Thesis-Studies. (Formerly 499B) Completion of a critical or research paper as thesis work under the supervision of a cinema faculty member. Opportunities for enrollment are limited. Normally taken during last term in residence. The department will retain a copy of the thesis. Not for graduate credit. Prerequisite: any two courses from 449, 461, 462, 463, 466, or 467, a GPA in cinema and photography courses of 2.75 or higher. Restricted to senior standing. Special approval needed from the instructor.

499W-4 Senior Thesis-Screenwriting. Writing of a screenplay as a thesis work under the supervision of a cinema faculty member. Opportunities for enrollment are limited. Normally taken during last term in residence. The department will retain a copy of the thesis. Not for graduate credit. Prerequisite: CP 452, one course from 449, 461, 462, 463, 466 or 467, a GPA in cinema and photography courses of 2.75 or higher. Restricted to senior standing. Special approval needed from the instructor.

Cinema and Photography Faculty

Aguayo, Angela J., Assistant Professor, Ph.D., University of Texas, Austin, 2005.

Boruszkowski, Lilly A., Associate Professor, M.F.A., Northwestern University, 1980.

Bursell, Cade, Associate Professor, M.F.A. San Francisco State University, 2003.

Cocking, Loren D., Assistant Professor, *Emeritus*, M.A., Ohio State University, 1969.

Covell, Michael D., Assistant Professor, *Emeritus*, M.F.A., Ohio University, 1975.

Felleman, Susan, Associate Professor, Ph.D., City University of New York, 1993.

Gilmore, David A., Associate Professor, *Emeritus*, M.F.A., Ohio University, 1969.

Kapur, Jyotsna, Associate Professor, Ph.D., Northwestern University, 1998.

Kolb, Gary P., Professor and *Dean*, M.F.A., Ohio University, 1977.

Logan, Fern, Associate Professor, *Emerita*, M.F.A., School of the Art Institute of Chicago, 1993.

Martinez, Antonio, Assistant Professor, M.F.A., East Carolina University, 2005.

Metz, Walter C., Professor and *Chair*, Ph.D., University of Texas, Austin, 1996.

Overturf, Daniel V., Professor, M.F.A., Southern Illinois University Carbondale, 1983.

Roddy, Jan P., Associate Professor, *Associate Dean of Graduate Studies*, M.F.A., University of Illinois, 1987.

Rowley, R. William, Associate Professor, M.F.A., University of Iowa, 1974.

Spahr, Robert, Assistant Professor, M.F.A., Parsons School of Design, 1991.b

Swedlund, Charles A., Professor, *Emeritus*, M.S., Illinois Institute of Technology, 1961.

Tudor, Deborah, Associate Professor and *Associate Dean*, Ph.D., Northwestern University, 1992.

Vratil, Dru, Associate Professor, M.F.A., University of Iowa, 1998.

Zhou, Hong, Assistant Professor, M.F.A., York University, Toronto, Canada, 2000.

Civil and Environmental Engineering

(Department, Major, Courses, Faculty)

The Department of Civil and Environmental Engineering provides educational opportunities that will prepare students for effective and productive careers in Civil Engineering and other related professions. Continued professional growth, discovery, innovation and development of technologies, and service to the community are characteristics of this area of study.

The primary mission of the Department is to prepare students for careers that will span forty years or more. Most Civil and Environmental Engineers will be employed by public agencies at all levels of government, by various industries, and by a variety of large and small consulting firms. Virtually all of this practice relates in some way to the welfare of the general public. Those involved in this field will need to possess the ability to conceptualize, plan, design, and construct new and innovative works and systems. Technical knowledge of great sophistication will be needed, as well as an understanding of the inter-related social, political, and environmental issues that will be key elements in the decision making process.

Preparing Engineers for this role requires a broad liberal education program as well as one of technical depth and breadth. The undergraduate core curriculum is broad-based and includes courses in mathematics, science, communication, and social science. The Civil Engineering curriculum begins with fundamental engineering skills and ends with a two-semester capstone design experience. Students are required to take courses in environmental engineering, geotechnical engineering, hydraulic engineering, structural engineering, and surveying.

The educational goal of the undergraduate civil engineering program is to provide a quality civil engineering education that will prepare our graduates to become practicing professionals able to meet the technological challenges of the 21st century. To this end we strive to instill in our graduates the knowledge, skills, attitudes, and ethical and social values necessary to be successful civil engineering practitioners. Also, we seek to provide the necessary academic background for successful graduate study in engineering or other fields. To meet this goal, we have defined the following objectives that describe what our graduates are expected to attain within a few years of graduation.

1. Our graduates will be able to apply technical knowledge and skills to formulate solutions to problems that are fundamental to civil engineering analysis and design.
2. Our graduates will be prepared to successfully pursue advanced degrees.
3. Our graduates will understand the value of public health, safety and welfare, professional ethics, and the sustainable use of resources.
4. Our graduates will recognize and value the importance of professional licensure, the need for life-long learning, and their contribution in shaping public environmental and infrastructure policy.
5. Our graduates will possess the skills necessary to contribute to multidisciplinary teams.

The program is designed to provide the students with the broad

educational background essential to civil engineering practice with emphases in the areas of environmental engineering, geotechnical engineering, hydraulic engineering, structural engineering and land surveying. Students may choose to specialize in the area of Environmental Engineering.

The Department of Civil and Environmental Engineering offers programs leading to a Bachelor of Science degree in Civil Engineering and a Bachelor of Science degree in Civil Engineering with specialization in Environment Engineering.

The undergraduate program in civil engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Bachelor of Science Degree in Civil Engineering, College of Engineering Civil Engineering Major

<i>University Core Curriculum Requirements</i>	41 ¹
Foundation Skills	15
UCOL 101	3
English 101, 102	6
Mathematics (substitute Mathematics in major)	3 ¹
Speech Communication 101	3
Disciplinary Studies	23
Fine Arts	3
Human Health (Biology 202 or Physiology 201 or an approved substitute)	2
Humanities	6 ^{2,3}
Science (substitute Physics and Chemistry in major)	6 ¹
Social Science	6 ^{2,3}
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Civil Engineering</i>	(9) + 88
Mathematics and Basic Sciences	(9) + 23
Mathematical Analysis	(3) + 14
Mathematics 150, 250, 251 and 305	(3) + 11 ²
Engineering 351	3
Basic Sciences	(6) + 9
Physics 205a,b; 255a,b	(3) + 5 ²
Chemistry 200, 201, 210	(3) + 4 ²
Engineering Core Courses: ENGR 361 and ME 261	5
Civil Engineering Core Courses	48
Civil Engineering 210, 250, 263, 310, 320, 330, 340, 350, 370, 418, 421, 442, 444, 474, and 495a,b.	
Approved Technical Electives	12
To be chosen from: CE 331 and CE 400-level courses except for CE 463 and 464.	
<i>Total</i>	129

¹Courses required for the major will apply toward nine hours of University Core Curriculum, making a total of 41 in that area.

²Department requirements for University Core Curriculum are more restrictive than those of the University as a whole. Students should consult advisor for approved courses.

³Transfer students holding an associate degree in a baccalaureate-oriented program must have a sequence of courses in social science or humanities. See departmental advisor for an approved course. Students transferring from other programs or institutions will be required to (a) complete a course sequence in the humanities or social sciences and (b) meet the University Core Curriculum requirements for engineering students.

Civil Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Human Health, CE 250	2	3
Core Humanities	3	-
ENGL 101,102.....	3	3
MATH 150, 250	4	4
PHYS 205a, 255a	-	4
UCOL 101, CHEM 200, 201	3	4
<i>Total</i>	15	18

SECOND YEAR	FALL	SPRING
Core Humanities	-	3
MATH 251, 305	3	3
CHEM 210, SPCM 101	3	3
PHYS 205b, 255b	4	-
CE 210, 310	3	3
ME 261, CE 263	3	3
CE 350	-	3
<i>Total</i>	16	18

THIRD YEAR	FALL	SPRING
Core Social Science	3	3
ENGR 351, CE 444	3	3
ENGR 361, CE 474	2	3
CE 320, 330	3	3
CE 340, 370, 418	6	3
<i>Total</i>	17	15

FOURTH YEAR	FALL	SPRING
Core Fine Arts.....	-	3
Core Integrative Studies.....	3	-
CE 442, Tech Electives	9	6
CE 495a,b	3	3
CE 421	-	3
<i>Total</i>	15	15

Civil Engineering Transfer Students Suggested Curricular Guide¹

THIRD YEAR	FALL	SPRING
CE 350, 370, 310	6	3
ENGR 351, CE 444	3	3
ENGR 361, CE 340	2	3
CE 263, 330	3	3
CE 210, 320	3	3
<i>Total</i>	17	15

FOURTH YEAR	FALL	SPRING
CE 418, 421	3	3
CE 442, 474	6	-
Tech Electives	3	9
CE 495a,b	3	3
<i>Total</i>	15	15

¹This assumes that the transfer student satisfied the university core curriculum requirements and has had all of the Mathematics, Chemistry and Physics required for the Civil Engineering curriculum. Furthermore, this assumes that the transfer student has had the equivalent of CE 250, and ME 261. Community College transfer students should make special note of the requirement that a minimum of 60 semester hours must be completed at a senior institution.

Bachelor of Science Degree in Civil Engineering, College of Engineering Civil Engineering Major-Environmental Engineering Specialization

<i>University Core Curriculum Requirements</i>	41 ¹
Foundation Skills	15
UCOL 101	3
English 101, 102	6
Mathematics (substitute Mathematics in major)	3 ¹
Speech Communication 101	3
Disciplinary Studies	23
Fine Arts	3
Human Health (Biology 202 or Physiology 201 or an approved substitute)	2
Humanities	6 ^{2,3}
Science (substitute Physics and Chemistry in major)	61
Social Science	6 ^{2,3}
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Civil Engineering</i>	(9) + 88
Mathematics and Basic Sciences	(9) + 23
Mathematical Analysis	(3) + 14
Mathematics 150, 250, 251 and 305	(3) + 11 ²
Engineering 351	3
Basic Sciences	(6) + 9
Physics 205A,B; 255A,B	(3) + 5 ²
Chemistry 200, 201, 210	(3) + 4 ²
Engineering Core Courses	8
ENGR 361 and ME 261	
Civil Engineering Core Courses	48
Civil Engineering 210, 250, 263, 310, 320, 330, 340, 350, 370, 418, 421, 442, 444, 474, and 495A,B	
Approved Technical Electives	12
Approved electives to be chosen from: Civil Engineering 410, 412, 413, 419, 422, 471, 472, 473, and Mechanical Engineering 416	
Total	129

¹Courses required for the major will apply toward nine hours of University Core Curriculum, making a total of 41 in that area.
²Department requirements for University Core Curriculum are more restrictive than those of the University as a whole. Students should consult advisor for approved courses.
³Transfer students holding an associate degree in a baccalaureate-oriented program must have a sequence of courses in social science or humanities. See departmental advisor for an approved course. Students transferring from other programs or institutions will be required to (a) complete a course sequence in the humanities or social sciences and (b) meet the University Core Curriculum requirements for engineering students.

Civil Engineering-Environmental Engineering Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Human Health, CE 250	2	3
Core Humanities	3	-

ENGL 101,102.....	3	3
MATH 150, 250	4	4
PHYS 205A, 255A.....	-	4
UCOL 101.....	3	-
CHEM 200, 201	-	4
Total	15	18

SECOND YEAR	FALL	SPRING
MATH 251, 305.....	3	3
CHEM 210, SPCM 101	3	3
PHYS 205b, 255b	4	-
Core Humanities	-	3
ME 261, CE 263	3	3
CE 350	-	3
CE 210, 310	3	3
Total	16	18

THIRD YEAR	FALL	SPRING
Core Social Science	3	3
ENGR 351, CE 474	3	3
ENGR 361, CE 444	2	3
CE 320, 330	3	3
CE 370	3	-
CE 340, 418	3	3
Total	17	15

FOURTH YEAR	FALL	SPRING
Core Fine Arts.....	-	3
Core Integrative Studies.....	-	3
Tech Electives, CE 421	6	3
CE 442, Tech Electives	6	3
CE 495A,B	3	3
Total	15	15

Courses (CE)

Safety glasses, a hand-held scientific calculator, and textbooks are required of all civil engineering students.

102-1 Computer-Aided Civil Engineering Drawing and Design. Introduction to Civil-based computer-aided drawing/design software, in particular the methodologies and processes of creating quality civil engineering drawings and utilizing them for design purposes.

210-3 Environmental Biology for Engineers. An overview of major topics in biological science with an emphasis on plant biology, microbiology and ecology fundamental to the study of civil and environmental engineering systems. Concurrent enrollment in CHEM 200.

250-3 Statics. (Same as Mechanical Engineering 250) Principles of statics; force systems; equilibrium of particles and rigid bodies; trusses; frames; 2-D centroids; friction; moments of inertia; distributed loads; 3-D centroids; internal forces; shear and bending moment diagrams. Mass moment of inertia. Prerequisite: MATH 150.

263-3 Basic Surveying. An introductory course designed to introduce the principles, theory and equipment of surveying.

Development of survey field practices on the earth's surface and subsurface and related computations. Prerequisite: MATH 111.

310-3 Environmental Engineering. Basic engineering aspects of water, land and air pollution and control. Problems, sources and effects of pollution. Major state and federal regulations relating to environmental issues. Prerequisite: CHEM 210, MATH 250, CE 210 for CEE Majors. Lab fee: \$30.

320-3 Soil Mechanics. Physical and mechanical properties of soils, soil classification, flow through soils, effective stresses, geostatic stress and stresses due to applied loads, one-dimensional consolidation, introduction to shear strength soil compaction. Prerequisite: CE 250, 350. Lab fee: \$30.

330-3 Civil Engineering Materials. Introduction of cements and aggregates; production and evaluation of concrete structures; mechanical properties of steels and timber, mixing and evaluation of pavement materials; testing of asphalt and masonry. Prerequisite: CE 350. Lab fee: \$30.

331-3 Transportation Engineering. Introduction to geometric design, earth work, drainage and traffic. Basic design principles for each area and their application to typical problems. Prerequisite: completion of or concurrent enrollment in CE 330.

340-3 Structures. Loads. Types of structures. Structural materials. Safety. Analysis of statically determinate beams, trusses, and frames under static loads. Influence lines. Moving loads, Cables, Arches, Space trusses, Deflection of beams, trusses, and frames. Moment distribution for beams. Prerequisite: CE 350.

350A-3 Mechanics of Materials. (Same as ME 350A) Introduction to the mechanics of deformable bodies. Stress and strain. Torsion. Stresses and deflections in beams and columns. Influence lines. Statically indeterminate beams. Prerequisite: CE 250, MATH 250, Physics 205A and Physics 255A. Lab fee: \$30.

350B-1 Mechanics of Materials. Laboratory only. For transfer students who have satisfied the lecture but not the laboratory component of the 350A requirement. Prerequisite: CE 250, MATH 250, Physics 205A and Physics 255A. Lab fee: \$30.

361-3 Civil Engineering Surveying. Surveying process and theory for Civil Engineering projects, topographic surveys, precise surveys, easements and related computations. Prerequisite: CE 263. Lab fee: \$30.

362-3 Land Surveying. Survey process and theory of land surveying including development of the United States Rectangular System, boundary and retracement surveys, basic survey law, legal descriptions, title search, field monument search and related computations. Prerequisite: CE 263. Lab fee: \$30.

363-3 Control/Construction Surveying. The surveying processes and theory of control surveying, geodesy, global positioning systems, geographic information systems, all types of construction surveying and related computations. Prerequisite: CE 263. Lab fee: \$30.

370A-3 Fluid Mechanics. (Same as ME 370A) Fluid properties; fluid statics. Fluid flow; governing equations. Dimensional analysis and model-prototype relationships. Closed conduit flow. Open-channel flow. Introduction to numerical modeling. Prerequisite: ME 261. Lab fee: \$30.

370B-1 Fluid Mechanics-Laboratory only. For transfer students who have satisfied the lecture but not the laboratory component of the CE 370A requirement. Prerequisite: concurrent enrollment in or completion of CE 370A. Lab fee: \$30.

392-1 to 6 Civil Engineering Cooperative Education. Supervised work experience in industry, government or professional organization. Students work with on-site supervisor and faculty adviser. Reports are required from the student and the employer. Hours do not count toward degree requirements. Mandatory Pass/Fail. Restricted to sophomore standing.

410-3 Solid Waste Engineering. Engineering aspects of solid waste prevention, treatment, recycling and disposal. Design of recycling programs, solid waste treatment and disposal facilities. State and federal regulations. Problems, sources, and effects of solid waste. Design projects required. Prerequisite: CE 310.

412-3 Contaminant Flow, Transport and Remediation in Groundwater. Mathematics of flow and mass transport in the saturated and vadose zones; retardation and attenuation of dissolved solutes; flow of nonaqueous phase liquids; review of groundwater remediation technologies; review of flow and transport models. Prerequisite: CE 310 and 320.

413-3 Collection Systems Design. Design of waste water and storm water collection systems including installation of buried pipes. Determination of design loads and flows, system layout and pipe size. Prerequisite: CE 310 and 370.

418-3 Water and Wastewater Treatment. A study of the theory and design of water and wastewater treatment systems, including physical, chemical, and biological processes. Topics include sedimentation, biological treatment, hardness removal, filtration, chlorination and residuals management. Prerequisite: CE 310, 370 and Engineering 351.

419-3 Advanced Water and Wastewater Treatment. Advanced concepts in the analysis and design of water and wastewater treatment plants. Topics include advanced physical, chemical, and biological processes. Emphasis is on the treatment and disposal of sludges, design of facilities, advanced treatment principles, and toxics removal. Prerequisite: CE 418.

421-3 Foundation Design. Application of soil mechanics to the design of the foundations of structures; subsurface exploration; bearing capacity and settlement analysis of shallow foundations; lateral earth pressures and design of retaining walls; capacity and settlement of pile foundations for vertical axial loads. Prerequisite: CE 320.

422-3 Environmental Geotechnology. Geotechnical aspects of land disposal of solid waste and remediation, solute transport in saturated soils, waste characterization and soil-waste interaction, engineering properties of municipal wastes, construction quality control of liners, slope stability and settlement considerations, use of geosynthetics and geotextiles, cap design, gas generation, migration and management. Prerequisite: CE 310, 320.

423-3 Geotechnical Engineering in Professional Practice. Application of principles of geotechnical engineering in a real-world setting; planning, managing and executing geotechnical projects; developing proposals and geotechnical project reports; interpreting and using recommendations developed by geotechnical engineers; total quality management, professional liability and risk management. Prerequisite: CE 320, 421 or concurrent enrollment or consent of instructor.

431-3 Pavement Design. Design of highway pavements including subgrades, subbases, and bases; soil stabilization; stresses in pavements; design of flexible and rigid pavements; cost

analysis and pavement selection; and pavement evaluation and rehabilitation. Prerequisite: CE 320 and 330.

440-3 Statically Indeterminate Structures. Analysis of trusses, beams, and frames. Approximate methods. Method of consistent deformations. Three-moment theorem. Slope deflection. Moment distribution. Column analogy. Plastic analysis. Matrix methods. Prerequisite: CE 340.

441-3 Matrix Methods of Structural Analysis. Flexibility method and stiffness method applied to framed structures. Introduction to finite elements. Prerequisite: CE 340.

442-3 Structural Steel Design. An introduction to structural steel design with an emphasis on buildings. Design of structural members and typical welded and bolted connections in accordance with the specifications of the Steel Construction Manual of the American Institute of Steel Construction (AISC). Design project and report required. Prerequisite: CE 340.

444-3 Reinforced Concrete Design. Behavior and strength design of reinforced concrete beams, slabs, compression members, and footings. Prerequisite: CE 340.

445-3 Fundamental Theory of Earthquake Engineering. The nature and mechanics of earthquakes. Plate tectonics, types of faulting, recording and measuring ground motion. Analysis of free and forced vibration of a single degree of freedom system. Steady state and transient response. Impulse response function. Dynamic amplification and resonance. Response to ground motion. Response spectrum analysis. Prerequisite: CE 320, 340, or consent of instructor.

446-3 Prestressed Concrete Design. Fundamental concepts of analysis and design. Materials. Flexure, shear, and torsions. Deflections. Prestress losses. Composite beams. Indeterminate structures. Slabs. Bridges. Prerequisite: CE 444 or concurrent enrollment or consent of the instructor.

447-3 Seismic Design of Structures. Basic seismology, earthquake characteristics and effects of earthquakes on structures, vibration and diaphragm theories, seismic provisions of the International Building Code, general structural design and seismic resistant concrete and steel structures. Prerequisite: CE 442 or CE 444, concurrent enrollment or consent of instructor.

448-3 Structural Design of Highway Bridges. Structural design of highway bridges in accordance with the specifications of the American Association of State Highway and Transportation Officials (AASHTO); superstructure includes concrete decks, steel girders, prestressed and post-tensioned concrete girders; substructure includes abutments, wingwalls, piers, and footings. Prerequisite: CE 442 or 444 or concurrent enrollment, or consent of instructor.

461-3 Legal Aspects of Surveying. Topics covered include common and statute law; unwritten rights in land and their relationship to land surveys; survey standards; restoration of lost corners; multiple corners; rules of evidence and rights, duties and liability of the surveyor. Not for graduate credit. Prerequisite: CE 362.

462-3 Survey Design and Land Development. Subdivision and land development principles, theory, methods and procedures including laws relating to subdivision and land development. Scope will include rural and urban subdivisions, industrial parks and major recreational developments. Not for graduate credit. Prerequisite: CE 362. Lab fee: \$30.

463-3 Field Survey Problems. Perform extensive field projects

in the areas of engineering, hydrographic, topographic, land, and control surveying utilizing state-of-the-art equipment. To be held at Crab Orchard National Wildlife Refuge. Must be taken concurrently with CE 464. Enrollment limited to 12 students. Not for graduate credit. Prerequisite: CE 361 or 362 or 363.

464-3 Field Survey Planning and Computation. Planning, organization, computations and drafting of field survey projects including the needed mapping utilizing calculators, computers, COGO and CAD. This course must be taken concurrently with CE 463. Enrollment limited to 12 students. Not for graduate credit. Prerequisite: CE 361 or 362 or 363.

465-3 Photogrammetry. Process and theory of applications of photogrammetry with respect to engineering and surveying including flight planning, mathematical principles of aerial photographs, ground control methods, control extensions, stereoscopy and parallax, basic instrumentation and remote sensing with related computations. Not for graduate credit. Prerequisite: CE 263. Lab fee: \$30.

471-3 Groundwater Hydrology. Analysis of groundwater flow and the transport of pollution by subsurface flow; applications to the design of production wells and remediation of polluted areas; finite difference methods for subsurface analyses. Prerequisite: CE 370 or consent of instructor.

472-3 Open Channel Hydraulics. Open channel flow, energy and momentum, design of channels, gradually varied flow computations, practical problems, spatially varied flow, rapidly varied flow, unsteady flow, flood routing, method of characteristics. Prerequisite: CE 474 or consent of instructor.

473-3 Hydrologic Analysis and Design. Hydrological cycle, stream-flow analysis, hydrograph generation, frequency analysis, flood routing, watershed analysis, urban hydrology, flood plain analysis. Application of hydrology to the design of small dams, spillways, drainage systems. Prerequisite: CE 370.

474-3 Hydraulic Engineering Design. Study of pipe flow, network systems, pump selection, open channel flow, uniform flow, critical flow, gradually varied flow, rapidly varied flow, design of transitions, water surface profiles. Prerequisite: CE 370 and ENGR 351 or concurrent enrollment in ENGR 351.

492A-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in structural engineering. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492B-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in hydraulic engineering. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492C-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in environmental engineering. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492D-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in applied mechanics. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492E-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in geotechnical engineering. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492F-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in computational mechanics. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

492G-1 to 4 Special Problems in Civil Engineering. Selected engineering topics or problems in surveying engineering. Four hours maximum credit. Not for graduate credit. Special approval needed from the instructor.

495A-3 Civil Engineering Design. Engineering ethics and professionalism. Project development skills, feasibility and cost-estimation, project management, auto-cad applications in civil engineering. Selection of projects, formation of design teams, development of a design proposal. Written and oral presentations of the design proposal. Not for graduate credit. Prerequisite: Physics 205B, Physics 255B, Completion of/concurrent enrollment in CE 320, 330, 418, 442 or 444, and 474.

495B-3 Civil Engineering Design. A capstone design experience using a team approach for the preliminary and final design of a civil engineering project. Documentation of all stages of the design project. Written and oral presentation of the final design. Not for graduate credit. Prerequisite: Physics 205B, Physics 255B, Completion of/concurrent enrollment in CE 320, 330, 418, 442 or 444, and 474.

Civil and Environmental Engineering Faculty

Bravo, Rolando, Associate Professor, Ph.D., University of Houston, 1990.

Butson, Gary J., Associate Professor, Ph.D., University of Illinois at Urbana-Champaign, 1981.

Chevalier, Lizette R., Professor and *Acting Associate Dean*, Ph.D., Michigan State University, 1994.

Cook, Echol E., Professor, Emeritus, Ph.D., Oklahoma State University, 1970.

Craddock, James N., Associate Professor, *Emeritus*, Ph.D., University of Illinois at Urbana-Champaign, 1979.

Davis, Philip K., Professor, *Emeritus*, Ph.D., University of Michigan, 1963.

DeVantier, Bruce A., Associate Professor, Ph.D., University of California at Davis, 1983.

Eichfeld, William F., Assistant Professor, M.S., University of Wisconsin at Madison, 1973.

Evers, James L., Associate Professor, *Emeritus*, Ph.D., University of Alabama, 1969.

Frank, Roy R., Jr., Assistant Professor, Emerits, M.S., Southern Illinois University Carbondale, 1983.

Hsiao, J. Kent, Associate Professor, Ph.D., University of Utah, Salt Lake City, 2000.

Kassimali, Aslam, Professor and *Distinguished Teacher*, Ph.D., University of Missouri at Columbia, 1976.

Kolay, Prabir K., Assistant Professor, Ph.D., Indian Institute of Technology, Bombay, 2001.

Kumar, Sanjeev, Professor and *Chair* and *Distinguished Teacher*, Ph.D., University of Missouri at Rolla, 1996.

Liang, Yanna, Assistant Professor, Ph.D., Utah State University, 2006.

Ma, Xingmao, Assistant Professor, Ph.D., University of Missouri at Rolla, 2004.

Nicklowsky, John W., Professor and *Provost*, Ph.D., Arizona State University, 1998.

Nowacki, C. Raymond, Associate Professor, *Emeritus*, Ph.D., University of Illinois at Urbana-Champaign, 1965.

Puri, Vijay K., Professor, Ph.D., University of Missouri at Rolla, 1984.

Ray, Bill T., Associate Professor, *Emeritus*, Ph.D., University of Missouri at Rolla, 1984.

Rubayi, Najim, Professor, *Emeritus*, Ph.D., University of Wisconsin, 1966.

Sami, Sedat, Professor, *Emeritus*, Ph.D., University of Iowa, 1966.

Tezcan, Jale, Associate Professor, Ph.D., Rice University, 2005.

Warwick, John J., Professor and *Dean*, Ph.D., The Pennsylvania State University, 1983.

Wilkerson, Gregory V., Assistant Professor, Ph.D., Colorado State University, 1999.

Yen, Shing-Chung, Professor, *Emeritus*, Ph.D., Virginia Polytechnic Institute and State University, 1984.

Climate and Water Resources

(SEE GEOGRAPHY AND ENVIRONMENTAL RESOURCES)

Coaching

(SEE KINESIOLOGY)

Commercial Recreation

(SEE RECREATION)

Commodity Prices

(SEE AGRIBUSINESS ECONOMICS)

Communication Disorders and Sciences (Major, Courses)

The major in Communication Disorders and Sciences is part of the Rehabilitation Institute.

The program in Communication Disorders and Sciences has as its objective the training of qualified personnel to aid people who have speech, language, or hearing impairment. The undergraduate curriculum is broad in scope and gives the student the necessary preprofessional background for the clinical-research program offered at the master's level. Both the state of Illinois and national certification require the master's degree. Students who complete the graduate program at the master's level and have certification are qualified for positions in public or private clinics, schools, hospitals, or rehabilitation agencies. In addition, the broad scope of the undergraduate program provides a solid foundation for many graduate professional programs in rehabilitation, such as rehabilitation counseling, behavioral analysis and therapy, and rehabilitation administration.

Communication Disorders and Sciences are dedicated to preparing students for leadership roles in the profession. Students are expected to develop programs that will enhance their individual strengths in light of their professional goals. The undergraduate program permits students to develop significant concentration areas outside of the department while laying the foundation for graduate education.

The undergraduate program is designed to provide the stu-

dent with sufficient information and experience to determine the advisability of pursuing a graduate degree in Communication Disorders and Sciences. Students choosing not to continue in the profession will find themselves well prepared to enter the job market with a broadly based education or to pursue graduate work in allied rehabilitation professions.

All students are encouraged to plan programs of study to meet the academic and practicum requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association, (10801 Rockville Pike, Rockville MD., 20852-3279) or the Standard Special Certificate in Speech and Language Impaired of the State of Illinois, or both. Programmatic planning at the under-graduate level will facilitate completion of certification requirements of American Speech-Language-Hearing Association and State of Illinois in conjunction with the master's degree program.

Bachelor of Science Degree in Communication Disorders and Sciences, College of Education and Human Services

COMMUNICATION DISORDERS AND SCIENCES – PREPROFESSIONAL PROGRAM

University Core Curriculum Requirements	41
To include: ENGL 101, 102; SPCM 101; MATH 110 or 113; PHYS 101, GEOL 110 or CHEM 106; PLB 115, 117, or ZOO 115; FL 310i, PHIL 308i1; HIST 110; AD 101, HIST 201, MUS 103 or THEA 101; FL 101, HIST 101a ¹ , b, PHIL 103a,b; ENGL 121 or 204; POLS 114; PSYC 102; ANTH 202, HIST 202, 210 or SOC 215; HED 101 or PE 101.	
Major Requirements	46
Psychology 102, 211, 301	10
Sociology 108	3
Communication Disorders and Sciences 105, 300, 301, 302, 303, 314, 410, 419, 420, 492, 493	33
Electives by Advisement	33
Total	120

¹One course required to meet non-western civilization/third world culture requirement.

Students pursuing an Illinois Type-10 Teaching Certificate must include the following:

- Mathematics and Science coursework to total 12 semester hours (including one laboratory course).
- Humanities and Fine Arts coursework to total 15 semester hours.
- A minimum of 3 semester hours in English literature.
- And the following courses: Education 308, 310, 311, 314a, 315, History 110 and Political Science 114

A student in the College of Education and Human Services who plans to be a public school speech and language clinician in Illinois, thereby needing to meet the requirements for the Standard Special Certificate - Certificate in Speech and Language Impaired, should follow the program of course requirements listed above. To meet the University Core Curriculum Requirements for certification, the following UCC courses listed above must be taken. In addition, the requirements for the Teacher Education Program must be completed as part of the electives by advisement. Recommendation for admission to the Teacher Education Program for the speech-language impaired requires

a minimum grade point average of 2.75 on a 4.0 scale. The student teaching requirement may not be undertaken at the undergraduate level. Students interested in the Teacher Education Program should contact the academic advisor for Communication Disorders and Sciences in the College of Education and Human Services for appropriate University Core Curriculum and Teacher Education coursework. See also Teacher Education Program.

Communication Disorders and Sciences Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
English 101,102.....	3	3
MATH, SPCM 101	3	3
Fine Arts, Humanities	3	3
Health, Biology.....	2-3	3
UCOL 101, PSYC 102.....	3	3
<i>Total</i>	14-15	15

SECOND YEAR	FALL	SPRING
Humanities, SOC 108	3	3
Physical Science, PSYC 211	3	4
Multicultural, Elective.....	3	3
Elective, Elective.....	3	3
PSYC 301, Elective	3	3
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
CDS 105, 302	3	3
CDS 300, 303	3	3
CDS 301, Elective	3	3
CDS 314, Elective	3	3
Elective, Elective.....	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
CDS 420, 410	3	3
Elective, CDS 422	3	3
Elective, CDS 492	3	3
Elective, CDS 493	3	3
Elective, Elective.....	3	3
<i>Total</i>	15	15

Courses (CDS)

100-0 to 1 Speech Clinic: Therapy. For students with speech and hearing deviations who need individual help. Special approval needed from the instructor.

104-3 Training the Speaking Voice. For those students who desire to improve their voice and articulation.

105-3 Introduction to Communication Disorders. A general survey course devoted to a discussion of the various problems considered to be speech and hearing disorders with special emphasis on basic etiological classification schemes and their incidence in the current population. Opportunities for directed

observation.

300-3 Phonetics. Instruction in the use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear training, and a description of place and manner of production of these sounds.

301-3 Introduction to Speech-Language and Hearing Science. An introduction to the science of general speech including the history of research in the field and significant experimental trends. Open to all students.

302-3 Voice and Articulation. A general introduction to the phonological development in children on a normative basis. In addition to introducing the student to the classical studies in articulatory development, this course provides a general exposure to the implications of classical phonetic theory, coarticulatory theory and distinctive features theory as a framework for therapy and research. Physioacoustic parameters of voice quality variables evidenced in verbal communication are also studied. Lectures and demonstrations emphasize basic information necessary to study for the treatment of voice disorders.

303-3 Language Development. Presentation of developmental language components including theoretical considerations and terminology related to traditional structural and transformational grammars. The effects of dialect and English as a second language will be expounded. Language research and analysis is related to the developmental processes.

307-3 Introduction to Organics. An introduction to the organic bases of communication disorders. An emphasis will be placed on the foundations of development and teratological events and influences which result in specific communication disorders, and overview of those disorders, and their implications for the individual. Observations as directed. Prerequisite: CDS 314 or consent of instructor.

314-3 Anatomy and Physiology of the Speech and Hearing Mechanism. Structure and function of the speech and hearing mechanism.

328-3 Communication Disorders and Sciences and the Classroom Teacher. Basic information on communication disorders through exploring etiology, diagnostic, and treatment of school age children with common speech, language and hearing disorders. This course will also provide information on collaboration, and integration of speech-language programs into the school curriculum.

385-3 Computer Technology in Communication and Fine Arts. An introduction to the basic terminology, concepts and techniques being used in the various areas of education and rehabilitation. A foundation course to prepare students for the impact of computer technology in the professional lives of those who work in the occupational settings represented within the college.

408-3 Communicative Disorders: Craniofacial Anomalies. Development of cleft palate and related anomalies that cause communication disorders. Assessment and intervention of the communication disorders related to these impairments. Prerequisite: Coursework on the normal structure and function of the speech and hearing mechanism.

410-3 Multicultural Aspects of Communication Disorders. Students will explore different cultures and communication within these cultures. Emphasis will be placed on the relationship between cultural differences and communication disorders.

Review of speech and language disorders in multicultural populations, as well as assessment and intervention strategies for use with this diverse group will be provided. Prerequisite: CDS 302, 303 or consent of instructor.

420-3 Introduction to Audiological Disorders and Evaluation. Bases of professional field of audiology (orientation, anatomy, and physiology of the auditory system), major disease processes influencing hearing and their manifestations, measurement of hearing loss. Prerequisite: CDS 301 and 314.

422-3 Communication Problems of the Hearing Impaired. Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: CDS 302, 303, and 420 or equivalents. Special approval needed from the instructor.

450-3 Neuroanatomical Basis of Human Communication. Examination of the central nervous system (brain and spinal cord) as it relates to normal and disordered human communication. Presentation of basic neuroanatomy, common neuropathologies relevant to communication disorders, and strategies in neurogenic problem solving. Prerequisite: CDS 314 or consent of instructor.

460-3 Augmentative and Alternative Communication Systems. An introduction to alternative and augmentative communication systems for non-vocal clients. Discussions include: use of aided and unaided augmentative systems, assessment procedures and training. Prerequisite: CDS 301 or consent of instructor.

485-1 to 9 (1 to 3 per 700 section number) Special Topics in Communication Disorders and Sciences. Topical presentations of current information on special interests of the faculty not otherwise covered in the curriculum. Designed to promote better understanding of recent developments related to disorders of verbal communication. Open to advanced undergraduate and graduate students. Special approval needed from the instructor.

491-1 to 9 (1 to 3 per semester) Individual Study. Activities involved shall be investigative, creative, or clinical in character. Must be arranged in advance with the instructor, with consent of the chair. Special approval needed from the chair.

492-3 Diagnostic Procedures in Communication Disorders. A course devoted to discussion of the role of the speech and hearing clinician as a differential diagnostician. Special emphasis is placed on correlating information obtained from the oral-peripheral examination, articulation and language evaluation, audiometric and case history information in constructing the initial evaluation report. Special approval needed from the instructor.

493-3 Basic Clinical Practice. Current information regarding diagnostic, treatment and documentation procedures in speech-language pathology will be presented through active observation in the clinical environment and classroom instruction. Special approval needed from the instructor.

Community Recreation

(SEE RECREATION)

Computer Engineering (Major)

(SEE ELECTRICAL AND COMPUTER ENGINEERING)

The Bachelor of Science degree program in Computer Engineering provides the students with a strong background in the basic Electrical and Computer Engineering sciences. Students have the option to choose among several advanced courses in the theory and applications of digital circuits and systems, computer architecture and design, computer networks and digital design automation.

Employment opportunities exist within a range of organizations, such as computer, semiconductor, aviation, electronics, microelectronics, broadcasting, telecommunications, defense and automotive companies, manufacturing and electric power companies, state and federal agencies and laboratories. Employment opportunities cover the spectrum of engineering activities, ranging from research and development, to systems analysis, automation, manufacturing, customer service and support, marketing and sales.

Computer Science

(Department, Major, Courses, Faculty)

Computers are a very prominent part of modern business and society. Many of the most important and exciting technological developments today involve computers and computer systems. The expanding role of computer-based systems has caused a high demand for computer professionals, a situation that is expected to continue well into the future.

Computer science is an extremely exciting, challenging and rewarding area of study. It incorporates an excellent combination of theoretical and intellectual content on the one hand, and practical application and societal importance on the other. By some standards, it is the strongest discipline in academia today, and has been for the past three decades.

Computer science is a broad and multidisciplinary field. Its general focus is on the design, analysis and use of computer hardware and software. As an academic discipline, it does not focus on just one technology, programming language, or computer architecture. Rather, it seeks to ground the student in fundamental concepts that are applicable to many environments.

Our curriculum prepares graduates for positions in the computer industry, as well as for advanced studies and research. We offer an undergraduate major leading to the Bachelor of Science and Bachelor of Arts degrees, an undergraduate minor, and graduate programs leading to the Master of Science degree and doctor of philosophy degree in computer science.

The bachelor's degree programs in computer science provide students with the technical background necessary to use, design, analyze and implement computer software and systems. All students must complete the required University Core Curriculum and satisfy the College of Science requirements. Computer science majors are required to take a core set of courses dealing with programming, data structures and algorithms, computer organization, operating systems, social issues of computing, and a senior project.

Along with taking the core courses, computer science majors may choose from a broad selection of computer-based courses in order to complete their departmental requirements. This broad selection of courses covers all principal areas of computer sci-

ence: languages, networks, databases, architecture, graphics, software engineering, artificial intelligence, bioinformatics, web development, computer security, robotics and parallel computing. The curriculum for the Bachelor of Science degree is more traditional and somewhat more flexible than that for the Bachelor of Arts degree. It prepares students for a wide range of technical careers as software developers, systems administrators, database administrators, network administrators, etc. It also prepares students for entry into graduate degree programs in computer science. The Bachelor of Arts program includes eight business courses. It provides students with a combined background in computer science and business, and it prepares students to pursue a fifth year of studies leading to an MBA degree.

Our department also offers a minor in computer science. Students can choose from a variety of specializations. Service courses are also available for students who wish to acquire some computer literacy but are not pursuing a career as a computer professional. Computer science majors can enrich their computer science degree with a secondary concentration, minor, or double major in areas such as mathematics, engineering, business, communications, etc.

Students interested in computer science will be advised with respect to computer science courses by the department so they may profitably pursue their academic and professional interests.

The department enforces the following retention policy: a computer science major will not be permitted to enter any of the courses 220, 306, 311, 320, 330 and 335, unless that student has achieved a grade point average of at least 2.00 for all required precedent computer science courses. Any exceptions to this policy will require the written approval of the department.

Permission to enroll in departmental courses is subject to the restriction that a student who receives a grade of F or WF three times in the same course cannot take the course again. An exception to this policy may be granted by written approval of the department, but such exceptions will be rare.

The department also enforces the following restriction on students repeating its courses: a student cannot repeat a course or its equivalent, in which a grade of B or better was earned, without the consent of the department.

Bachelor of Science Degree in Computer Science, College of Science

<i>University Core Curriculum Requirements</i> ¹	41
<i>College of Science Academic Requirements</i>	10
Biological Sciences (6 hours completed in major) ¹	3
Mathematics (completed with computer science major)	
Physical Sciences (completed with computer science major)	
Supportive Skills	7
Mathematics 282 or 483; and one of English 290, 291, 491 or LING 290	
<i>Requirements for Major in Computer Science</i> ²	63
Computer Science Core ⁴	28
Computer Science 202, 215, 220, 306, 311, 320, 330, 335, 399, each with a grade of C or better	
Computer Science Electives ^{4,5,6}	18
To build on the Core and to provide breadth and depth,	

six 400-level computer science courses must be chosen⁷
 Senior Project 498 and 499..... 4
 Mathematics 150^{1,3}, 250, 221 8
 Laboratory Science Sequence¹ 5
 Physics 205A,B and 255A,B or Chemistry 200, 201 and
 210, 211

Electives 6
Total 120

¹A total of nine hours of biological science, mathematics and laboratory science coursework are accounted for in the 41-hour Core Curriculum requirement.

²The supportive skills are also required for a major.

³Prerequisite is Mathematics 111 or Mathematics 108 and 109. The elective hours are reduced by 3-6 hours for students who place into a course lower than calculus.

⁴At least half of the computer science credit hours must be taken at SIUC.

⁵300, 301, and 393 cannot be used to fulfill the elective requirement. Use of 391 requires department approval.

⁶Use of 490, 491, 492, or 493 requires departmental approval. At most one of 447, 449, 471, 472, 475, and 476 can be used as an elective.

⁷One of the six 400-level courses could be replaced by a 300-level computer science course.

**Bachelor of Science in Computer Science
 Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH 111 ¹ , 150.....	4	4
PHIL 105, CS 215.....	3	4
SPCM 101.....	-	3
PHSL 201, CS 202.....	3	4
Total	13	18

SECOND YEAR	FALL	SPRING
CS 220, 311.....	4	3
ENGL 290, Core Soc Sci.....	3	3
MATH 250, 221.....	4	3
PHYS 205A, 255A.....	4	-
PHYS 205B, 255B.....	-	4
Core Humanities, CS 306.....	3	3
Total	18	16

THIRD YEAR	FALL	SPRING
CS 330, 335.....	3	3
CS 320, 399.....	3	1
HED 101, MATH 282 or 483.....	2	3/4
PLB 200 or ZOOL 118.....	-	4
Core Fine Arts.....	3	-
Core Social Science, CS 4XX.....	3	3
Total	14	14/15

FOURTH YEAR	FALL	SPRING
CS 498, 499.....	1	3
CS 4XX.....	3	-
CS 4XX, 4XX.....	3	3
CS 4XX, 4XX.....	3	3
Integrative Studies Core.....	3	3

Elective	2	-
Total	15	12

¹Students who place into calculus may substitute an elective for Mathematics 111.

**Bachelor of Arts Degree in Computer Science,
 College of Science**

University Core Curriculum Requirements¹ 41
 College of Science Academic Requirements 12

Biological Sciences (6 hours completed in major, not UCC courses)¹3
 Mathematics - completed with computer science major
 Physical Sciences (3 hours in major).....3
 Supportive Skills.....6
 Mathematics 282 and one of English 290, 291, 491 or LING 290

Requirements for Major in Computer Science² 62

Computer Science Core³25
 Computer Science 201, 202, 215, 220, 304/305⁶, 306, 330, 399 each with a grade of C or better

Computer Science Electives^{3, 4, 5}18
 To build on the Core and to provide breadth and depth, two additional 300-level and four 400-level computer science courses must be chosen.

Mathematics 111¹1
 Secondary Concentration⁷.....18

Twenty-one credit hours approved by the Department of Computer Science in one of the following areas: engineering, science, education, liberal arts, or mass communication. Pre-med, pre-law or a minor in any of the above areas may fully or partially satisfy this requirement depending on credit hours.

Electives 5
Total 120

¹A total of twelve hours of biological science, economics, mathematics, and laboratory science coursework are accounted for in the 41-hour Core Curriculum requirement. Mathematics 111 could be replaced by Mathematics 108 and 109, or by Mathematics 150.

²The supportive skills are also required for a major.

³At least half of the computer science credit hours must be taken at SIUC.

⁴300, 301, and 393 cannot be used to fulfill the elective requirement. Use of 391 requires department approval.

⁵Use of 490, 491, 492, or 493 requires departmental approval. At most one of 447, 449, 471, 472, 475, and 476 can be used as an elective.

⁶Either 304 or 305.

⁷MBA Foundation: Mathematics 150 (instead of Mathematics 111), Accounting 220, Finance 270 and 330, Management 304 or 318, Marketing 304, and Economics 240¹ and 241. Management 304 allows a student to earn a minor in Business Administration. Management 318 is required for entry into the Master in Business Administration degree program.

**Bachelor of Arts in Computer Science
 Suggested Curricular Guide (with MBA Foundation)**

FIRST YEAR	FALL	SPRING
CS 201, 215.....	3	4
ENGL 101, 102.....	3	3
MATH 111 ¹	4	-
PHIL 105, CS 202.....	3	4

SPCM 101.....	-	3
<i>Total</i>	13	14

SECOND YEAR	FALL	SPRING
MATH 150, PHYS 203B	3	3
CS 220, 3XX.....	4	3
ECON 240, 241	3	3
HED 101, ENGL 290	2	3
PHYS 203A, 253A	4	-
Core Humanities	-	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
CS 3XX, 306	3	3
CS 320, ACCT 220	3	3
CS 330, CS 4XX	3	3
MATH 282	-	3
PLB 200 or ZOOL 118	-	4
Core Fine Arts, Social Science	6	-
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
CS 399, PHSL 201	1	3
CS 4XX, 4XX	3	3
FIN 270, 330	3	3
MGMT 318, CS 4XX	3	3
MKTG 304	3	-
Integrative Studies Core	3	3
<i>Total</i>	16	15

¹Students who place into calculus may substitute an elective for Mathematics 111.

Concentrations for BS and BA programs:

Computer science majors can use their electives to form an optional concentration in four different computer science areas: computer networks and security; database and systems; software engineering and application development; or artificial intelligence and robotics. Computer science majors must take three courses (out of their 400-level electives) from a particular topic to receive a concentration in that area. Concentrations will not appear on the diploma but will be stated on a certificate issued by the department. Computer science is a very dynamic field; therefore see www.cs.siu.edu for current concentration areas and their relevant courses.

Computer Science Minor

A minor consists of Computer Science 202, 215, 220 and at least nine hours of 300-level computer science coursework. At least nine of these hours must be taken at SIUC.

Courses (CS)

105-3 Introduction to Application Software. This course is designed to provide a detailed exposure to various computer applications software including word processing, database management, spreadsheet, presentation, Web design software, and

programming concepts. The course is designed to help students to better use the computer as a tool in their own fields and to help prepare students for Microsoft Office Specialist Certification examinations.

200B-3 Computer Concepts. [IAI Course: BUS 902] The course is designed to provide participants with a broad overview of computer concepts including key terminology and components of computer hardware, software, and operating systems. Topics will include, but are not limited to computer architecture, peripheral devices, networking components, system software, information system analysis, application software including word processing, database management, spreadsheet, and presentation software. Discussion will also include the Internet and Web page development.

201-3 Problem Solving with Computers. This course provides an introduction to problem solving using computers. It goes beyond basic computer literacy and application software experiences, but is less intensive than a first course devoted solely to programming. The course focuses on problem solving in the context of an introduction to computer programming and includes coverage of topics from computer literacy, word processing, spreadsheet and database packages. A preliminary treatment of the Internet and World Wide Web is also included.

202-4 Introduction to Computer Science. [IAI Course: CS 911] An introduction to computers and programming using a high-level structured language including a discussion of programming constructs and data representation. Primary emphasis will be given to problem solving, algorithm design, and program development. Three one-hour lectures and one two-hour lab per week. Prerequisite: Mathematics 111 or equivalent with a grade of C or better.

215-4 Discrete Mathematics. [IAI Course: M1 905] Introduction to topics relevant to the study of computer science including: number systems, sets, sequences, summations, logic and truth tables, proofs, functions, relations, matrix operations, combinations, permutations, counting techniques, discrete probability, algorithmic complexity, recurrence relations, Boolean algebra, simple combinational circuits, simplification techniques. Prerequisites: MATH 111 or equivalent with grade of C or better.

220-4 Programming with Data Structures. [IAI Course: CS 912] Advanced programming, data structures and algorithm design. Topics included advanced language features, data abstraction and object-oriented programming, recursion, stacks, queues, linked lists, trees and graphs, sorting and searching. The course meets for three lecture hours and two laboratory hours per week. Prerequisites: CS 202 and CS 215 each with a grade of C or better.

300-3 Introduction to Linux. A gentle introduction to the Linux operating system. Computer programming experience is not required. Students will gain the knowledge and hands-on experience needed to install, configure, and use Linux. Emphasis will be placed on administration skills and security. Software for Linux will be surveyed, particularly to identify replacements for standard Windows applications. Prior experience with Windows or Macintosh operating systems is assumed.

301-3 Introduction to Visual Basic. This course is designed to introduce students to the fundamentals of programming in Visual Basic. The topics include, but are not limited to, design and development of the user interface, development of algorithms,

and writing computer programs. The course will cover the history of programming languages, object oriented programming, data types, arrays, control structures, string manipulation and Web-based applications.

304-3 Advanced Object-Oriented Programming. Advanced features of object-oriented programming are covered in depth. The topics covered include, but are not limited to, the following: polymorphism, inheritance, overloading, generic programming, exception handling, file I/O, GUI development. A group project is an integral part of the course. Prerequisite: CS 220 with a grade of C or better.

305-3 Software Development Practices. Practices, tools and methodologies for development of software within the context of a team. Agile software practices and modern development tools are used to build an enhanced understanding of object-oriented design principles, implementation, and testing to meet customer requirements. A team project is an integral part of this course. Prerequisite: CS 220 with C or better.

306-3 Linux/UNIX Programming. This course will prepare students to develop software in and for Linux/UNIX environments. Topics to be covered include basic operating system concepts, effective command line usage, shell programming, the C language, programming development tools, system programming, network programming (client-server model and sockets), and GUI programming. Prerequisite: CS 220 with a grade of C or better.

311-3 The Theory and Implementation of Programming Languages. Introduction to the theory and implementation of programming languages including finite automata, regular grammars, lexical analysis, parsing, syntax-directed translation, semantic analysis, binding variables, data types, static and dynamic scope, subprograms, abstraction, and concurrency. Study of object-oriented, functional, and logic programming languages. Lab work is essential. Prerequisite: CS 220 with a grade of C or better.

315-3 Computer Logic and Digital Design. Introduction to switching algebra and its applications. Combinational logic and combinational circuit components. Sequential logic and sequential circuit components. Asynchronous sequential circuits. Prerequisite: CS 215 with a grade of C or better.

320-3 Computer Organization and Architecture. Overview of the basic logic circuits needed in constructing a computer. Fundamental computer operations: machine and assembly language instructions, stacks, procedures and macros. The translation process: assembly, linking and loading. Hardware elements for processing, transferring, and storing information. Data path and control unit for a simple processor. Prerequisite: CS 220 with grade of C or better.

330-3 Introduction to the Design and Analysis of Algorithms. A detailed treatment of the design, analysis, and complexity of algorithms, including greedy algorithms, divide and conquer, dynamic programming, and limitations of algorithms as problems get larger or more complex. Prerequisites: CS 220 with a grade of C or better.

335-3 Operating Systems. An extended treatment of the components of operating systems including process management, concurrency, memory management, device management, file management, and security. Prerequisite: CS 220 with a grade of C or better.

350-3 Web Application Development. A comprehensive introduction to languages and tools used to create client side and server side Web applications. Topics include, but are not limited to, markup languages, scripting languages, dynamic web pages, processing forms, serverside technologies, and database access. Prerequisite: CS 202 with a grade of C or better.

391-1 to 3 Current Topics in Computer Science. Selected current topics from various fields of computer science. Special approval needed from the instructor.

393-1 to 6 Internship in Computer Science. Credit for participation in a formalized internship program involving computer science related work. Hours do not count toward requirements for computer science major. Mandatory Pass/Fail. Prerequisite: prior approval of the sponsoring agency and the Department of Computer Science. Restricted to Computer Science major.

399-1 Social, Ethical and Professional Issues in Computer Science. Issues facing computer professionals in society and industry. Social impact of information technology. Ethical responsibilities of computer professionals. Professional organizations: availability, membership, meetings, codes of conduct. Professional communications: written reports on case studies dealing with ethical decision making, term paper and an oral presentation. Prerequisite: CS 220 with a grade of C or better. Restricted to Computer Science majors.

401-3 Computer Architecture. Review of logical circuit design. Hardware description languages. Algorithms for high-speed addition, multiplication and division. Pipelined arithmetic. Implementation and control issues using PLA's and microprogramming control. Cache and main memory design. Input/Output. Introduction to interconnection networks and multiprocessor organization. Prerequisite: CS 320 with a grade of C or better.

402-3 Theory and Applications of Computer Aided Design. A study of algorithmic techniques which solve high complexity design rules. Graph algorithms and formulations, randomized solutions, techniques from operations research and statistics, computational geometry algorithms and data structures are introduced. The techniques are mainly applied on the physical design/automation problem for integrated circuits and systems. Prerequisite: CS 315 and 330 each with a grade of C or better.

404-3 Autonomous Mobile Robots. This course is a comprehensive introduction to modern robotics with an emphasis on autonomous mobile robotics. Fundamental of sensors and actuators as well as algorithms for top level control are discussed. Multi-robotics and human-robot interaction issues are explored. A group project is an integral part of this course. Prerequisite: CS 330 with a grade of C or better.

406-3 Basic Linux System Administration. This course will be an introduction to the administration of Linux systems, with emphasis on security for networked systems. Topics to be covered include: installation and configuration of Linux distributions, typical maintenance activities, and security measures for networked systems. Students will have access to lab machines for hands on practice. Prerequisite: CS 306 with a grade of C or better.

408-3 Applied Cryptography. This course is a comprehensive introduction to modern cryptography, with an emphasis on the application and implementation of various techniques for achieving message confidentiality, integrity, authentication and non-repudiation. Applications to Internet security and elec-

tronic commerce will be discussed. All background mathematics will be covered in the course. Prerequisite: CS 330 with a grade of C or better and MATH 221.

410-3 Computer Security. A broad overview of the principles, mechanisms, and implementations of computer security. Topics include cryptography, access control, software security and malicious code, trusted systems, network security and electronic commerce, audit and monitoring, risk management and disaster recovery, military security and information warfare, physical security, privacy and copyrights, and legal issues. Prerequisite: CS 306 with a grade of C or better.

412-3 Programming Distributed Applications. This course uses advanced features of the Java programming language to develop networked, distributed, and web-based applications. Topics covered include, but are not limited to, sockets, datagrams, the Java security model, threads, multi-tier architectures, Java RMI, Java database connectivity, and Java-based mobile agents. Prerequisite: CS 306 with a grade of C or better.

416-3 Compiler Construction. Introduction to compiler construction. Design of a simple complete compiler, including lexical analysis, syntactical analysis, type checking, and code generation. Prerequisite: CS 306 and 311 each with a grade of C or better.

420-3 Distributed Systems. A top-down approach addressing the issues to be resolved in the design of distributed systems. Concepts and existing approaches are described using a variety of methods including case studies, abstract models, algorithms and implementation exercises. Prerequisite: CS 335.

430-3 Database Systems. The course concentrates on the relational model and includes several query languages. Topics covered include normalization, database design, catalogs, transaction support, concurrency control, integrity support, backup and recovery, and security. Projects involve the use of both personal and enterprise database systems. Prerequisite: CS 330 with a grade of C or better.

435-3 Software Engineering. Principles, practices and methodology for development of large software systems. Object-oriented principles, design notations, design patterns and coping with changing requirements in the software process. Experiences with modern development tools and methodologies. A team project is an integral part of this course. Prerequisite: CS 330 with a grade of C or better; CS 306 with a grade of C or better recommended.

436-3 Artificial Intelligence I. Search and heuristics, problem reduction. Predicate calculus, automated theorem proving. Knowledge representation. Applications of artificial intelligence. Parallel processing in artificial intelligence. Prerequisite: CS 311 and 330 each with a grade of C or better.

437-3 Intelligent Systems and Soft Computing. An introduction to the field of computer intelligence and soft computing. It covers rule-based expert systems, fuzzy expert systems, artificial neural networks, evolutionary computation, and hybrid systems. Students will develop rule-based expert systems, design a fuzzy system, explore artificial neural networks, and implement genetic algorithms. Prerequisite: CS 330 with a grade of C or better.

438-3 Bioinformatics Algorithms. This course is an introductory course on bioinformatics algorithms and the computational ideas that have driven them. The course includes discussions of

different techniques that can be used to solve a large number of practical problems in biology. Prerequisite: CS 330 with a grade of C or better.

440-3 Computer Networks. Design and analysis of computer communication networks. Topics to be covered include queuing systems, data transmission, data link protocols, topological design, routing, flow control, security and privacy, and network performance evaluation. Prerequisite: CS 330 with a grade of C or better; CS 306 recommended.

441-3 Mobile and Wireless Computing. Concepts of mobile and wireless systems are presented. These concepts include, but are not limited to, Routing and Medium Access for Mobile Ad hoc and Wireless Sensor Networks, Mobile IP, Wireless LAN and IEEE 802.11. Hands-on group lab experience is an integral component in the course. Prerequisite: CS 330 with a grade of C or better, or consent of the instructor.

447-3 Introduction to Graph Theory. (Same as MATH 447) Graph theory is an area of mathematics which is fundamental to future problems such as computer security, parallel processing, the structure of the World Wide Web, traffic flow and scheduling problems. It also plays an increasingly important role within computer science. Topics include: trees, coverings, planarity, colorability, digraphs, depth-first and breadth-first searches. Prerequisite: MATH 349 with C or better.

449-3 Introduction to Combinatorics. (Same as MATH 449) This course will introduce the student to various basic topics in combinatorics that are widely used throughout applicable mathematics. Possible topics include: elementary counting techniques, pigeonhole principle, multinomial principle, inclusion and exclusion, recurrence relations, generating functions, partitions, designs, graphs, finite geometry, codes and cryptography. Prerequisite: MATH 349 with C or better.

451-3 Theory of Computing. The fundamental concepts of the theory of computation including finite state acceptors, formal grammars, Turing machines, and recursive functions. The relationship between grammars and machines with emphasis on regular expressions and context-free languages. Prerequisite: CS 311 and 330 each with a grade of C or better or graduate standing.

455-3 Advanced Algorithm Design and Analysis. An in-depth treatment of the design, analysis and complexity of algorithms with an emphasis on problem analysis and design techniques. Prerequisites: CS 330 with a grade of C or better or graduate standing.

471-3 Optimization Techniques. (Same as MATH 471) Introduction to algorithms for finding extreme values of nonlinear multivariable functions with or without constraints. Topics include: convex sets and functions; the arithmetic-geometric mean inequality; Taylor's theorem for multivariable functions; positive definite, negative definite, and indefinite matrices; iterative methods for unconstrained optimization. Prerequisite: MATH 221 and MATH 250 with C or better.

472-3 Linear Programming. (Same as MATH 472) Introduction to finding extreme values of linear functionals subject to linear constraints. Topics include: recognition, formulation, and solution of real problems via the simplex algorithm; development of the simplex algorithm; artificial variables; the dual problem and duality theorem; complementary slackness; sensitivity analysis; and selected applications of linear programming. Pre-

requisite: MATH 221 with C or better.

475-3 Numerical Analysis I. (Same as MATH 475) Introduction to theory & techniques for computation with digital computers. Topics include: solution of nonlinear equations; interpolation & approximation; solution of systems of linear equations; numerical integration. Students will use MATLAB to study the numerical performance of the algorithms introduced in the course. Prerequisites: MATH 221 and MATH 250 with C or better.

476-3 Numerical Analysis II. (Same as MATH 476) Continuation of CS 475. Topics include: solution of ordinary differential equations; computation of eigenvalues and eigenvectors; and solution of partial differential equations. Students will use MATLAB to study the numerical performance of the algorithms introduced in the course. Prerequisites: MATH 305 and MATH 475 with C or better.

484-3 User Interface Design and Development. Problems and processes in the design of highly usable systems. Understanding stakeholders, requirements, tasks, prototyping, evaluation, guidelines and design process and heuristics. Interactive software concepts and implementation considerations. A group project is an integral part of this course. Prerequisite: CS 306 with a grade of C or better.

485-3 Computer Graphics. Principles and techniques of computer graphics. Interactive graphics software development using a modern graphics standard. Topics include: primitives, transforms, clipping, modeling, viewing, rendering, texture, animation and ray tracing. A group project is an integral part of this course. Prerequisite: CS 306 with a grade of C or better; Mathematics 150 and 221 are recommended.

487-3 Software Aspects of Game Development. This course focuses on software implementation and development aspects of game production including: software process, system architecture, frameworks, entity management and interaction design, game design, production and business issues as well as technical foundations in graphics modeling and rendering, collision detection, physics, artificial intelligence, and multiplayer techniques. Prerequisite: CS 330 with a grade of C or better.

490-1 to 6 (1 to 3 per semester) Readings. Supervised readings in selected subjects. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor and department.

491-1 to 6 (1 to 3 per topic) Special Topics. Selected advanced topics from the various fields of computer science. Special approval needed from the instructor.

492-1 to 6 (1 to 3 per semester) Special Problems. Individual projects involving independent work. Special approval needed from the department.

493-1 to 4 Seminar. Supervised study. Preparation and presentation of reports. Special approval needed from the instructor.

498-1 Senior Project in Computer Science I. Selecting and planning a team project which is representative of a project graduates may encounter in their professional employment. This involves team formation, project selection, project planning, proposal writing, and proposal presentation. Prerequisite: completion of or concurrent enrollment in at least two other 400-level Computer Science courses. Restricted to senior status in Computer Science.

499-3 Senior Project in Computer Science II. A continuation of CS 498. An exercise in the design, implementation, documenta-

tion, and deployment of a group project culminating in a presentation to the computer science faculty. Prerequisite: CS 498.

Computer Science Faculty

Akkaya, Kemal, Associate Professor, Ph.D., University of Maryland, Baltimore County, 2005.

Carver, Norman F., III, Associate Professor, Ph.D., University of Massachusetts, 1990.

Che, Dunren, Assistant Professor, Ph.D., Beijing University of Aeronautics and Astronautics, 1994.

Cheng, Qiang, Assistant Professor, Ph.D., University of Illinois, 2002.

Danhof, Kenneth J., Professor, *Emeritus*, Ph.D., Purdue University, 1969.

Gupta, Bidyut, Professor, Ph.D., University of Calcutta, 1986.

Hexmoor, Henry, Assistant Professor, Ph.D., University at Buffalo, 1996.

Hou, Wen-Chi, Associate Professor, Ph.D., Case Western Reserve University, 1989.

Mark, Abraham M., Professor, *Emeritus*, Ph.D., Cornell University, 1947.

McGlinn, Robert, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1976.

Mogharreban, Namdar, Associate Professor, Ph.D., Southern Illinois University Carbondale, 1989.

Phillips, Nicholas C. K., Associate Professor, *Emeritus*, Ph.D., University of Natal, 1967.

Rahimi, Shahram, Associate Professor, Ph.D., University of Southern Mississippi, 2002.

Wainer, Michael S., Associate Professor, Ph.D., University of Alabama-Birmingham, 1987.

Wright, William E., Professor, *Emeritus*, D.Sc., Washington University, 1972.

Zargham, Mehdi R., Professor and *Chair*, Ph.D., Michigan State University, 1983.

Zhu, Mengxia, Associate Professor, Ph.D., Louisiana State University, 2005.

Conservation

(SEE FORESTRY)

Construction

(SEE TECHNICAL RESOURCE MANAGEMENT)

The Bachelor of Science in Technical Resource Management includes an optional specialization in Professional Construction Management. Individuals who have completed formal construction-related education or occupational training may be eligible for the major and specialization. For more information, contact the School of Information Systems and Applied Technologies.

Crop Science

(SEE PLANT AND SOIL SCIENCE)

Criminology and Criminal Justice

(Major, Courses, Faculty)

The Bachelor of Arts degree with a major in Criminology and Criminal Justice meets the objectives of students interested in law enforcement, the courts, corrections, juvenile justice, criminal behavior and other aspects of crime and criminal justice.

The curriculum is designed to provide students with a broad view of crime and criminal justice. Building on the fundamental knowledge developed in core courses and a set of electives, students can select from a variety of courses to gain in-depth, specialized knowledge about their particular areas of interest within the curriculum. To supplement their educational experience, students may consider coursework or a minor in other fields such as: accounting, anthropology, forestry, geography, Latino and Latin American studies, political science, psychology, sociology, or Spanish. These courses are best chosen in consultation with faculty guidance, depending on interests and career goals. This approach provides a sound foundation in Criminology and Criminal Justice while allowing the flexibility necessary to accommodate individual interests and needs.

A field internship placement may be an important element in the program and is encouraged for interested students who meet departmental criteria.

The program requires that each Criminology and Criminal Justice major complete a minor in some other field of study. Completing the minor offered by any other four-year program at SIUC can satisfy this requirement.

Bachelor of Arts Degree in Criminology and Criminal Justice, College of Liberal Arts

CRIMINOLOGY AND CRIMINAL JUSTICE MAJOR

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements (See Chapter 4)</i>	11
<i>Requirements for Major in Criminology & Criminal Justice</i>	33
Core Requirements: 201, 290, 310 or 360, 316 ¹ , 317.....	15
Criminology and Criminal Justice Electives: 18 hours, at least 9 of which must be selected from 302, 306, 320, 350, 374, 384, 415, 462, 473; in addition at least 9 of the 18 hours must be selected from 400-level courses.....	18
<i>Minor</i>	15-18
<i>Electives</i>	17-23
<i>Total</i>	120

¹ Students who transfer credit in fulfillment of the 316 requirement including course substitutions must complete a CCJ course that is designated as fulfilling the CoLA Writing-Across-the-Curriculum requirement as part of their Criminology and Criminal Justice Electives.

Completion of Criminology and Criminal Justice 201 and 290 (or consent of the instructor) is required for taking many 300- or 400-level Criminology and Criminal Justice courses. In addition, completion of Criminology and Criminal Justice 316 (or consent of instructor) is required for taking most 400-level Criminology and Criminal Justice courses. Prerequisites may be associated with individual courses; refer to the catalog description of the specific course.

No more than three hours of Criminology and Criminal Justice 395 can be counted toward the major.

At least 15 of the credit hours applied toward completion of

the requirements of a B.A. in Criminology and Criminal Justice must have been earned in criminology and criminal justice courses offered at SIUC.

Criminology and Criminal Justice majors are encouraged to take the Core Curriculum course, Criminology and Criminal Justice 203. Criminology and Criminal Justice 203, however, can be counted toward the 33 hours in the Criminology and Criminal Justice major only if the student fulfills the Core Curriculum Integrative Studies (Multicultural) requirement with some course other than Criminology and Criminal Justice 203.

Criminology and Criminal Justice majors are required to complete an approved SIUC minor program. A student completing a single minor program may not use any hours from that minor to count for any hours in their criminology and criminal justice major. Criminology and criminal justice majors choosing the forensic science minor, however, are allowed to count Criminology and Criminal Justice 201 toward both the major and minor.

A student may substitute Political Science 340 for Criminology and Criminal Justice 302; Sociology 372 for Criminology and Criminal Justice 290; Psychology 211, Sociology 312, or Political Science 300 for Criminology and Criminal Justice 316; Sociology 308 or Psychology 466 for Criminology and Criminal Justice 317.

Criminology and Criminal Justice Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Science ¹	3	3
Core Social Science ¹	3	3
Core Humanities ¹	3	3
ENGL 101, 102.....	3	3
UCOL 101, Core Mathematics	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
SPCM 101 ¹ , Core Human Health.....	3	2
Core Multicultural	3	-
Foreign Languages ³	4	4
CCJ 201, Fine Arts.....	3	3
CCJ 290, 316	3	3
CCJ 300-level	-	3
<i>Total</i>	16	15
THIRD YEAR	FALL	SPRING
ENGL 290 or equivalent.....	3	-
CCJ 317, CCJ 310	3	3
CCJ 300, 400 level.....	3	3
Electives	-	3
Minor courses	6	6
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
CCJ 400 level	3	3
CCJ 300 level.....	3	-
Minor courses	3	3
Electives	6	8

Total 15 14

¹See University Core Curriculum.

²Students may substitute Political Science 340 for Criminology and Criminal Justice 302; Psychology 211, Sociology 312 or Political Science 300 for Criminology and Criminal Justice 316; Sociology 372 for Criminology and Criminal Justice 290.

³See College of Liberal Arts Academic Requirements.

Minor

A minor in criminology and criminal justice consists of 18 hours of criminology and criminal justice courses, which must include 201 and 290. At least 12 of the 18 hours must consist of criminology and criminal justice courses taken at SIUC.

Courses (CCJ)

201-3 Introduction to Criminal Justice System. [IAI Course: CRJ 901] Survey of the agencies and processes involved in the administration of criminal justice. The history of English law; the criminal justice process and system, including underlying ideologies, procedures, fundamental legal concepts, and the roles and functions of police, courts, and correctional services.

203-3 Crime, Justice and Social Diversity. (University Core Curriculum) This course examines how social heterogeneity and inequality influence the processes involved in the definition and regulation of behavior through law, particularly the criminal law. Factors such as race, ethnicity, gender and class are related to definitions of crime and justice, and to the likelihood of being the victim of crime. The differential influence of the operations and outcomes of the criminal justice system on diverse groups in U.S. society is emphasized.

290-3 Introduction to Criminal Behavior. [IAI Course: CRJ 912] Multidisciplinary study of the etiology and patterning of offender behavior.

302-3 Introduction to Criminal Justice Administration. An introduction to the principles of administration and organization of criminal justice agencies. Prerequisite: CCJ 201 and 290 or consent of instructor.

303-3 Criminal Investigation. Principles of behavioral science are applied to the recurrent patterns of criminal investigation as a social and fact-finding process, survey of criminalistics.

306-3 Policing in America. Examines police as part of society's official control apparatus. Major topics include historical development of the police, role of the police in the criminal justice system, functions and effectiveness of the police, and the relationship of the police to the communities they serve. Prerequisite: CCJ 201 and 290 or consent of instructor.

310-3 Introduction to Criminal Law. (Same as Paralegal Studies 315) The nature and theories of law and social control; legal reasoning and case analysis; simple legal research; statutory construction; principles and history of punishment; constitutional, historical, and general legal principles applicable to criminal law.

316-3 Introduction to Criminal Justice Research. A basic introduction to the scientific perspective, relationship of research and theory, research design, measurement issues, reporting of research and program evaluation. Emphasis on problems peculiar to criminological research. Satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: CCJ 201 and 290 or consent of instructor.

317-3 Analysis in Criminology and Criminal Justice. This course teaches students to analyze the types of data used in criminal justice and criminology research. The class has a 'practitioner' orientation, emphasizing how to understand, interpret, and use statistics. A variety of widely used techniques will be covered, including descriptive, univariate, and bivariate analyses. Prerequisite: CCJ 201, 290, and 316 or consent of instructor.

320-3 Prosecution and Adjudication. Examination of the structure and process involved in the prosecution, adjudication, and sentencing of criminal defendants. The exercise of prosecutorial and judicial discretion is analyzed, with emphasis placed on understanding the influence of legal, organizational, and environmental contexts on decision-making. Prerequisite: CCJ 201 and 290 or consent of instructor.

325-3 Special Topics in Criminology and Criminal Justice. Topics will be selected from current issues in criminology and criminal justice. Examples include "media and crime," "international comparisons of criminal justice," "qualitative criminology," and "environmental criminology." May be repeated for a maximum of six credits.

330-3 Ethics in Criminal Justice. This course examines major ethical systems and their application to issues in criminal justice and the behavior of criminal justice practitioners in police, courts and corrections. Prerequisite: CCJ 201 and 290 or consent of instructor.

340-3 Comparative Criminology and Criminal Justice. Comparative exploration of crime, law and criminal justice systems in different societies around the world. Transnational crime and criminal justice are also discussed. General patterns and trends are explored, with specific exemplarily cases examined.

344-3 Drug Abuse and the Criminal Justice System. Types of drugs, drug impact on the American culture, legal and illegal uses of drugs, offenses related to drug abuse, reaction of the criminal justice system to drugs and drug abusers, and the treatment and prevention programs coping with drug abuse.

350-3 Introduction to Private Security. Examines the roles and functions of proprietary and contract security, loss prevention and asset protection measures in the private sphere. Emphasis is placed on examining contemporary events and factors, which influence how, when and why security measures can be applied and measuring their contribution and effectiveness.

360-3 Law and Social Control. Situated in critical theories of crime and deviance, this course introduces key social science theories and research traditions in the study of law, particularly as they relate to class, gender, and sexuality. Course explores patterns and dynamics of law as an instrument and outcome of social control, and focuses on the processes and structures underlying law as an outcome and instrument of social change.

370-3 Terrorism and Counter-Terrorism. (Same as POLS 370) Using an interdisciplinary social science perspective, course analyzes the history, sources and consequences of domestic and international terrorism and the response by policymakers. Topics include tactics, goals, recruitment and financing of terrorists; the use of military force and legal institutions in dealing with terrorism; comparison of different state responses to terrorism; and international law, human rights, and counter-terrorism.

374-3 Juvenile Justice. [IAI Course: CRJ 914] Examines the statutory bases which distinguish delinquency from adult crime and the juvenile justice system from the criminal justice

systems. Emphasis placed on the rationale for treating juveniles accused of crime differently than their adult counterparts. Assesses the distinct juvenile justice system that has evolved in the U.S. to prevent and respond to juvenile offending.

384-3 Introduction to Corrections. [IAI Course: CRJ 911] Examination of the historical context, philosophical concepts, and major developments which have shaped corrections in the United States. Various sentencing options, correctional approaches and programs, the role of corrections in the larger criminal justice system, and contemporary correctional issues are examined. Prerequisites: CCJ 201 and 290 or consent of instructor.

390-1 to 8 Readings in Criminology and Criminal Justice. In-depth, introductory and advanced readings in areas not covered in other Criminology and Criminal Justice courses. The student must submit a statement describing the topic and relevant reading materials to the faculty member sponsoring the student's readings. May re-enroll for a maximum of eight credits. (Maximum 4 semester hours per term) Prerequisite: CCJ 201, 290 and consent of instructor.

395-3 to 15 Supervised Field Experiences in Criminology and Criminal Justice. Familiarization and direct experience in applied settings. Under supervision of faculty and adjunct staff, the student assumes a student-participant role in the criminal justice agency. Student must submit internship application during the first thirty days of the preceding spring, summer, or fall semester. Mandatory pass/fail. Restricted to CCJ major. Prerequisites: CCJ 201, 290, and 12 additional hours of Criminology and Criminal Justice courses at SIUC; minimum GPA of 2.5 overall and in CCJ courses through the semester prior to the internship experience, and consent of instructor.

408-3 Criminal Procedure. An introduction to the procedural aspects of criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eaves-dropping, confessions, and related decision-making factors. Prerequisite: CCJ 201, 290, and 316 or consent of instructor.

410-3 Policing Communities. The course examines the theories underlying modern police reform, how these theories have altered practice, the challenges of implementing and sustaining police reform, and the outcomes of such efforts. Prerequisites: CCJ 201, 290, and 316, or consent of instructor.

411-3 Assessment of Offenders. Assessment examines the theories, application, and research relevant to the identification, evaluation, and treatment planning for offenders under supervision by probation, parole, prison, and other community-based correctional organizations. The course also reviews the evidence of effectiveness associated with classification and assessment tools. Prerequisites: CCJ 201, 290, and 316, or consent of instructor.

415-3 Prevention of Crime and Delinquency. Multidisciplinary analysis of the functions, goals, and effectiveness of measures to forestall delinquency and crime. Etiology of delinquent behaviors as related to community institutions such as police, courts, corrections, mental health clinics, schools, churches, and citizen groups. Prerequisite: CCJ 201, 290 and 316, or consent of instructor.

418-3 Criminal Violence. Examination of historical, comparative, cultural and social structural aspects of homicide, robbery, rape and assaults. Course focuses on trends and patterns in

criminal violence, the role of firearms, and victim/offender relationships. Prerequisite: CCJ 201, 290 and 316, or consent of instructor.

460-3 Women, Crime, and Justice. (Same as Sociology 461 and WGSS 476) Addresses the topics of women as offenders, as victims, and as workers in the criminal justice system.

461-3 White-Collar Crime. Examines the physical and financial harm caused by wayward corporations and business employees from both theoretical and empirical perspectives. Emphasis is placed on ethics, theory, legal decision-making and the regulatory monitoring and control of illegal corporate activity.

462-3 Victims of Crime. (Same as Sociology 462) Examines the extent and nature of victimization, theories about the causes of victimization, the effects of crime on victims and services available to deal with those effects, victims' experiences in the criminal justice system, the victims' rights movement and alternative ways of defining and responding to victimization.

473-3 Juvenile Delinquency. (Same as SOC 473) Nature of theories of delinquency; analytical skills in studying the delinquent offenders' systematic assessment of efforts at prevention, control, and rehabilitation in light of theoretical perspectives. Prerequisite: CCJ 201, 290 and 316 or consent of instructor.

480-3 Effective Correctional Practices. Exploration and evaluation of correctional intervention strategies developed for the sentencing of adjudicated persons. Particular emphasis on examining empirical research literature on effective correctional practices, including programs currently implemented in institutional setting, alternatives to institutional corrections, and community based programs. Prerequisites: CCJ 201, 290, 316, and 384, or consent of instructor.

490-1 to 6 (3 credit hours per term maximum) Independent Study in Criminology and Criminal Justice. Supervised readings or independent research projects in various aspects of crime control, treatment of offenders, and the management of criminal justice programs and agencies. Prerequisite: CCJ 201, 290 and 316. Special approval needed from the instructor.

492-3 Contemporary Issues in Criminology and Criminal Justice. A forum, geared toward seniors majoring in Criminology and Criminal Justice, that focuses on criminal justice issues of concern to students and faculty. May re-enroll for a maximum of 6 credits. (Maximum 3 semester hours per term) Satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: CCJ 201, 290, 316, or consent of instructor. Past topics include: Children and the Law, The Death Penalty, Federal Criminal Justice Policy, Myth-busting in Criminology and Criminal Justice, Geographic Profiling, Criminal Investigation of Assassination and Terrorism, and Family Violence.)

Criminology and Criminal Justice Faculty

Burruss, George, Associate Professor, Ph.D., University of Missouri-St Louis, 2001.

Ferdinand, Theodore N., Professor, *Emeritus*, Ph.D., University of Michigan, 1961.

Garofalo, James, Professor, *Emeritus*, Ph.D., State University of New York at Albany, 1978.

Giblin, Matthew J., Associate Professor, Ph.D., Indiana University, 2004.

Harbin, Michael, Lecturer, M.A., Southern Illinois University

Carbondale, 1990.

Hillyard, Daniel, Associate Professor, J.D., Ph.D., University of California, Irvine, 2001.

Kempf-Leonard, Kimberly, Professor and *Dean of College of Liberal Arts*, Ph.D., University of Pennsylvania, 1986.

Kochel, Tammy Rinehart, Assistant Professor, Ph.D., George Mason University, 2009.

Kroner, Daryl G., Associate Professor, Ph.D., Carleton University, 1999.

LeBeau, James L., Professor, Ph.D., Michigan State University, 1978.

Lorinskas, Robert A., Associate Professor, *Emeritus*, Ph.D., University of Georgia, 1973.

McDermott, M. Joan, Associate Professor, *Emerita*, Ph.D., State University of New York at Albany, 1979.

Mullins, Christopher, Associate Professor, Ph.D., University of Missouri-St. Louis, 2004.

Schafer, Joseph A., Professor and *Chair*, Ph.D., Michigan State University, 2000.

Soto, Danielle, Assistant Professor, Ph.D., Bowling Green State University, 2010.

Curriculum and Instruction

(Department, Major, Minor [Child and Family Services], Courses, Faculty)

The Department of Curriculum and Instruction offers three majors in its undergraduate program: early childhood with specializations in preschool/primary and child and family services; elementary education; and secondary social science. A minor in child and family services is also available, as well as courses for those students pursuing the standard high school certification program. The department offers programs to prepare teacher candidates to qualify for the following Illinois teaching certifications: Early Childhood Teacher Certification (for teaching ages 0-8); Standard Elementary Teacher Certification (for teaching in grades K-9); or Standard High School Teacher Certification (for teaching in grades 6-12). Teacher candidates may enter the department (1) directly from within the College of Education and Human Services, (2) from the Pre-major program, (3) from other academic units, or (4) from other institutions of higher education. Transfer courses to be considered toward specific Curriculum and Instruction program requirements will be reviewed for possible articulation by the Department of Curriculum and Instruction. Transfer courses seven or more years old may not be accepted for current programs.

Students also may wish to seek State of Illinois endorsement for middle level education. The Curriculum and Instruction (CI) courses that lead to middle level endorsements are CI 462 *Middle and Junior High School Programs* and CI 473 *Teaching in Middle Level Schools*.

The Secondary Education, Early Childhood Preschool-Primary, Elementary Education, and Social Science programs in Curriculum and Instruction are accredited by the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC, 20036-1023 and approved by the Illinois State Board of Education.

Early Childhood Major

This program encompasses the professional training needed to assume a variety of roles such as infant development specialists; early childhood teachers and administrators; teacher and parent educators; family service workers; and teachers of children in elementary schools (pre-kindergarten through third grade).

EARLY CHILDHOOD MAJOR – PRESCHOOL/PRIMARY SPECIALIZATION

Teacher candidates interested in teaching children 0-8 years of age in private or state-approved settings may elect to participate in the early childhood major leading to early childhood certification. Specifically designed to prepare future teachers of children up to the age of 8, this program will lead to the State of Illinois Early Childhood Teacher Certification.

There are sequential steps for advancement in the Preschool/Primary specialization of the Early Childhood major. Such advancement is based not only on continued satisfactory academic performance, but also on acceptable professional behaviors and competencies as reflected in the state standards for certification (Illinois Core and NAEYC Professional Teaching Standards, Early Childhood Content Area Standards, and Core Technology, Language Arts, and Special Education Standards for all teachers). Teacher candidates are required to demonstrate their mastery of these standards through their performance in their courses and in the field.

Teacher candidates must satisfactorily complete the requirements for admission to the Teacher Education Program in order to begin their clinical practice in this major. Curriculum and Instruction 318A/B and 405A/B may not be taken more than two times, and teacher candidates must have the consent of the department to repeat these courses. Teacher candidates must earn a grade of C or better in CI 237 to enroll in 318A,B and 405A,B.

To be eligible for clinical practice, teacher candidates must have attained a minimum grade point average of 2.75 in the major; a minimum overall grade point average of 2.75; have completed the following courses with a grade of C or better: Curriculum and Instruction 227, 237, 245, 313, 317, 318A,B, 324, 325, 337, 404, 405A,B, 413, 418, 419, 429, 430, Education 213, 329, and Special Education 405 and 412; have made preliminary application for student teaching; and be approved by the faculty of the early childhood major based on performance in the above courses. Applications for student teaching must be submitted within the first two weeks of the semester during which the teacher candidate is enrolled in Curriculum and Instruction 324.

<i>University Core Curriculum Requirements</i>	41
To include CI/Mathematics 220; Political Science 114 or History 110; Psychology 102; one interdisciplinary science course.	
<i>Preschool/Primary Specialization Requirements</i>	54
Curriculum and Instruction 227, 237, 245, 313, 317, 318a,b, 324, 325, 337, 404, 405a,b, 413, 418, 419, 429, 430, 435	
<i>Additional Requirements</i>	32
Education 210, 213, 329, 401	17
Health Education 351	3
CI/Mathematics 120	3

Special Education 300, 405, 412	9
Total	127

Early Childhood Education Preschool Primary Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH 120/CI 120, SPCM 101	3	3
UCOL 101, Fine Arts	3	3
Science G II, MATH 220/CI 220.....	3	3
PSYC 102, Science G I.....	3	3
HIST 110/POLS 114.....	-	3
Total	15	18

SECOND YEAR	FALL	SPRING
Human Health, CI 317	2	3
Core Humanities, CI 245.....	3	3
Multicultural, HED 351.....	3	3
CI 227, 325	3	3
CI 237, SPED 300	3	3
EDUC 210, Humanities.....	3	3
Total	17	18

THIRD YEAR	FALL	SPRING
CI 318A, 313	2	4
CI 318B, 405	1	2
CI 337, 405B.....	3	2
CI 404, 419	3	3
CI 324, SPED 413	3	3
CI 435, 413	3	3
EDUC 213 (312).....	-	1
Total	15	18

FOURTH YEAR	FALL	SPRING
CI 429, EDUC 401.....	3	12
CI 430	3	-
CI 418	2	-
SPED 405	3	-
EDUC 329.....	2	-
Total	13	12

EARLY CHILDHOOD MAJOR – CHILD AND FAMILY SERVICES SPECIALIZATION

The child and family services specialization offers preparation leading to a variety of positions involving work with children and families in early childhood programs and social services agencies. Such positions may include: administrator and/or teacher in non-public school programs, including child care centers; child development specialist; infant-toddler teacher; family life specialist in social service agencies; specialist in parent education and family literacy; and parent liaison and family advocate.

There are sequential steps for advancement in the Child and Family Services specialization of the Early Childhood major.

Such advancement is based not only on continued satisfactory academic performance, but also on acceptable professional behaviors that the faculty deem essential for competent and effective work with children and families. In order to assess mastery of these behaviors, students are evaluated on their performance in their courses and in the field.

An overall minimum GPA of 2.5 is required to register for the following major courses: Curriculum and Instruction 318a,b, 405a,b, 417, and 419. Students must earn a grade of C or better in CI 237 to enroll in 318a, b, and 405a, b. Curriculum and Instruction 318a,b, 395, 405a,b, and 495 may not be taken more than two times, and students must have the consent of the department to repeat these courses.

To be eligible for the internship, the student must have attained a minimum GPA of 2.5 in the major, an overall GPA of 2.5, have completed Curriculum and Instruction 227, 237, 245, 317, 318a,b 327, 337, 395, 404, and 405a,b with a grade of C or better, and have consent of the field experience instructor. A minimum of twelve semester hours of course work from one of the recommended elective areas is also required prior to enrollment in the internship.

University Core Curriculum Requirements 41

To include: Sociology 108; Psychology 102

Child and Family Specialization Requirements 53

Curriculum and Instruction 227, 237, 245, 317, 318A,B,

327, 337, 395, 402, 404, 405A,B, 417, 419, 495 47

Health Education 351

Special Education 300

Electives 26

Recommended for Early Childhood Program Director: The following 21 hours are required for the Illinois Director Credential: Curriculum and Instruction 418, 487; Accounting 210; English 291, Finance 270; Management 350; Social Work 383. Other recommended electives include Curriculum and Instruction 325, 421, 498h, 498Q, Psychology 303; Social Work 275.

Recommended for Child Development Specialist: Curriculum and Instruction 325, 403, 413, 498H; Rehabilitation 401, 407; Social Work 291, 275, 295, 361, 383; Special Education 425, 412, 405.

Recommended for Parent Educator: Curriculum and Instruction 325, 403, 413, 498H; Health Education 312; Psychology 306, 331; Sociology 302, 321; Social Work 275, 295, 383, 421; Special Education 425.

Recommended for Social Service Specialist: Curriculum and Instruction 498h; Psychology 301, 303, 331, 333; Speech Communication 201, 262, 383; Sociology 321, 340, 423; Women, Gender and Sexuality Studies 201, 341, 442.

Total 120

Early Childhood Education Child and Family Services Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH 113 or substitute, SPCM 101	3	3
UCOL 101, Fine Arts	3	3
Science G I, Humanities	3	3

PSYC 102, SOC 108.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Human Health, CI 237	2	3
Science G II, CI 245	3	3
Multicultural, HED 351.....	3	3
Humanities, Specialization Elective	3	3
CI 227, Specialization Elective.....	3	3
SPED 300	3	-
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
CI 317, 404	3	3
CI 327, 318A	3	3
CI 337, 318B.....	3	1
CI 413, 395	3	1
CI 419, Specialization Elective.....	3	3
Specialization Elective.....	-	3
<i>Total</i>	15	14

FOURTH YEAR	FALL	SPRING
CI 402, Specialization Elective.....	3	3
CI 405A, Specialization Elective	2	4
CI 405B, CI 495.....	2	6
CI 417	3	-
Specialization Elective.....	3	-
Specialization Elective.....	3	-
<i>Total</i>	16	13

Elementary Education Major

A Bachelor of Science degree with a major in elementary education entitles the student to apply for the State of Illinois Standard Elementary Certificate, which will allow the holder to teach in kindergarten through grade nine.

Admission. All students who plan to major in Elementary Education must apply to the Teacher Education Program in the College of Education and Human Services. To be eligible for the Curriculum and Instruction methods courses and the Professional Education Sequence, elementary education majors must (1) be admitted to the Teacher Education Program; (2) have completed 45 semester hours with an overall grade point average of 2.75 (4.0 scale); and (3) have obtained a satisfactory score on the Illinois Test of Academic Proficiency. In addition, elementary education majors entering the methods/professional sequence must have successfully completed the following University Core Curriculum courses with a grade of C or better: (a) two of the following: Political Science 114, Psychology 102, History 110 and (b) English 101, 102, Speech Communication 101, Science 210a and b, and Curriculum Instruction/Mathematics 120, 220, or equivalent.

Advancement. Advancement in the major is based not only on continued satisfactory academic performance (grade of C or better for methods and professional sequence courses), but also on acceptable professional behaviors and competencies as re-

flected in the state standards for certification: the Illinois Core and Professional Teaching Standards; Elementary Education Standards; and Technology, Language Arts, and Special Education Standards for all teachers. These standards are deemed essential for competent and effective educators. Students are required to demonstrate their achievement of these standards through their performance in their courses and in the field. The elementary education program is designed to be taken over four semesters with each semester containing a field experience.

To continue in the elementary education program, a student must maintain a 2.75 GPA in the major, earn a C or better in the elementary and professional core courses, and demonstrate appropriate progress toward meeting the Illinois Professional Teaching and Content standards. Students in the elementary education major may repeat the same Curriculum and Instruction course only once. Students must have the consent of the department to register for a repeat course.

To be eligible for the professional semester (student teaching), the student must have attained a minimum overall grade point average of 2.75; completed Curriculum and Instruction/Mathematics 321, 322, and CI 422, 423, 424, 426, 427, 435 and Health Education 450 with a grade of C or better; have made application for the professional semester; and be approved by the department based on performance in all major courses.

Completion of the major requires: completion of Curriculum and Instruction/Mathematics 321, 322, and CI 422, 423, 424, 426, 427 and 435 with a grade of C or better, a minimum grade point average of 2.75 in the major, and an overall grade point average of 2.75. In addition, the teacher candidate must choose a concentration by taking eighteen hours of electives in a discipline in one of the following areas: mathematics, science, language arts (English), social science, foreign language, art, music, theater.

ELEMENTARY EDUCATION MAJOR

<i>University Core Curriculum Requirements</i>	41
To include MATH/CI 220; AD 101; HED 101; ENGL 121 or 204; SCI 210a,b; PLB 301i, PLB 303i, ENGR 301i, 303i, GEOG 303i, GEOL 328i, GEOL 330i or ZOOL 312i; POLS 114; PSYC 102; FL 301i or HIST 101a,b ¹ .	
<i>Elementary Education Major Requirements</i>	44
CI/MATH 321, 322, 422, 423, 424, 426, 427, 435	24
Health Education 450	2
Concentration	18
To be selected from one of the following areas: mathematics, science, language arts (English), social science, foreign language, art, music, theater.	
<i>Professional Education Sequence</i>	28
See Teacher Education Program.	
<i>Additional Elementary Education Program Requirements</i> ...	16
To include Math or CI 120; Music 101 or 103; KIN 202; HIST 110; EDUC 210; EDUC 323 (to be taken concurrently with CI 422 and CI 423).	
<i>Total</i>	130

¹Required to meet non-western civilization/third world culture requirements.

Elementary Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
SPCM 101, CI/MATH 120	3	3
HIST 101A/B, 110	3	3
UCOL 101, MUS 103	3	3
PSYC 102, HED 101	3	2
EDUC 210.....	-	3
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
SCI 210A, 210B.....	3	3
ENGL 121/204, AD 101	3	3
CI/MATH 220	3	-
POLS 114, Multicultural Studies.....	3	3
EDUC 311, 314.....	3	2
Acad Concentration.....	3	3+3
<i>Total</i>	18	17

THIRD YEAR	FALL	SPRING
CI/MATH 321, 322	3	3
CI 435, 422	3	3
EDUC 313, 323.....	3	1
KIN 202, CI 423	3	3
HED 450, CI 426	2	3
EDUC 308.....	-	3
Acad Concentration, CI 462	3	3
<i>Total</i>	17	19

FOURTH YEAR	FALL	SPRING
CI 424	3	-
CI 427	3	-
EDUC 316.....	3	-
EDUC 317.....	2	-
Acad Concentration.....	3+3	-
CI 473	3	-
EDUC 401A.....	-	12
<i>Total</i>	20	12

Social Science Major

A Bachelor of Science degree in Social Science Education is one of two ways that prepare teacher candidates to teach the social sciences in middle school/junior high and high school levels. The second option is a Bachelor of Science Degree in History (see History Department). All teacher candidates pursuing a Social Science Major in the College of Education and Human Services will work toward a designation in history, and they will select an additional concentration in geography or political science.

The complex nature of our competitive, pluralistic society mandates social science curricula, which prepares future citizens to comprehend and adjust to a changing social environment. The goal of the social science program is to prepare prospective social science teachers for the role of leadership in guiding middle school/junior high and senior high school stu-

dents to live as effective citizens in a democratic society.

Content and professional coursework provide the foundation used in the social science methods course, where teaching methods and strategies are explored and experienced. A series of clinical practices provide the Social Science Major an opportunity to use the knowledge and skills acquired in the program. A cooperating teacher or mentor teacher, if the person has had mentor training, and a clinical supervisor will assist the teacher candidate to blend knowledge and skills with the adolescent behavior and curriculum needs.

Social Science Majors are strongly encouraged to take two additional courses to meet the Illinois Middle School endorsement requirements (Curriculum and Instruction 462 and 473).

<i>University Core Curriculum Requirements</i>	41
To include GEOG 103 and HIST 301 as Core Social Science substitutes; HIST 207A and 207B as Core Advanced Humanities substitutes; HIST 300 as Core Advanced Multicultural substitute; GEOG 300I as Core Interdisciplinary substitute.	
<i>Requirements for a Designation in History</i>	21
History 367	3
History 392	3
Three additional 400 level U.S. history courses	9
Two additional 300-400 level non-U.S. history courses	6
<i>Requirements for Social Science Major</i>	18
Economics 113	3
Economics 240 or 241	3
Political Science 114	3
Political Science 170 or 270	3
Psychology 102	3
Sociology 108	3
<i>Additional Requirements for Social Science Concentration</i>	6
Political Science 213 or 214	3
Political Science 300	3
OR:	
Geography 304	3
Geography 310	3
<i>Education Requirements</i>	39
Professional Education Requirements	31
(See Teacher Education Program)	
Additional Licensure Requirements	9
Curriculum and Instruction 360, 469, 470	
<i>Total</i>	126

Social Science Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
SPCM 101, EDUC 210.....	3	3
MATH 113, POLS 114	3	3
UCOL 101, Core Science.....	3	3
PSYC 102.....	3	-
Core Fine arts (HIST 201 rec).....	-	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
HIST 207A, 207B.....	3	3
HIST 300, 301	3	3

Core Human Health, HIST 367	2	3
Core Science, GEOG 103	3	3
EDUC 314, SOC 108.....	2	3
ECON 113, POLS 170/270.....	3	3
Total	16	18

THIRD YEAR	FALL	SPRING
EDUC 313, 308	3	3
HIST 4XX (US)	3	3
HIST 3XX-4XX (non-US), 392.....	3	3
EDUC 311.....	3	-
Soc Sci Contr GEOG/POLS	-	3
GEOG 300I, CI 360.....	3	3
ECON 240/241, CI 469.....	3	3
Total	18	18

FOURTH YEAR	FALL	SPRING
EDUC 316, 401A.....	3	12
EDUC 317	2	-
CI 470	3	-
HIST 4XX (US).....	3	-
HIST 3XX-4XX (non-US).....	3	-
Soc Sci Contr GEOG/POLS	3	-
Total	17	12

Child and Family Services Minor

The minor in child and family services is designed to provide students with basic knowledge in early childhood and family studies. The selection of coursework is flexible so that courses can be adapted to the special interests of students with diverse backgrounds and goals. Students are expected to honor all prerequisites in their selection of courses. A minimum of 18 hours of coursework is required as follows:

Curriculum and Instruction 227, 237	6
Electives to be chosen from the following: CI 245, 317, 327, 337, 390h, 390q, 403, 404, 413, 419, 498h, 498q	12

Courses (CI)

120-3 Mathematics Content and Methods for the Elementary School I. (Same as Mathematics 120) Modern approaches to mathematics instruction for the elementary grades. Mathematics content includes problem solving, intuitive set theory, development of whole numbers, integers and rational numbers and the fundamental arithmetic operations. Place value. Prime numbers and divisibility properties. Computation includes students’ informal mathematics, mental computation and estimation, algorithms and the appropriate use of calculators. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours laboratory per week. Prerequisite: Three years of college preparatory mathematics including Algebra I, Algebra II and Geometry.

199-1 Introduction to College Research. Use of resources such as the library, electronic databases, and the Internet in order to find, evaluate, and use information effectively, efficiently, and ethically. Students will learn to determine the extent of

the information needed, as well as learn to use software tools to manage their research.

209-2 Philosophy of Creativity. The creative process in developing child. Emphasis will be upon the levels, dimensions and individuality of creativity as it is manifested, observed and nurtured in preschool children.

212-2 Reading College Texts. Textbooks, supplementary materials, and evaluative instruments will be analyzed. Attention will be given to determining usability, feasibility, learnability, and teachability of instructional materials. The following factors will be investigated: content structure and organization, concept density, conceptualization levels, readability, and format.

213-2 Understanding the Elementary School Child. Child development concepts necessary for understanding the elementary child, with information provided on preschool, primary, and intermediate grade levels.

220-3 Mathematics Content and Methods for the Elementary School II. (Same as Mathematics 220) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on rational and irrational numbers. Ordering of numbers. Decimal representations. Percents. Ratio and Proportion. Perimeter and area concepts. Pythagorean Theorem. Concept of square root and nth root. Exponent notation. Elementary geometry. Triangles, quadrilaterals, polygons, angles associated with a polygon. Reflectional and rotational symmetry. Congruence and Similarity. Tessellations. Transformations: translations, rotations, reflections. Measurement of perimeter, area, surface area, volume, mass, temperature. Conversion of measurements. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours lab per week. Prerequisite: C or better in CI 120, Mathematics 120 or equivalent.

227-3 Marriage and Family Living. (Same as WGSS 286) [IAI Course: S7 902] A study of relationships and adjustments in family living, designed largely to help the individual. To help student better understand the recent changes that have occurred in marriage and the family in the United States.

237-3 Early Child Development I. This introductory course in child development surveys major milestones in children’s social, emotional, physical, and intellectual development. Students are exposed to current developmental theories, as well as practices recommended for parents and teachers to support healthy development in children from infancy through the primary grades.

245-3 Professional Development Seminar. Introduction to early childhood with an emphasis on personal and professional development as preparation for work with children, parents, and professional peers. Acquaints students with the varied career options, approaches to programming, and professional personnel in working with children under eight. Some field trips will be taken.

258-1 to 4 Credit for Work Experience. This course includes work experiences relevant to the student’s major program, such as work in child care centers, teacher’s aid in public school, or with federal, state, or local agencies or programs that deal with children. Prerequisite: 12 semester hours completed with a grade of B or better in the student’s major area of concentration

in the Curriculum and Instruction department and consent of Curriculum and Instruction Academic Affairs Committee.

313-4 Early Literacy Methods. This course focuses on the examination of factors and conditions that affect early and beginning reading from birth to eight years of age. Emphasis will be placed on the method, materials, organizational procedures, and assessment techniques in early literacy learning. In addition, students will participate in field experiences to apply the new knowledge they gain throughout the course. Prerequisite: CI 318, 435 or concurrent enrollment.

317-3 Guiding Play as a Learning Medium. Focuses on play as an integral part of child's learning. Covers play theory and design of the learning environment. Emphasis on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children. Requires several independently scheduled observations of children's play in the campus Child Development Laboratories.

318A-3 Instructional Methods for the Preschool Child. This class will prepare students to plan optimal learning environments for preschool children. Emphasis is placed on integrated learning and appropriate instructional methods in language, literacy, social studies, math and science. Students are required to have concurrent enrollment in CI 318B. Child and Family Services specialization students must enroll for an additional one hour of 395 field experience to provide practical experiences one-half day per week in a community preschool setting. Preschool/Primary specialization students must enroll for an additional one-hour of EDUC 318 field experience to provide practical experience in a kindergarten classroom one-half day per week. Prerequisite: CI 237 (C or better), CI 245, CI 317; consent of the instructor required for non-early childhood majors or graduate students.

318B-1 Practicum in Instructional Methods for the Preschool Child. This practicum will prepare students to work in optimal learning environments for preschool children. Participation is one-half day per week for the semester at the SIU Child Development Laboratories. Students are required to have concurrent enrollment in CI 318A. Prerequisite: CI 237 (C or better), CI 245, CI 317; consent of instructor required for non-early childhood majors or graduate students.

321-3 Mathematics Content and Methods for the Elementary School III. (Same as Mathematics 321) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: straight-edge and compass construction. Justification and proof of geometric properties. Three-dimensional geometry. Coordinate geometry. Transformations expressed in coordinate notation. Analysis of linear relationships geometrically and algebraically. Modeling various "real-world" situations by linear equations and inequalities. Setting up and solving equations and inequalities. Exploration of statistical data. Representation of data, interpretation of data, misrepresentation of data. Introduction to the fundamental ideas of statistics; measures of spread and central tendency. Introduction to the fundamental concepts of probability. Counting techniques needed for calculating probabilities. Dependent and independent events. Conditional probability. Odds, expected value. Simulation. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two

hours lab per week. Prerequisite: C or better in CI 220, Mathematics 220 or equivalent.

322-3 Mathematics Content and Methods for the Elementary School IV. (Same as MATH 322) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: algebra and algebraic thinking, geometry, relations and functions and their applications to real-life problems. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and laboratory per week. Prerequisite: C or better in CI 321 or Mathematics 321.

324-3 Teaching Tools for the Early Childhood Classroom. In this course, students will learn to use multimedia technology and group management strategies appropriate for Kindergarten through third grade classrooms. They will develop professional leadership and collaboration skills and apply professional standards to analyze and reflect on their work. Prerequisite: admission to the Teacher Education Program, CI 318 or concurrent enrollment in CI 318, or consent of instructor.

325-3 Young Children and the Arts. The development of creativity in young children. Methods and curriculum that foster creativity in graphic expression, music and creative movement among preschool and primary school children.

327-3 Family Studies. Study of changing patterns in family living throughout the family life cycle. Insights into common current family problems typical of each stage of the family life cycle. Prerequisite: CI 227.

337-3 Early Child Development II. An in-depth look at theories of early childhood development, ages 3 to 8 years, with an introduction to assessment and observation of children ages 3 to 8 years. Prerequisite: CI 237.

360-3 Teaching Reading and Writing in the Secondary Content Areas. State and national standards for teachers require that teachers know and demonstrate a wide range of literacy methods and skills to promote effective and appropriate classroom communication. This course provides teachers with the knowledge and skills to teach reading and writing in the secondary content areas. Restricted to admission to the Teacher Education Program or consent of instructor.

390A-1 to 3 Readings-Curriculum. In-depth reading in various areas of education as related to the field of curriculum. Special approval needed from the instructor.

390B-1 to 3 Readings-Supervision for Instructional Improvement. In-depth reading in various areas of education as related to the field of supervision for instructional improvement. Special approval needed from the instructor.

390C-1 to 3 Readings-Language Arts. In-depth reading in various areas of education as related to the field of language arts. Special approval needed from the instructor.

390D-1 to 3 Readings-Science. In-depth reading in various areas of education as related to the field of science. Special approval needed from the instructor.

390E-1 to 3 Readings-Mathematics. In-depth reading in various areas of education as related to the field of mathematics. Special approval needed from the instructor.

390F-1 to 3 Readings-Reading. In-depth reading in various areas of education as related to the field of reading. Special approval needed from the instructor.

390G-1 to 3 Readings-Social Studies. In-depth reading in vari-

ous areas of education as related to the field of social studies. Special approval needed from the instructor.

390H-1 to 3 Readings-Early Childhood Education. In-depth reading in various areas of education as related to the field of early childhood education. Special approval needed from the instructor.

390I-1 to 3 Readings-Elementary Education. In-depth reading in various areas of education as related to the field of elementary education. Special approval needed from the instructor.

390J-1 to 3 Readings-Middle School. In-depth reading in various areas of education as related to the field of middle school. Special approval needed from the instructor.

390M-1 to 3 Readings-Instruction. In-depth reading in various areas of education as related to the field of instruction. Special approval needed from the instructor.

390N-1 to 3 Readings-Educational Media. In-depth reading in various areas of education as related to the field of educational media. Special approval needed from the instructor.

390O-1 to 3 Readings-Environmental Education. In-depth reading in various areas of education as related to the field of environmental education. Special approval needed from the instructor.

390P-1 to 3 Readings-Children's Literature. In-depth reading in various areas of education as related to the field of children's literature. Special approval needed from the instructor.

390Q-1 to 3 Readings-Family Studies. In-depth reading in various areas of education as related to the field of family studies. Special approval needed from the instructor.

393A-1 to 6 Individual Research in Education-Curriculum. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393B-1 to 6 Individual Research in Education-Supervision for Instructional Improvement. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393C-1 to 6 Individual Research in Education-Language Arts. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393D-1 to 6 Individual Research in Education-Science. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393E-1 to 6 Individual Research in Education-Mathematics. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393F-1 to 6 Individual Research in Education-Reading. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393G-1 to 6 Individual Research in Education-Social Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393H-1 to 6 Individual Research in Education-Early Childhood Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393I-1 to 6 Individual Research in Education-Elementary Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393J-1 to 6 Individual Research in Education-The Middle School-Junior High School. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393M-1 to 6 Individual Research in Education-Instruction. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393N-1 to 6 Individual Research in Education-Educational Media. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393O-1 to 6 Individual Research in Education-Environmental Education. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

393Q-1 to 6 Individual Research in Education-Family Studies. The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental staff. Maximum of 6 hours to be counted toward a bachelor's degree. Special approval needed from the instructor.

395-3 Field Observation. This course focuses on the development of professional skills in work with young children and families and the exploration of career opportunities within Child and Family Services. Students will participate in practical experiences in social service agencies and early childhood programs, completing two 7-week half-day practicum experiences in different community settings. Prerequisite: CI 245 or equivalent. Restricted to the major.

400-3 Social and Informal Learning. Covers games, simulations, role-playing, discussion forums, and social networking as informal modes of learning in both education and training contexts. Both face-to-face and online aspects of social and informal learning are considered.

401-6 (3,3) Designing Digital Games and Simulations. This course focuses on the design and development of simulated environments (such as digital games and virtual worlds) and how they may be used for the delivery of online learning and instruction. The production process will focus on the use of suitable

technologies and game development toolkits to create immediately usable prototypes for learning showcases.

402-3 The Study of Cultural Diversity in Education and Family Services. The student examines origins, characteristics of behavior, learning patterns, family constellations, and lifestyles of the diverse cultural groups in our community, state, and nation. Students will identify their own cultural background and biases; recognize diversity resulting from ethnic origin, gender, age, or disability; and experience ways of learning about cultures other than their own that promote constructive communication and integration into all aspects of schooling, teaching, and family services.

403-3 Child Abuse and Neglect. Examines the many facets of child abuse and neglect. Emphasis is on current research in the field, as well as the roles and responsibilities of various professionals who work with children and their families.

404-3 Infant Development. Current theories and knowledge concerning growth and development of infants with related laboratory field observations. Prerequisite: CI 237 or Psychology 301 or equivalent.

405A-2 Methodologies For Group Care of Infants and Toddlers. Students will develop competencies and skills needed by early childhood professionals for work with children up to the age of three in an inclusive group care situation. Emphasis is on planning developmentally appropriate curriculum and assessment and stimulating environments for infants and toddlers. Students are required to have concurrent enrollment in CI 405B. Prerequisite: CI 237 (C or better), CI 318A, CI 318B, CI 404.

405B-2 Practicum in Methodologies for Group Care of Infants and Toddlers. This practicum will prepare students to work in optimal learning environments for infants and toddlers. Participation is four hours per week (fall and spring) and eight hours per week (summer) at the SIU Child Development Laboratories. Students are required to have concurrent enrollment in CI 405A. Prerequisite: CI 237 (C or better), CI 318A, CI 318B, CI 404.

406-3 Foundations of Learning Systems Design & Technology. This course provides students with an overview of the issues related to learning systems design and technology (formerly, instructional design and technology). It covers historical foundations, trends, current practice, and future directions of the field and provides students with the context of the courses in the concentration.

407C-3 Diagnostic Teaching Strategies for Classroom Teachers-Language Arts. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: Curriculum and Instruction 423 or consent of instructor.

407E-3 Diagnostic Teaching Strategies for Classroom Teachers-Mathematics. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: Curriculum and Instruction 322 or consent of instructor.

407F-3 Diagnostic Teaching Strategies for Classroom Teachers-Reading. Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisite: Curriculum and Instruction 422 or consent of instructor.

408-3 Current Issues in Early Intervention. This course will examine developmental ecology of early intervention and the dynamic processes by which children and their environments interact. A comprehensive overview of the knowledge base and critical assessment and implementation strategies of early childhood intervention along with intervention models and appropriate practice will be covered. Prerequisites: CI 237, SPED 405 or consent of instructor.

409-3 Creative Teaching. To assist pre- and in-service teachers in acquiring methods and materials that will improve instruction in the public school classroom, with special attention to the characteristics and needs of students. Prerequisite: Education 316 or consent of instructor.

410-2 Creative Writing in the Public School. Techniques of encouraging creative writings in the schools.

412C-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Language Arts. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

412D-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Science. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

412E-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Mathematics. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

412F-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Reading. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

412G-3 Improvement of Instruction in Early Childhood Education (Preschool-Grade 3)-Social Studies. Examines recent findings, current practices, and materials used in early childhood education. Prerequisite: specialized methods course for the field of study selected by the student.

413-3 Language Development of the Young Child, 0-8. The normal language development and communication skills of the young child will be the focus of this course; attention will be given to an integrated, holistic philosophy toward development and learning in young children ages 0-8. Specifically focusing upon social and environmental influences on the development of language and literacy, students will observe, listen, record, and analyze samples of young children's communication. Prerequisite: CI 237 or Psychology 301 or graduate standing.

415-3 Modern Approaches to Teaching Middle School Mathematics (Grades 4-8). Examines current mathematics materials and teaching approaches. Hands-on experience with a multitude of teaching aids including microcomputers and problem solving materials. Student exchange of ideas and discussion of activities for classroom use. Prerequisite: CI 322 and an overall GPA of at least 2.75.

417-3 Administration of Early Childhood and Family Programs. This course introduces students to the planning, organizing and daily management of programs serving young children and

their families. Topics will include funding/budgeting, staffing, programming, and evaluation. Prerequisite: CI 318.

418-3 History and Philosophy of Early Childhood Education. A survey of the history and philosophies of early childhood education with implications for current program practices. Students analyze their personal philosophy of early childhood education. Prerequisite: CI 318; or consent of instructor for graduate students. Restricted to senior or graduate standing.

419-3 Child, Family and Community Involvement. This course is designed to provide students with the knowledge and skills needed to work successfully with parents and parent groups in individual and community settings. The focus will be on strengthening adult-child relationships and parent-staff relationships in home, school and community settings. Parent involvement in early childhood programs and parent education will be stressed. Prerequisite: CI 227 and 318 or concurrent enrollment in 318; or consent of instructor for non-early childhood majors or graduate students.

420-3 Adult Literacy Strategies. The focus is on understanding the problems of the individual whose literacy level does not permit full participation in economic, social, family and civic opportunities. Emphasis is placed on developing strategies to support and strengthen adult literacy skills.

421-3 Building Family Literacy Programs. This course will provide an in-depth look at family literacy. Emphasis is on the history and foundations of family literacy, related research, program models, programming, evaluation and funding. Designed for both the experienced and developing family literacy professional. Prerequisite: CI 419.

422-3 Teaching Reading in the Elementary School. (Same as Special Education 422) Examination of the reading process with emphasis on the factors and conditions that affect reading. Emphasis also on the formulation of a philosophy of reading and its implications in relation to methods, materials, organizational procedures, and evaluation techniques. Prerequisite: for Elementary Education majors, grade C or better in CI 321, 435 and Education 313 or consent of instructor; for Special Education majors, admission to the Teacher Education Program. Note: Elementary Education majors must take CI 423 and EDUC 322 concurrently with this class.

423-3 Teaching Elementary School English Language Arts. Oral and written communication processes with emphasis on the structure and process of the English language arts in the elementary school. Specific attention to the fundamentals of spoken English, writing, spelling, and listening. Study of learning materials, specialized equipment and resources. Prerequisite: Speech Communication 101 or equivalent, C or better in Curriculum and Instruction 321 and 435, or consent of the instructor. Note: Elementary Education majors must take CI 422 and EDUC 322 concurrently with this class.

424-3 Teaching Elementary School Social Science. Emphasis on the structure and process of teaching social science in the elementary school setting. Specific attention to the fundamentals of developing social science objectives, planning units, developing a general teaching model, organizing the curriculum, and evaluating behavioral change. Study of learning materials, specialized equipment and resources. Prerequisite: grade of C or better in CI 422, 423 and 426, or consent of instructor.

426-3 Introduction to Teaching Elementary School Science.

Content and methods of elementary school science, grades K-8. Emphasis on materials and strategies for effective science education. One or more field trips. Prerequisites: grade of C or better in CI 321, CI 435, SCI 210A, and SCI 210B, or equivalent.

427-3 Science Process and Concepts for Teachers. Specifically designed to develop those cognitive processes and concepts needed by elementary school teachers in the teaching of modern science programs. Prerequisite: grade of C or better in CI 422, CI 423, CI 426, SCI 210A, and SCI 210B, or equivalent.

428-3 Inquiry Skills for Teaching Junior and Senior High School Science. The major focus will be the application of inquiry skills as used in all areas of science instruction at the junior and senior high school levels; students will be expected to demonstrate mastery of basic and integrated science process skills through conducting and reporting results of science investigations.

429-3 Instructional Methods for the Primary Child: Social Studies and Science. Emphasis on creating optimum learning environments, planning for instruction, models of teaching, integrated learning and appropriate instructional methods in science and social studies, grades 1-3. Early childhood certification students must have concurrent enrollment in EDUC 329 to provide practical experience one-half day per week. Concurrent enrollment in CI 430 required. Prerequisites: CI 318, CI 324, or consent of instructor.

430-3 Instructional Strategies for the Primary Child: Mathematics. Emphasis on creating optimum learning environments, integrated learning and appropriate instructional methods in the content area of mathematics, grades 1-3. Early childhood certification students must have concurrent enrollment in EDUC 329 to provide practical experience one-half day per week. Concurrent enrollment in CI 429 required. Prerequisite: CI 318, CI 324, or consent of instructor.

435-3 Literature for Children and Early Adolescents. Studies types of literature; analysis of literary qualities; selection and presentation of books and other media for children and early adolescents; and integration of literature in preschool, elementary and middle school and library settings. Prerequisite: admission to the Teacher Education Program, C or better in English 101 and 102, and overall GPA of 2.75; or consent of instructor. Lab fee: \$10.

437-3 Instructional and Human Performance Technology. For those persons interested in the role that learning systems and instructional design and technology play in the field of human performance technology. Emphasis is upon performance problem identification, the distinction between skill/knowledge deficits and other performance problems, and the rationale for instructional solutions as well as electronic performance support systems, feedback and incentives, certification and other HP technologies.

441-3 Multicultural Literature for Children. Identification, selection and evaluation of books and audiovisual materials dealing with various cultural groups such as African Americans, Asian Americans, Native Americans, Hispanic Americans and European Americans. Prerequisite: CI 435 or consent.

445-3 Literature for Young Adults. The selection and use of books and other educational media for students in the junior high and senior high school.

452-3 Digital Video Production. Video has become an essential

aspect of teaching, training, and communications. This course is an intensive workshop that provides a thorough understanding of video formats, video production, and video editing techniques. No previous experience with video production is required. Lab fee: \$20.

455-3 Design and Delivery of e-Learning. Investigates e-learning in both higher education and corporate training contexts. The course draws upon the tradition of distance education in covering the design, delivery, and evaluation of online and blended learning in higher education. The course also draws upon the tradition of computer-based training (CBT) in covering the design, delivery, and evaluation of web-delivered training in corporations and organizations. Lab fee: \$20.

458-3 Classroom Teaching with Television. Classroom utilization of open and closed circuit television. Emphasis is placed on the changed role of the classroom teacher who uses television. Evaluation of programming, technicalities of ETV, and definition of responsibilities are included. Demonstration and a tour of production facilities are provided.

460-3 Teaching Reading and Writing in the Middle Grades. Familiarizes middle grade teachers with issues relevant to instruction in literacy skills essential to learning in any subject area. Students will demonstrate personal competency relevant to these skills and understanding of strategies for identifying problems and developing literacy competencies in young adolescents. Prerequisite: Curriculum and Instruction 422 (for elementary majors), CI 360 (for secondary majors), or consent of instructor.

462-3 Middle and Junior High School Programs. Focuses on the development of middle and junior high school curriculum and the identification of instructional activities for early adolescents. Emphasis is placed on development of literacy strategies, developmentally appropriate teaching strategies, interdisciplinary unit planning, teaming, and technologies and materials appropriate for teaching early adolescents, ages 10-14. Prerequisite: Education 313 or consent of instructor.

463-3 Meeting the Social and Emotional Needs of Gifted Children. Deals with strategies for meeting the social and emotional needs of gifted children in the classroom. This course focuses on low-incidence gifted students, including underachievers, minorities and females. The course will cover particular curriculum and instruction strategies designed for this population and will emphasize strategies for teachers to be more facilitative in assisting these students to accept and realize their potential. Prerequisite: CI 467 or consent of instructor.

464-2 Student Activities. Analysis of extra-class activities and programs in public schools with a focus on the status, trends, organization, administration, and problems.

465-3 Advanced Teaching Methods. The focus is on a variety of teaching methods and strategies which are appropriate for secondary and/or post-secondary educators. Individual and group methods are emphasized.

466-3 Documenting Accomplished Teaching. This course will help teachers understand and gain requisite skills for participation in the National Board for Professional Teaching Standards (NBPTS) certification process. As a part of learning to understand and document NBPTS standards, teachers will describe, analyze and reflect on drafts of written commentaries, videotapes of small and large group lessons, and student work.

467-3 Methods and Materials in the Education of the Gifted. Content focused on the most appropriate instructional strategies and materials to be utilized with the gifted. Time spent practicing teaching models, designing materials and developing teaching units. Emphasis placed on techniques for individualizing instruction for the gifted and talented students.

468-3 Science Methods for Middle and Senior High Schools. A performance-based approach to instructional skills common to teaching natural science at the middle and senior high school levels. Three class hours and one micro teaching laboratory per week.

469-3 Teaching Social Sciences in the Secondary School. Emphasis is placed on the analysis and evaluation of the social sciences with focus on instructional strategies and curricular designs in the teaching of history, geography, political science, economics, and sociology. Prerequisite: Education 313 or consent of instructor.

470-3 Advanced Secondary Social Science Teaching Methods. This course will help students develop instructional materials and curricular designs for history and social science classrooms at the secondary level. Students will also have an opportunity to gather, analyze, corroborate, and synthesize sources and data for research they can then incorporate in their own classroom. Integrating technology in instruction and assessment will also be emphasized. Prerequisite: CI 469.

473-3 Teaching in Middle Level Schools. Acquaints students with issues of teaching young adolescents and the role of teachers in connecting schools with community resources. Information from current area specialists and exemplary practitioners extend appropriate teaching strategies and supplement background knowledge on special topics related to social, emotional and physical development related to the curriculum. Prerequisite: CI 462, EDUC 313, or consent of instructor. Lab fee: \$10.

482-3 Web Applications for Teachers. Investigates use of the Internet in classroom instruction and for professional development. Focus is on the "4 Cs" of Internet use by teachers: Communication, Content, Collaboration, and Community. Lab fee: \$20.

483A-3 Instructional Applications for Microcomputers. A study of the development and use of microcomputers systems in educational settings. Emphasis is upon the characteristics, capabilities, applications, and implications of microcomputers and microcomputer lessons, with case studies of their integration into the teaching, learning process.

483B-3 Instructional Applications for Microcomputers. A study of the development and use of microcomputers systems in educational settings. Emphasis is upon the characteristics, capabilities, applications, and implications of microcomputers and microcomputer lessons, with case studies of their integration into the teaching, learning process. Prerequisite: CI 483A.

484-3 Interactive Multimedia for Learning. An introduction to the evaluation, design, and development of interactive instructional multimedia programs. The instructional methods of Tutorial, Drill, Simulation, and Educational Games are covered. Projects include designing, developing, and use-testing an interactive instructional multimedia program. Lab fee: \$20.

486A-3 Instructional Development Studio I. The "Learning Studio" environment provides students with the opportunity to learn and use authoring systems, languages and product devel-

opment tools to design, develop and produce online resources for learning and instruction. Participants will showcase learning artifacts created using a variety of commercial productivity tools and creativity suites. Prerequisite: basic web design skills. Special approval needed from the instructor. Lab fee: \$20.

486B-3 Instructional Development Studio II. The “Learning Studio” environment provides students with the opportunity to learn and use authoring systems, languages and product development tools to design, develop and produce online resources for learning and instruction. Participants will showcase learning artifacts created using a variety of commercial productivity tools and creativity suites. Prerequisite: basic web design skills. Special approval needed from the instructor. Lab fee: \$20.

487-3 Web-based Applications for Teachers and Instructors. Survey of trends and developments and laboratory instruction in the use of Web-based applications representative of those used by teachers, education specialists, or instruction in educational settings. An emphasis is placed upon developing skills used by teachers, education specialists, or instructors which enhance and facilitate the education processes within a Web-based learning environment. Laboratory fee: \$20.

495-2 to 8 Field Experience. Supervised learning experiences in settings for children and families and public agencies. Prerequisite: CI 318, 405. Special approval needed from the instructor.

496-2 to 6 (2 to 4 per semester) Field Study Abroad. Orientation and study before travel, readings, reports, and planned travel. Includes visits to cultural and educational institutions. Maximum credit hours in any term is 4.

498A-1 to 15 (1 to 3 per topic) Workshops in Education-Curriculum. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498B-1 to 15 (1 to 3 per topic) Workshops in Education-Supervision for Instructional Improvement. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498C-1 to 15 (1 to 3 per topic) Workshops in Education-Language Arts. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498D-1 to 15 (1 to 3 per topic) Workshops in Education-Science. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498E-1 to 15 (1 to 3 per topic) Workshops in Education-Math-

ematics. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498F-1 to 15 (1 to 3 per topic) Workshops in Education-Reading. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498G-1 to 15 (1 to 3 per topic) Workshops in Education-Social Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498H-1 to 15 (1 to 3 per topic) Workshops in Education-Early Childhood Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498I-1 to 15 (1 to 3 per topic) Workshops in Education-Elementary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498J-1 to 15 (1 to 3 per topic) Workshops in Education-The Middle School. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498K-1 to 15 (1 to 3 per topic) Workshops in Education-Secondary Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master’s degree. Special approval needed from the instructor.

498L-1 to 15 (1 to 3 per topic) Workshops in Education-School Library Media. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of im-

plementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498M-1 to 15 (1 to 3 per topic) Workshops in Education-Instruction. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498N-1 to 15 (1 to 3 per topic) Workshops in Education-Educational Technology. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498O-1 to 15 (1 to 3 per topic) Workshops in Education-Environmental Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498P-1 to 15 (1 to 3 per topic) Workshops in Education-Children's Literature. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498Q-1 to 15 (1 to 3 per topic) Workshops in Education-Family Studies. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498R-1 to 15 (1 to 3 per topic) Workshops in Education-Computer Based Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498S-1 to 15 (1 to 3 per topic) Workshops in Education-Gifted and Talented Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

498T-1 to 15 (1 to 3 per topic) Workshops in Education-Teacher Education. Critical evaluation of innovative programs and practices. Acquaints teachers within a single school system or in a closely associated cluster of school systems with the philosophical and psychological considerations and methods of implementation of new programs and practices. Maximum of six hours toward a master's degree. Special approval needed from the instructor.

Curriculum and Instruction Faculty

Barrette, Pierre, Associate Professor, *Emeritus*, Ed.D., University of Massachusetts, 1971.

Bauner, Ruth E., Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1978.

Becker, Jerry P., Professor, Ph.D., Stanford University, 1967.

Bedient, Douglas, Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1971.

Bluhm, William J., Lecturer, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1978.

Boykin, Arsene O., Associate Professor, *Emeritus*, Ed.D., University of Illinois, 1964.

Brown, Lisa, Instructor, M.Ed., Southern Illinois University, 1993.

Bu, Lingguo, Assistant Professor, Ph.D., Florida State University, 2008.

Buser, Margaret, Assistant Professor, *Emerita*, M.S.Ed., Indiana University, 1966.

Campbell, James A., Associate Professor, *Emeritus*, Ph.D., Ohio State University, 1978.

Copenhaver, Ron W., Associate Professor, *Emeritus*, Ed.D., Indiana University, 1978.

Coscarelli, William, Professor, *Emeritus*, Ph.D., Indiana University, 1977.

Dale, Doris C., Professor, *Emerita*, D.L.S., Columbia University, 1968.

DeWeese, Jewel V., Instructor, *Emerita*, M.S.Ed., Southern Illinois University Carbondale, 1971.

Dixon, Billy G., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1967.

Eddleman, E. Jacqueline, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1970.

Eichholz, Barbara, Lecturer, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1986.

Erickson, Lawrence, Professor, *Emeritus*, Ph.D., University of Wisconsin, 1972.

Fadde, Peter J., Assistant Professor, Ph.D., Purdue University, 2002.

Gilbert, Sharon, Associate Professor, *Emerita*, Ph.D., Ohio State University, 1988.

Glassett, Kelly, Assistant Professor, Ph.D., University of Utah, 2007.

Grace, Barbara E., Instructor, M.S., Southern Illinois University Carbondale, 1985.

Grace, Kathy J., Instructor, M.S., Southern Illinois University, 2006.

Grounds, Elizabeth, Instructor, M.Ed., Southern Illinois University, 1995.

Hungerford, Harold R., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1970.

Jackson, James, Associate Professor, *Emeritus*, Ph.D., University of Wisconsin, 1976.

Jackson, Michael, Associate Professor, *Emeritus*, Ed.D., University of Florida, 1971.

Johnson, Margaret, Lecturer, *Emerita*, Ph.D., Southern Illinois University, 1998.

Jones, Dan R., Associate Professor, *Emeritus*, Ed.D., Indiana University, 1978.

Jones, Jennie Y., Assistant Professor, *Emerita*, A.M., University of Illinois, 1949.

Karmos, Ann, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1975.

Killian, Joyce E., Professor, Ph.D., Pennsylvania State University, 1980.

Lamb, Morris L., Associate Professor, *Emeritus*, Ed.D., University of Oklahoma, 1970.

Lin, Cheng-Yao, Assistant Professor, Ph.D., University of Illinois, 2003.

Loh, Sebastian, Assistant Professor, Ph.D., University of Georgia, 2004.

Mallette, Marla H., Associate Professor, Ph.D., University of Nevada Las Vegas, 1999.

Matthias, Margaret, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1972.

McIntyre, Christina, Assistant Professor, Ph.D., Georgia State University, 2007.

McIntyre, D. John, Professor, Ed.D., Syracuse University, 1977.

Miller, Grant, Assistant Professor, Ph.D., Boston College, 2007.

Mogharreban, Catherine N., Associate Professor, Ph.D., Southern Illinois University Carbondale, 1990.

Moore, Eryn E., Assistant Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1976.

Mumba, Frackson, Assistant Professor, Ed.D., Illinois State University, 2005.

Nelson, JoAnn, Assistant Professor, *Emerita*, Ph.D., University of Illinois, 1980.

Norris, William, Associate Professor, *Emeritus*, Ed.D., Indiana University, 1973.

Pearlman, Susan F., Associate Professor, *Emerita*, Ph.D., University of Missouri, 1987.

Post, Donna M., Associate Professor, Ph.D., Pennsylvania State University, 1990.

Pultorak, Edward, Jr., Professor, Ph.D., Indiana State University, 1988.

Seltzer-Kelly, Deborah, Assistant Professor, Ph.D., University of Nevada Reno, 2006.

Shafer, Frances K., Instructor, Ph.D., Southern Illinois University, 2008.

Shelby-Caffey, Crystal V., Ph.D., Southern Illinois University, 2008.

Shepherd, Terry R., Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1971.

Shrock, Sharon A., Professor, *Emerita*, Ph.D., Indiana University, 1979.

Smith, Lynn C., Associate Professor and *Chair*, Ph.D., University of Georgia, 1984.

Solliday, Michael, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1975.

Stearns, Louise, Lecturer, M.Ed., Southern Illinois University, 1985.

Thompson, Stacy D., Assistant Professor, Ph.D., Iowa State University, 1998.

Van Horn, Lori, Lecturer, M.Ed., Southern Illinois University Carbondale, 1997.

Viernow, Melissa R., Lecturer, M.Ed., Southern Illinois University Carbondale, 1999.

Volk, Gertrude L., Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1983.

Waggoner, Jan, Associate Professor, Ed.D., Memphis State University, 1990.

Walton, Cheryl, Instructor, M.Ed., Southern Illinois University, 1995.

Wise, Kevin C., Associate Professor, Ed.D., University of Georgia, 1983.

Wood, Ruth B., Instructor, *Emerita*, M.S., University of Illinois, 1948.

Zobairi, Nillofur, Lecturer, *Emerita*, Ph.D., Southern Illinois University, 1993.

Dental Hygiene (Major, Courses)

The program leading to a baccalaureate degree in dental hygiene is designed to prepare the graduate to successfully enter the oral health profession of dental hygiene in any one of the six designated roles of the dental hygienist as defined by the American Dental Hygienists' Association: clinician, educator/health promoter, manager, researcher, consumer advocate and change agent. In addition, the graduates are prepared to continue their education in graduate or professional programs. The curriculum is designed to assist students in the development of knowledge, skills, attitudes and values that will enable them to adapt to a complex and changing health care delivery system. Special emphasis is placed on the development of skills related to periodontal disease, skills and attitudes to meet the needs of the geriatric population, and access to care for those persons unable to attain care, especially the underserved rural segment of the population. A minimum grade of C for all dental hygiene courses is required to maintain enrollment in the Dental Hygiene professional sequence. Dental hygiene courses typically are taught one time in an academic year. A student who fails a course (or drops out of the dental hygiene sequence) must reapply to the dental hygiene program and will be required to take necessary clinic courses for further integration into the professional sequence.

Dental hygiene is a licensed profession. In order to meet licensure requirements, the student must graduate from an accredited program and successfully pass a written National Board Examination, as well as the appropriate State/Regional Practical (clinical) Board Examination.

Admission requirements are the same as for all the baccalaureate entrance requirements at SIUC. Once accepted into the University, the student must submit a separate application to the dental hygiene program. All applicants who apply to the

dental hygiene program are evaluated on high school mathematics and science grades, ACT scores, college mathematics and science grades, overall grade point average and earned credits according to SIUC calculations, and previous experience as a dental assistant or experience in any health related field. In order to be considered for admission into the professional sequence, you must be accepted into Southern Illinois University Carbondale and have completed a minimum of 35 semester hours of college credit. These hours must include the following courses or approved substitutions: English 101, English 102, Mathematics 108 or 113, Psychology 102, Sociology 108, Microbiology 201, Allied Health 241 and Chemistry 140a. Prospective students may complete the University Core Curriculum and the basic science courses at other colleges or universities as well as at SIUC. Thirty-six students begin the professional sequence in fall semester. In addition to textbooks and tuition, other expenses are required to cover the cost of instruments; uniforms and other professional supplies contact the Dental Hygiene Program for specifics.

The dental hygiene program offers an on-site clinic to provide the student with practical clinical instruction. Students perform dental hygiene services in the clinic under the direct supervision of dental hygiene faculty composed of licensed dental hygienists and licensed dentists. Students also are involved in the provision of care and education through a variety of community projects. An advisory committee composed of representatives from community dental practices, dental education and dental industry serves the program.

The program also is designed to serve as a degree completion program for dental hygienists who have completed an associate degree in dental hygiene from any accredited dental hygiene program. The Capstone Option is available to students who have obtained an Associate of Applied Science with a 2.25 (4.0 scale) or higher GPA.

The Dental Hygiene program has a Linkage Agreement with Southeastern Illinois College, Kaskaskia College and Shawnee College. If you have questions about this agreement, contact the community college advisor or SIUC School of Allied Health at (618) 453-7287.

The program in dental hygiene is accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or 440-2500 at 211 East Chicago Avenue, Chicago, IL 60611.

Bachelor of Science Degree in Dental Hygiene, College of Applied Sciences and Arts

University Core Curriculum	41
Including: CHEM 140a, ¹ ENGL 101 and 102, MATH 108 or 113 SPCM 101, PSYC 102, SOC 108, AH 241 and FN 101.	
Requirements for Major in Dental Hygiene	79
Including: DH 200, 206, 207, 210, 212, 218, 219, 220, 226, 233, 247, 248, 310, 320, 322, 340, 341, 347, 355, 401, 410, 416A, 416B, 417, 440, 441, 442 and 448, MICR 201	
Total	120

¹These two courses are required for a major in dental hygiene and are approved substitutions for the University Core Curriculum requirements in

science. The additional hours will be included in the total hours required for the degree.

Dental Hygiene Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH 108 or 113, MICR 201.....	3	4
UCOL 101, PSYC 102.....	3	3
CHEM 140a, AH 241	4	4
FN 101, SPCM 101.....	2	3
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
DH 200, 212.....	2	1
DH 206, 219	2	3
DH 207, 220.....	4	4
DH 210, 233.....	3	2
DH 218, 247.....	3	3
DH 226, 248.....	2	4
<i>Total</i>	16	17

THIRD YEAR	FALL	SPRING
DH 320, 322.....	4	2
DH 340, 347.....	3	2
DH 341, 355.....	3	4
Humanities	3	3
SOC 108, Fine Arts.....	3	3
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
DH 440, 401.....	3	4
DH 441, 410.....	6	1
DH 442.....	-	1
DH 416a,b.....	1	1
DH 448, 417.....	2	6
<i>Total</i>	12	13

Courses (DH)

199-1 to 10 Individual Study. Provides first-year students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member. Restricted to DH majors. Special approval needed from the school.

200-2 Orientation to Dental Hygiene. The student will be introduced to the dental hygiene profession. Issues including patients' rights, professional ethics, the state practice act, health promotion, and communication will be presented. Learning styles, test-taking strategies, research applications, using resources, and writing styles will be included. Restricted to DH majors.

206-2 Oral Anatomy and Tooth Morphology. The student will learn to recognize and identify the structures within the oral

cavity. These will include the tongue, salivary glands, lips and cheeks and teeth (both permanent and primary). Laboratory emphasis will be placed on tooth identification and tooth/root morphology to enhance the application of instrumentation techniques. 16 weeks, one hour of lecture weekly; two hours of lab weekly. Restricted to DH majors.

207-4 Instrumentation Techniques. Fundamentals of dental hygiene instrumentation and infection control are taught to prepare students for clinical hygiene practice. Lecture two hours. Lab four hours. 16 weeks. Students must be accepted into the dental hygiene professional sequence. Laboratory fee: \$35.

210-3 Patient Assessment Techniques. Assessment theory and techniques are taught to prepare the student to successfully recognize and record normal and abnormal intraoral and extraoral conditions. These assessment skills will be incorporated into treatment planning for individualized patient care. Lecture two hours. Lab two hours. Restricted to DH majors. Lab fee: \$35.

212-1 Medical Emergencies in the Dental Office. The student will learn about medical conditions which may affect or alter the provision of oral care. Emphasis is on acquiring and evaluating the medical, dental and drug history. Modification of treatment plans will be discussed. Lecture one hour. 16 weeks. Prerequisite: Microbiology 201.

218-3 Dental Radiology I. The student is introduced to principles of radiation biology and protection, x-ray production, image formation, and intraoral radiographic techniques. Lecture two hours. Laboratory two hours. Restricted to DH majors. Lab fee: \$35.

219-3 Dental Radiology II. The student will learn special dental survey techniques including paralleling, digital, occlusal and special views. The student will also identify anatomical landmarks and recognize pathological conditions that appear on dental x-ray receptors. In the laboratory, the student will receive individual assistance in radiographing patients and in learning special survey techniques. Lecture two hours. Laboratory two hours. Prerequisite: DH 218, 226.

220-4 Dental Hygiene Clinic I. The student will apply knowledge and utilize techniques to assess the oral health status, plan and implement treatment, and evaluate outcomes related to improved oral health. The student will provide preventive, therapeutic, and educational services to clinical patients for the treatment and prevention of oral disease. Lecture one hour. Clinic eight hours. Prerequisite: DH 206, DH 207, DH 210, DH 218 and DH 226. Laboratory fee: \$50.

226-2 Anatomy of the Head and Neck. The goal of this course is for the dental hygiene student to acquire clinical problem solving skills through a basic understanding of the gross anatomy of the head and neck region of the human body. Through a regional approach to the head and neck, the student will be able to synthesize solutions to clinical problems by understanding the morphological and functional interrelationships of anatomical structures. 16 weeks. Two credit hours. Restricted to DH majors.

233-2 Histology and Embryology. The goal of this course is to enable the dental hygiene student to develop a basic understanding of the microscopic structure of the primary and dental tissue groups of the human body. This course also enables the student to relate embryonic development to the normal and ab-

normal structures of the head and oral cavity. This background will prepare the student to differentiate between normal and abnormal clinical manifestations in subsequent courses. 16 weeks. Two credit hours. Restricted to DH majors.

247-3 Preventive Oral Care. The student will prepare for the role of oral health educator and consumer advocate. The dental hygiene process of assessment, planning, implementation and evaluation is applied for the prevention of oral disease. Laboratory techniques for assessing disease processes will be applied. Lecture two hours. Laboratory two hours. 16 weeks. Prerequisite: MICR 201, DH 126, DH 226. Lab fee: \$35.

248-4 General and Oral Pathology. This course has been designed to integrate oral pathology and general pathology. Students will study principles of general pathology with emphasis on the relationships to oral diseases. Pathologic physiology is included. Clinical features, significance, causes, locations, oral manifestations and treatment of general system diseases are presented. Prerequisites: DH 210, 226, 233.

298-3 Multicultural Applied Experience. An applied experience, service-oriented course in American diversity involving a group different from the student who elects the course. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. Satisfies the multicultural requirement in the University Core Curriculum.

299-1 to 16 Individual Study. Provides students with opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to resources of the facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Restricted to DH majors.

310-2 Infection Control/Safety and Health. This course is designed to provide students with basic information on infection control and occupational health and safety from a theoretical basis to practical application utilizing case based problem solving when applicable. Occupational hazards found in the dental environment, including infectious agents, chemical hazards and ergonomic issues will be discussed and explored. Practical experience developing and managing a safety and health program will be gained with hands-on experience in various clinical settings. Lecture two hours. Prerequisite: DH 220.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization engaged in activities related to the student's academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail.

320-4 Dental Hygiene Clinic II. The student will utilize previous and concurrent information and skills in the treatment of clinical patients. Instrumentation, patient assessment, prevention, radiology and care of special populations will be stressed. Adjunctive treatment methodologies will be introduced. Lecture one hour. Clinic eight hours. 16 weeks. Prerequisite: DH 210, DH 218, DH 219, DH 220, and DH 247. Laboratory fee: \$50.

322-2 Operative Oral Care and Adjunctive Procedures. This course includes an overview of various materials and procedures used in operative, endodontic, orthodontic and prosthetic dentistry. Emphasis is placed on the role of dental hygienists in explaining these procedures to clients/patients and in adapting

dental hygiene services. Adjunctive procedures which augment operative care are taught in laboratory. Lecture two hours. Lab two hours. 16 weeks. Prerequisite: DH 320. Lab fee: \$50.

340-3 Dental Pharmacology and Pain. This course is designed to teach the student about different drugs used in dentistry, the biochemical activity of each, appropriate use, interactions with other drugs or systemic conditions, and some basic pharmacology terminology. Pharmacotherapeutics will be presented to the dental hygiene student in a meaningful, practical manner. Emphasis will be placed on clinical efforts, dosages, adverse effects and contraindications of drugs commonly prescribed in dentistry or which patients may be taking under direction of other health care providers or under self-direction. Information will be presented from a perspective to include pharmacological basis for drugs, the need for and use of a medical history, legal aspects related to these subjects. Prerequisite: DH 212, 220.

341-3 Periodontics and Local Anesthesia Practicum. The student will be introduced to identification, treatment and prevention of pathological conditions that affect the periodontium. Emphasis will be placed on anatomy and histology of the periodontium, current advances in periodontics, and soft tissue management. This course will also provide a working knowledge of local anesthesia as applied to the practice of dental hygiene. Students will be provided with the knowledge and skills necessary to administer both maxillary (infiltration) and mandibular (block) injections proficiently and safely. Lecture two hours. Laboratory two hours. Prerequisite: DH 212, 226, and concurrent enrollment in DH 340. Laboratory fee: \$50.

347-2 Community Oral Health. The student is introduced to the general principles of dental public health, community dentistry and epidemiology. Also presented is an overview of current community based oral health programs and roles of a community based dental hygienist. Lecture two hours. 16 weeks. Prerequisite: DH 247, Sociology 108, Health Care Management 365.

355-4 Dental Hygiene Clinic III. The student will provide comprehensive individualized treatment using all aspects of dental hygiene care in the clinical setting. Emphasis is on mastery of skills and techniques previously introduced. Lecture one hour. Clinic eight hours. Prerequisite: DH 320, DH 340, DH 341. Laboratory fee: \$75.

401-4 Dental Hygiene Clinical Practicum. The student will learn curriculum development, evaluation methods, theories of learning, and instructional strategies. The student will participate in laboratory and clinical sessions emphasizing psychomotor development, feedback, and identification of cognitive, psychomotor, and affective behaviors, and faculty calibration. Not for graduate credit. Lecture two hours, practicum four hours. Prerequisite: DH 355.

410-1 Ethics and Jurisprudence for Dental Hygienists. Ethical and legal issues related to the practice of dentistry and dental hygiene are studied. Case situations are evaluated to determine appropriate actions in accordance with the principles of dental ethics and jurisprudence. Review and interpretation of dental practice acts and licensure requirements are included. Not for graduate credit. Prerequisite: DH 355.

416A-1 Fourth Year Seminar. This two semester course provides students with a systematic approach to board preparation and dental hygiene curricula review. This course is designed to assist senior dental hygiene students in preparing for the

credentialing examinations and the other procedures required for obtaining a dental hygiene license. Not for graduate credit. Prerequisite: DH 355.

416B-1 Fourth Year Seminar. This two semester course provides students with a systematic approach to board preparation and dental hygiene curricula review. This course is designed to assist senior dental hygiene students in preparing for the credentialing examinations and the other procedures required for obtaining a dental hygiene license. Not for graduate credit. Prerequisite: DH 416A.

417-6 Multicultural Applied Experience in Dental Hygiene. (Advanced University Core Curriculum course) A comprehensive approach to special needs patients and diverse populations. The oral health needs of rural, geriatric, minority, low income, medically comprised, disabled and other special needs populations will be addressed. Lecture three hours. Internship twelve hours. Not for graduate credit. Prerequisites: DH 355, DH 448 or concurrent enrollment or consent of school. Laboratory fee: \$50.

440-3 Research Methodology. The course introduces the fundamental principles of research methodology with an emphasis on how these principles are applied for conducting research in the field of dental hygiene. A brief overview of the scientific method will be presented with a concentration on research planning, research designs, data collection, descriptive statistics, inferential statistics, and dissemination of research. Not for graduate credit. Prerequisite: DH 355.

441-6 Advanced Periodontics and Clinic IV. The student will provide comprehensive individualized treatment including for complex periodontal patients. Emphasis will be placed on comprehensive evaluation, risk assessment, treatment planning, pain control, adjunctive antibiotic therapy, instrumentation, soft tissue management, evaluation and maintenance. Lecture two hours. Clinic twelve hours. Not for graduate credit. Prerequisite: DH 320, DH 355. Laboratory fee: \$75.

442-1 Dental Office Procedure. The student will integrate current knowledge of the dental hygiene field with additional information on communication, staff relationships, conflict resolution, dental insurance and financial planning. Resumes, interviewing and employment issues will be discussed. Emphasis will be placed on facilitating the transition from practice in the University clinical setting to the private practice setting. Not for graduate credit. Prerequisite: DH 355.

448-2 Community Oral Health Practicum. Principles of community oral health are applied through practical experience. Programming phases of assessment, planning, implementation, and evaluation are studied in detail. The student will develop and present dental health education programs according to these principles. This course is writing intensive and reflects the College's Communication-Across-the-Curriculum initiative. Lecture one hour. Practicum two hours. 16 weeks. 2 credit hours. Not for graduate credit. Prerequisite: DH 347, SPCM 101, ENGL 101 and 102. Laboratory fee: \$35.

Design

(SEE ART AND DESIGN)

Early Childhood

(SEE CURRICULUM AND INSTRUCTION)

East Asian Languages

(SEE FOREIGN LANGUAGES AND LITERATURES)

Economics

(Department, Major, Courses, Faculty)

The study of economics examines how entities from individuals to nations allocate resources to achieve objectives congruent with their desires and interests. A strong economics background can help one better predict movements in stock markets, achieve a balance between economic policy and environmental goals, recognize the costs and benefits of increased globalization including international trade, and predict how different government policies influence the business cycle.

Economic forces have had powerful effects throughout world history and so a strong background within economics can greatly increase one's understanding of the world today. Moreover, economics helps develop analytical abilities and skills such as forecasting market trends and managing financial portfolios that are attractive to a wide range of employers in both the private and public sectors. Obtaining an economics major is also beneficial to those who enter graduate programs in business, law, or any of the social sciences.

Within the major, students can specialize in different fields, including international economics and financial economics. Both areas are rapidly increasing in importance as the world becomes more interdependent and as more people hold financial portfolios. Students specializing in general economics can also tailor a program to meet their specific interests through consultation with one of the undergraduate advisors in the department.

After meeting the requirements of the economics major and those of the College of Liberal Arts, students still have 35 hours of electives outside the department. This flexibility allows students to augment their economic training with courses that meet particular interests in areas such as business, political science, or journalism. Students can thus combine their economics degree with other disciplines so as to pursue a wide range of careers and interests.

The requirements for an economics major are given below. Economics courses at the 300-level generally require only introductory economics (ECON 240 or 241) whereas those at the 400-level are more sophisticated treatments building upon Economics 340 or 341. Courses taken for a pass/fail grade will not be counted toward the major without the written consent of the director of undergraduate studies within the economics department. Transfer students can receive credit towards the major from equivalent economics courses at other institutions. However, at least five economics courses must be taken at Southern Illinois University Carbondale.

Students are highly encouraged to discuss their major programs and career goals with a professor within the department. Undergraduates considering graduate economics programs should meet with a professor as soon as possible in order to adequately prepare for the economics and mathematical rigor of these graduate programs.

Bachelor of Arts Degree in Economics, College of Liberal Arts

ECONOMICS MAJOR – GENERAL

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	14
<i>Economics Requirements</i>	30
Foundation courses: Economics 240, 241, 308, 340, 341 ...	15
Five electives: chosen in consultation with major advisors	15
<i>Electives</i>	35
<i>Total</i>	120

ECONOMICS MAJOR – FINANCIAL ECONOMICS SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	14
Financial Economics Specialization Requirements 30	
Foundational courses: ECON 240, 241, 308, 340, 341	15
Specialized courses: ECON 315 or FIN 330, and ECON 416	6
Three electives: chosen in consultation with major advisor	9
<i>Electives</i>	35
<i>Total</i>	120

ECONOMICS MAJOR – INTERNATIONAL ECONOMICS SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	14
International Economics Specialization Requirements	30
Foundational courses: ECON 240, 241, 308, 340, 341	15
Specialized courses: ECON 329 and ECON 429	6
Three electives: chosen in consultation with major advisors	9
<i>Electives</i>	35
<i>Total</i>	120

Departmental Honors Program

Juniors and seniors who are economics majors and working toward a Bachelor of Arts degree in the College of Liberal Arts may choose to enter the Departmental Honors Program if they maintain a grade point average of 3.25 or better, overall and in the major. Departmental honors students must complete six hours of 443, Honors Research in Economics, with a grade of B or better; these six hours will be counted towards the major. Successful completion of the department's honors program is noted on the diploma and the transcript. Students receiving credit for Economics 443 may not apply Economics 301 hours toward the major. Students who also wish to be members of the University Honors Program should refer to the catalog section entitled University Honors Program.

Economics Minor

For students majoring in other departments, a minor in economics is useful for employment in business or government and for graduate work in any of the social sciences, law, or business. A minor requires 15 hours of economics courses, including both Economics 240 and 241. Economics 301 cannot be counted towards the minor. Students must obtain at least a 2.0 grade point average in the 15 hours of coursework counted towards

the minor. Transfer students must take at least three economics courses at Southern Illinois University Carbondale.

Economics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101,102.....	3	3
Core Science	3	3
Core Mathematics	3	-
Core Humanities	3	3
Core Social Science	-	3
Core Fine Arts.....	-	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Speech Communication.....	3	-
Core Multicultural, Health.....	3	2
Core Social Science	3	-
Foreign Language	4	4
Science with Lab, Elective.....	3	3
ECON 240.....	-	3
English Composition.....	-	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
ECON 241, ECON XXX	3	3
ECON 308, ECON XXX	3	3
ECON 340,341.....	3	3
Electives	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ECON XXX.....	6	-
ECON XXX	-	3
Electives	9	12
<i>Total</i>	15	15

Courses (ECON)

101-3 Economics of Contemporary Social Issues. (University Core Curriculum) The purpose of this course is to examine a number of major social issues from an economics perspective. Thus the student will be taught some basic economic concepts (tool kit) which will then be used to analyze a variety of social problems. The emphasis will be on policy. Once the causes of social problems have been analyzed, then specific policies effective in solving or dealing with the social problem will be discussed. Only one of the courses, Economics 101 or Economics 113, can count among those economics courses required for an economics major or minor.

113-3 Introduction to Economics: Classroom Simulations. (University Core Curriculum) Basic economic problems are analyzed with market simulations through the use of in-class “experiments,” in which the students act as the buyers and sellers. Topics usually include the effects of market-based taxes, illegal

drug markets, minimum wage, pollution, monopoly, textbook pricing, measuring productivity, international trade and bargaining. Only one of the courses, Economics 101 or Economics 113, can count among those economics courses required for an economics major or minor.

240-3 Introduction to Microeconomics. (Advanced University Core Curriculum course) [IAI Course: S3 902] Study of businesses, consumers, and the government and their effects on prices, output and income distribution. Current economic problems will be used as illustrative examples. Prerequisite: satisfaction of the University Core Curriculum mathematics requirement. Satisfies the University Core Curriculum Social Science requirement in lieu of Economics 113.

241-3 Introduction to Macroeconomics. (Advanced University Core Curriculum course) [IAI Course: S3 901] Determination of income, employment, output and price levels in the national economy; government taxation, expenditure, and monetary policies to solve problems such as inflation and unemployment. Prerequisite: satisfaction of the University Core Curriculum mathematics requirement. Satisfies the University Core Curriculum Social Science requirement in lieu of Economics 113.

301-1 to 6 Economic Readings. Readings in books and periodicals in a defined field, under direction of one or more faculty members. Periodic written and oral reports. No more than three credit hours of 301 may be counted as part of the 30 credit hour economics requirements for economics majors. Special approval needed from the instructor and department chair.

302I-3 History and Philosophy of the World’s Economic Systems. (University Core Curriculum) An investigation into how economic systems coexist with, and determine, or are determined by, the political and social structures in internationally diverse countries. Utilizing both economic concepts and an institutional approach the evolution of systems in nations such as Russia, Japan, the United States, China and others will be explored.

303-3 Poverty and the Economy. Poverty as a study of income inequality. Economic determinants of income inequality are isolated and related to current policy proposals.

308-3 Research Methods in Economics. An examination of the research methods and data analysis techniques used by economists in their analysis of economics questions and problems including the principal statistical methods used in economic and business decision making. This course satisfies the CoLA Writing Across the Curriculum requirement.

310-3 Labor Problems. A comprehensive overview of the relation of labor to the United States economy. Included are the history of labor in the United States; analysis of institutions affecting labor; the theory of wage and employment determination; as well as analyses of unions and collective bargaining, discrimination, unemployment, and the distribution of income. Prerequisite: ECON 240 or consent of instructor.

315-3 Money and Banking. Study of the operation of the money and banking system in the United States. Stresses Federal Reserve control of the money supply and credit conditions to combat inflation and unemployment and the operation of the commercial bank operating as a firm within the Federal Reserve System. Policy issues are examined for the regulation of the banking industry as well as for the control of the domestic money supply. Prerequisite: ECON 241 or consent of instructor.

322-3 Introduction to Economic Development. An analysis of the preconditions, processes, and problems involved in economic development. Both the theory and policy relevant to development, with special emphasis on the developing or emerging economies, are stressed. Prerequisite: ECON 240 and 241 or consent of instructor.

325-3 Economics of Transition. This course is a survey of the problems confronting former socialist economies making a transition to a market economy. We focus primarily on the case of countries in Eastern Europe and on Russia. Students will learn to apply economic principles to understand the costs and benefits of policies including gradual versus rapid reform, price liberalization, privatization, federalist arrangements and stabilization. Prerequisite: ECON 240 and 241 or consent of instructor.

329-3 Introduction to International Economics. Introduction to the principles of international economics. Stresses the relationship between the balance of payments and the United States economy, the determinants of deficits and surpluses, and policy options to correct an imbalance. Prerequisite: ECON 240 and 241 or consent of instructor.

330-3 Public Finance. Effects of government spending and taxing activities on the rest of the economy. Analysis of government debt, the federal budgetary process, and various taxes used in the United States. Prerequisite: ECON 240 or consent of instructor.

333-3 Economics of the Environment. Factors which lead to physical and human deterioration in a market economy. Consideration of solutions to such problems as urban decay, overpopulation, and pollution. Prerequisite: ECON 240 or 241 or consent of instructor.

334-3 Health Economics. Factors underlying the demand for and supply of health and medical care services. Included are the market, voluntary nonprofit, and governmental sectors of the industry. Special topics are the regional coordination of hospital facilities and services, the consumer price index and the measurement and costs of control programs.

340-3 Intermediate Microeconomics. A survey of theories of household, firm, and government economic behavior in the determination of competitive and non-competitive market prices. Emphasis is on understanding the United States economic system and on evaluating existing and proposed government microeconomic policies designed to improve the system. Not open to students who have had Economics 440. Prerequisite: ECON 240 or consent of instructor.

341-3 Intermediate Macroeconomics. The determinants of fluctuations in aggregate economic activity, unemployment and inflation. An analysis of the behavior of consumption and investment, the impact of government monetary and fiscal policies, and factors affecting the rate of economic growth. Not open to students who have had Economics 441. Prerequisite: ECON 241 or consent of instructor.

350-3 Law and Economics. The application of economics to the study of legal rules and institutions with an emphasis on how legal rules influence individual behavior and a discussion of whether such rules and resulting behavior are efficient and/or equitable. Applications from property, contract, tort, and criminal law will be used. Prerequisite: ECON 240 or consent of instructor.

370-3 Pacific Rim Economies. This course offers an overview of the development process, and the associated successes and failures of Pacific Rim economies during the latter half of the Twentieth Century. The course explores the forces underlying the causes and consequences of these changes, with particular emphasis on the role of the state, along with the interdependence of the financial and the real sectors, as evidenced by recent financial crises in East Asia. Prerequisite: ECON 240 and 241, or consent of instructor.

374-3 Industrial Organization. A survey of economic theories and empirical studies on the nature and consequences of business rivalry in imperfectly competitive markets. Includes such topics as oligopoly, economics of scale, natural monopoly, introductory game theory, advertising, imperfect information, spatial competition, patents, and innovation. Prerequisite: ECON 240.

399-3 Internship in Economics. Internship constitutes paid or unpaid work in a firm, organization, or government office applying economic principles learned in class to real world experiences. Only one internship counted towards the economics major. Grades determined by periodic written reports. Prerequisite: successful completion of ECON 240, 241 and six additional credit hours of economics at SIUC; declared major in economics; and written approval from the Economics department.

400-3 Contemporary Economic Problems. A study of one or more contemporary economic problems. Problems chosen vary from semester to semester. Topics will be announced in advance. Not for graduate credit. Restricted to senior status and economics major.

408-3 Economics and Business Statistics. A continuation of 308 which includes the construction, interpretation, and use of economic data. Topics include correlation, regression, decision making, index numbers, time series analysis, forecasting, and other statistical techniques used in analyzing economic and business data. This course will not count as graduate credit for economics majors. Not for graduate credit. Prerequisite: ECON 308 or equivalent.

416-3 Financial Economics. Study the role of money within the financial system, and the role of the financial system itself in providing risk-sharing, liquidity and information services. An examination of the bond market, interest rates and the concepts of risk, liquidity, information costs, taxation and investment maturity. A detailed examination of financial markets, e.g., the markets for stocks, foreign exchange, and market for financial derivatives. Finally, a more detailed account of why and how financial institutions and instruments evolve. Prerequisite: ECON 241 or consent of instructor.

419-3 Latin American Economic Development. Special attention to contemporary policy issues and alternative strategies for development. Among the topics included are inflation and financial reform, international trade and economic integration, foreign investment, and agrarian reform. Prerequisite: ECON 322, or 340, or 341, or consent of instructor.

429-3 International Trade and Finance. Analysis of the pattern and volume of world trade and capital flows; effects of trade and payments on the domestic economy; problems and methods of adjusting to change in the balance of payments. Prerequisite: ECON 340 and 341 or consent of instructor.

431-3 Public Finance II. State and local. Analysis of the eco-

conomic effects, problems, and alternative solutions concerning state and local government expenditures, revenues, and debt. Prerequisite: ECON 330 or 340 or 341 or consent of instructor.

440-3 Price, Output, and Allocation Theories. A systematic survey of theories of product prices, wage rates, rates of production and resource utilization under conditions of competition, monopolistic competition, oligopoly and monopoly markets. Emphasis is on developing analytical tools useful in the social sciences. Not open to students who have had Economics 340. Prerequisite: ECON 240 or consent of instructor.

441-3 Contemporary Macroeconomic Theory. An examination in the causes of inflation, unemployment, and fluctuations in aggregate economic activity, factors affecting consumption and investment, and the sources of economic growth. Emphasis is on understanding contemporary United States macroeconomic problems and the options for fiscal, monetary and income policies facing the United States government. Not open to students who have had 341. Prerequisite: ECON 241 or consent of instructor.

443-3 Honors Research in Economics. Individual research for honors students in economics; student must be a junior or senior with a grade point average of 3.25 or better, overall and in the major. For undergraduate credit only. Not for graduate credit. Prerequisite: Mathematics 140, 150 or equivalent. Special approval needed from the departmental chair and a faculty supervisor.

450-3 History of Economic Thought. An analytical study of the development of economic ideas, with special reference to historical and societal context, central thrust, and impact. Such benchmark figures as Smith, Marx, Marshall, Veblen, and Keynes are highlighted and major schools of economic thought are identified. Prerequisite: ECON 240 and 241; or 113; or consent of instructor.

463-3 Introduction to Applied Econometrics. Applications of statistical tools to specific economic problems. Numerous examples will be examined in order to achieve this goal. Emphasis will be given to model misspecification, non-classical estimation techniques, data analysis, and simultaneous equations. Prerequisite: ECON 308 or equivalent or consent of instructor.

465-4 Mathematical Economics I. A systematic survey of mathematical economics. Application of basic mathematical tools to economic analysis, and a restatement of economic theory in mathematical terms. Prerequisite: ECON 340 or 440, and Mathematics 140 or consent of instructor.

474-3 Economic Strategies for Business. This course will be concerned with broad principles of microeconomics that underlie all business decision-making. The main topics discussed may include the firm's costs, pricing and research and development decisions under different market structures, price discrimination, strategies of different business practices, information, advertising, decision-making over time, and decision-making under symmetric information. Prerequisite: ECON 240 or its equivalent or consent of instructor.

479-3 Problems in Business and Economics. Application of economic theory and tools of analysis to practical business problems. Cost and demand functions, and forecasting are analyzed from a policy standpoint. Prerequisite: ECON 240, 308 or consent of instructor.

Economics Faculty

Becsi, Zsolt, Associate Professor, Ph.D., University of Wisconsin-Madison, 1991.

Dai, Chifeng, Assistant Professor, Ph.D., University of Florida, 2003.

Fare, Rolf, Professor, *Emeritus*, Docent., University of Lund, 1976.

Gilbert, Scott, Associate Professor, Ph.D., University of California at San Diego, 1996.

Grabowski, Richard, Professor, Ph.D., University of Utah, 1977.

Lahiri, Sajal, Professor and *Vandever Chair*, Ph.D., Indian Statistical Institute, 1976.

Laumas, G. S., Professor, *Emeritus*, Ph.D., Wayne State University, 1966.

Layer, Robert G., Professor, *Emeritus*, Ph.D., Harvard University, 1952.

Mitchell, Thomas, Associate Professor, Ph.D., Brown University, 1984.

Morshed, Akm, Associate Professor, Ph.D., University of Washington, 2001.

Myers, John G., Professor, *Emeritus*, Ph.D., Columbia University, 1961.

Pitafi, Basharat, Assistant Professor, Ph.D., University of Hawaii, Honolulu, 2004.

Primont, Daniel A., Professor, Ph.D., University of California at Santa Barbara, 1970.

Sharma, Subhash C., Professor and *Chair*, Ph.D., University of Kentucky, 1983.

Sylwester, Kevin, Associate Professor, Ph.D., University of Wisconsin-Madison, 1997.

Trescott, Paul B., Professor, *Emeritus*, Ph.D., Princeton University, 1954.

Watts, Alison, Associate Professor, Ph.D., Duke University, 1993.

Education and Human Services

(SEE TEACHER EDUCATION PROGRAM)

Educational Psychology

(Major, [Graduate only], Courses)

Courses (EPSY)

100-2 Decision Making for Career Development. Examination of factors relating to career decision making. Emphasis on the continuous use of learned processes and information in vocational development. Supplementary group guidance and counseling sessions required. Charges may be assessed to cover the cost of administering and scoring occupational interest surveys to be given during the course. These charges should be less than \$10.

402-3 Basic Statistics. A master's level terminal statistics course. Emphasis on descriptive statistics, graphical representation of data, correlation, and simple regression. Includes an introduction to hypothesis testing procedures and analysis of variance.

412-3 Human Behavior and Mental Health. This course is designed to provide an overview of the factors and conditions in

life that tend to affect mental health and the community resources available to address mental health needs. Social, political, economic and professional resources will be examined as they relate to the development, implementation and coordination of mental health services and systems. Restricted to junior or senior standing.

430-3 Conflict Resolution Skills for Education Environments. The purpose of the course is to help educators and others to develop the understanding and skills necessary to promote peaceable means for resolving conflict with and among children and adolescents in an educational environment. The course will focus on participants developing personal techniques and approaches to assist children and adolescents to develop age-appropriate conflict resolution skills.

481-1 to 12 Seminar. Conducted by staff members and distinguished guest lecturers on pertinent topics. Special approval needed from the instructor and department.

491-1 to 6 Special Research Problem-Individual Study. For majors. Formulating, investigating, and reporting on a problem in the area of applied psychology. Restricted to advanced standing. Special approval needed from the department.

493-3 Counseling Skill Development. Through simulated counseling situations and extensive examination of counseling case studies, counseling skills are examined and practiced.

Electrical and Computer Engineering

(Department, Majors [Electrical Engineering, Computer Engineering], Courses, Faculty)

MISSION STATEMENT

The mission of the Department of Electrical and Computer Engineering is to serve society as a center for learning and innovation in all major areas of electrical and computer engineering. The department accomplishes its mission by disseminating existing knowledge through teaching, by creating new knowledge through research and publications, and by converting original ideas and concepts into new technologies. Through integration of education and research, the department creates the academic environment necessary for training innovators and leaders for the future.

Bachelor of Science Degree in Electrical Engineering

The fundamental goal of the undergraduate program in Electrical Engineering is to offer a high-quality education, designed to achieve the following specific educational objectives:

EDUCATIONAL OBJECTIVES

1. To provide Electrical Engineering majors with the knowledge, the skills and the attributes necessary to successfully compete for quality jobs in all functions of Electrical Engineering employment, ranging from research and development to sales and customer support.
2. To provide all Electrical Engineering majors with communication skills, extensive design experiences, familiarity with modern computer-aided design tools and the ability to work effectively in a team environment.
3. To provide all Electrical Engineering majors with the broad

education necessary to understand the impact of engineering solutions in a global and societal context.

4. To equip all Electrical Engineering majors with lifelong learning skills; this will allow them to successfully adapt to the evolving technologies throughout their professional careers.
5. To provide all Electrical Engineering majors with a solid foundation in Mathematics, Basic Sciences and Electrical Engineering Science; this will allow them to successfully pursue graduate studies in Electrical and Computer Engineering, or other professional degrees, such as Business, Law and Medicine.
6. To provide all Electrical Engineering majors with high-quality laboratory training and experiences in all major areas of electrical and computer engineering. The heavy emphasis on laboratory training is a feature characteristic of the program, designed to provide the graduates with a unique advantage in this area.

The flexibility of the electrical engineering curriculum allows the students to choose among advanced courses in the theory and applications of circuits, systems, control, signal processing, communications, digital systems, power systems, electronics, gaseous electronics, optics, electrooptics, electromagnetics, antennas and propagation.

Employment opportunities exist within a wide range of organizations, such as computer, semiconductor, aviation, electronics, microelectronics, broadcasting, telecommunications, defense, automotive, manufacturing and electric power companies, state and federal agencies and laboratories. Employment opportunities cover the spectrum of engineering activities, ranging from research and development, to systems analysis, automation, manufacturing, customer service and support, marketing and sales.

The undergraduate program in electrical engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Bachelor of Science Degree in Electrical Engineering, College of Engineering

ELECTRICAL ENGINEERING MAJOR

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
UCOL 101E*.....	3
English 101, 102	6
Speech Communication 101	3
Mathematics (see major)	3
Disciplinary Studies	23
Economics 240 or Economics 241.....	3
Social Science Elective.....	3
Fine Arts Elective.....	3
Natural Sciences (see major)	6
Biology 202 or Physiology 201	2
Philosophy 104, 105	6
Integrative Studies	3
Engineering 304I	3
<i>Requirements for Major in Electrical Engineering</i>	(9) + 87

Basic Sciences	6
Physics 205A, 205B, 255A, 255B	(6) + 2
Science Elective (with lab)	4
Mathematics	11
Mathematics 150, 250, 251, 305	(3) + 11
Required ECE Courses	46
ECE 222, 225, 235, 296 or 396, 315, 327, 345, 355, 356, 375, 385, 495I, 495D, 495P	46
Technical Electives	24*
Total	128

* Same as ECE 101 or ENGR 101.

** At least 21 hours of ECE electives, including at least nine hours of Engineering Design.

Electrical Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
MATH 150, 250	4	4
ENGL 101, 102	3	3
Fine Arts, SPCM	3	3
PHIL 104, 105	3	3
UCOL 101E, ECE 222	3	3
Total	16	16

SECOND YEAR	FALL	SPRING
MATH 251, 305	3	3
PHYS 205A, 255A	4	-
PHYS 205B, 255B	-	4
BIOL 202	2	-
ENGR 304I	-	3
ECON 240/242, ECE 296/396	3	3
ECE 225, 235	4	4
Total	16	17

THIRD YEAR	FALL	SPRING
ECE 315, 375	4	3
ECE 355, 345	4	4
ECE 327, 356	4	4
Science Elective, ECE 385	4	4
ECE 495I	-	1
Total	16	16

FOURTH YEAR	FALL	SPRING
ECE 495P,D	1	3
Technical Electives	12	12
Social Science Elective	3	-
Total	16	15

Bachelor of Science Degree in Computer Engineering

The fundamental goal of the undergraduate program in Computer Engineering is to offer a high-quality education, designed to achieve the following specific educational objectives:

EDUCATIONAL OBJECTIVES

1. To provide Computer Engineering majors with the knowl-

edge, the skills and the attributes necessary to successfully compete for quality jobs in all functions of computer engineering employment, ranging from research and development to sales and customer support.

2. To provide all Computer Engineering majors with communication skills, extensive design experiences, familiarity with modern computer-aided design tools and the ability to work effectively in a team environment.
3. Provides Computer Engineering majors with the broad education necessary to understand the impact of engineering solutions in a global and societal context.
4. To equip all Computer Engineering majors with lifelong learning skills; this will allow them to successfully adapt to the evolving technologies throughout their professional careers.
5. Provide Computer Engineering majors with a solid foundation in Mathematics, Basic Sciences, Electrical and Computer Engineering Sciences; this will allow them to successfully pursue graduate studies in Electrical and Computer Engineering, or other professional degrees, such as Business, Law and Medicine.
6. Provide Computer Engineering majors with high-quality laboratory training and experiences in all major areas of Electrical and Computer Engineering. The heavy emphasis on laboratory training is a feature characteristic of the program, designed to provide the graduates with a unique advantage in this area.

The Computer Engineering curriculum provides the students with a strong background in the basic Electrical and Computer Engineering sciences. The students have the option to choose among advanced courses in the theory and applications of digital circuits and systems, computer architecture and design, computer networks and digital design automation.

Employment opportunities exist within a wide range of organizations, such as computer, semiconductor, aviation, electronics, microelectronics, broadcasting, telecommunications, defense, automotive, manufacturing and electric power companies, state and federal agencies and laboratories. Employment opportunities cover the spectrum of engineering activities, ranging from research and development, to systems analysis, automation, manufacturing, customer service and support, marketing and sales.

The undergraduate program in computer engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Bachelor of Science Degree in Computer Engineering, College of Engineering.

COMPUTER ENGINEERING MAJOR

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
UCOL 101E*	3
English 101, 102	6
Speech Communication 101	3
Mathematics (see major)	3
Disciplinary Studies	23

Economics 240 or Economics 241.....	3
Social Science Elective.....	3
Fine Arts Elective.....	3
Natural Sciences (see major)	6
Biology 202 or Physiology 201	2
Philosophy 104, 105	6
Integrative Studies	3
Engineering 304I	3
<i>Requirements for Major in Computer Engineering</i>	(9) + 87
Basic Sciences	6
Physics 205A, 205B, 255A, 255B	(6) + 2
Science Elective with Lab	4
Mathematics	11
Mathematics 150, 250, 251, 305	(3) + 11
Required ECE Courses	42
ECE 222, 225, 235, 296 or 396, 315, 321, 327, 329, 345, 355, 495I, 495D, 495P	42
Technical Electives	28**
Total	128

* Same as ECE 101 or ENGR 101.

** At least 20 hours from ECE 421, 422, 423, 424, 425, 428, 429, 432, and from a maximum of two approved CS courses.

Computer Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
MATH 150, 250	4	4
ENGL 101, 102.....	3	3
Fine Arts, SPCM 101	3	3
PHIL 104, 105	3	3
UCOL 101E, ECE 222	3	3
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
MATH 251, 305	3	3
PHYS 205A, 255A	4	-
PHYS 205B, 255B	-	4
BIOL 202	2	-
ECE 296/396.....	-	3
ECON 240/241.....	3	-
ECE 321	-	3
ECE 225, 235	4	4
<i>Total</i>	16	17

THIRD YEAR	FALL	SPRING
ECE 315, ENGR 304I	4	3
ECE 355, 329.....	4	4
ECE 327, 345	4	4
Science Elective, Technical Elective	4	4
ECE 495I	-	1
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
ECE 495P,D	1	3
Technical Electives	12	12
Social Science Elective	3	-
<i>Total</i>	16	15

Dual B.S. Degree in Electrical and Computer Engineering

COMPUTER AND ELECTRICAL ENGINEERING DUAL DEGREE

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
UCOL 101E*.....	3
English 101, 102	6
Speech Communication 101	3
Mathematics (see major)	3
Disciplinary Studies	23
Economics 240 or Economics 241.....	6
Social Science Elective.....	3
Fine Arts Elective.....	3
Natural Sciences (see major)	6
Biology 202 or Physiology 201.....	2
Philosophy 104, 105	6
Integrative Studies	3
Engineering 304I	3

Requirements for the Majors in Electrical and Computer Engineering

.....	(9) + 109
Basic Sciences	6
Physics 205A, 205B, 255A, 255B	(6) + 2
Science Elective (with lab)	4
Mathematics	11
Mathematics 150, 250, 251, 305	(3) + 11
Required ECE Courses	42
ECE 222, 225, 235, 296 or 396, 315, 321, 327, 329, 345, 355, 356, 375, 385, 495I, 495D, 495P	53
Technical Electives	39**
Total	150

* Same as ECE 101 or ENGR 101.

** At least 20 hours from ECE 421, 422, 423, 424, 425, 428, 429, 432, and a maximum of two approved CS courses. At least 16 hours of other ECE courses.

Dual Degree in Electrical and Computer Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
MATH 150, 250	4	4
ENGL 101, 102.....	3	3
Fine Arts, SPCM 101	3	3
PHIL 104, 105	3	3
UCOL 101E, ECE 222	3	3
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
MATH 251, 305	3	3
PHYS 205A, 255A, 205B, 255B	4	4
BIOL 202, ECE 296/396	2	3
ECON 240/241, ECE 321	3	3
ECE 225, 235	4	4
<i>Total</i>	16	17

THIRD YEAR	FALL	SPRING
ECE 315, 329	4	4

ECE 355, 345	4	4
ECE 327, 356	4	4
ECE 375, 385	3	4
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
Technical Electives	12	12
ENGR 304I, Science Elective	3	4
Social Science Elective	3	-
ECE 495I, 495P	1	1
<i>Total</i>	19	17

FIFTH YEAR (ninth semester)	FALL	SPRING
ECE 495D	3	-
Technical Electives	15	-
<i>Total</i>	18	-

Second Bachelor's Degree

A student already holding one of the degrees may earn the other bachelor's degree upon completion of at least 22 hours (making a total of 150 hours minimum), provided that the student fulfills the Department requirements for both the degrees and the University Core Curriculum requirements.

Courses (ECE)

101-3 Introduction to Electrical and Computer Engineering. (Same as ENGR 101, UCOL 101E) Introduction to the engineering profession and the engineering programs in the College of Engineering. Lectures and hands-on laboratory projects aimed at stimulating interest in engineering and at guiding students in choosing an engineering curriculum. Seminars presented by distinguished speakers on engineering careers, ethics, and employment trends. No prerequisites.

222-3 Introduction to Digital Computation. Digital computation to solve basic problems in electrical and computer engineering. Analyzing problems, flowcharting, coding, diagnosing, executing and verifying solutions. Programming in C language. Prerequisite: Mathematics 111.

225-4 Introduction to Discrete Logic and Digital Systems. [IAI Course: EGR 932L] Discrete objects and counting. Induction and sums of integers. Number systems. Expressions in propositional logic. Boolean algebra. Combinational circuits. Gate minimization. Combinational modules. Modular design. Prerequisite: ECE 222 and Mathematics 150.

235-4 Electric Circuits. [IAI Course: EGR 931L] Basic circuit elements and concepts. Introduction to Pspice and MATLAB. Methods of circuits analysis. Mesh and nodal methods. Circuit theorems. Superposition principle. Energy storage elements. Transient analysis of first-order circuits. Introduction to second-order circuits. Sinusoidal steady-state analysis. Phasors and phasor diagrams. Basic electrical measurements and instrumentation. Lecture, laboratory and tutorial. Prerequisite: Mathematics 250.

296-3 Software Tools for Engineers. (a) Scientific computing using MATLAB; (b) Software for publications/presentations: Microsoft Office, IEEE Guide for Authors; (c) Technical Software: SPICE; (d) Class project. Prerequisites: ECE 235 or con-

sent of Instructor.

315-4 Mathematical Methods in Engineering. A three-part course designed to introduce all Electrical and Computer Engineering students to advanced mathematical methods, through applications to engineering problems. Part A: applications of complex variables to electrical circuits, systems and electromagnetic fields. Part B: applications of linear algebra and matrix methods to electric circuits, systems and electromagnetic fields. Part C: applications of probability and statistics to electrical engineering problems. Lectures and tutorials. Prerequisite: Mathematics 251.

321-3 Introduction to Software Engineering. Introduction to the tools, concepts and techniques to develop complex software projects. The tools include: object oriented languages, data structures, algorithm analysis, tree structures, searching and sorting, graph structures and queues. Concepts and techniques include: life cycle, requirements specifications, design methodology, and testing. Prerequisite: ECE 222, 225.

327-4 Digital Circuit Design. Modular combinational design. Arithmetic circuits. Programmable logic. Synchronous and asynchronous sequential circuits. Flip-flops, memory, shifters, counters. Finite State Machine Design. Lecture and lab. Prerequisite: ECE 225. Lab fee: \$10 to help defray costs of consumable items.

329-4 Computer Organization and Design. Introduction to the design and organization of digital computers: data-path and control, hardwired and microprogrammed control, interrupts, memory organization concepts. An introduction to optimization issues. Design and implementation of simple computers with hardwired and microprogrammed control. Prerequisite: ECE 327.

345-4 Electronics. Fundamental electronics and basic signal processing. Characteristics and typical applications of analog and digital electronics modules. Operational amplifiers. Fundamentals of transistors. Lecture and lab. Prerequisite: ECE 235 and Physics 205B. Lab fee: \$10 to help defray cost of consumable items.

355-4 Signals and Systems. Signal and system classification, operations on signals, time-domain analysis, impulse response and stability, Fourier series and transform, application to communications, Laplace transform, application to linear circuits and systems, frequency response techniques, introduction to discrete-time signals and systems, sampling, discrete and fast Fourier transforms. Lecture and laboratory. Prerequisite: ECE 235 and Mathematics 305.

356-4 Systems and Control. Modeling of dynamic systems and circuits, dynamic response, basic properties of feedback, PID control, root-locus design method, frequency-response design method, introduction to state-space modeling and design method. Lecture and laboratory. Prerequisite: ECE 315 and 355.

375-3 Introduction to Electromagnetic Fields. Elementary electromagnetic field theory, vectors and fields, fields and materials, Maxwell's equations in integral and differential forms, static and quasistatic fields, time-domain analysis of waves, engineering applications. Prerequisite: ECE 235, Mathematics 251 and Physics 205B.

385-4 Electromechanical Energy Conversion. Circuits in the sinusoidal steady state, phasors and impedance. Power in sinusoidal steady state. Three-phase circuits. Magnetic circuits

and power transformers. AC machines: synchronous machines; synchronous motors; induction motors. Prerequisite: ECE 235 with a grade of C or better.

392-1 to 6 Electrical Engineering Cooperative Education. Supervised work experience in industry, government or in a professional organization. Students work with on-site supervisor and faculty adviser. Reports are required from the student and the employer. Hours do not count toward degree requirements. Mandatory Pass/Fail. Restricted to sophomore standing.

396-3 ECE Honors Course. (a) General Purpose Software: Linux, shell scripting, text editors; parallel programming for supercomputers; scientific computing using MATLAB; publications/presentation software including LaTeX, MSOffice, IEEE Guide for Authors, graphics using Adobe Illustrator and POV-ray, web-design using Adobe Dreamweaver; (b) Technical Software: SPICE, Cadence, Synopsys Taurus, Simulink, COMSOL, other open-source tools; (c) Interdisciplinary lab tour; (d) Class project. Prerequisite: ECE 235.

421-4 Synthesis with Hardware Description Languages. Fundamental concepts, techniques and tools for computer-aided design of digital systems. Modeling and simulation of digital systems using hardware description languages. Behavioral, data-flow and structural modeling. Synthesis, optimization and verification. Lecture and laboratory. Prerequisite: ECE 327.

422-4 Introduction to Data Communications Networks. Protocol architecture. Signaling and data encoding techniques. Circuit and packet switching technologies. Data link layer, routing, internet and transport protocols. Medium access control (MAC) sublayer and local area network (LAN) technologies. Cryptography. Prerequisite: ECE 315, 355.

423-4 Digital VLSI Design. Principles of the design and layout of Very Large Scale Integrated (VLSI) circuits concentrating on the CMOS technology. MOS transistor theory and the CMOS technology. Characterization and performance estimation of CMOS gates. CMOS gate and circuit design. Layout and simulation using CAD tools. CMOS design of datapath subsystems. Design of finite state machines. Examples of CMOS system designs. Laboratory experience in CMOS VLSI design. Lecture and laboratory (VLSI design). Prerequisite: ECE 327 and 345.

424-4 Design of Embedded Systems. Introduction of modern embedded system application, platform architecture and software development. Principles of embedded processor architecture, operating systems and networking connectivity. Design and optimize in terms of system power, security and performance. Rapid prototyping using Intel-Atom based platform. Lecture and laboratory. Prerequisite: ECE 321 and ECE 329, or consent of instructor.

425-4 VLSI Design and Test Automation. Principles of the automated synthesis, verification, testing and layout of Very Large Scale Integrated (VLSI) circuits concentrating on the CMOS technology. Resource allocation and scheduling in high-level synthesis. Automation of the logic synthesis for combinational and sequential logic. The physical design automation cycle and CMOS technology considerations. Fault modeling and testing. Timing analysis. Laboratory experience using commercial tools for synthesis and layout. Prerequisite: ECE 329, 345.

428-4 Programmable ASICs Design. Introduction to theoretical concepts and experimental design and construction of Application-Specific Integrated Circuits (ASICs). Rapid pro-

totyping of data path and control in computer systems. Field Programmable Gate Arrays (FPGAs) and similar logic. Lecture and Laboratory. Prerequisite: ECE 329 or consent. Fee of \$10 to help defray costs of consumable items.

429-4 Computer Systems Architecture. Advanced computer arithmetic, principles of performance evaluation, instruction set principles, pipeline considerations and instruction level parallelism, vector processors, memory hierarchy design. Prerequisite: ECE 329.

432-4 Programming for Multi-Core Processors. Multi-core architecture, threads, thread execution models, thread priority and scheduling, concurrency, multi-threaded programming models, synchronization, performance measurement and local balance, software tools for multi-threaded programming. Prerequisites: ECE 329, CS 306 or consent of instructor.

440-4 CMOS Radio-Frequency Integrated Circuit Design I. The basics of CMOS RFIC design, including basic concepts in RFIC design, CMOS (active and passive) microwave devices, matching networks and signal flow graph, scattering parameter microwave circuit design and analysis methods. Lecture and Laboratory. Prerequisite: ECE 375, 345; or equivalent.

441-4 Photonics I. Ray optics, wave optics, beam optics, polarization of light, statistical optics, photons and atoms. Prerequisite: ECE 375 with a grade of C or better.

446-4 Electronic Circuit Design. Analysis and design of electronic circuits, both discrete and integrated. Computer-aided circuit design and analysis. Consideration of wideband, power, and tuned amplifiers; switching circuits; feedback; and oscillators. Design projects. Lecture and laboratory. Prerequisite: ECE 345, and 355 or concurrent enrollment. Laboratory fee of \$10 to defray cost of consumable items.

447-4 Electronic Devices. Fundamental principles of semiconductor carrier statistics, band diagrams, pn-junction diodes, Schottky diodes, BJTs, MOS capacitors and MOSFETs for advanced VLSI technology. Lecture and laboratory. Prerequisite: ECE 375, 345; or equivalent.

448-4 Photonics II. Fourier optics, fiber optics, electro-optics, nonlinear optical media, acousto-optics, photonic switching, optical and interconnections and optical storage. Prerequisite: ECE 441 or consent of instructor.

456-4 Embedded Control and Mechatronics. Introduction to mechatronic systems, systems modeling and simulation, sensors and actuators, real-time interfacing, DSPs and microcontrollers, analysis of sampled-data systems, z-transform, digital control design techniques, emulation method, direct method, industrial applications. Lecture and laboratory. Prerequisite: ECE 315 and 356.

459-4 MEMS and Micro-Engineering. Introduction to micro electro-mechanical systems (MEMS), manufacturing techniques, microsensors, microactuators, microelectronics and micro-controllers. Lecture and laboratory. Prerequisite: ECE 315 and 356.

467-4 Introduction to Biomedical Imaging. Biomedical imaging. X-ray imaging. Computed tomography (CT). Ultrasound. Magnetic resonance imaging (MRI). Image quality. Image reconstruction. Prerequisite: ECE 355 or consent of instructor.

468-4 Digital Signal Processing. Discrete-time signals and systems: z-transform; discrete Fourier transform, fast Fourier transform algorithms; digital filter design; digital filter realiza-

tions. Lecture and laboratory. Prerequisite: ECE 355.

471-3 Wireless and Personal Communication Systems. Overview of wireless technologies, access technologies and cellular systems. Fundamentals of radio and cellular communications. Digital modulation techniques. Antennas and diversity systems. Concepts of packet radio systems. North American Cellular and PCS systems. Prerequisite: ECE 315 and 355.

472-4 Antennas I. Analysis design, fabrication, measurement and CAD applied to basic antenna types. Fundamental parameters. Friis transmission equation. Impedance and pattern measurements. Resonant micro strip and wire antennas. Arrays and line source. Lecture and Laboratory. Prerequisite : ECE 375.

476-4 Introduction to Broadband Communication Systems. Digital transmission fundamentals. Satellite, microwave, video coding and optical transmission. Prerequisite: ECE 315, 355 and 375.

477-3 Fields and Waves I. Transmission lines for communications. Guided wave principles and resonators. Applications in electronics, optoelectronics and photonics. Principles of radiation. Solution techniques for Laplace's equation and one-dimensional wave equation. Prerequisite: ECE 375.

478-4 Analog and Digital Communication. Amplitude, frequency, and phase modulation. Sampling theorem. Pulse code modulation. Baseband binary communication. Digital carrier systems. Optimum signal detection. Lectures and laboratory. Projects. Prerequisite: ECE 315, 355.

479-4 Microwave Engineering I. Electromagnetic theory, analysis design, fabrication, measurement and CAD applied to passive networks at microwave frequencies. Topics include: Transmission lines, Waveguides, Impedance matching, Tuning, Resonators, Scattering parameters, the Smith Chart. Lecture and Laboratory. Prerequisite: ECE 375.

483-4 Electric Machines and Drives. AC and DC machinery and drives. Power electronic converters for motor drives; large industrial drives. Field orientation-based vector control. Micro-processor-based control of power electronic drives. Prerequisite: ECE 385.

484-4 Computer-Aided Circuit Analysis. Network topology. Analysis of linear and nonlinear networks. Standard form of state equations. Numerical solution of state equations. Frequency domain sensitivity calculations. Lecture and projects. Prerequisite: ECE 355.

486-3 Clean Electric Energy. History and Future of the Energy Resources and their use as a component of Electrical Systems. Energy Resources (Fossil, Nuclear, Hydro, Fuel Cell, Wind, Solar, Tidal, Waste, Bio-Energy, Oceanic, Renewable, etc.). Environmental and Economical Impacts of Various Energy Sources. Electric Energy Generating Plants. Renewable Energy. Special approval needed from the instructor.

487-4 Power Systems Analysis. Introduction to analysis of electric power systems. Modeling of power system components. Transmission line calculations and modeling. Power system configuration. Per-unit quantities. Power system modeling. Introduction to load-flow analysis. Lecture and laboratory. Prerequisite: ECE 315, 385.

488-4 Power Systems Engineering. Power flow control. Voltage control. Economic operation of power systems. Symmetrical faults. Symmetrical components. Analysis of asymmetrical

faults. Power system stability. Lecture and laboratory. Prerequisite: ECE 356, 487.

489-3 Electric Power Distribution. Design of primary and secondary distribution networks. Load characteristics. Voltage regulation. Metering techniques and systems. Protection of distribution systems. Special topics related to power distribution. Prerequisite: ECE 385.

492-1 to 6 Special Studies in Electrical Engineering. Individual projects and problems selected by student or instructor. Open to seniors only. Not for graduate credit. Special approval needed from the instructor.

493-1 to 4 Special Topics in Electrical Engineering. Lectures on topics of special interest to students in various areas of electrical engineering. Designed to test new and experimental courses in electrical engineering. Special approval needed from the instructor.

495D-3 Electrical & Computer Engineering Design. Team approach in engineering projects. Work plan/time scheduling. Design options & cost-benefit analysis. Development of the final decision. Team coordination & documentation of team member efforts, design stages, team communications & team decision making processes. Implementation of the design (if the project warrants). Evaluation of final product. Written, oral & poster presentation of final design. Not for graduate credit. Prerequisite: ECE 495P.

495I-1 Electrical and Computer Engineering Design. Engineering communications including resumes, literature reviews, memos, letters, proposals, reports, specifications, user guides and oral presentations. Selection of Senior Design projects and team assignments. Not for graduate credit. Restricted to senior standing in Electrical and Computer Engineering.

495P-1 Electrical and Computer Engineering Design. Team approach in engineering projects. Understanding & analyzing a request for proposals. Identification of tasks, assignment of tasked team organization. Work plan, time scheduling. Feasibility analysis, cost-benefit analysis. Ethics & professionalism issues related to engineering projects in general & to the specific project assigned. Team coordination and documentation of team member efforts. Not for graduate credit. Prerequisite: ECE 495I.

Electrical and Computer Engineering Faculty

Ahmed, Shaikh, Associate Professor, Ph.D., Arizona State University, 2005.

Botros, Nazeih, Professor, Ph.D., University of Oklahoma, 1985.

Brown, David P., Professor, *Emeritus*, Ph.D., Michigan State University, 1961.

Chen, Ying, Assistant Professor, Ph.D., Duke University, 2007.

Daneshdoost, Morteza, Professor, Ph.D., Drexel University, 1984.

Feiste, Vernold K., Associate Professor, *Emeritus*, Ph.D., University of Missouri at Columbia, 1966.

Galanos, Glafkos, Professor and *Chair*, University of Manchester, England, 1970.

Gupta, Lalit, Professor, Ph.D., Southern Methodist University, 1986.

- Harackiewicz, Frances J.**, Professor, University of Massachusetts at Amherst, 1990.
- Hatziaioniu, C.**, Professor, Ph.D., West Virginia University, 1988.
- Hu, C. J.**, Professor, *Emeritus*, Ph.D., University of Colorado-Boulder, 1966.
- Kagaris, Dimitrios N.**, Professor, Ph.D., Dartmouth College, 1994.
- Osborne, William P.**, Professor, *Emeritus*, Ph.D., New Mexico State University, 1970.
- Pourboghrat, Farzad**, Professor, Ph.D., University of Iowa, 1984.
- Qin, Jun**, Assistant Professor, Ph.D., Duke University, 2008.
- Ramaprasad, Harini**, Assistant Professor, Ph.D., North Carolina State University, 2006.
- Rawlings, Charles A.**, Professor, *Emeritus*, Ph.D., Southern Illinois University, 1974.
- Sayeh, Mohammad**, Professor, Ph.D., Oklahoma State University, 1985.
- Schoen, Alan**, Professor, *Emeritus*, Ph.D., University of Illinois, 1958.
- Smith, James G.**, Professor, *Emeritus*, Ph.D., University of Missouri at Rolla, 1967.
- Tragoudas, Spyros**, Professor, Ph.D., University of Texas, Dallas, 1991.
- Viswanathan, R.**, Professor, Ph.D., Southern Methodist University, 1983.
- Wang, Haibo**, Associate Professor, Ph.D., University of Arizona, 2002.
- Weng, Ning**, Associate Professor, Ph.D., University of Massachusetts, 2005.

Electronic Systems Technologies (Major, Courses)

The Electronic Systems Technologies (EST) major provides an essential foundation in basic electronics and offers a blend of advanced technical and managerial course work for students pursuing careers in the electronics industry. The program allows students the flexibility to choose a curriculum that will compliment their career goals and work experience. Graduates with an Electronic Systems Technologies degree possess the skills required of the technologist entering areas such as biomedical equipment technology, communication technology, industrial electronics, or telecommunications and networking technology.

The 120-semester hour EST curriculum consists of two areas: A 41-semester hour University Core Curriculum and a 79-semester hour major in Electronic Systems Technologies. The University Core Curriculum provides a foundation for students to be successful in their major and life beyond the university. Students entering the program as freshman are not required to have a background in electronics. Requirements for the major provide a sequential program in electronics and allow students to select classes, which lead toward various careers in the electronics industry. Students enrolled in laboratory courses are required to purchase electronic components for the purpose of constructing, analyzing and evaluating electronic circuits.

The total cost for these components is estimated to be at least \$200.

A student in Electronic Systems Technologies may choose the Electronics Management Specialization. This specialization offers the student curricula focused on the skills necessary to manage within a technical environment.

The EST program is well suited for individuals possessing an AS or AAS degree, electronics training through the military or civilian agencies, or work experience in the electronics industry. Credit for post secondary course work, military training and work experience is evaluated on an individual basis. Students with an approved AAS degree in Electronics Technology or its equivalent may be able to transfer up to 36 hours of approved career electives. In addition, transfer credit for University Core Curriculum requirements varies depending on previous course work. An individual who has earned an AAS degree also may qualify for the Southern Illinois University Carbondale Capstone Option. Capstone is a two-year option that gives maximum credit for previous academic and work experience in the student's occupational field. More information about the Capstone Option can be found in Chapter 3.

The Electronic Systems Technologies program has signed a number of "Program Articulation Agreements" with electronics-related community college degree programs in order to facilitate the transfer of community college students to SIUC. These agreements take full advantage of the Capstone Option for admission to the Bachelor of Science in Electronic Systems Technologies. The colleges with which SIUC has signed such an agreement include: Elgin Community College (IL), Heartland Community College (IL), John A. Logan College (IL), John Wood Community College (IL), Kaskaskia College (IL), Lake Land College (IL), Lewis and Clark Community College (IL), McHenry County College (IL), Parkland College (IL), Ranken Technical College (MO), Rend Lake College (IL), Richland Community College (IL), Shawnee Community College (IL), Southwestern Illinois College, (IL), Wabash Valley College (IL) and William Rainey Harper College (IL). Other schools are pending. If you have questions about how these agreements apply to your personal situation, contact the community college program representative or the academic advisor in Electronic Systems Technologies at (618) 453-7200 or <http://isat.siu.edu/>.

Bachelor of Science Degree in Electronic Systems Technologies, College of Applied Sciences and Arts

ELECTRONIC SYSTEMS TECHNOLOGIES MAJOR

The Electronic Systems Technologies (EST) major will take course work designed to provide an effective school-to-work transition for specific careers in the electronics industry. It is the intent of the program faculty that the students sit for the Certified Electronics Technician examination (CET) after the second year in the program. A mandatory internship ensures that students receive field experience within their chosen career field. The curriculum places emphasis on skills necessary to achieve long-term career goals within one of the following segments of the electronics industry:

1. Biomedical Equipment Technology
2. Automation Technology

3. Telecommunications and Networking Technology

Completion of this degree provides graduates with advanced skills required by electronic technologists. Technical skills include: the evaluation of current technologies, the planning and implementation of preventive maintenance programs and the testing, troubleshooting and calibration of electronic equipment and systems. In addition, the degree will include skills in writing, interpreting and presenting technical documentation.

University Core Curriculum 41

Suggested Courses: MATH 125, PHYS 101

Requirements for the Major in Electronic Systems

Technologies 79

Approved Career Electives 36

Electronic Systems Technologies 101, 102, 111, 112, 201, 202, 211, 212, 221, and Information Systems and Applied Technologies 121, 224 and Information Systems Technologies 209 (or approved equivalents)

Core Requirements 30-33

Select one Option¹:

Biomedical Equipment Technology 33

Electronic Systems Technologies 301, 305, 311, 319a, 340, 341, 404, 411, 451, and Information Systems and Applied Technologies 366.

Automation and Control Technology 30

Electronic Systems Technologies 305, 307, 317, 319d, 340, 341, 404, 407, 451 and Information Systems and Applied Technologies 366

Telecommunications and Networking Technology 30

Electronic Systems Technologies 305, 319c, 404, 451, Information Systems and Applied Technologies 316, 335, 366, 415, and 416, ISAT 360

Technical Electives²..... 10-133

Select from the following: Electronic Systems Technologies 302, 304, 306, 338, 342, 343, 365, 414, 441, Independent study or approved equivalent.

Total 120

¹All courses in the selected option must be passed with a grade of C or better.

²Courses not used as core option may be used for electives.

³As approved by the school.

Electronic Systems Technologies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
EST 101, 102	3	3
EST 111, 112	3	3
ENGL 101, 1021.....	3	3
UCOL 101, ISAT 121.....	3	3
MATH 125, Science.....	4	3
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
EST 201, 202	3	3
EST 211, 212	3	3
EST 221, ISAT 224.....	3	3
IST 209, Fine Arts.....	3	3

SPCM 101, Science	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
EST Electives/Option Core.....	3	6
ISAT 366.....	3	-
Humanities ¹	3	3
Social Science	3	3
EST 404, 305	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
EST Electives/Option Core	9	9
EST 319, 451	3	3
Human Health ¹	-	2
Multicultural	3	-
<i>Total</i>	15	14

¹Eliminated with Capstone Option

ELECTRONIC SYSTEMS TECHNOLOGIES MAJOR WITH AN ELECTRONICS MANAGEMENT SPECIALIZATION

An Electronic Systems Technologies major who chooses the Electronic Management Specialization is provided a curriculum focused on the skills and knowledge necessary to effectively integrate technology into the work place. Graduates will possess the technical, managerial and supervisory skill needed for entry-level positions in the electronics field with the increased potential for vertical mobility in today's workforce.

The process of evaluating and acquiring new and existing technologies, maintaining and managing technological systems and effectively utilizing human resources will be studied. The graduate from this specialization will be able to communicate effectively and coordinate the efforts of skilled technicians in managing complex systems. Skills acquired will allow the graduate to train people in the use and maintenance of complex systems, plan and prioritize efforts to maximize the use of technological resources, and explain technical ideas to non-technical personnel.

University Core Curriculum Requirements 41

Math 125 should be taken as the University Core

Curriculum foundation math course.

Physics 203a, 253a, should be taken as a University Core Curriculum science course.

Requirements for Major in Electronic Systems Technologies with a specialization in Electronics Management 79

Approved Career Electives 31-36¹

Electronic Systems Technologies 101, 102, 111, 112, 201, 202, 211, 212, 221, and Information Systems and Applied Technologies 121, 224 (or approved equivalents)

Core Requirements 12

Information Systems and Applied Technologies 366 3

Electronic Systems Technologies 340, 341, and 451 9

Management and Technical Requirements 27-30

Electronic Systems Technologies 302, 303 or 342, 313 or 343, 365, 385, 387 and/or 388, 404, and 441 27-30

Internship, independent study or approved equivalent	4-12 ¹
Total	120

¹As approved by the program.

Electronic Systems Technologies with a Specialization in Electronics Management Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
EST 101, 102	3	3
EST 111, 112	3	3
ISAT 121	-	3
ENGL 101, 102.....	3	3
MATH 125	4	-
UCOL 101, University Core	3	3
Total	16	15

SECOND YEAR	FALL	SPRING
EST 201, 202	3	3
EST 211, 212	3	3
EST 221	3	-
ISAT 224, IST 209 or Independent Study.....	-	6
SPCM 101.....	3	-
University Core	3	3
Total	15	15

THIRD YEAR	FALL	SPRING
ISAT 366.....	3	-
EST 302, 365	3	3
EST 385, 387 or 388.....	3	3
University Core	6	6
Independent Study, Internship or approved equivalent.....	-	3
Total	15	15

FOURTH YEAR	FALL	SPRING
EST 340, 441	3	3
EST 341, 451	3	3
EST 303 or 342	3	-
EST 313 or 343, EST 404	3	3
University Core	3	2
Independent Study, Internship or approved equivalent	-	3
Total	15	14

Courses (EST)

100-3 Introduction to Electronics. This course is an introduction to the field of electronics technology designed for students who are not majoring in Electronic systems technologies. It examines the role of the electronics technician and teaches the fundamental concepts of electronics.

101-3 DC-AC Circuit Analysis. This course covers the theory and application of passive DC and AC circuits presented in a

comprehensive manner using qualitative and quantitative methods. Theoretical topics such as Ohm’s Law and Kirchoff’s Law are applied to analyze DC and AC circuits. Co-requisite: EST 111 and MATH 113 or higher. Prerequisite: MATH 113 or higher.

102-3 Electronic Circuits Theory. This course presents the use and analysis of active and passive devices in electronic circuits. Semiconductor diodes, bipolar junction transistors and field effect transistors are discussed in circuit applications which include power supplies, amplifiers and switching circuits. Prerequisite: EST 101. Co-requisite: EST 112.

111-3 DC-AC Circuit Analysis Laboratory. This course introduces fundamental skills required by the electronics technicians. The fundamental laws of passive DC-AC circuits will be verified with experiments. Test equipment including the oscilloscope, multimeter, power supply, and signal generator will be used to analyze and troubleshoot electronic circuits. Six contact hours. Concurrent enrollment in EST 101 or consent of school. Lab fee: \$85 for DC-AC parts kit.

112-3 Electronics Circuits Laboratory. This course introduces the fundamental operation, application and troubleshooting techniques associated with semiconductor devices. Formulas and theories associated with the operation of semiconductor circuits will be verified using the oscilloscope, multimeter, power supply and signal generator. Experiments demonstrate the application of diode, transistor amplifier and transistor switching circuits. Six contact hours. Prerequisite: EST 111. Co-requisite: EST 102.

121-3 Advanced Analysis and Digital Fundamentals. This course is divided into two distinct subject areas. The first subject area includes advanced laws and theories of DC-AC circuits, circuit theorems and AC circuit analysis using complex numbers. The second subject area encompasses digital fundamentals which include numbering systems, logic gates, combinational logic, Boolean algebra, multivibrator circuits and their applications. Co-requisite: EST 102.

199-1 to 10 Individual Study. This course provides the first-year student with the opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the sponsor, program supervisor and department chair.

201-3 Digital Circuits Theory. This course presents the concepts of digital circuits that make up systems such as numeric control, computers and communications networks. The application and analysis of counters, registers, arithmetic logic circuits, analog conversion circuits, memory circuits and basic microprocessor systems are presented. Prerequisite: EST 102.

202-3 Industrial Process Control Theory. This course introduces the principles of acquisition, signal conditioning, and application of measurements and data in industrial and commercial systems. The course also emphasizes the theory and application of solid state and electro-mechanical devices used in industrial control. Principles of operation of digital and analog process control are introduced. Prerequisite: EST 102. Co-requisite: EST 212.

211-3 Digital Circuits Laboratory. This course provides practical experience assembling, testing, and troubleshooting coun-

ters, registers, arithmetic logic circuits, analog conversion circuits, memory circuits and basic microprocessor systems. An emphasis is placed on the use of data books, safety and troubleshooting. Six contact hours. Prerequisite: EST 112 or consent of school. Lab Fee: \$25 for digital electronics parts kit.

212-3 Industrial Process Control Laboratory. This course demonstrates the principles of measurement, signal conditioning, and utilization of data found in industrial systems. Experiments and projects develop skills in assembling, testing and trouble-shooting of transducer, control, and power electronic circuits. Six contact hours. Prerequisite: EST 112. Co-requisite: EST 202 or consent of school. Lab fee: \$25 for lab parts.

221-3 Introduction to Electronic Communications. This course serves as an introduction to modern electronic communication systems. Fundamental concepts and methods of modulation/demodulation, transmission/reception, and signal multiplexing, conversion, processing and propagation are introduced to the student through lecture, software simulation and graphical analysis. Applied communications technologies are investigated through systems-level functional analysis of current communication systems, ranging from broadcast radio and television to wireless digital data networks. Prerequisite: EST 102.

223-1 to 3 Electronics Certification Test Preparation. This course will provide the student an opportunity to prepare for industry recognized certification tests. This is an individualized self-paced course. Certification tests are in the areas of communications technology, biomedical technology, industrial electronics technology and computer technology. The student will be responsible for all fees associated with taking the certification tests and purchasing reference materials that are not provided by the program.

258-1 to 30 Electronics Work Experience. Credit granted for prior job skills, management-worker relations and supervisory experience while employed in the electronics industry. Credit will be established by departmental evaluation. This credit may be applied only at the 100 and 200 level unless otherwise determined by the department chair. Restricted to electronic systems technologies majors.

259-1 to 60 Electronics Occupational Education. A designation for credit granted for past occupational educational experiences related to electronic systems technologies. Credit will be established by departmental evaluation. This credit may be applied only at the 100 and 200 level unless otherwise determined by the department chair. Restricted to electronic systems technologies majors.

299-1 to 16 Individual Study. This course provides the student with the opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the sponsor, program supervisor and department chair.

300-3 Introduction to Electronic Systems Technologies Research. An introduction to library resources, electronic media resources and formal academic writing styles common to electronic systems technologies research. Introduction to basic theories, concepts and practices pertinent to electronic systems technologies. May be independent study. Restricted to electronic systems technologies majors.

301-3 Introduction to Biomedical Instrumentation. This course covers a broad range of material that will introduce the student to maintenance, calibration, safe application and management of biomedical equipment. This course will also provide basic knowledge about the theory of operation, terminology and the underlying principles associated with biomedical equipment. Prerequisite: EST 201, 202.

302-3 Optical Electronics. This course is designed to provide the theory and practice necessary to introduce the student to the broad fields of fiber optics and optoelectronics. Fiber optics is the optical technology concerned with the transmission of radiant power through transparent fibers and optoelectronics pertains to devices that emit, modify, or respond to optical radiation. Applications of fiber optics and optoelectronics to communications, imaging and sensing will be emphasized, with a concentration on communications applications. Lecture and laboratory. Prerequisite: EST 221.

303-3 Microcomputer Construction and Troubleshooting. The student will be able to construct a microprocessor based system, make it operational and develop techniques used in software/hardware troubleshooting. Three credit hours. Co-requisite: EST 309. Prerequisite: EST 202 and EST 212.

304-3 Communication Systems. This course presents a non-calculus based theory of circuits used in modern communication systems; applicable to simple telephone systems through sophisticated satellite communications. Modulation, demodulation, multiplexing, and both analog and digital signal processing will be covered through lecture and laboratory exercises. Receivers, transmitters, and various interface devices will be studied. Lecture and Laboratory. Prerequisite: EST 221.

305-3 Electronic Troubleshooting and Maintenance. This course covers troubleshooting and maintenance of electronic and interrelated systems. Formalized troubleshooting and preventative maintenance procedures will be covered with hands-on theoretical exercises. Other areas include customer relations, documentation and proper test equipment usage. Lecture and Laboratory. Prerequisite: EST 221.

306-3 Technical Drawing. The theory and practice of computer-aided drawing and design encountered in the electrical/electronics industry. The course develops the competencies and skills necessary to produce the type of graphic documentation utilized in the field. Synthesis and design applications are also covered.

307-3 Automation and Control Technology. This course covers several aspects of automation technology including power distribution, motors, motor control, and programmable control systems. Theory and application of these devices is presented to develop a foundation for further study in control systems. Safety and standard practices will be emphasized throughout the course. Lecture-Laboratory. Prerequisite: EST 201 and 202 or consent of school.

309-3 Microcomputer Programming. This course is designed to familiarize the student with several microprocessor architectures and instruction sets with emphasis on the Intel series of processors. Microcomputer tools for programming and debugging will also be presented. The student will program in both machine language and assembly language with emphasis on programming techniques. Special approval needed from the instructor.

310-3 Information Technology, Integration and Support. A lecture/lab approach is used to give students background information and “hands-on” laboratory experience working with microcomputer and network systems. An introductory presentation of microcomputer and network systems includes proprietary and open computer operating systems, basic network and PC hardware components, microcomputer peripherals, and local and wide area networks. Students explore the installation, configuration, and integration of Information Technologies and Information Systems. Prerequisite: Information Technology minors with CS 200A,B or ISAT 229.

311-3 Biomedical Instrumentation Laboratory. This course provides hands-on experience with common biomedical instrumentation. The student will perform exercises that will teach maintenance, calibration, safe application, and management of biomedical instrumentation. This course will also provide basic knowledge about the theory of operation, terminology and the underlying principles associated with biomedical equipment. Co-requisite: EST 301.

312-3 Optical Electronics Laboratory. This laboratory is designed to reinforce the concepts of fiber optics, laser and light physics. Emphasis will be placed on the integration of laser, fiber optic and communication principles with electronics. Co-requisite: EST 302.

313-3 Microcomputer Construction and Troubleshooting Laboratory. This laboratory is designed to reinforce the concepts of microcomputer construction, operation, troubleshooting, programming and interfacing through actual practice. Prior or concurrent enrollment in EST 303 and 309 or consent of instructor.

317-3 Industrial Human Machine Interfacing. The selection, programming, installation, maintenance, and troubleshooting of industrial Human Machine Interface (HMI) equipment. Programming of Programmable Logic Controllers (PLC) for HMI will be included. Individual components will be defined and examined with respect to the overall control system. Safety and standard practices will be emphasized throughout the course. Lecture and laboratory. Prerequisite: EST 307.

319A-1 to 15 Electronic Occupations Internship. Students will be assigned to a University approved program to engage in activities related to the Electronic Systems Technologies program and the student’s career objectives. The student will perform duties as assigned by the work supervisor and the internship coordinator. Internship may be performed in Biomedical Equipment Technology. Mandatory Pass/Fail. Special approval needed from the instructor.

319B-1 to 15 Electronic Occupations Internship. Students will be assigned to a University approved program to engage in activities related to the Electronic Systems Technologies program and the student’s career objectives. The student will perform duties as assigned by the work supervisor and the internship coordinator. Internship may be performed in Communications Technology. Mandatory Pass/Fail. Special approval needed from the instructor.

319C-1 to 15 Electronic Occupations Internship. Students will be assigned to a University approved program to engage in activities related to the Electronic Systems Technologies program and the student’s career objectives. The student will perform duties as assigned by the work supervisor and the internship

coordinator. Internship may be performed in Computer Technology. Mandatory Pass/Fail. Special approval needed from the instructor.

319D-1 to 15 Electronic Occupations Internship. Students will be assigned to a University approved program to engage in activities related to the Electronic Systems Technologies program and the student’s career objectives. The student will perform duties as assigned by the work supervisor and the internship coordinator. Internship may be performed in Industrial Electronics Technology. Mandatory Pass/Fail. Special approval needed from the instructor.

320-1 to 12 Electronics Occupations Cooperative Education. Each student will participate in a departmentally approved cooperative education program that includes formal instruction, training and/or career-related work experience. Students receive a salary or wages and engage in prearranged assignments related to their academic program and career objectives. Department faculty evaluation, cooperative agency student performance evaluations and student reports are required. Hours and credit to be individually arranged. Mandatory Pass/Fail. Special approval needed from the instructor.

338-3 Alternative and Renewable Energy Technology. This course examines alternative and renewable energy technologies and applications. Power generation from solar, wind, geothermal, biomass, and fuel cell technologies will be discussed and reinforced with laboratory demonstrations. Power electronics will be reviewed with an emphasis on energy conservation and energy harvesting technologies. Lecture and laboratory. Prerequisite: EST 202 or consent of department.

340-3 Application of Solid State Devices. A technical and managerial approach to the practical application of discrete solid state devices and linear integrated circuits. The characteristics of these devices will be reviewed to assist the student in understanding their selection and application process. Restricted to electronic systems technologies majors.

341-3 Digital Circuit Applications. Applications of digital electronic devices and circuits in business and industry. Geared to the needs of the technical manager, this course builds upon the student’s knowledge of basic electronics theory. Basic principles of subsystems are reviewed to assist the student in understanding their selection and application to business/industrial settings. Restricted to electronic systems technologies majors.

342-3 Microcontroller Applications Lecture. This course emphasizes microcontroller fundamentals and applications as seen from the standpoint of the technical manager. Microcomputer theory is introduced since microcontrollers are a subset of microcomputer technology. Basic characteristics and principles of microcomputers and microcontrollers will be reviewed to provide an understanding of applications in specific business and industrial settings. Prerequisite: EST 341.

343-3 Microcontroller Applications Laboratory. Laboratory experiences selected to reinforce microcontroller characteristics and applications in business and industry. Students sample microcontroller programming on operational microcontrollers and through the use of simulation software. Included is the theory of operation, the control of input and output devices, multi-controller communication, and program development and entry. Students will be required to purchase a microcontroller system ranging in cost between \$100-130. Prerequisite: EST 342 or

concurrent enrollment in 342; may be independent study.

350-1 to 32 Technical Career Subjects. This course provides the student with in-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions and health service occupations offered through various workshops, special short courses, and seminars. Hours and credits to be individually arranged. This course may be classified as independent study. Special approval needed from the instructor.

351-3 Readings in Electronic Systems Technologies. The use of written and electronic media resources relevant to electronic systems technologies and the development of an electronic systems technologies research bibliography. The use of bibliographic resources to produce written comparative or persuasive research reports. May be independent study. Prerequisite: EST 300. Restricted to electronic systems technologies majors.

365-3 Electronics Industry Data Applications. The application of statistical data within the electronics industry to include an introduction to the basic statistical treatment of data, data sources and the design of statistical studies. Emphasis in on the principles and techniques of data analysis, synthesis, and utilization as applied to decision making in the electronics field. Student will gain experience in applying data to decision making through case studies and class projects. Prerequisite: MATH 108 or MATH 125.

385-3 Fiscal Aspects of Electronic Systems Technologies. An introduction to the types of fiscal problems encountered in the electronics industry. The course will address the diverse sizes and types of business within the field and will include an introduction to the accounting process. Emphasis will be given to financial management systems, financial analysis tools, cash flow management and budgeting procedures. Restricted to electronic systems technologies majors.

387-3 Electronics Industry Labor-Management Relations. A study of economic situations that affect labor-management relations in electronics-related career fields. Study will include the evolution of labor relations in the American electronics industry and interactive differences in labor-management relations from a global perspective. Laws that are common to both union and non-union employees will be emphasized. Restricted to electronic systems technologies majors.

388-3 Legal Aspects of Electronics. An introduction to the types of legal problems encountered in the electronics industry to include American legal heritage and legal rights. The course will emphasize the nature and classification of contracts, warranties, product liabilities, consumer protection and applicable employment laws. Restricted to electronic systems technologies majors.

401-3 Analysis of Issues in the Electronics Industry. The identification and study of current economic, regulatory or operational issues impacting the electronics industry. The use of both written and oral reports to present a critical analysis of selected topics. May be independent study. Not for graduate credit. Prerequisite: EST 300. Restricted to electronic systems technologies majors.

404-3 Communication Systems Management. Coverage of a broad range of material that will introduce the student to maintenance, evaluation, installation, troubleshooting and management of communications equipment, with an emphasis

on computer networks. This course will also provide advanced knowledge about the theory of operation, terminology and the underlying principles associated with the transmission of voice, data and video information through telephone, satellite and cellular radio communications equipment. Not for graduate credit. Prerequisite: EST 305.

407-3 Industrial Networking and Systems Integration. The selection, configuration, installation, maintenance, and troubleshooting of industrial peer-to-peer and device level networks will be examined with the purpose of forming a complete industrial control network structure. The integration of various industrial control devices, components, and automation cells to form a complete automated control system will be examined. Safety and standard practices will be emphasized throughout the course. Lecture and Laboratory. Not for graduate credit. Prerequisite: EST 317.

411-3 Imaging and Information Systems in Healthcare. Course focuses on the integration and distribution of data between imaging systems, therapeutic devices, and various types of information systems found in healthcare facilities. The function and application of various types of therapeutic and imaging systems will be discussed. Topics related to Information Systems will include picture archiving systems, telemedicine and teleradiology systems. Not for graduate credit. Prerequisite: EST 301.

414-3 Advanced Communication Systems. This course provides knowledge through lecture and laboratory exercises of the theory of operation, terminology, and the underlying principles pertaining to communication systems including basic telephony, cellular radio, microwave, satellite, and data network. It also serves as an introduction to the configuration, maintenance, and management of communications equipment. Not for graduate credit. Lecture and Laboratory. Restricted to major.

420-1 to 12 Electronic Systems Technologies Cooperative Education. Students may participate in a departmentally approved cooperative education program that includes formal instruction, training and/or career-related work experience. Students will receive a salary or wages and engage in prearranged assignments related to their academic program and career objectives. Department faculty evaluation, cooperative agency student performance evaluations and student reports are required. Hours and credit to be individually arranged. Mandatory Pass/Fail. Not for graduate credit. Special approval needed from the instructor.

441-3 Career Development for Electronics Managers. A study of elements to consider when seeking employment in an electronics career field. These elements include personal inventories and resumes, placement service and employment agencies, interviewing techniques, letters of application, references and employment testing. Emphasis will be placed on the roles of mentoring, membership in professional organizations, continuing education and other opportunities for professional growth throughout a career in the electronics industry. Each student will develop a portfolio including personal and professional information related to individual career goals. Not for graduate credit. Restricted to electronic systems technologies majors.

450-3 Management Problems in the Electronics Industry. The identification and study of problems related to management within the electronics industry. The application of electronic systems technologies theories, concepts and practices to the

identified management problems. The use of written and electronic media research resources to produce a written problem solving report. May be independent study. Not for graduate credit. Prerequisite: EST 351 or EST 401. Restricted to electronic systems technologies majors.

451-3 Current Trends in Electronic Systems Technologies. This course is designed to familiarize the student with current managerial trends that support the installation, evaluation, repair and maintenance of electronic systems. Topics may include, but are not limited to, economic justification and cost control, quality control and program improvement, compliance with codes, equipment control and evaluation and input to administration. This course is writing intensive and reflects the College's Communication-Across-the-Curriculum initiative. Not for graduate credit. Prerequisite: English 101. Restricted to senior status in electronic systems technologies.

Elementary Education

(SEE CURRICULUM AND INSTRUCTION)

Energy Economics

(SEE AGRIBUSINESS ECONOMICS)

Engineering (College, Courses)

Courses (ENGR)

101-3 Introduction to Engineering. (Same as Electrical and Computer Engineering 101) Introduction to the engineering profession and the engineering programs in the College of Engineering. Lectures and hands-on laboratory projects aimed at stimulating interest in engineering and at guiding students in choosing an engineering curriculum. Seminars presented by distinguished speakers on engineering careers, ethics, and employment trends. No prerequisites.

222A-2 Computational Methods for Engineers and Technologists. Introduces the student to the use of digital computers in the solution of technical problems that are specifically designed for the engineering and technology student. Problem analysis, flowcharting, coding, diagnostics, execution, and solution verification are discussed. Programs written in FORTRAN. Prerequisite: Mathematics 111 or equivalent.

222B-2 Computational Methods for Engineers and Technologists. Introduces the student to the use of digital computers in the solution of technical problems that are specifically designed for the engineering and technology student. Problem analysis, flowcharting, coding, diagnostics, execution, and solution verification are discussed. Programs written in C++ language. Prerequisite: Mathematics 111 or equivalent.

301I-3 Humans and Their Environment. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) [IAI Course: L1 905] An introduction to the study of the relationship between humans, resource consumption, pollution and the resulting environment. The effects of current human pollution and resource consumption on the environmental quality of the future. The interrelation of human population resource consumption and pollution. Methods of minimizing resource consumption and human pollution through both techno-

logical controls and changes in human behavior. Prerequisite: high school chemistry or equivalent.

303I-3 The Role of Energy in Society. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) Lectures, discussions and class projects directed at understanding the role of energy, power and related concepts in society in the past, the present and the future. Review of current energy resources and use patterns, as well as projections for new energy conservation techniques and the development of alternative energy technology. An overview of worldwide energy needs, seeking to identify future limits on energy use attributable to environmental, economic, political and other technological and evolutionary constraints. Prerequisite: satisfactory completion of three hours of University Core Curriculum science requirements.

304I-3 Social History of American Technology. (University Core Curriculum) Survey of some key technological transformations and their related social developments in the United States from colonial times to the present with emphasis on unequal effects on cultural groups defined by race, gender, and ethnicity.

335-3 Electric Circuits. [IAI Course: EGR 931] Foundation course in electric circuits. Basic laws and concepts of linear circuits. Analysis of AC and DC circuits by mesh and nodal methods, Thevenin's and Norton's theorems, superposition principle, and phasor notation. Transients. Prerequisite: Mathematics 250.

351-3 Numerical Methods in Engineering. Overview of numerical procedures such as root finding, curve fitting, integration, solutions of simultaneous equations, and solutions of ordinary differential equations. Emphasis will be on applications of these techniques to problems in engineering mechanics, and civil and mechanical engineering. Prerequisite: CE 102 or ME 102, and concurrent enrollment in or completion of MATH 305.

361-2 Engineering Economics in Design. Procedures for evaluating the relative economic merits of engineering projects and designs. Use of these procedures permits comparing alternate engineering estimates, evaluating engineering effectiveness, and proceeding toward decision making based on economic and engineering optimization. Professional engineering examinations include these course materials. Prerequisite: Mathematics 111 or equivalent.

Engineering Technology

(Major, Courses, Faculty)

Engineering technology is part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the technician and the engineer at the end of the spectrum closest to the engineer.

A Capstone option may be available in the engineering technology major and is explained in Chapter 3 of this bulletin. Students holding associate degrees of at least 60 semester hours in non-baccalaureate-oriented programs or equivalent certification with a minimum grade point average of 2.25 are qualified. For the engineering technology major, the associate degree or equivalent certification should be in an electrical or electronics-

related field. This option permits qualified students to fulfill their degree requirements by completing 60 semester hours of work approved by the Capstone adviser. Each individual's program of study may differ according to the previous academic work.

The undergraduate program in engineering technology is accredited by the Technology Accreditation Commission of ABET, <http://www.abet.org>. These curricula are the electrical engineering technology specializations. For each curriculum, a minimum of 30 hours in engineering technology courses must be taken in residence at Southern Illinois University Carbondale.

Bachelor of Science Degree in Engineering Technology, College of Engineering

ENGINEERING TECHNOLOGY MAJOR—ELECTRICAL ENGINEERING TECHNOLOGY SPECIALIZATION

The electrical engineering technology specialization is designed to prepare technologists who are capable of technical design and who can contribute to the development, production, testing, and installation of electrical and electronic devices, circuits, and systems. In addition, graduates are capable of participation in the planning and installation of power distribution systems and operating and maintaining complex electrical systems. Graduates of the program are employed in communications, power, electronics, sales, manufacturing, and other fields.

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
English 101, 102	6
Mathematics (substitute Mathematics in major)	3
Speech Communication 101	3
UCOL 101	3
Disciplinary Studies	23
Fine Arts	3
Human Health (Biology 202)	2
Humanities	6
Science (substitute Physics in major)	6
Social Science	6
Integrative Studies	6
Multicultural	3

<i>Requirements for Major in Engineering Technology with Electrical Engineering Technology Specialization</i>	(9) + 80 ¹
Physics 203A,B 253A,B.....	(6) + 2
Mathematics 111, 150	(3) + 5
Management 202	3
Engineering 222B	2
Engineering Technology 150, 238, 245A, 304A, 304B, 332A, 332B, 403A, 403B, 437A, 437B, 438A, 438B, 439	54
Technical electives	14
<i>Total</i>	124

¹Courses in parenthesis will also apply towards 6 hours in the University Core Curriculum, making a total of 41 .

Electrical Engineering Technology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 0110/ENGR 101, Select ¹	3	9
ENGL 101, 102.....	3	3

ET 150	2	-
MATH 111 ²	4	-
MATH 150	-	4
Technical Elective	3	-
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
Select ¹	5	3
SPCM 101, ENGR 222B	3	2
ET 245A	-	4
MATH 282, MGMT 202	3	3
PHYS 203A,B	3	3
PHYS 253A,B	1	1
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
Select ¹ , Technical Electives	3	4
ET 238, ET 439	4	4
ET 304A,B	4	4
ET 332A,B	4	4
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
ET 403A,B	4	4
ET 437A,B	4	4
ET 438A,B	4	4
Technical Elective	4	3
<i>Total</i>	16	15

¹See University Core Curriculum requirement
²Substitutes for University Core Curriculum

Courses (ET)

A suitable calculator and textbooks are required for most of the following courses.

103-3 Engineering Drawing I. (Same as Industrial Technology 105) Links the components of technical sketching with current CAD software. Sketching to include: orthographic projection, sectional views and dimensioning. Employ these elements with current CAD software in creating drawing entities, managing layers, displaying and modifying drawings, annotating and dimensioning, and file management.

104-3 Engineering Drawing II. Principles and practices of engineering drawing. Representation of mechanical components, dimensioning, tolerancing, and mechanical drawing symbols. Introduction to computer-aided drawing systems with applications to both micro-computer and mini-computer systems. Prerequisite: ET 103.

150-2 Introduction to Electrical Engineering Technology. This laboratory course gives students instrumentation and construction skills. It covers CAD/CAM for electronics and instrumentation used to measure circuit values and generate signals. Students learn to identify components, analyze error, use units common to electrical measurement, and learn to design and build circuits. Students demonstrate skills by assembling, testing, and trouble-shooting an electronic kit. Prerequisite: MATH 111.

209-3 Manufacturing Process Laboratory. (Same as Industrial Technology 209) Laboratory experiments to familiarize the student with the theory and operation of manufacturing processes. Lab. Prerequisite: IT 208 or consent of instructor.

238-4 Digital System Fundamentals. This course studies fundamental digital concepts used in electronic design and application. The course covers traditional design approaches for combinational and sequential circuits. The course introduces contemporary approaches such as hardware design languages. Topics include logic gates, flip-flops, memory circuits, Karnaugh map, and VHDL/Verilog. A laboratory emphasizes design and application. Prerequisite: ET 150, MATH 111.

245-4 Introductory Circuit Theory and Applications. This course covers the fundamental theories of electric circuits. It covers symbols and diagrams that represent electric circuits and includes mathematical definitions and application of circuit components. Students analyze circuits using Ohm's and Kirchoff's Laws. The course introduces mathematical descriptions for alternating currents with practical examples. A laboratory demonstrates theory. Prerequisite: MATH 111, ET 150 or equivalent.

304A-4 AC/DC Circuit Theory and Application. DC network mesh and nodal analysis. The course covers Thevenin's theorems, Norton's theorems, superposition, delta-wye resistor transformations, maximum power transfer, phasor transforms and impedance concepts for AC analysis. The course covers frequency response of RC, RL, and RLC resonant circuits. The course presents Bode plots of simple RC and RL filter circuits. A laboratory teaches safety and instrument usage. Prerequisite: ET 245.

304B-4 Network Theory and Application. Course covers phasor transform methods for AC networks, dependent sources, source conversions, mesh and nodal analysis, AC bridges, superposition, Thevenin's theorem, Norton's theorem and delta-wye conversion. The course analyzes RC transient response and pulse characteristics. It presents and solves ideal OP AMP circuits. Fourier series theory for non-sinusoidal signals. Laboratory teaches instrument usage. Prerequisite: ET 304A, MATH 150.

321-3 Automated Instrumentation and Data Acquisition. The course covers computerized control of instruments and data acquisition systems. Students learn equipment and sensors selection, test equipment control and data acquisition systems development. The course introduces LabVIEW programming language. Students develop automated testing programs to control processes, display and analyze data using programmable test equipment and software. (Lecture + Lab). Prerequisite: ENGR 222B or CS 202; ET 245.

332A-4 DC Motors, Generators and Energy Conversion Devices. Course covers theory, application, and operation of DC motors and generators. It emphasizes testing and measurement of machine characteristics, parameters and efficiency and develops circuit models describing machine operation. The course covers analysis of industrial motor protection and control schemes. It introduces the science, application, and economics of DC power using photocells. Laboratory. Prerequisite: ET 304A or concurrent enrollment.

332B-4 AC Electric Machines and Power Systems. The theory and operation of AC machines and industrial power systems with emphasis on testing and measurement of machine char-

acteristics, parameters and efficiency. The course reviews basic AC circuit analysis and introduces three-phase circuit analysis. The course develops power transformer, AC motor, and AC generator models. Laboratory experience using test instruments and software. Prerequisite: ET 304B or concurrent enrollment.

342-2 Technology Design. A design project on any technical subject selected by the student with advice from the instructor. Individual or group effort required to develop functional design. Report writing and oral presentation required.

390-3 Cost Estimating. (Same as Industrial Technology 390) Study of the techniques of cost estimation for products, processes, equipment, projects, and systems. Prerequisite: Mathematics 111.

392A-1 Engineering Technology Co-op. Supervised work experience in Engineering Technology industry. Restricted to junior standing. Special approval needed from the instructor. Mandatory Pass/Fail.

392B-1 Engineering Technology Co-op. Supervised work experience in Engineering Technology industry. Restricted to junior standing. Special approval needed from the instructor. Mandatory Pass/Fail.

403A-4 Electronic Circuit Analysis. This course studies fundamental solid-state electronic concepts, the application and design of transistor amplifiers, and operational amplifier circuits. Course topics include the ideal operational amplifier, diodes, rectifiers, analysis and design of bipolar transistor (BJT) amplifiers, and the analysis and design of field effect transistor (FET) amplifiers. A laboratory emphasizes electronics circuit design and analysis. Prerequisite: ET 304B.

403B-4 Electronics Application and Design. This course focuses on system-level design and application of electronics circuits. Circuits include linear integrated circuits, quasi-linear circuits, integrated digital circuits, and pulse waveform generating and timing circuits. Topics include power amplifiers, Schmitt triggers, comparators, timers, and active filters. A design laboratory allows students to implement several design projects with increasing complexity. Prerequisite: ET 403A.

437A-4 Wireless Communication Fundamentals. This course introduces students to wireless communication theory and application. The course covers topics in radio wave propagation, high frequency transmission lines, waveguides, and antennas. Students study wireless systems and frequency spectrum. The course covers electromagnetic waves, radio frequency power losses and transmission line efficiency. A laboratory gives experiences in high frequency measurement. Prerequisite: ET 304B.

437B-4 Wireless Communication Systems. This course introduces students to radio frequency signals, transmitters, receivers, and various types of modulation used in wireless communications. It covers RF signal analysis and modulation theory. Students study theory, design and application of circuit blocks. Laboratory design exercises produce functional communication system blocks that are assembled into a high frequency receiver for demonstration. Prerequisite: ET 403A and ET 437A.

438A-4 Automatic Control Systems Technology. The mathematical concepts and tools used to model and design automatic control systems. The mathematical models for electric, hydraulic, mechanical and thermal processes found in industry. The course uses Laplace transforms, transfer functions, block dia-

grams and signal flow graphs to represent systems, determine system response and design control systems. A laboratory demonstrates applications. Prerequisite: ET 304B and ET 332A.

438B-4 Continuous and Digital Control Systems. Fundamentals of digital control systems, Stepper motors, digital data acquisition and interface components, Fourier transforms, Z transforms, and applications of fast Fourier transform. Digital control laboratory. Prerequisite: ET 438A.

439-4 Microcontroller Application and Design. This course introduces embedded systems design and microcontroller programming. Students study microcontroller architectures and design applications. The course emphasizes interfacing microcontrollers with sensors and actuators. Software tools like Matlab and Simulink aid in visualization and Model-Based Design. A laboratory provides programming/design experience. Prerequisite: ET 238, ENGR 222B or CS 202.

445-3 Computer-Aided Manufacturing. (Same as IT 445) Introduction to the use of computers in the manufacturing of products. Includes the study of direct and computer numerical control of machine tools as well as interaction with process planning, inventory control and quality control. Laboratory. Prerequisite: Industrial Technology 105 or Industrial Technology 110, Industrial Technology 208 or Engineering Technology 209.

455-3 Industrial Robotics. (Same as IT 455) Study of industrial robots and their applications; pendant and numerical programming of robots. Robotics design including tactile and visual sensors. Technical and psychological problems of justification, installation, and management of robotic systems. Prerequisite: ET 445.

492-1 to 6 Special Problems in Industry and Technology. Special opportunity for students to obtain assistance and guidance in the investigation and solution of selected technical problems. Not for graduate credit. Special approval needed from the instructor.

Technology Faculty

Besterfield, Dale H., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1971.

Chang, Feng-Chang (Roger), Associate Professor and *Director of Engineering Out-reach*, Ph.D., Ohio State University, 1985.

Chen, Han Lin, Associate Professor, *Emeritus*, M.S., Southern Illinois University, 1958.

Contor, Keith L., Associate Professor, *Emeritus*, M.S., State College of Washington at Pullman, 1960.

Crosby, Garth V., Assistant Professor, Ph.D., Florida International University, 2007.

Cross, Bud D., Visiting Assistant Professor, *Emeritus*, M.S., Southern Illinois University, 1965.

DeRuntz, Bruce D., Professor, Ph.D., Southern Illinois University Carbondale, 2005.

Dunning, E. Leon, Professor, *Emeritus*, Ph.D., University of Houston, 1967.

Dunston, Julie K., Associate Professor, Ph.D., Florida State University, 1995.

King, Frank H., Visiting Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University, 1981.

Marusarz, Ronald K., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1999.

Meyers, Fred E., Associate Professor, *Emeritus*, M.B.A., Capital University, 1975.

Rogers, C. Lee, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1975.

Savage, Mandara, Associate Professor and *Chair*, Ph.D., Iowa State University, 1999.

Spezia, Carl J., Associate Professor, Ph.D., Southern Illinois University Carbondale, 2002; 2005.

Velasco, Tomas, Associate Professor, Ph.D., University of Arkansas, 1991.

English

(Department, Major, Courses, Faculty)

The major in English is 36 semester hours at least half of which must be taken at Southern Illinois University Carbondale. The English major may choose from four specializations listed below.

Students who wish to declare English, as a major should consult the director of undergraduate studies in English early in their college careers. Continuing students who wish to declare an English major should petition the Department of English for admission to the department. Transfer students should bring their transcripts and syllabi of courses in English for evaluation of transfer credit. Thereafter, all English majors must have their advance registration forms signed by an advisor in the Department of English.

Only English courses completed with at least a *C* will fulfill a major requirement. Deviations from regular programs must have prior written department approval.

Students who wish to construct an inter-departmental major in English and certain related fields may do so in consultation and with the approval of the director of undergraduate studies in English.

Students are urged to supplement their English majors through the study of classical and modern languages, as well as the study of foreign literature in translation. Majors preparing for graduate school should take two years of a foreign language.

Although a minor field is not required, English majors are encouraged to consider complementary minor fields such as foreign languages and literatures, history, philosophy, linguistics, speech communication, journalism, psychology, sociology, political science, Africana studies, theater, computer science, business administration, and marketing. In fact creativity, critical thinking, and communication – skills acquired in the English major – are crucial for success in any field of study. The English major and minor complement and enhance study in virtually all-academic disciplines.

No ILP course will count toward the major without prior consent from the Undergraduate Studies Director or the Director's assistant. In making such determinations, the Director will take into account the nature of the students' other educational experiences. Except in rare circumstances, students on campus during a given semester will not be allowed to take an ILP course in lieu of a course that is simultaneously being offered

in traditional format. Except in rare circumstances, students will not be allowed to take more than two ILP courses toward completion of the English major.

ENGLISH CORE COURSES

All students majoring in English will take the following English core courses:

English 301, 302A, 302B, 303, 305 and 365.

ENGLISH PROGRAM SPECIALIZATIONS

Bachelor of Arts Degree in English, College of Liberal Arts
A student may wish to pursue one of several specializations in the College of Liberal Arts. The degree earned and the requirements for the degree are as follows:

<i>University Core Curriculum Requirements</i>	41
Recommended but not required, Classics 230, with a grade of C or better.	
<i>College of Liberal Arts Academic Requirements (See Chapter 4)</i>	
<i>Requirements for Major in English</i>	36
In addition, one year college credit in a single foreign language (also fulfills College of Liberal Arts foreign language requirement)	8
<i>Electives</i>	35
<i>Total</i>	120

Students should regularly consult with their departmental advisor to achieve a suitable range and breadth of course work. Students planning to enter graduate school are strongly urged to take two years of a foreign language.

ENGLISH MAJOR – LITERATURE SPECIALIZATION

In addition to the English core courses, students will take six electives from the 300 and 400-level courses in English. At least three of these elective courses must include the following: one course in English, American, or Irish Literature before 1800; one course in English, American, or Irish Literature after 1800; and one course in continental literature or substitute.

English Suggested Curricular Guide (Literature Specialization)

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101	-	3
UCOL 101.....	3	-
Core Science	3	3
Core Mathematics.....	3	3
Core Fine Arts.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
English Composition.....	-	3
Core Humanities	3	3
Core Social Science	3	3
Core Multicultural, Health	3	2
Foreign Language	4	4
Science with Lab	3	-
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
ENGL 301, Elective	3	3
ENGL 365, Elective	3	3
ENGL 302A, 302B.....	3	3
ENGL 303, 305.....	3	3
Electives	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
English/American/Irish Literature		
Before 1800, After 1800	3	3
Continental Literature	3	-
Electives	9	12
<i>Total</i>	15	15

ENGLISH MAJOR – CREATIVE WRITING SPECIALIZATION

In addition to the English core courses, students will take English 381A and 382A; English 381B and 382B; English 351 or 352; and either 492A or 492B.

English Suggested Curricular Guide (Creative Writing Specialization)

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101	-	3
UCOL 101.....	3	-
Core Science	3	3
Core Mathematics.....	3	3
Core Fine Arts.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
English Composition.....	-	3
Core Humanities	3	3
Core Social Science	3	3
Core Multicultural, Health	3	2
Foreign Language	4	4
Science with Lab	3	-
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
ENGL 301, Elective	3	3
ENGL 365, Elective	3	3
ENGL 302A, 302B.....	3	3
ENGL 303, 305.....	3	3
ENGL 382A, 382B.....	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ENGL 381A, 382B.....	3	3
ENGL 351/352, 492A/492B.....	3	3
Electives	9	9
<i>Total</i>	15	15

ENGLISH MAJOR – PREPROFESSIONAL SPECIALIZATION

In addition to the English core courses, majors interested in such fields as law, business, technical communication, information technology, and government will take the following courses: English 290 or 291 or 390 or 391 or 392; English 300 or 401 or 403; English 490 or 491; three electives from the 300 and 400-level courses in English, or with the consent of the departmental advisor, a course in another department.

English Suggested Curricular Guide (Pre-professional Specialization)

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101	-	3
UCOL 101.....	3	-
Core Science	3	3
Core Mathematics.....	3	3
Core Fine Arts.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
English Composition.....	-	3
Core Humanities	3	3
Core Social Science	3	3
Core Multicultural, Health	3	2
Foreign Language	4	4
Science with Lab	3	-
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
ENGL 301	3	-
ENGL 290/291/390/391/392	-	3
ENGL 365, Elective	3	3
ENGL 302A, 302B.....	3	3
ENGL 303, 305.....	3	3
Electives	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ENGL 300/401/403.....	3	-
ENGL 490/491	-	3
Electives	12	12
<i>Total</i>	15	15

ENGLISH MAJOR – TEACHER EDUCATION PREPARATION

In addition to the English core courses, majors interested in becoming teachers of English will take the following courses: English 300 or 401, 485A and 485B. At least one course in English, American, or Irish Literature before 1800; one course in English, American, or Irish Literature after 1800; and one course in continental literature or substitute. NOTE: For the teacher certification requirements, please see the course work offered by the College of Education and Human Services.

Bachelor of Science Degree, College of Education and Human Services or Bachelor of Arts Degree, College of Liberal Arts

Students who wish to become certified teachers of English may pursue their majors for the BS or BA degree as follows:

<i>University Core Curriculum Requirements</i>	41
To include non-western civilization ¹ and Psychology 102; Classics 230 recommended but not required ² .	
<i>Requirements for Major in English</i>	36
Teacher training candidates must take the Teacher Education Preparation specialization in the English major described above.	
In addition, one year college credit in a single foreign language	8
<i>Education Requirements</i>	31
Pre-Professional Requirement EDUC 210.....	3
Professional Education Requirements (see Teacher Education)	28
<i>Electives</i>	4
<i>Total</i>	120

¹Required to meet non-western civilization/third world culture requirement.

²Must earn a grade of C or better.

English Suggested Curricular Guide (Teacher Education Specialization)

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101	-	3
UCOL 101.....	3	-
Core Science	3	3
Core Mathematics.....	3	3
Core Fine Arts	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
English Composition.....	-	3
Core Humanities	3	3
Core Social Science	3	3
Core Multicultural, Health	3	2
Foreign Language	4	4
Science with Lab	3	-
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
ENGL 301, 300 (or 401)	3	3
ENGL 365, Elective	3	3
ENGL 302A, 302B.....	3	3
ENGL 303, 305.....	3	3
Electives	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
English/American/Irish Literature		
Before 1800, After 1800	3	3
Continental Literature	3	-
ENGL 485A, 485B.....	3	3
Electives	6	9
<i>Total</i>	15	15

English Minor

The minor in English is a minimum of 18 semester hours at least half of which must be taken at Southern Illinois University Carbondale. Only English courses, which are completed with at least a C, fulfill a minor requirement.

Minors are available with several specializations, and the following are listed as examples only. Students interested in English as a minor are asked to confer with the Director of Undergraduate Studies in English or an advisor in the Department of English to determine their specific course of study.

ENGLISH MINOR – PREPROFESSIONAL SPECIALIZATION (18 HOURS)

Preprofessional specialization English 290 or 291; 300; 301; 365; 390, 391, or 392; and 490 or 491.

ENGLISH MINOR – CREATIVE WRITING SPECIALIZATION (18 HOURS)

Creative writing minors should take at least one course from English 381A, 382A or 384; English 381B or 382B; English 351 or 352; either English 492A, 492B, or 492C; and two 300- or 400- level English courses.

ENGLISH MINOR – WORLD LITERATURE SPECIALIZATION (18 HOURS)

English 204, 301; and four courses from 425, 438, 445, 455, 465.

ENGLISH MINOR – TEACHING SPECIALIZATION (18 HOURS)

For students who wish to meet the Elementary Education Major requirements in English, choose six of the following English courses: English 209, 290, 302A, 302B, 303, 305, 325, 332, 333, 335, 365, 401 or 481.

Courses (ENGL)

100-3 Basic Writing. This course prepares students for the writing demands of English 101 and of the University. It teaches students processes for developing ideas, developing and organizing sentences and paragraphs, drafting, revising and editing. Placement in this course is determined by a combination of ACT score and a writing placement exam, or by a diagnostic essay exam given the first week of class in English 101.

101-3 English Composition I. (University Core Curriculum) [IAI Course: C1 900] Rhetorical foundations for demands of academic and professional writing, including recognition and deployment of strategies and processes for effective written products in various contexts and for various purposes. Class discussion and readings focus on the function and scope of professional and personal literacy.

102-3 English Composition II. (University Core Curriculum)

[IAI Course: C1 901R] The second course in the two-course sequence of composition courses required of all students in the University. Using culturally diverse reading materials, the course focuses on the kinds of writing students will do in the University and in the world outside the University. The emphasis is on helping students understand the purpose of research, develop methods of research (using both primary and secondary sources), and report their findings in the appropriate form. Prerequisite: English 101 or equivalent with a minimum grade of C. To receive credit in the University Core Curriculum, a student must earn a C or better in English 102.

119-3 Introduction to Creative Writing. (University Core Curriculum) This course offers an introduction to the art and craft of writing poetry and short fiction. Requirements will include writing exercises, reading and analyzing published poetry and fiction, conferences, and the creation of a portfolio of original poetry and fiction. There may be examinations, journal writing, and/or compilation of an anthology of published or original works.

120H-3 Honors Advanced Freshman Composition. (University Honors Program) (University Core Curriculum course) [IAI Course: C1 901R] Fulfills Foundation Skills requirement for composition. Writing critical essays on important books in the following categories: autobiography; politics; fiction; eyewitness reporting; and an intellectual discipline. Prerequisite: ACT score of 29 or higher or CLEP test qualifying score of 57-60.

121-3 The Western Literary Tradition. (University Core Curriculum) [IAI Course: H3 900] The course offers a critical introduction to some of the most influential and representative work in the Western literary tradition. Emphasis is on the interconnections between literature and the philosophical and social thought that has helped to shape Western culture.

201-3 Introduction to Drama. [IAI Course: H3 902] Students will read and discuss plays of different types and periods. Prerequisite: ENGL 101 and 102; or 120.

202-3 Introduction to Poetry. [IAI Course: H3 903] Students will read and discuss poems of different types and periods. Prerequisite: English 101 and 102; or 120.

204-3 Literary Perspective on the Modern World. (University Core Curriculum) [IAI Course: H3 900] This course introduces the literature of the twentieth century using representative works from the beginning through the close of the century. Course material may be drawn from fiction, verse, and drama, as well as including examples from supporting media (film, performance). Course may be taken as a sequence to English 121, "The Western Literary Tradition", but 121 is not a prerequisite for this course.

205-3 The American Mosaic in Literature. (University Core Curriculum) [IAI Course: H3 910D] An introduction to the multicultural diversity of American literature. Topics may include the first encounters between Native Americans and European colonists: slavery; immigration and city life; African-American, Hispanic-American, Asian-American, Irish-American and other representatives of the American pluralistic experience reflected in fiction and non-creative fiction.

206A-3 Literature Among the Arts: The Visual. (University Core Curriculum) A theoretical and historical examination of American graphic novellas, comic books and "comix" from their origins in the 1930s to the present, emphasizing the opportu-

nities that a new and developing medium makes available for redefining narration, for social critique, and for examining the historical.

209-3 Introduction to the Forms of Literature. [IAI Course: H3 900] Poetry, drama, and fiction. Statement and illustration of the techniques of the three genres over the range of American and English literature. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

210-3 Introduction to Fiction. [IAI Course: H3 901] Students will read and discuss a variety of American and European short stories and novels. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

212-3 Introduction to American Studies. (Same as History 212-3) (University Core Curriculum). Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

225-3 Women in Literature. (Advanced University Core Curriculum course) (Same as WGSS 225) [IAI Course: H3 911D] Examines the ways in which women are portrayed in literature, especially in twentieth-century novels, drama, short fiction, and poetry written by women. Prerequisite: ENGL 102 or 120. Satisfies the University Core Curriculum Multicultural requirement in lieu of English 205.

290-3 Intermediate Analytical Writing. Offers students practice and reflection in analytical, argumentative and expository writing. Emphasis is placed on understanding the writing and analytical processes necessary for effective integration of findings and arguments into reasoned written statements. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

291-3 Intermediate Technical Writing. An intermediate course in technical and professional writing for sophomores, juniors, and seniors. Intended for students preparing for careers in applied technology, science, agriculture, business, and other fields where practical writing is a part of the daily routine. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

293-3 to 9 (3 per topic) Special Topics in Literature and Language. Topics vary and are announced in advance. Both students and faculty suggest ideas. May be repeated as the topic varies. Special approval needed from the department.

300-3 Introduction to Language Analysis. Nature of language and linguistic inquiry. Dialectology, usage, and chief grammatical descriptions of present day American English. Required of teacher training candidates. Prerequisite: ENGL 102 or 120 or equivalent.

301-3 Introduction to Literary Analysis. Intensive reading and writing, designed to acquaint students with basic terms, concepts and discourse of literary analysis. Satisfies CoLA Writing-Across-the-Curriculum requirement for English majors. Restricted to English majors, English minors and Elementary Education majors. Prerequisite: ENGL 102 or ENGL 120 or equivalent.

302A-3 Literary History of Britain, Beowulf to Civil War. A survey of British literature from Beowulf to the English Civil War. Prerequisite: ENGL 102 or 120 or equivalent.

302B-3 Literary History of Britain, Restoration to 1900. A sur-

vey of British literature from the English Restoration to 1900. Prerequisite: ENGL 102 or 120 or equivalent.

303-3 Literary History of the United States Before 1900. A survey of American literature to the beginning of 1900. Prerequisite: ENGL 102 or 120 or equivalent.

304I-3 The Politics of Empire. A comparative perspective on the historical, political and sociological dimensions of literature. Readings and writing assignments encourage students to address key theoretical and analytical issues relevant to the role of ethnicity, race, gender and culture in shaping the common historical experience of political and cultural colonization and decolonization.

305-3 Literary History of Britain and the United States, 1900 to present. A survey of British and American literature from 1900 to the present. Prerequisite: ENGL 102 or 120 or equivalent.

307I-3 Film as Literary Art. (University Core Curriculum) [IAI Course: F2 908] This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

313A-3 Beginning Irish Language. This course will provide students with an introduction to the Irish language. Students will be able to communicate, at a basic level, through the medium of Irish on a range of topics. Emphasis will be placed on the spoken language. The course will also include some aspects relating to Irish culture. No prerequisites.

313B-3 Continuing Irish Language. This course will provide students with continuing work in the Irish language. Students will be able to communicate, at a basic level, through the medium of Irish on a range of topics. Emphasis will be placed on the spoken language and some written work will be required. The course will also include some aspects relating to Irish culture. Prerequisite: ENGL 313A, or permission of the instructor.

325-3 Black American Writers. (Advanced University Core Curriculum course) (Same as AFR 325) [IAI Course: H3 910D] Poetry, drama, and fiction by Black American writers. Satisfies the University Core Curriculum Multicultural requirements in lieu of English 205. Prerequisite: ENGL 102 or ENGL 120 or equivalent.

332-3 Folktales and Mythology. A survey of non-classical mythology and folktales, emphasizing its medieval and modern aspects as well as the use of folklore in major literary works. Readings will cover Norse, Celtic, and Middle Eastern mythology, their use by English and American writers, such as Tennyson, Irving, and Hawthorne and the popular folk-ballad. Students are encouraged to explore other aspects of world folklore in their independent research papers. Prerequisite: ENGL 102 or 120 or equivalent.

333-3 The Bible as Literature. To introduce students to types of literature in the Bible while familiarizing them with Biblical texts. Prerequisite: ENGL 102 or 120 or equivalent.

335-3 The Short Story. Reading and discussion of short stories by American and European authors. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

351-3 Forms of Fiction. A study of fictional forms with special concentration on the most significant contemporary fiction including selected readings from current periodicals. This course is taught by a publishing fiction writer and designed for student

fiction writers. Prerequisite: ENGL 381A or consent of instructor.

352-3 Forms of Poetry. A study of poetic forms with special concentration on the most significant contemporary poetry, including selected readings from current periodicals. This course is taught by a publishing poet and designed for student poets. Prerequisite: ENGL 382A or consent of instructor.

355A-3 Survey of African-American Literature, Part I. (Same as AFR 355A) Course traces evolution African American Literature from roots in such Afri-based secular and sacred oral texts as folk tales, work songs, the Spirituals, Blues and other verbal forms, through the emergence of written texts, the eighteenth century up to the end of the Harlem Renaissance in 1940. Among these concerns are the continuing quest for freedom, identity, protest against oppression, and writers' interpretation of enduring African American spiritual and cultural values.

355B-3 Survey of African-American Literature, Part II. (Same as AFR 355B) Examination of literary texts, voices and movements in the USA from 1940 to Present. Among these concerns are the continuing quest for freedom, identity, protest against oppression, and writers' interpretation of the enduring African American spiritual and cultural values. Focus on the major developments in African American literature after the Harlem Renaissance and its impact on the contemporary literature of African Americans.

365-3 Shakespeare. Reading and discussion of the major plays. Satisfies CoLA Writing-Across-the Curriculum requirement for English majors. Prerequisite: ENGL 101 and 102; or 120; or equivalent.

381A-3 Creative Writing: Beginning Fiction. Introduction to basic techniques of writing creative prose with emphasis on characterization, plot, and narrative devices. Study and application of various methods of short story writing. Exercises. Critiques. Prerequisite: ENGL 102 or 120; or consent of instructor.

381B-3 Creative Writing: Intermediate Fiction. Emphasis on the long short story and novella with exercises and study oriented to more sustained forms of prose than the short story. Theories and techniques of extended fictional forms treated. Critiques. Prerequisite: ENGL 351 or ENGL 381A or consent of instructor.

382A-3 Creative Writing: Beginning Poetry. Introduction to basic theories and techniques of poetry writing with emphasis on metrics, forms, and poetic stanzas. Study and application of each of these general aspects of writing poetry. Exercises. Critiques. Prerequisite: ENGL 102 or 120; or consent of instructor.

382B-3 Creative Writing: Intermediate Poetry. Concentration on modern forms and theories of poetry. Writing assignments and exercises in the application of various poetic techniques, primarily 20th century American. Critiques.

384-3 Creative Writing: Introduction to Literary Nonfiction. A survey of the major forms of literary nonfiction (biography, autobiography, popular science, the essay, literary journalism and travel narratives) and an introduction to the stylistic and rhetorical aspects of those forms through study and practice. Prerequisite: ENGL 102 or 120; or consent of instructor.

390-3 Advanced Composition. Expository writing. Prerequisite: C average in ENGL 120; or C average in ENGL 101 and 102; or equivalent. Open to English majors and minors or with

consent of department.

391-3 Precision in Reading and Writing. To improve the student's ability to read and write with precision and clarity, depending on reading complex material (requiring no particular background for comprehension) and on writing precis of it. Prerequisite: grade of B in ENGL 102; or C in ENGL 120; or C in ENGL 290.

392-3 Technology and Technical Communication. A course in technical and professional writing intended to provide practical experience with writing and advanced writing technologies. Intended for students preparing for careers where writing with technology is a part of the daily routine. Prerequisite: ENGL 290 or 291; or equivalent.

393-3 to 9 (3 per topic) Special Topics in Literature and Language. Topics vary and are announced in advance. Both students and faculty suggest ideas. May be repeated as the topic varies. Special approval needed from the department.

401-3 Modern English Grammars. Survey of the structure of English, with emphasis on phonetics and phonology, morphology, syntax, semantics, pragmatics, grammar instruction, stylistics and language variation. Specifically designed to meet the needs of prospective teachers of composition and language arts at the secondary and college levels.

402-3 Old English Language and Literature. Introduction to the language, literature and culture of Anglo-Saxon England, with emphasis on Old English heroic and elegiac poetry, exclusive of Beowulf.

403-3 History of the English Language. The development of the language from its Indo-European roots through Early Modern English and selected American dialects. Emphasis on the geographical, historical and cultural causes of linguistic change.

404A-3 Medieval Allegory, History and Romance. Three popular Medieval genres as represented by major texts of the early through the late Middle Ages, exclusive of Chaucer, including works such as *Dream of the Rood*, *Sir Orfeo*, *Sir Gawain* and the *Green Knight*, *Piers Plowman*, *The Book of Margery Kempe* and selections from *Lawman's Brut* and *Malory's Le Morte d'Arthur*.

404B-3 Medieval Lyric, Ballad and Drama. Lyric, ballad and drama from the early through the late Middle Ages, including translations of the *Old English Wife's Lament*, *Husband's Message*, *Wanderer*, and *Seafarer*, as well as Middle English religious and love lyrics and the *Robin Hood ballads*, with special emphasis on the great plays of the fifteenth century and the rebirth of drama in the Western World.

405-3 Middle English Literature: Chaucer. Major works including *Troilus* and *Criseyde* and selections from *The Canterbury Tales*.

412-3 English Non-Dramatic Literature: The Renaissance. Topics vary, but usually lyric poets, especially 17th-century metaphysical poets such as Donne, Herbert and Marvell.

413-3 English Non-Dramatic Literature: The Restoration and Earlier Eighteenth Century. Major works of Dryden, Pope, and Swift, and the non-dramatic specialties of Behn, Addison and Steele.

414-3 English Non-Dramatic Literature: The Later Eighteenth Century. Major poets from Thomson to Blake, and major prose writers, with emphasis on Johnson, Boswell and their circle.

421-3 English Romantic Literature. Wordsworth, Coleridge,

Byron, Shelley, Keats, other writers of the era.

422-3 Victorian Poetry. Tennyson, Browning, Arnold and other poets in England.

423-3 Modern British Poetry. Major modernists (Yeats, Eliot, Pound); with selected works of Auden, Owen, Thomas, Heaney and others.

424-3 Native American Verbal Art. (Same as ANTH 424) This class examines the oral traditions (story telling, poetry, song, chant, etc.) of Native American Peoples. This class focuses on the ways that Native American verbal art as presented/represented by outsiders as well as on formal features and forms of Native American verbal art. Attention is paid to the place and structure of verbal art in Native societies. This class focuses on the broad spectrum of verbal art in North America.

425-3 Modern Continental Poetry. Representative poems by major 20th century poets of France, Italy, Germany, Spain, Russia, and Greece.

426-3 American Poetry to 1900. Trends and techniques in American poetry to 1900.

427-3 American Poetry from 1900 to the Present. The more important poets since 1900.

433-3 Religion and Literature. Introduce students to the study of religious meaning as it is found in literature.

436-3 Major American Writers. Significant writers from the Puritans to the present. May be repeated only if topic varies and with consent of the department.

437-3 American Literature to 1800. Representative works and authors from the period of exploration and settlement to the Federal period.

445-3 Cultural Backgrounds of Western Literature. A study of ancient Greek and Roman literature, Dante's *Divine Comedy*, and Goethe's *Faust*, as to literary type and historical influence on later Western writers.

446-3 Caribbean Literature. Representative texts from drama, poetry, and fiction that have shaped black diaspora aesthetics in the Caribbean, with special reference to black literature of the North American continent.

447-3 African Literature. Selected works of poetry, drama, and fiction by modern African authors.

448A-3 Irish Literature Survey. An introductory survey in historical context of the literature of Ireland, including Gaelic literature in translation from the early Christian era (400 AD) to the late eighteenth century; the first two centuries of Irish literature in English (18th and 19th century); and the Celtic Twilight and the Irish Literary Renaissance.

448B-3 Irish Literature. Major works, authors, genres, periods, or movements within Irish Literature. Topics will vary (i.e., Irish Women Writers, Joyce and Yeats, *The King Tales*, 19th Century Irish Writers, the Celtic Twilight, Contemporary Irish Poets, etc.), providing in-depth study in particular areas within the 16 centuries of Irish Literature.

451-3 Eighteenth Century English Fiction. The novel from Defoe to Jane Austen. Including works by Fielding, Richardson and others.

452-3 Nineteenth Century English Fiction. The Victorian novel: from 1830, including works by the Brontës, Dickens, George Eliot, Thackeray and others.

453-3 Modern British Fiction. Major writers (including Conrad, Joyce, Woolf and Lawrence), with selected fiction from Mid-

Century and later.

455-3 Modern Continental Fiction. Selected major works of Europe and authors such as Mann, Silone, Camus, Kafka, Malraux, Hesse.

458-3 American Fiction to 1900. Trends and techniques in the American novel and short story.

459A-3 American Prose from 1900 to Mid-Century: The Modern Age. Representative narratives from the turn of the century to the post-World War II period.

459B-3 American Prose from Mid-century to the Present: The Postmodern Age. Representative narratives from the post-World War II period to the present.

460-3 Elizabethan and Jacobean Drama. Elizabethan drama excluding Shakespeare: such Elizabethan playwrights as Greene, Peele, Marlowe, Dekker; and Jacobean drama: such Jacobean and Caroline playwrights as Jonson, Webster, Marston, Middleton, Beaumont and Fletcher, Massinger, Ford, Shirley.

462-3 English Restoration and 18th Century Drama. After 1660, representative types of plays from Dryden to Sheridan.

464-3 Modern British Drama. Major writers (including Shaw and Synge), with selected works of later dramatists such as Churchill and Bond.

465-3 Modern Continental Drama. The continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain and Portugal.

468-3 American Drama. The rise of drama, with emphasis on the 20th century.

469-3 Contemporary Topics in Drama. Varying topics on cross-national and cross-cultural 20th-century drama with focus on theoretical issues.

471-3 Shakespeare: The Early Plays, Histories, and Comedies. Such plays as *A Midsummer Night's Dream*, *The Merchant of Venice*, *The Taming of the Shrew*, *Henry IV Part I*, *Henry V* and *Much Ado about Nothing*. Satisfies CoLA Writing-Across-the-Curriculum requirement for English majors.

472-3 Shakespeare: The Major Tragedies, Dark Comedies, and Romances. Such plays as *Hamlet*, *Macbeth*, *Othello*, *King Lear*, *Measure for Measure*, *The Winter's Tale* and *The Tempest*.

473-3 Milton. A reading of a selection of the minor poems, of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and the major treatises.

481-3 Young Adult Literature in a Multicultural Society. Introduction to the evaluation of literary materials for junior and senior high school, with emphasis on critical approaches and the multicultural features of schools and society. Restricted to enrollment in English degree program or consent of department.

485A-3 Teaching Writing and Language in the Secondary School. Introduction to strategies for teaching English in the secondary school with emphasis on writing and language. Ideally, course should be taken semester prior to student teaching. Restricted to: Admittance to Teacher Education Program through CoEHS.

485B-3 Teaching Reading and Literature in the Secondary School. Introduction to strategies for teaching English in the secondary school with emphasis on critical reading skills and various genres of literature, including contemporary adolescent literature. Ideally, course should be taken the semester prior to student teaching. Restricted to: Admittance to Teacher Educa-

tion Program through CoEHS.

489-3 One-to-One Teaching Practice and Theory. Perspectives on one-to-one teaching practices and collaborative theory in hands-on Writing Center experience. Prerequisites: Minimum grade of "B" in both ENGL 101 and ENGL 102 (or their equivalent). Special approval needed from the instructor.

490-3 Expository Writing. Advanced composition with emphasis on a variety of rhetorical strategies. Prerequisite: ENGL 290, 390 or equivalent.

491-3 Technical Writing. Introduction to technical communication across the curriculum; open to entire university community. Prerequisite: At least one of the following: ENGL 290, 291, 391, or equivalent.

492A-3 Creative Writing Seminar: Fiction. Instruction in advanced writing of fiction. A directed written project in fiction will have to be submitted at the end of the semester. A collection of short stories or novel of what instructors consider to be acceptable quality will fulfill the seminar requirement. Special approval needed from the department.

492B-3 Creative Writing Seminar: Poetry. Instruction in advanced writing of poetry. A directed written project in poetry will have to be submitted at the end of the semester. A collection of poems of what instructors consider to be acceptable quality will fulfill the seminar requirement. Special approval needed from the department.

492C-3 Creative Writing Seminar: Literary Nonfiction. Instruction in advanced writing of literary nonfiction prose. A directed written project in literary nonfiction prose will be submitted at the end of the semester. A collection of nonfiction work of what instructors consider to be acceptable quality will fulfill the seminar requirement. Special approval needed from the department.

493-3 to 9 (3 per topic) Special Topics in Literature and Language. Topics vary and are announced in advance; both students and faculty suggest ideas. May be repeated as the topic varies.

494-3 Cultural Analysis and Cinema. Cultural Studies exploring various and selected topics in European and American Cinema. A \$10 screening fee is required.

495-3 A Survey of Literary Criticism. Introduction to the history of criticism and major recent schools of literary criticism and theory.

498-3 to 9 Internship. For English majors only. Student may take up to nine semester hours to receive credit for internships that may be available at SIU Press, Special Collections, University Museum, Coal Center, Writing Center, Computer Lab and other faculty or unit-sponsored projects. Prerequisite: Written approval from department & academic unit and enrollment in English degree program or consent of department.

499-1 to 6 (1 to 3) Readings in Literature and Language. For English majors only. Prior written departmental approval required. May be repeated as the topic varies, up to the maximum of six semester hours. Restricted to enrollment in English degree program or consent of department.

English Faculty

Amos, Mark A., Associate Professor, Ph.D., Duke University, 1994.

Anthony, David J., Associate Professor, Ph.D., University of Michigan, 1998.

Appleby, Bruce C., Professor, *Emeritus*, Ph.D., University of Iowa, 1967.

Benedict, Pinckney, Professor, M.F.A. (Creative Writing) University of Iowa Writers' Workshop, 1988.

Bennett, Paula B., Professor, *Emeritus*, Ph.D., Columbia University, 1970.

Bogumil, Mary L., Associate Professor, Ph.D., University of South Florida, 1988.

Boulukos, George E., Associate Professor, Ph.D., University of Texas at Austin, 1998.

Brunner, Edward J., Professor, Ph.D., University of Iowa, 1974.

Chandler, Anne K. Associate Professor, Ph.D., Duke University, 1995.

Cogie, Jane, Associate Professor, Ph.D., University of Iowa, 1984.

Collins, K. K., Associate Professor, Ph.D., Vanderbilt University, 1976.

Dively, Ronda L., Associate Professor, D.A., Illinois State University, 1994.

Donow, Herbert S., Professor, *Emeritus*, Ph.D., University of Iowa, 1966.

Dougherty, Jane Elizabeth, Associate Professor, Ph.D., Tufts University, 2001.

Fanning, Charles, Professor, *Emeritus*, Ph.D., University of Pennsylvania, 1972.

Fox, Robert Elliot, Professor, Ph.D., SUNY at Buffalo, 1976.

Goodin, George V., Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1962.

Griffin, Robert P., Associate Professor, *Emeritus*, Ph.D., University of Connecticut, 1965.

Haruf, Kent S., Professor, *Emeritus*, M.F.A., University of Iowa, 1973.

Howell, John M., Professor, *Emeritus*, Ph.D., Tulane University, 1963.

Humphries, Michael L., Associate Professor, Ph.D., The Claremont Graduate School, 1990.

Jones, Rodney G., Professor, M.F.A., University of North Carolina at Greensboro, 1973.

Jordan, Judy, Associate Professor, M.F.A. (Poetry), University of Virginia, 1995; M.F.A. (Fiction), University of Utah, 2000.

Joseph, Allison, Associate Professor, M.F.A., Indiana University, 1992.

Klaver, Elizabeth T., Professor, Ph.D., University of California at Riverside, 1990.

Kvernes, David M., Assistant Professor, *Emeritus*, Ph.D., University of Minnesota, 1967.

Lamb, Mary E., Professor, Ph.D., Columbia University, 1976.

Lawson, Richard A. Professor, *Emeritus*, Ph.D., Tulane University, 1966.

Little, Judy Ruth, Professor, *Emerita*, Ph.D., University of Nebraska, 1969.

Lordan, E. Beth, Professor, M.F.A., Cornell University, 1987.

McClure, Lisa, Associate Professor, D.A., University of Michigan, 1988.

McEathron, Scott, Associate Professor, Ph.D., Duke University, 1993.

McNichols, Edward L., Assistant Professor, *Emeritus*, M.A., University of Detroit, 1958.

Molino, Michael R., Associate Professor and *Chair*, Ph.D., Marquette University, 1992.

Nelms, Ralph Gerald, Associate Professor, Ph.D., Ohio State University, 1990.

Netzley, Ryan, Associate Professor, Ph.D., Pennsylvania State University, 2002.

Perillo, Lucia Maria, Associate Professor, *Emerita*, M.A., Syracuse University, 1986.

Peterson, Richard F., Professor, *Emeritus*, Ph.D., Kent State University, 1969.

Rudnick, Hans H., Professor, *Emeritus*, Ph.D., University of Freiburg, Germany, 1966.

Schönhorn, Manuel S., Professor, *Emeritus*, Ph.D., University of Pennsylvania, 1963.

Shaprio, Joseph, Assistant Professor, Ph.D., Stanford University, 2011.

Weshinsky, Roy K., Assistant Professor, *Emeritus*, M.A., Southern Illinois University, 1950.

Wiley, Dan, Assistant Professor, Ph.D., Harvard University, 2000.

Williams, Tony, Professor, Ph.D., University of Manchester, 1974.

Zimra, Clarisse, Associate Professor, *Emerita*, Ph.D., University of Washington, 1974.

Environmental Economics

(SEE AGRIBUSINESS ECONOMICS)

Environmental Management

(SEE GEOGRAPHY AND ENVIRONMENTAL RESOURCES)

Environmental Resources

(SEE GEOGRAPHY AND ENVIRONMENTAL RESOURCES)

Environmental Science

(SEE PLANT AND SOIL SCIENCE)

Environmental Studies (Minor)

The Environmental Studies minor at Southern Illinois University allows students to concentrate core and elective courses from a variety of colleges in a focused, integrated, interdisciplinary study of the environment. The goals of the minor are: (1) to provide students with a basic understanding of the complex environmental issues and opportunities faced by society; (2) to develop and refine student's environmental values from an overview of these issues; and (3) to prepare students to translate these values into practical actions in a broad spectrum of environmental or related career fields, or simply as better informed individuals. The Environmental Studies minor involves the cooperation and contribution of SIUC faculty members from a broad range of disciplines and departments. In addition, credits may be earned toward the minor from summer courses taken in tropical ecology at any of three field stations in Costa Rica, operated through the Tropical Studies Program at SIUC.

Students may enroll in the Environmental Studies minor after entering a major program in any participating academic department at SIUC with the approval of the Environmental Studies coordinator. A minor consists of three core courses and a minimum of six hours of electives, for a total of 15 credit hours. For further information, contact the Environmental Studies coordinator at 453-4143, 453-4115 or visit the office in Life Science II, Room 354A.

Equine Science

(SEE ANIMAL SCIENCE)

Farm Management

(SEE AGRIBUSINESS ECONOMICS)

Fashion Design and Merchandising

(Major, Courses, Faculty)

The fashion industry is known for rapid change and is characterized by new technology, globalization and changing consumer desires. The fashion industry employs millions of people and reflects the health of a nation's economy because of the millions of dollars spent by consumers for fashion goods. The fashion industry is composed of businesses that design, produce and sell a unique array of consumer goods known for seasonal changes in fabrics, colors and silhouettes. Fashion products are not exclusive to women's apparel. Rather, fashion production and sales are organized into several different product categories: men's, women's and children's apparel and accessories, cosmetics and fragrances, and home furnishings. A fashion career is for any individual who thrives on change.

The four-year curriculum in fashion design and merchandising offers the beginning level of education for those who intend to pursue a career in fashion. There are three specializations in the Fashion Design and Merchandising major: Fashion Design, Fashion Merchandising, and Fashion Stylist. Within each specialization, a structured sequencing of courses is included which provides for a gradual interactive development of required knowledge and skills. This preparation is combined with the University Core Curriculum courses to provide a comprehensive scholarly foundation for advancement.

A fast-paced atmosphere is created by the amount of information to be covered, the frequency of assignments, and the pressure of due dates. Successful students must be able to handle multiple projects simultaneously and manage their time wisely. While facilities are provided for use, cost for supplies, individual equipment and field trips necessary to the successful completion of the program are borne by the student. Due to variation in choice of individual materials used, it is impossible to predict the exact costs for each student. The Fashion Design and Merchandising program maintains the right to retain student work for exhibition or for records and accreditation purposes. Students are advised to assemble a photographic file of their work for their portfolios. All students in the fashion design and merchandising major are required to have a laptop computer at the beginning of the second semester freshman year.

Potential Occupations

Participation in work experience, internships, externships and volunteer activities is recommended to enhance the academic curriculum. In addition, educational travel opportunities are provided allowing students to visit major fashion market cities with on-site business appointments. Graduates who pursue advanced studies can attain more responsible positions with the possibility of rising to top professional levels.

Graduates of the fashion design specialization are prepared to design clothing, accessories and other soft goods. Some designers are self-employed and design for individual clients. Other designers cater to specialty stores or department stores. Most fashion designers, however, work for apparel manufacturers creating and adapting fashions for the mass market. Some examples of careers in this area include, but are not limited to, manufacturer's representative, sales representative, production manager, inventory controller, stylist, apparel designer, textile designer, pattern maker, customer service representative, fashion illustrator, costing engineer, technical services, government or private researcher, and computer-aided design (CAD) manager.

Fashion merchandising professionals operate at the wholesale or retail level in the fashion industry. Career placement is very high and is complemented by the work experience component of the program. Careers in fashion merchandising include, but are not limited to, account representative, personal shopper, whole-sale buyer, retail buyer, independent wholesaler, sales manager, visual merchandiser, inventory planning and distribution analyst, manufacturer's representative, customer service management specialist, retail sales and sales support management, and showroom coordinator.

Fashion stylists work for companies such as designers, fashion houses, magazines, newspapers, retailers, online merchandisers, catalog publishers, television and film production houses, public relations firms, advertising agencies, and music producers. Fashion stylists may work as wardrobe consultants for agents, celebrities (e.g., in the sports or entertainment industries), or wealthy clients to prepare their clients for important events. Many stylists establish their own businesses as independent contractors. They give seminars or conduct classes with individuals, groups, or companies to provide information about fashion and accessories. Fashion stylists evaluate clients' physical attributes, lifestyle, and fashion style and recommend fashion choices that will assist clients to achieve and maintain their desired image. A fashion stylist has specific responsibilities for a photo shoot, fashion show, music video, film or event. Fashion stylists plan creative solutions to a design brief while working in teams composed of photographers, designers, lighting technicians, and set builders. They meet with directors or producers and gain a clear vision of the overall goal; they are then responsible for assembling apparel, accessories, props, and essentials for creating a desired image. Fashion stylists scout locations, create a mood by selecting and setting up appropriate props, fashions, accessories, and models to fit the theme. They coordinate colors and styles and ensure that everything is ready.

Fashion Design Specialization

In the fashion design specialization, students learn about all

facets of the apparel and textile industries from raw materials to the consumer. This encompasses knowledge of textiles and fashion design from product development through promotion and distribution.

The curriculum focuses on fashion design, production and merchandising strategies to develop the skills necessary to work in the fashion industry. Courses provide instruction for students in all aspects of the industry including development and trends of national and foreign fashion; fibers, fabrics, and finishes basic to the selection, use and care of textiles; basic fashion production; current technology in computer-aided design; visual analysis of fashion; fashion sketching; pattern drafting; pattern grading; pattern-making techniques; draping; and history of fashion. In addition to knowledge of the fashion industry, students may obtain background and skills in art, history, journalism, theater, marketing, business management, production management, finance and accounting. A variety of opportunities are available to assess student learning in fashion design, production, and textiles, including comments on garments selected for the annual senior fashion show, senior portfolio review and evaluation from on-site field experience supervisors.

Fashion Merchandising Specialization

The fashion merchandising specialization offers in-depth study of the process of planning, negotiating, acquiring, selling and evaluating merchandise throughout the distribution channel. It is designed for students interested in product sales careers at the wholesale or retail level. Students acquire knowledge of merchandise, sales techniques, and trends in the market place and customer service. This specialization assumes a global perspective and is complemented by business courses to allow for career flexibility. In addition to knowledge of the fashion industry, students are encouraged to develop a background and related skills in art, marketing, or management. Because fashion production takes place worldwide, developing and/or enhancing writing and speaking skills in a second language such as Spanish, French, or Chinese is also encouraged.

Courses provide instruction to students in all aspects of fashion product sales – from product conception, sales floor visual merchandising plans, seasonal sales plan, and promotional campaigns. All courses include analytical skills necessary to interpret sales data and consumer behaviors. Fashion merchandising students are required to gain on-the-job work experience for course credit.

Fashion Stylist Specialization

The fashion stylist curriculum focuses on professional practices necessary to be successful as a fashion stylist. The different types of styling are covered and professional practices within each type are explained. The program is designed to include courses from across campus that will support the fashion curriculum. To allow students to customize their program to the particular types of styling in which they are interested, professional electives may be selected from specified classes in Cinema and Photography, English, Journalism, Music, Radio-Television, Sociology, Speech Communication and Theater. A wide range of projects are included in classes to provide students experience with different types of styling.

The fashion stylist specialization is designed so students can

easily transfer into the program and within two to three years can earn a B.S. in Fashion Design and Merchandising with a Fashion Stylist specialization. Customized academic plans can be developed for licensed cosmetologists. Please contact the program director or advisor for further information.

Selective Admission and Grade Requirements

All applicants must satisfy standard University baccalaureate entrance requirements in order to be admitted into the University and included in the Fashion Design and Merchandising applicant pool. Enrollment in the Fashion Design and Merchandising program will be based upon selective admission criteria. High School graduates will be evaluated on ACT results and class rank. Transfer and change of major students will be evaluated on grade point average as calculated by Southern Illinois University Carbondale.

Prospective students attending another college or university prior to transferring to Southern Illinois University Carbondale should concentrate on completing courses articulated or approved as substitutes for Southern Illinois University Carbondale's University Core Curriculum requirements. Prior to taking courses that appear to equate to the professional sequence, the applicant should consult with a program representative.

If a student receives a grade of *F* three times in the same course, the course cannot be taken again. Students cannot repeat FDM Prefix courses in which they received a grade of *C* or better.

Bachelor of Science Degree in Fashion Design and Merchandising, College of Applied Sciences and Arts

University Core Curriculum Requirements 38-41
 As per University requirements for baccalaureate degrees, but must include AD 207A, B, C (select two)
Requirements for Major in Fashion Design and Merchandising 79
 Core requirements33
 The following courses are required of all Fashion Design and Merchandising majors; 101, 102, 172, 231, 241, 242, 281, 441, 442, 462, (431 or 432 or 433)
 Specialization requirements (see below)46
Total 120

Fashion Design Specialization

Requirements for Fashion Design Specialization 36
 To include 111, 112, 121, 211, 251, 252, 272, 351, 352, 451, 452, (431 or 432 or 433)
 Art and Design (Select) 6
 Professional electives 4
Total 46

Fashion Merchandising Specialization

Requirements for Fashion Merchandising Specialization 18
 To include 282, 381, 482, 392 (or approved substitute), 491, 496
 Accounting 220 3
 Management 3
 Psychology 323 (Prerequisite: Psychology 102) 3
 Marketing 304, 363, 401 plus 6 additional hours in

Marketing 15
 Professional Electives 4
Total 46

Fashion Stylist Specialization: 4-Year Option

University Core Curriculum Requirements38-41
 As per University requirements for baccalaureate degrees
 Humanities: select two: AD 207A, B, C
 Fine Arts: select one: THEA 101 or CP 101 or MUS 103
 Multicultural: select one: MUS 203 or SPCM 201
 Interdisciplinary: select one: ENGL 307I or MUS 303I or RT 362I or SOC 306I
Requirements for Major in FDM 79
 Core requirements.....33
 The following courses are required of all Fashion Design and Merchandising majors: FDM 101, 102, 172, 231, 241, 242, 281, 441, 442, 462, (431 or 432 or 433)
Specialization Requirements (see below)46
Total..... 120

Fashion Stylist Specialization

Requirements for Fashion Stylist Specialization46
 To include FDM 121, (432 or 433 or 431), 232, 282.....12
 AD 110 Into to Drawing I.....3
 Select from professional electives to equal 31 credits...31

Fashion Design Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
FDM 101, 112	3	3
FDM 102, 121	3	3
FDM 111, 172	3	3
AD 110, ENGL 101	3	3
UCOL 101, UCC MATH or higher	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
FDM 211, 252	3	3
FDM 251, 272	3	3
FDM 241, 242	3	3
ENGL 102, Core Human Health	3	2
Social Science, Science I	3	3
<i>Total</i>	15	14

THIRD YEAR	FALL	SPRING
FDM 281, 441	3	3
FDM 351, AD Selection	3	3
FDM 431/432/433, AD 207A/B/C	3	3
SPCM 101, Science II	3	3
Social Science, Multicultural	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
FDM 231, 442	3	3
FDM 352, 452	3	3

FDM 431/432/433, 462	3	3
FDM 451, Professional Elective	3	4
Fine Arts, AD 207A/B/C.....	3	3
Total	15	16

Fashion Merchandising Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
FDM 101, 172	3	3
FDM 102, ENGL 102	3	3
ENGL 101, SPCM 101	3	3
MATH 108, AD 207A/B/C	3	3
UCOL 101, PSYC 102	3	3
Total	15	15

SECOND YEAR	FALL	SPRING
FDM 231, 242	3	3
FDM 241, 282	3	3
FDM 281, Science I	3	3
ACCT 220, AD 207A/B/C	3	3
Social Science, Multicultural Core.....	3	3
Total	15	15

THIRD YEAR	FALL	SPRING
FDM 381, 392	3	3
FDM 431/432/433, FDM 441	3	3
MKTG 304, FDM 482	3	3
PSYC 323, MKTG 305	3	3
Science II, MGMT 304	3	3
Total	15	15

FOURTH YEAR	FALL	SPRING
FDM 491, 442	3	3
MKTG 363, FDM 462	3	3
MKTG Elective, FDM 492	3	3
Human Health, MKTG 401	2	3
Fine Arts, Professional Elective	3	4
Total	14	16

Fashion Stylist Specialization Suggested Curricular Guide: 4-year Option

FIRST YEAR	FALL	SPRING
FDM 101, 121	3	3
FDM 102, 172.....	3	3
ENGL 101, SPCM 101	3	3
AD 110, UCC MATH	3	3
UCOL 101, ENGL 102	3	3
Total	15	15

SECOND YEAR	FALL	SPRING
FDM 241, 232	3	3
FDM 281, 242	3	3

Professional Electives	3	3
Professional Elective, Human Health....	3	2
Social Science, Science I	3	3
Total	15	14

THIRD YEAR	FALL	SPRING
FDM 431/432/433, 441	3	3
Fine Arts, FDM 462	3	3
AD 207A/B/C, Professional Elective	3	3
Science II, Professional Elective	3	3
Professional Electives	3	3
Total	15	15

FOURTH YEAR	FALL	SPRING
FDM 231, 282	3	3
FDM 431/432/433, 442	3	3
AD 207A/B/C, Multicultural Core	3	3
Social Science, Professional Elective	3	4
Professional Electives	3	3
Total	15	16

Courses (FDM)

101-3 Careers in Fashion. Explores the wide range of careers and key activities at each level of the fashion industry; raw materials manufacturing, product development, apparel manufacturing, retailing, and promotion.

102-3 Basic Principles of Clothing Design. Course content will include aesthetic, cultural, historical, psychological and social aspects of the basic elements and principles of clothing design. Restricted to major in Fashion Design and Merchandising.

111-3 Fashion Production I. Beginning skills in fitting, construction, and pattern and fabric usage. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

112-3 Fashion Production II. Intermediate skills in fitting, construction, and pattern and fabric usage. Prerequisites: FDM 111. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

121-3 Fashion Illustration. Introductory illustration course concentrating on developing skills necessary to create fashion illustrations and working drawings. Focus on designing apparel for women, men, and children. Prerequisite: AD 110.

172-3 Visual Communication in Fashion Design and Merchandising. Beginning skills in Adobe Illustrator and Adobe Photoshop for fashion rendering of story boards, trend boards, and product design. Prerequisite: FDM 101, FDM 102. Restricted to FDM major.

211-3 Fashion Production III. Advanced skills in fitting, construction, and pattern and fabric usage. Prerequisite: FDM 112. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

231-3 Fashion Forecasting and Trend Analysis. Examines the basic process of identifying, organizing, and analyzing current trends for fashion forecasting. Prerequisite: FDM 101, 102. Restricted to Fashion Design and Merchandising majors.

232-3 Client-Based Wardrobe Styling. Consulting and working with a client in the capacity of a wardrobe stylist, including fit,

clothing selection for a variety of body types, clothing selection for specific occasions and events, personalization of style/image. Prerequisite: FDM 101, 102, 172. Restricted to Fashion Design and Merchandising majors.

241-3 Textiles I. Introduction to the study of textiles with focus on fiber, fiber properties, legal and environmental issues in the textile industry. Restricted to majors in Fashion Design and Merchandising and Interior Design. Studio Fee: \$36.

242-3 Textiles II. Advanced textiles course focused on textile product performance due to the following factors: yarn, fabrication method, finish, dyeing, and printing. Prerequisite: FDM 241. Studio Fee: \$36.

251-3 Flat Patternmaking and Drafting. Drafting and fitting basic patterns; making sloper; making styles through flat pattern manipulation and drafting; testing and refining patterns to provide perfect fit. Prerequisite: FDM 112. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

252-3 Draping. Application of draping principles and techniques. Prerequisite: FDM 112, 121, 251. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

258-1 to 30 Work Experience. Credit granted for past work experience while employed in business, industry, labor, government service or military organizations. Credit determined by departmental evaluation. Prerequisite: completion of 12 semester hours of Fashion Design and Merchandising courses with C or better. Restricted to major in Fashion Design and Merchandising or consent of instructor and school director.

259-1 to 60 Occupational Education. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be established by school director evaluation. This credit may only be applied at the 100- and 200-level for the fashion design and merchandising degree unless otherwise determined by the director.

272-3 Computer-Aided Apparel Design. Hands-on experience in computer patternmaking and grading. Prerequisite: FDM 251. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

281-3 Fashion Promotional Strategies I. The study of promotional techniques unique to the fashion industry. Emphasis is placed on methods used at the point-of-sale to sell merchandise to the final consumer. Promotional methods to include: sales floor layouts and design, personal selling and specialized customer service department. Prerequisite: FDM 101, 102. Restricted to major in Fashion Design and Merchandising.

282-3 Fashion Event Planning. The study of event planning, emphasis placed on fashion/stylist related events. Planning includes selecting and sourcing clothing, accessories, and other props, budgeting, establishing dates, selecting and reserving event sites, acquiring permits, working with vendors, and assessing the client's image and communication needs. Prerequisite: FDM 281. Restricted to Fashion Design and Merchandising majors.

351-3 Advanced Patternmaking. Advanced patternmaking and draping skills applied to original designs. Prerequisite: FDM 121, 211, 251, 252, 272. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

352-3 Experimental Custom Apparel Design. Development of apparel to meet aesthetic, structural and functional needs; problem solving for exceptional proportions, rehabilitation, ac-

tivity, performing arts, new technology, materials and environment. Prerequisite: FDM 121, 211, 251, 252. Restricted to major in Fashion Design and Merchandising. Studio Fee: \$36.

381-3 Fashion Merchandising Mathematics. A comprehensive introduction to the financial management of merchandising fashion goods: merchandising and retailing concepts, managerial planning and decision-making processes, and mathematical formulas used in retail operations. Prerequisites: MATH 139, ACCT 220 with a grade of C or better.

382-3 Fashion Merchandising Mathematics II. Focus on corporate level buying practices such as sales analysis, seasonal sales plans, open-to-buy, and inventory control. Other topics include market trip planning, vendor negotiations, and participation on product development teams. Prerequisite: FDM 381. Restricted to major in Fashion Design and Merchandising.

392-1 to 6 Field Study. Study of, and tours to apparel manufacturers, markets, museums, retailers, testing laboratories, textile mills, trade associations and other areas of interest within the softgoods industry. Variable credit with a maximum of six hours. Prerequisite: nine hours in Fashion Design and Merchandising. Restricted to junior standing, major in Fashion Design and Merchandising.

398-1 to 3 Special Problems. Independent study for qualified students in Fashion Design and Merchandising. Restricted to major in Fashion Design and Merchandising or consent of instructor and school director.

431-3 Ethnic Dress. The study of ethnic dress in non-western cultures, with attention to aesthetics, symbolism and uses of ethnic dress. Cultures studied may vary with each offering. May be repeated for credit.

432-3 Historic Clothing: Western Cultures. Development of clothing in Western civilization to 1850. Consideration of social, economic, aesthetic factors and technical innovations influencing clothing.

433-3 History of Western Costume, 1860 to Present. Evolution of Western costume from 1860 through the present time. Emphasis on the interrelationship between costume, social, political, economic, and technical changes.

441-3 Fashion Product Analysis. Examines how quality and value of apparel products are visually evaluated by industry and consumers. Prerequisite: FDM 101, 241.

442-3 Apparel and Textile Economics. Emphasizes the issues and importance of the role the United States' softgoods industry plays in the global economy. Not for graduate credit. Prerequisite: FDM 242, 281. Restricted to major in Fashion Design and Merchandising.

451-3 Senior Fashion Design Studio I. Design a line, write garment specifications and sequence of operations, determine work flow and calculate production costs. Prerequisites: FDM 121, 211, 251, 252. Restricted to major in Fashion Design and Merchandising. Mandatory Pass/Fail. Studio Fee: \$36.

452-3 Senior Fashion Design Studio II. Business principles of apparel design, including systems, forms and logistics of money and materials. Functions and responsibilities of the fashion designer. Career opportunities in the fashion industry. Prerequisite: FDM 121, 211, 251, 252, 451. Restricted to major in Fashion Design and Merchandising. Mandatory Pass/Fail. Studio Fee: \$36.

462-3 Fashion Motivation. Psychological motivation for wear-

ing clothing, societal functions of clothing, cultural differences in dress. Prerequisite: FDM 102.

481-3 Contemporary Issues in Fashion. A forum geared toward seniors and graduate students in fashion design and merchandising that focuses on current issues in the softgoods industry. May re-enroll for a maximum of six credits.

482-3 Fashion Merchandising. Focus on the entire process of fashion merchandising: strategic planning; branding; trend forecasting; consumer research; product development; buying, pricing, and costing; product sourcing or manufacturing; retail operations; and presentation to the consumer. Prerequisite: FDM 381.

490-1 to 4 Readings. Supervised reading for qualified students in the area of Fashion Design and Merchandising.

491-3 Personnel Issues in Fashion Retailing. Identification and examination of personnel matters and the job search process in the fashion retail workplace. Not for graduate credit. Prerequisite: FDM 101. Restricted to junior standing, and major in Fashion Design and Merchandising.

492-1 to 9 Field Experience. Supervised work experience in an approved position in the fashion industry. Clock hours/credit to be individually arranged. Restricted to junior standing and major in Fashion Design and Merchandising. Mandatory Pass/Fail.

493-1 to 5 Advanced Occupational Skills. Modern occupational practice in fashion design and merchandising for experienced professionals seeking advanced techniques.

494-1 to 4 Workshop. Current work education issues for teachers, supervisors and administrators.

495-2 to 12 Instructional Internship. Internship in approved education and/or training centers. Intern instructor will increasingly assume responsibilities for preparing, presenting and guiding occupational learning in fashion design and merchandising.

496-2 to 12 Professional Internship. Provides a supervised experience in a professional setting in the fashion industry. Activities must be related to the student's academic program and career objectives. Reports and assignments are required to be completed by the student. Mandatory pass/fail.

497-1 to 6 Practicum. Application of work education skills and knowledge. Cooperative arrangements with corporations and professional agencies to study under specialist. Prerequisite: twenty hours in specialty.

498-1 to 5 Special Problems. Investigation of work education problems in fashion design and merchandising.

Fashion Design and Merchandising Faculty

Cho, Siwon, Assistant Professor, Ph. D., Virginia Tech, 2008.

Kidd, Laura K., Associate Professor, Ph.D., Iowa State University, 1994.

Workman, Jane, Professor and *Program Director*, Ph.D., Purdue University, 1982.

Finance (Department, Major, Courses, Faculty)

The financial implications of decisions in both business and government are becoming more complex. Within the firm, financial considerations permeate research, engineering, production,

and marketing. Within governmental activities, sophisticated financial techniques are becoming increasingly important. The financial executive thus takes a key role in the successful management of both business and governmental operations.

The finance curriculum offers three areas of specialization to meet the varied interests of students: (1) financial management, (2) financial institutions and (3) investments. The financial management program provides the background for a career in the financial operations of business firms and public institutions. The financial institutions specialization is designed for those interested in the operations of financial intermediaries and financial markets. The investments concentration is designed for those interested in Security Analysis and Portfolio Management. Certain courses may require the purchase of additional materials.

A major in Finance requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for the Finance major*(as described below), and students must earn a minimum 2.0 grade point average for those major courses.

The Capstone Option for Transfer Students

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) degree or have the equivalent and who have a cumulative 2.0/4.0 gpa on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for the Capstone will work with the College of Business Advisement Office for approval of the Capstone option and will complete a personal contract for a degree completion plan.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed.

Starting Fall 2008, the College of Business has implemented a "minor program fee" for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

Bachelor of Science Degree in Finance, College of Business

<i>University Core Curriculum Requirements</i>	41
<i>Professional Business Core</i> (See Chapter 4)	45
<i>Requirements for Major in Finance*</i>	24

*Minimum grade of C required for all classes in major area.

Finance 331, 341, 361, Accounting 321 or 33112
 Specialization (choose one)12
 Financial Management:
 FIN 462, 463 and two of the following: 432, 433, 434,
 449, 464, 469, 495
 Financial Institutions:
 FIN 449; Select three: 432, 433, 434, 462, 464, 469 495 or
 FIN 320 and 322; Select two: 432, 433, 449, 464, 495
 Investments:
 FIN 432, 433 and two of the following: 434, 449, 462, 463,
 464, 469, 495
 Approved Electives 10
 Total 120

Finance Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
UCC Science.....	3	3
Fine Arts, UCC Human Health	3	2
UCOL 101, PSYC 102/SOC 108	3	3
MATH 108, 140	3	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ACCT 220, 230	3	3
ECON 241, 240.....	3	3
SPCM 101, UCC Humanities.....	3	3
MATH 139, FIN 270	3	3
ENGL 291, ACCT/MGMT 208.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
UCC Humanities, MGMT 304.....	3	3
FIN 330, 331.....	3	3
Integrative Studies, FIN 341.....	3	3
MKTG 304, BUS 302	3	2
ACCT 321/331, FIN 361.....	3	3
Approved Elective ¹	-	2
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
MGMT 318, 481.....	3	3
MGMT 345, 300-400 BUS Prefix Elec ..	3	3
FIN ³	6	6
Approved Elective ¹	3	2
<i>Total</i>	15	14

¹120 semester hours are required for graduation. Approved electives should be selected in consultation with academic advisor to meet this requirement.

²The combination of Finance 280 (Business Law I) and Finance 380 (Business Law II) may be substituted for Finance 270 and is highly recommended for Accounting majors.

³Major option or Major specialization.

Finance Minor

A minor in Finance consists of a minimum of 12 semester

hours.

Requirements for a minor in Finance 12

- Finance 330
- Specialization: (choose one)
- Financial Institutions:
 FIN 331, 341 and 449
- Financial Management:
 FIN 361, 462 and 463
- Investments:
 FIN 331, 432 and 433

Prerequisites for these classes must also be satisfied. An advisor within the College of Business must be consulted before selecting this field as a minor.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

Courses (FIN)

200-3 Personal Finance. An introduction to the problems of personal financial asset management, including income and expense budgeting. Emphasis also placed on consumer credit, insurance, investments, home ownership, and taxation. Will not count toward a major in finance.

270-3 The Legal and Social Environment of Business. An examination of the legal, social, and political forces that influence business and businessmen. Particular attention to the role of law as an agency of social control in the modern business society. Restriction: sophomore standing or higher.

280-3 Business Law I. Legal problems arising from situations involving contracts and agency and business organizations. Not pass/fail for College of Business majors.

310-3 Insurance. Fundamentals of insurance and risk management including a study of selected insurance contracts and alternative methods of controlling risk exposures. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

320-3 Real Estate. Problems of real estate ownership, management, financing, and development. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

321-3 Real Estate Finance. A study of the instruments, techniques, and institutions of real estate finance; sources of and methods for obtaining funds for real estate investments; mortgage risk analyses. Prerequisite: FIN 320. Restrictions: College of Business majors or minors, junior standing or higher; or instructor or departmental approval required.

322-3 Real Estate Appraisal. The techniques and art of real estate valuation using market comparison, cost, and income approaches. Includes appraisal principles, procedures, and applications. Restrictions: College of Business majors or minors, junior standing or higher; or instructor or departmental approval required.

323-3 Real Estate Law. A survey of legal principles applicable to real property, including the following: conveyances, titles, land descriptions, rights and duties of ownership, and the law of real estate brokerage. Prerequisite: FIN 320. Restrictions: College of Business majors or minors, junior standing or higher; or instructor or departmental approval required.

330-3 Introduction to Finance. Study of issuance, distribution, and purchase of financial claims including the topics of financial management, financial markets, and financial investments. Prerequisites: ACCT 220, ACCT 230, ECON 240, ACCT or MGMT 208, MATH 139, and MATH 140. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

331-3 Investments. Survey of the problems and procedures of investment management; types of investment risks; investment problems of the individual as well as the corporation. Prerequisite: FIN 330 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

341-3 Financial Markets. Operations of capital markets. Sources and uses of funds of financial institutions. Prerequisite: FIN 330 with a grade of C or better. Restricted to business major or minor, junior standing or consent of department.

350-3 Small Business Financing. Financing problems involved in raising venture capital, debt type funds, expansion funds, and government sponsored funding. Budgeting, working capital management, and fixed asset planning are covered. Prerequisite: ACCT 220, ACCT 230 and ECON 240. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

361-3 Management of Business Finance. The principal problems of managing the financial operations of an enterprise. Emphasis upon analysis and solutions of problems pertaining to policy decisions. Prerequisite: FIN 330 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

380-3 Business Law II. Legal problems arising from situations involving sales, commercial paper, secured transactions, suretyship, and bankruptcy. Restricted to College of Business majors or minors, junior standing or higher; or departmental approval required.

432-3 Options and Futures Markets. Study of modern concepts and issues in financial options and futures markets. Emphasis on risk management in financial institutions, and applications in corporate finance and funds management. Prerequisite: FIN 331 with a grade of C or better and FIN 361 or concurrent enrollment. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

433-3 Portfolio Theory and Management. Examination of modern concepts relating to management of security portfolios. Topics include security analysis, Markowitz Portfolio Theory, efficient market hypothesis, portfolio performance measurement, risk, and portfolio construction. Prerequisite: FIN 331 with a grade of C or better, and FIN 361 or concurrent enrollment. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

434-3 Risk Management. This course includes a survey and application of various risk management techniques with an emphasis on commodity risk management. Topics include: pricing theories of futures and options, examination of firm risk, and the use of a trading room to simulate risk management techniques. Prerequisite: FIN 432. Restrictions: College of Business majors or minors; or departmental approval required.

449-3 Management of Financial Institutions. Principal policies and problems which confront top management. Emphasis on

liquidity, loans, investments, deposits, capital funds, financial statements, organization structure, operations, personnel, cost analysis, and public relations. Not for graduate credit. Prerequisite: FIN 330 and FIN 341 with a grade of C or better in both courses. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

462-3 Working Capital Management. Liquidity analysis and management with focus on managing cash, marketable securities, accounts receivable, inventory, banking relationships and short-term financing. Students may choose to be associated with Corporate Treasury Management Program and may be eligible to pursue CTP certificate. Prerequisite: FIN 361 or concurrent enrollment. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

463-3 Forecasting and Capital Budgeting. Long-term forecasting techniques used in business; alternative approaches to capital structure decisions, cost of capital measurement; and performance measurement for investment decisions including mergers and leasing; explicit consideration of certainty, risk, and uncertainty in investment analysis; theory and applications in private and public sectors. Prerequisite: FIN 361 or concurrent enrollment. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

464-3 International Financial Management. Examine decision-making in International Finance by studying issues encountered when investments and business operations cross national boundaries. Topics include foreign exchange markets, parity conditions, exchange rate exposure and hedging, global financing, multinational capital budgeting, working capital management and international portfolio diversification. Not available for students with credit for BA 582. Prerequisite: FIN 361 or concurrent enrollment. Restrictions: College of Business majors or minors; junior standing or higher; or departmental approval required.

469-3 Financial Analysis and Security Valuation. Study of the corporation's financial problems and their causes and solutions. Emphasis given to the impact of these financial problems on how the market values securities. Topics include liquidity and leverage analysis, analysis of profitability, and other financial analysis tools. Not available for students with credit for BA 536. Prerequisite: FIN 361. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

480-3 Problems in Labor Law. Social, economic, and legal evaluations of recent labor problems, court decisions, and legislation. Concern is on long-run legislative impact on manpower planning, dispute settlement, and utilization of employment resources. Restrictions: College of Business majors or minors; or departmental approval required.

491-1 to 6 Readings in Finance. Readings in classical and current writing on selected topics in various areas in the field of finance not available through regularly scheduled courses. Not for graduate credit. Consent of department chair required. Mandatory Pass/Fail. Restrictions: College of Business majors or minors, junior standing or higher, and an outstanding record in Finance. Special approval needed from the department.

495-1 to 15 Internship in Finance. Designed to provide an opportunity to relate certain types of work experience to the stu-

dent’s academic program and objectives. Approved internship assignments with cooperating companies in the fields of finance are coordinated by the faculty member. Not for graduate credit. Mandatory Pass/Fail. Restrictions: College of Business majors or minors, junior standing or higher and an outstanding record in Finance. Special approval needed from the department.

Finance Faculty

- Beardsley, Xiaoxin Wang**, Associate Professor, Ph.D., Pennsylvania State University, 2003.
- David, Lewis E.**, Professor, *Emeritus*, Ph.D., New York University, 1949.
- Davidson, Wallace N., III**, Professor, *Emeritus*, Ph.D., Ohio State University, 1982.
- Deng, Saiying**, Assistant Professor, Ph.D., Temple University, 2005.
- Elsaid, Hussein H.**, Professor, *Emeritus*, Ph.D., University of Illinois, 1968.
- Greene, Jason T.**, Professor, Ph.D., Indiana University, 1996.
- Intintoli, Vincent J.**, Assistant Professor, Ph.D., University of Arizona, 2007.
- Mathur, Iqbal**, Professor, *Emeritus*, Ph.D., University of Cincinnati, 1974.
- McNutt, Jamie J.**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2005.
- Peterson, Mark A.**, Professor and *Chair*, Ph.D., Pennsylvania State University, 1996.
- Rakowski, David A.**, Associate Professor Ph.D., Georgia State University, 2003.
- Tyler, R. Stanley**, Associate Professor, *Emeritus*, J.D., University of Illinois, 1952.
- Vaughn, Donald E.**, Professor, *Emeritus*, Ph.D., University of Texas, 1961.
- Waters, Gola E.**, Professor, *Emeritus*, J.D., University of Iowa, 1957, Ph.D., Southern Illinois University, 1970.

Financial Management

(SEE AGRIBUSINESS ECONOMICS)

Fire Service Management (Major, Courses)

The Bachelor of Science in Fire Service Management currently is offered only at off-campus locations and provides those with a fire science-related technical background with a two-year, upper division program of study that enhances the successful graduate’s pursuit of a career in the fire service industry. The program is designed to provide practical course work in areas of management and supervision for fire service professionals. Admission to the program requires prior completion of a fire science-related Associate of Applied Science (AAS) degree or prior formal training equivalent to a fire science related AAS or prior fire science-related licensure or certification, or prior employment in a fire science-related field.

The Capstone Option is available for eligible students who meet the Capstone criteria outlined in Chapter 3. Those seeking the Capstone Option must complete the application and must

meet all eligibility criteria, including the fire science-related AAS degree with a 2.25 GPA or better, no later than the end of their first semester in the bachelor’s degree program.

The Bachelor of Science in Fire Service Management is an ideal program of study for fire service professionals who have a prior, fire service-related AAS or its equivalent or who have extensive work experience in the fire service industry. Successful graduates are prepared for career enhancing opportunities that include fire service related management and supervisory positions, the insurance industry, the fire equipment manufacturing industry and other related fields.

The Fire Service Management program has signed articulation agreements with numerous colleges. Check with the office of Off-Campus Academic Programs for a current list. These agreements take advantage of the Capstone Option discussed in Chapter 3.

For additional information about this major, contact the College of Applied Sciences and Arts’ Office of Off-Campus Academic Programs at (618) 536-6609 or visit our homepage at <<http://www.siu.edu/~asaocap/>>.

Bachelor of Science Degree in Fire Service Management, College of Applied Sciences and Arts

<i>University Core Curriculum Requirements</i>	30-41
(Capstone Core Curriculum Requirements	30)
<i>Requirements for Major in Fire Service Management</i>	48
Core Requirements: Fire Service Management 332, 360,	
387, 388, 398, 423, and 405	21
Fifteen hours from Fire Service Management 383, 390,	
305, 421, and Technical Resource Management 316	15
Twelve hours selected from Fire Service Management	
301, 319, 350, 401 and 450	12
<i>Approved Career Electives</i> (Formal course work or its	
equivalent that is Fire Service-related and technical,	
managerial or supervisory in Nature)	31-42
<i>Total</i>	120

Fire Service Management Suggested Curricular Guide

THIRD YEAR	FALL	SPRING
FSM 332, 383	3	3
FSM 360, 387	3	3
TRM 316, FSM 350	3	3
FSM 301, 388	3	3
<i>Total</i>	12	12

FOURTH YEAR	FALL	SPRING
FSM 390, 423	3	3
FSM 398, 421	3	3
FSM 305, 405	3	3
FSM 319 or 401, 450	3	3
<i>Total</i>	12	12

Courses (FSM)

258-1 to 30 Fire Service Work Experience. Credit will be granted via school evaluation of prior fire service management re-

lated job skills, management-worker relations and supervisory experience. Unless otherwise determined by the school director, this credit may be applied only to the approved career electives requirement of the fire service management degree. Restricted to Fire Service Management major.

259-1 to 60 Fire Service Occupational Education. Credit granted via school evaluation of past fire service management-related occupational education experience. Unless otherwise determined by the school director, this credit may be applied only to the approved career electives requirement of the fire service management degree. Restricted to Fire Service Management major.

301-3 Introduction to Fire Service Management Research. An introduction to library resources, electronic media resources and formal academic writing styles common to fire service management research. Introduction to basic theories, concepts and practices pertinent to fire service management. May be independent study. Restricted to Fire Service Management major.

305-3 Developing a Personal Philosophy of Leadership. This is the first of four courses which will provide the participant with a deeper understanding of self as it relates to leadership philosophies, knowledge, skills, and abilities.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization engaged in activities related to the student's academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail.

332-3 Labor-Management Relations. The student will gain a general understanding of the economic situation of which labor/management relations represent a subset. Students will develop a perspective on the evolution of labor relations in the United States economy and how the interaction of labor and management differs throughout the world. The collective bargaining section introduces the student to the techniques of bargaining used by labor and management in their ongoing interactions.

350-3 Readings in Fire Service Management. The use of written and electronic media resources relevant to fire service management and the development of a fire service management research bibliography. The use of bibliographic resources to produce written comparative or persuasive research reports. May be independent study. Prerequisite: FSM 301. Restricted to Fire Service Management major.

360-3 Human Resource Management. This course examines relationship and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining. Restricted to Fire Service Management major.

365-3 Grant and Proposal Writing for the Fire Service. Comprehensive presentation of fire service grants from governmental, public and private funding sources. Course covers the funding application, approval process, and grant administration. Students will prepare a grant proposal with objective statement, study methodology, work programs/schedules and budget.

383-3 Data Interpretation. A course designed for students beginning their major program of study to examine data use in

their respective professions. Emphasis will be placed upon an understanding of the basic principles and techniques involved with analysis, synthesis and utilization of data.

387-3 Fiscal Aspects of Fire Service. An introduction to the fiscal problems encountered in the administration of fire service facilities.

388-3 Legal Aspects of Fire Service Management. The student will learn basic law principles, identify sources of American laws, and recognize the structural framework of American law. Additionally, the student will be able to identify the principles of law which relate to management of fire protection services and areas of law which impact on the operations of fire service management, including applicable laws and ordinances (Fire Fighter Bill of Rights, et al), collective bargaining, and state/local civil service Fire/Police Commission provisions hearing protocols. Further, the student is able to effectively participate in the conduct of a mock hearing, following applicable protocols for such, in accordance with due process and legal requirements and effectively document and enforce such findings.

390-3 Governmental Aspects of the Fire Service. The role of subnational governments in the management of the fire services. The demographic and political environment in which the fire services operate. The duties, powers and obligations of governmental agencies relative to the operation of a fire department. Restricted to Fire Service Management major.

398-3 Risk Management in the Fire Service. This course, designed for the middle-level fire service manager, introduces the concept of risk management and examines its applicability in the fire service. Particular emphasis is placed on developing and implementing a fire service risk management program in both career and paid on-call departments.

401-3 Analysis of Trends in the Fire Service Industry. The identification and study of current economic, regulatory, or operational trends impacting the fire services industry. The use of both written and oral reports to present a critical analysis of selected topics. May be independent study. Not for graduate credit. Prerequisite: FSM 350.

402-3 Current Issues in Fire Service Management. A review of the current problems affecting the fire service with particular emphasis on resource allocation, planning, and constraints. Not for graduate credit.

405-3 Leading Others. This course is the second in the continuing series of the Leadership and Management program. It is designed to provide the participant with the knowledge, skills, and abilities to effectively lead others.

421-3 Professional Development. Introduces students to the various elements involved in obtaining a position in their chosen fields. Topics included are: personal inventories, placement services, employment agencies, interviewing techniques, resumes, letters of application, references and employment tests. Each student will develop a portfolio, including personal and professional information related to career goals. Not for graduate credit.

423-3 Master Planning for Community Fire Protection. The development and management of a community fire protection plan. Students will learn to organize, coordinate and implement a community fire protection master plan. Not for graduate credit. Restricted to Fire Service Management major.

425-3 Fire Service Management. The role of upper level fire

service managers with a focus on the significant areas of fire department management. Emphasis is placed on an understanding of major issues facing fire service managers and the management theories, concepts and practices that apply to these issues. Not for graduate credit. Restricted to Fire Service Management major.

450-3 Management Problems in the Fire Service Industry. The identification and study of problems related to management within the fire services industry. The application of fire service management theories, concepts and practices to the identified management problems. The use of written and electronic media re-search resources to produce a written problem solving report. May be independent study. Not for graduate credit. Prerequisite: FSM 401.

Food and Nutrition

(SEE HOSPITALITY AND TOURSİM OR HUMAN NUTRITION AND DIETETICS)

Food Economics

(SEE AGRIBUSINESS ECONOMICS)

Food Policy

(SEE AGRIBUSINESS ECONOMICS)

Foreign Language and International Trade (Major)

The foreign language and international trade major, leading to the Bachelor of Arts degree in the College of Liberal Arts, combines education in the liberal arts with preparation for careers in the international business community. It is designed to combine skill in a foreign language with a fundamental understanding of international commerce. This is accomplished by a curriculum of studies, which has two cores—one in language and one in international trade and related subject matters. This cross-disciplinary program allows for choice of language as well as some options in electives so that different interests may be accommodated and individual goals may be realized. The chosen language cannot be the student’s native language, nor can it be English. Because of the demands made by such a course of studies, guidance throughout it is important; therefore it is required of students that their Foreign Language and International Trade language advisor as well as the Foreign Language and International Trade director advise them each semester.

At or near the end of the program of studies, application and expansion of the knowledge and skills gained by the student through course work is provided by an internship. Prerequisite to the internship: senior standing, minimum 2.75 SIUC GPA, and satisfactory completion of both oral and written language competency examinations before the internship begins. An “internship checklist” must be submitted to the Foreign Language and International Trade director at least one year before the internship begins.

No grade lower than C will be accepted for any course required by the major (including Economics 302I, English 101 and 102, Foreign Language 301I, Mathematics 139 and Psychology 102) taken at any institution at any time. A minimum grade of B is

required in the appropriate SIUC 320B language skills course. All off-campus courses fulfilling major requirements must be pre-approved by the director of FLIT. A minimum 2.75 SIUC GPA is required for graduation.

Bachelor of Arts Degree in Foreign Language and International Trade, College of Liberal Arts

University Core Curriculum Requirements (3) + 41
 Including UCOL 101; Economics 302I; English 101 and 102; Foreign Language 301I; Mathematics 139; Psychology 102, Foreign Language 201A or above substitutes for 3 hours of core humanities.

Requirements for Major in Foreign Language and International Trade 68-75

Courses in a Language (Chinese, French, German, Japanese, Russian or Spanish) 29-36
 As prescribed by the program director; must include internship (Foreign Language 495).

Business Related Courses..... 39
 Accounting 220, 230 6
 Computer Science 200B or Information Systems & Applied Technologies 229 3
 Economics 240, 241, 329 9
 Finance 330 3
 Management 202, 304, 345 9
 Management 208 or Accounting 208 or Economics 308 3
 Marketing 304; and either 336 or 435 6

Electives 4-11
 When choosing electives, the area of specialization should be considered. In the past students have taken electives in Computer Science, East Asian Languages, Economics, Finance, Food and Nutrition, Geography and Environmental Resources, History, Management, Marketing, Philosophy, Political Science and Sociology.

Total 120

Foreign Language and International Trade Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Foreign Language (100-Level)	4	4
ENGL 101, 102	3	3
MATH 108, 139	3	3
UCOL 101, PSYC 102	3	3
Human Health, SPCM 101	2	3
<i>Total</i>	15	16
SECOND YEAR	FALL	SPRING
Foreign Language (200-Level)	4	4
MGMT 202, 208	3	3
ACCT 220, 230	3	3
CS 200B, Humanities	3	3
ECON 240, 241	3	3
<i>Total</i>	16	16
THIRD YEAR	FALL	SPRING
Foreign Language (300-level)	3-4	3-4

MATH 140, Foreign Language.....	4	3
FL 301I, FIN 330	3	3
Science, MGMT 304	3	3
Fine Arts, MKGT 304	3	3
<i>Total</i>	16-17	15-16

FOURTH YEAR	FALL	SPRING
Foreign Language	3	3-4
Foreign Language or Elective ¹	3	2-3
MGMT 345, MKTG 435/336	3	3
ECON 302I, Science	3	3
ECON 329, FL 495 ²	3	3
<i>Total</i>	15	14-16

¹Elective only if foreign language section does not require this course.
²Although a major part of the paperwork for Foreign Language 495 (Internship) takes place in the last semester of the senior year, students usually go on their internship the summer after the senior year.

Foreign Languages and Literatures

(Department, Majors [Classics, French, German, Spanish]),
 Minors, Courses, Faculty)

Majors and minors are offered in Classics, French, German, and Spanish. Minors are also offered in Chinese, Classical Civilization, Classical Greek, East Asian Civilization, Japanese and Latin. Transfer students planning to major in a modern foreign language must complete a minimum of 12 semester hours of courses including at least one 300 or 400 level language/grammar course in that language at Southern Illinois University Carbondale. No courses completed with a grade below C will be counted toward fulfillment of the requirements for a major or minor. For modern foreign languages, both oral and written language competency must be demonstrated in separate examinations at the advanced level. Students should plan to take these exams no later than two semesters prior to graduation so there is time to make up possible deficiencies before graduation. As part of the University Assessment program, majors in this department may require portfolios of student work. Students should check with their departmental advisor about this requirement. Failure to submit a suitable portfolio in a timely fashion may result in a delay in graduation. For students preparing to teach in the public schools, the oral and written competency examinations at the intermediate high level must be passed before student teaching is begun because of time constraints. Every foreign language major must have a departmental advance registration form, signed by the appropriate advisor in the department, before proceeding to college advisement and registration. It is strongly recommended that students who are planning to study abroad consult with their departmental advisor before leaving if they expect to transfer credit to SIUC.

Placement Examination Policy. Students who have previously studied French, German, or Spanish should take the on-line placement test before enrolling in a language class. There are no placement tests for other languages. For information, contact the Language Media Center in Faner Hall at 618-453-5438.

Students may fulfill the CoLA language requirement either by completing two courses at the appropriate level (determined by the high school transcript and placement test) or by examination or a validating course [see next two paragraphs].

Proficiency Examination Policy. Unit credit (without grade) on the basis of proficiency may be obtained through the Department of Foreign Languages and Literature in American Sign Language, Chinese, French, German, Greek, Japanese, Latin, and Spanish. This may be accomplished by taking a validating course.

By Examination: Credit through examination may be given for first and second year basic skills courses only. Students who desire credit must not have earned college credit in the language they wish to proficiency. See *Proficiency Examinations and CLEP* in Chapter Two earlier in this catalog for University guidelines. Credit is given by the semester in American Sign Language, Chinese, Japanese, Greek and Latin; French, German and Spanish credit is given only by the year. CLEP examinations in French, German and Spanish are offered by the Testing Center Office in Woody Hall. Arrangements for other examinations should be made with the section head of the appropriate language. Languages not taught by the University may be able to be proficiencies. Requests should be made to the *Chair* in Foreign Languages and Literatures. If a student qualifies for and opts for a departmental (non-CLEP) proficiency examination, a \$5.00 fee will be charged per proficiency test. This fee applies to the following courses: Chinese 120A,B and 201A,B, Classics 130A,B, and 201A,B, Foreign Language 100A,B, 120A,B and 220A,B, Japanese 131A,B and 201A,B.

By Validating Course: Only basic language skills courses taken at SIUC, up to and including 320B may serve as validating courses. (See department for specific list.) Upon receiving a grade of A or B in a validating course, a student may, upon petitioning to the department, be granted credit for up to two of the immediately preceding basic skills courses.

Bachelor of Arts Degree in Foreign Languages and Literatures, College of Liberal Arts

FOREIGN LANGUAGE (WITHOUT SECONDARY SCHOOL TEACHING CERTIFICATE)

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i> (See Chapter 4)	14

Though not required, a minor of at least 15 hours is recommended. This may be in another foreign language or in any other department within the College of Liberal Arts, but must be approved by the student's departmental advisor; the dean of the college must approve a minor outside the college as well.

<i>Requirements for Major in Foreign Language</i> (See Language)	29-33 ¹
100-level courses will not count toward the major and at least 12 hours must be in courses on the 400-level except for Classics.	
<i>Electives</i>	32-36
<i>Total</i>	120

Bachelor of Arts Degree, College of Liberal Arts

FOREIGN LANGUAGE (WITH SECONDARY SCHOOL TEACHING CERTIFICATION)

University Core Curriculum Requirements 41
 To include ENGL 101, 102; SPCM 101; MATH 110 or 113; PHYS 101, GEOL 110 or CHEM 106; PLB 115, 117 or ZOO 115; PLB 301I, 303I or ZOO 312I; HIST 101A² or EA 102; AD 101, HIST 201, MUS 103 or THEA 101; ENGL 121 or 204; AD 227, ANTH 202, ENGL 205, HIST 202, 210, LING 201, PHIL 210, 211 or SOC 215; POLS 114; HIST 110; HED 101 or PE 101.

College of Liberal Arts Academic Requirements
 (See Chapter 4) 14
 Though not required, a minor of at least 15 hours is recommended. This may be in another foreign language or in any other department within the College of Liberal Arts, but must be approved by the student's departmental advisor; the dean of the college must approve a minor outside the college as well.

Requirements for Major in Foreign Language
 (See Language) 29-33¹
 100-level courses will not count toward the major and at least 12 hours must be in courses on the 400-level. Foreign Languages and Literatures 436 will be one of those courses required on the 400-level for majors in French, German, and Spanish.

Education Requirements 34
 Professional Education Requirements 28
 Students specializing in foreign language education should apply for admission to the Teacher Education Program as soon as they have accumulated 30 semester hours of credit. After being admitted, they must complete a series of specific requirements in order to qualify for student teaching and for the Illinois teaching certificate. (See Teacher Education Program).
 Psychology 102 3
Electives 1-5
Total 123-124

Bachelor of Science Degree, College of Education and Human Services

FOREIGN LANGUAGE (WITH K-12 TEACHING CERTIFICATION)

For College of Education and Human Services students majoring in a foreign language, the scheduling of those classes, which apply to the major, must be done with the appropriate advisor from the Department of Foreign Languages and Literatures.

University Core Curriculum Requirements 41
 To include SPCM 101; ENGL 101 and 102; MATH 110 or 113; PHYS 101, GEOL 110 or CHEM 106; PLB 115, 117 or ZOO 115; PLB 301I, 303I or ZOO 312I; HIST 101A² or AC 102; AD 101, HIST 201, MUS 103 or THEA 101; ENGL 121 or 204; AD 227, ANTH 202, ENGL 205, HIST 202, 210, LING 201, PHIL 210, 211 or SOC 215; POLS 114; HIST 110; HED 101 or PE 101.

Requirements for Major in Foreign Language
 (see Language) 29-33¹
 100-level courses will not count toward the major and at least 12 hours must be in courses at the 400-level. Foreign

Languages and Literatures 436 will be one of those courses required at the 400-level for majors in French, German, and Spanish.

Education Requirements 31
Professional Education Requirements 28
 EDUC 210 3
 Psychology 102 3
Electives 15-19
Total 123

¹See individual language listings for specific requirements.

²Required to meet non-western civilization/third world culture requirement.

Placement. The student who has completed only one year of foreign language in high school normally begins with the first semester course. The student who has successfully completed two years of study in high school of any language currently taught in the department may begin with the second year level. A student majoring in a foreign language who has taken four years of that language in high school is expected to begin with 300-level courses and to take more upper level courses. Those students who have successfully completed three or more years of high school language should consult the section head of that language for placement.

International Public Service Specialization

Foreign Language with a specialization in International Public Service (IPS) is designed for those students whose interests are not focused on language alone, but on its application or use in a career in one of the many forms of international public service in either the governmental or private sectors. The program of study includes all language skill courses normally required for the major in French, German, or Spanish, an internship or study abroad experience, a core of required courses for the IPS specialization, and appropriate area studies courses in history, political science, anthropology and geography.

Foreign Languages and Literatures Minor

A minor in a modern foreign language consists of a minimum of 18 hours in courses above the first-year level of which 3 hours must be taken in a regularly scheduled 300- or 400-level course at Southern Illinois University Carbondale. See individual language listings for specific requirements. State certification requirements, in terms of total semester hours of subject matter courses, may be met in part by counting first-year foreign language courses or by doing additional advanced work. No courses completed with a grade below C will be counted toward fulfillment of the requirements for a language minor.

A student wishing to complete a minor in Foreign Languages and Literatures must apply to the Department of Foreign Languages and Literatures for approval of the program of study for the minor. Without this approval the minor will not be officially listed on the student's transcript at the time of graduation. Application forms are available in the office of the director of undergraduate studies in the main office.

A minor in classical civilization or East Asian civilization is constituted by 15 hours of courses to be selected in consultation with the appropriate sectional advisor.

CHINESE (See East Asian Languages)

CLASSICS MAJOR

Bachelor of Arts Degree in Classics, College of Liberal Arts

Classics is the study of Ancient Greece and Rome, civilizations which have had a profound impact on our world today. Classics is an interdisciplinary field, and classics majors will study the language, literature, culture, history, and material remains of these civilizations. Majors receive a liberal arts education giving them the analytical tools to pursue a wide range of careers.

Our major is flexible, allowing students to pursue their own interest within classics and, should they so wish, a second major or degree in another field. While only one year of language study is required for the major, students interested in pursuing graduate study in classics or a related field, or who have an interest in classical literature, are strongly advised to take as much Greek and Latin as they can.

Classics courses and courses from related disciplines 35
 One year of Greek or Latin 8
 CLAS 230, 270, 271 and 491 12
 Electives approved by classics advisor from offerings in classics and related disciplines 15

Classics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CLAS 133A, 133B	4	4
UCOL 101, SPCM, 101	3	3
CLAS 270, 271	3	3
ENGL 101, 102	3	3
Core Human Health, Core MATH	2	3
<i>Total</i>	15	16
SECOND YEAR	FALL	SPRING
CLAS 202A, 202B	3	3
CLAS 230, CLAS elective	3	3
CLAS 130A, 130B	4	4
Social Science	3	3
Fine Arts, Multicultural	3	3
<i>Total</i>	16	16
THIRD YEAR	FALL	SPRING
CLAS 390	3	3
CLAS 201A, 201B	3	3
CLAS electives	3	3
Core Science	3	3
Electives	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
CLAS 416	3	3
CLAS 390	3	3
Electives	3	3
CLAS 491, Elective	3	3
Elective	3	-
<i>Total</i>	15	12

CLASSICS MINORS

CLASSICAL CIVILIZATION MINOR

A minor in classical civilization requires 18 credit hours in classics courses (CLAS) or related courses approved by the classics advisor. Among these courses must be CLAS 230 (Classical Mythology), CLAS 270 (Greek Civilization), CLAS 271 (Roman Civilization), and CLAS 491 (Topics in Classics). At least 9 of these hours must be completed at Southern Illinois University Carbondale..... 18

GREEK MINOR

The Greek minor requires students to complete CLAS 201B, fourth semester Greek, and CLAS 491 (Topics in Classics). Students entering without any previous language training will require 17 hours for a Greek minor (8 for the first year of language study, 6 for the second, 3 for CLAS 491). At least 9 of the hours counted toward the minor must be completed at Southern Illinois University Carbondale..... 17

LATIN MINOR

The Latin minor requires students to complete CLAS 202B, fourth semester Latin, and CLAS 491 (Topics in Classics). Students entering without any previous language training will require 17 hours for a Latin minor (8 for the first year of language study, 6 for the second, 3 for CLAS 491). At least 9 of the hours counted toward the minor must be completed at Southern Illinois University Carbondale..... 17

EAST ASIAN LANGUAGES

CHINESE MINOR

Chinese courses 20
 100 level: 120B 4
 200 level: 201A,B 8
 300 level or 400 level 8

EAST ASIAN CIVILIZATION MINOR

East Asian, Chinese, and Japanese courses are selected in consultation with advisor 15¹

JAPANESE MINOR

Japanese courses 20
 100 level: 131B 4
 200 level: 201A,B 8
 300 level or 400 level 8

¹18 hours are required for state certification.

FRENCH MAJOR

Bachelor of Arts Degree in French, College of Liberal Arts

*Requirements for Major in French*¹ 32
 200 level: 201A,B plus 3 credit hour course..... 11
 (The core curriculum Foreign Language 200A, French 200, offered in English, may count toward the degree requirement. A maximum of one (1) class in English can count towards the French major degree. All assignments must be done in French and the class must be in French studies.)
 300-level: 320A,B plus 2 additional courses 12
 (French 320b fulfills the College of Liberal Arts Writing-

Across-the-Curriculum requirement)

400-level: 3 courses 9
 (French 410 fulfills the College of Liberal Arts requirement for a second departmental writing-intensive course.)

At least one literature course must be taken at either the 300 or 400-level.

¹Three hours of the French major will substitute for three credits of Humanities, Group One or Group Two.

Bachelor of Science Degree in French, College of Education and Human Services, or Bachelor of Arts Degree in French, College of Liberal Arts (with K-12 school certification)

Requirements for Major in French with K-12 school certification 35

French 201A,B..... 8
 French 320A,B, 330 plus 6 hours of any other 300-level course¹ 15

(French 320B fulfills the College of Liberal Arts Writing-Across-the-Curriculum requirement)

Foreign Language 436 and any combination of 400-level French courses..... 12
 (French 410 fulfills the College of Liberal Arts requirement for a second departmental writing-intensive course.)

At least one literature course must be taken at either the 300 or 400-level.

Oral/Written Proficiency 0

Education Requirements 31

Professional Education Requirements 28
 (See Teacher Education Program)

Psychology 102 3

Comprehensive Examinations for French Majors. Both oral and written language competency must be demonstrated in separate examinations. Minimum competency required for graduation is Intermediate-High oral and Advanced on the written.

Students specializing in French teacher education should apply for admission to the Teacher Education Program as soon as they have accumulated 30 semester hours of credit. After being admitted, they must complete a series of specific requirements in order to qualify for student teaching and for the Illinois teaching certificate. Additional information is given under Teacher Education Program.

French Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
FR 101A,B	4	4
ENGL 101, 102.....	3	3
Core MATH, UCOL 101.....	3	3
Core Social Science	3	3
Core Human Hlth, Fine Arts.....	2	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
FR 201A,B	4	4
SPCM 101.....	3	-
Core Humanities	-	3

Core Science	3	3
Electives	6	6
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
FR 320A,B	3	3
FR 321, FR 330.....	3	3
CoLA Science.....	3	-
Multicultural Course	-	3
Electives	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
FR 410, 435.....	3	3
Interdisciplinary Course.....	3	-
Electives	9	9
<i>Total</i>	15	12

FRENCH MINOR

French courses above 100 level 20
 200 level: 201A,B, 220 11

(The core curriculum Foreign Language 200A, French 200, offered in English, may count toward the degree requirement. A maximum of one (1) class in English can count towards the French minor degree. All assignments must be done in French and the class must be in French studies.)

300 level: 320A,B plus any other 300 level courses¹ 9

Bachelor of Arts Degree in French, College of Liberal Arts

FRENCH MAJOR- FRENCH FOREIGN LANGUAGE AND INTERNATIONAL PUBLIC SERVICE SPECIALIZATION

University Core Requirements (3) + 38

To include ECON 302I; ENGL 101; ENGL 102; MATH 139; PSYC 102; FL 301I. (Foreign language above 201A substitutes for three hours of humanities)

College of Liberal Arts (11)

One year foreign language; additional English composition or Writing-Across-the-Curriculum approved foreign language course.

French Requirements 29-32

(Three hours substitute for humanities; three hours substitute for CoLA English composition requirement; eight hours substitute for CoLA foreign language requirement)

200 level: French 201A,B 8

300 level: French 320A,B, 321 9

400 level: French 410, 470 6

300 or 400-level French course excluding 390/490 3

495 Internship and/or Study Abroad 3-6

The Internship/Study abroad requirement also serves to fulfill the Senior Thesis requirement. Students must register for a minimum of three hours.

- A. International Internship done on the FLIT model; or
- B. The following combination:

1. At least one full semester of study abroad at a university in France or any other francophone country and

2. A domestic internship; or

C. Full year study abroad (2 semesters) as described under B1
It is the responsibility of the student to find an internship, but he/she does so with guidance of the faculty advisor. Before being effected, the internship must be fully approved. (For both A and B2, registration for Foreign Language 495 is required.)

Oral/Written Proficiency	0
Area Studies Courses and Electives	27
Speech Communication 301I	3
Additional eight courses	24
(Students should select eight additional courses (24 hours) with an international focus in Anthropology, Economics, Geography and Environmental Resources, History, Philosophy, or Political Science. The following are recommended: Economics 302I, 329, 429; Geography and Environmental Resources 304, 306; His-tory 320, 324, 328, 337, 338, 339, 340, 370, 425, 433, 444, 474; Political Science 352I, 372I, 375, 459, 461, 475, 480.)	
Career Orientation Electives	18
In choosing electives, students are to select an area of concentration as a possible career to be combined with the study of foreign language to be approved by the major advisor. Areas such as Agriculture, Computer Science, Film, Food and Nutrition, Health Education, History, Linguistics, Literature, Management, Philosophy, Political Science, Sociology, Urban Planning, or other similar fields are offered as appropriate examples.	
General Electives	5-8
Total	120

GERMAN STUDIES MAJOR

Students majoring in German may choose between a specialization in German Studies, Foreign Language and International Public Service or Teacher Education. Credit must be earned in at least one regularly scheduled 400-level German course taken on the Southern Illinois University Carbondale campus.

Bachelor of Arts Degree in German Studies, College of Liberal Arts

Requirements for Major in German Studies

University Core Requirements	(3) ¹ + 38-41
To include ENGL 101, ENGL 102, FL 301I	
College of Liberal Arts	(11) ²
One year foreign language	8
Additional English composition or WAC-approved foreign language course	3
Foreign Language	32 ²
GER 201A,B	8
GER 320A,B	6
GER 410, plus any combination of 300- and 400-level courses (at least one literature course must be taken)	18
Oral/Written Proficiency	0
General Electives (recommended are):.....	38
Art History: 347, 357, 417, 427 and 437; Economics: 302I, 329 and 429; History: 101, 201, 205, 326, 334, 425A,B, 444; Philosophy: 306, 468; Political Science: 170, 207, 250, 372I, 480, SPCM 301I.	
Total	120

¹Foreign language, 201a or above, substitutes for three humanities.

²Three hours substitute for humanities, three hours substitute for CoLA English composition requirement, eight hours substitute for CoLA foreign language.

Both oral and written language competency must be demonstrated in separate examinations. Minimum competency required for graduation is Intermediate-High oral and Advanced on the written.

German Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
GER 101A,B	4	4
ENGL 101, 102.....	3	3
Core MATH, Fine Arts.....	3	3
Core Social Science	3	3
UCOL 101, Core Human Health	3	2
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
GER 201A,B	4	4
SPCM 101, Core Humanities	3	3
Science	3	3
FL 301I	3	-
Elective	3	5
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
GER 320A,B	3	3
GER 335 or 460	3	-
GER 385 or 435	-	3
Science	3	-
Multicultural Course	-	3
Elective	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
GER 410.....	3	-
GER 381.....	-	3
GER 336.....	3	-
GER 465	-	3
Interdisciplinary Course.....	3	-
Elective	6	6
<i>Total</i>	15	12

GERMAN STUDIES MINOR

Courses above 100 level	17
201A,B	8
320A,B	6
German electives (300 or 400 level including at least one regularly scheduled course)	3
<i>Total</i>	17

Bachelor of Science Degree, College of Education and Human Services or Bachelor of Arts Degree, College of Liberal Arts
(with K-12 school certification)

Requirements for Major in German Studies with K-12 school certification University Core Requirements (3¹ + 38)
 To include ENGL 101, 102, FL 301I
College of Liberal Arts (11)
 To include one year of foreign languages, an additional English composition course or writing-Across-the-Curriculum foreign language courses, e.g., German 320B.
Foreign Language 32
 GER 201A,B 8
 GER 320A,B 6
 GER 410 plus any combination of 300 & 400-level courses 18
 Oral/Written Proficiency 0
Area Studies 3
 FL 436 3
General Electives (recommended are): 35
 Art History: 347, 357, 417, 427, 437, Economics: 302i, 329, 429, History 101, 201, 205, 326, 334, 425A,B, 444, Philosophy: 306, 468, Political Science:170, 207, 250, 372I, 480, SPCM 301I.
Education Requirements 34
 Professional Education Requirements 28
 EDUC 210 3
 Psychology 102 3
Total 120

¹Foreign language, 201a or above, substitutes for three humanities.
²Three hours substitute for humanities, three hours substitute for CoLA English composition requirement, eight hours substitute for CoLA foreign language.

Both oral and written language competency must be demonstrated in separate examinations. Minimum competency required for student teaching is Intermediate-High oral and Advanced on the written.

Students specializing in German teacher education should apply for admission to the Teacher Education Program as soon as they have accumulated 30 semester hours of credit. After being admitted, they must complete a series of specific requirements in order to qualify for student teaching and for the Illinois teaching certificate. Additional information is given under Teacher Education Program.

Bachelor of Arts Degree in German Studies, College of Liberal Arts

GERMAN FOREIGN LANGUAGE AND INTERNATIONAL PUBLIC SERVICE SPECIALIZATION

University Core Requirements (3) + 38
 To include ECON 302I; ENGL 101; ENGL 102; MATH 139; PSYC 102 FL 301I. (Foreign language above 201A substitutes for three hours of humanities)
College of Liberal Arts (11)
 One year foreign language; additional English composition or Writing-Across-the-Curriculum approved foreign language course.
German Requirements 32-35

Three hours substitute for humanities, three hours substitute for CoLA English composition requirement, eight hours substitute for CoLA foreign language requirement
 GER 201A,B 8
 GER 320A,B 6
 GER 410 plus any combination of 300- and 400-level courses 15
 495 Internship and/or Study Abroad 3-6
 The Internship/Study abroad requirement also serves to fulfill the Senior Thesis requirement. Students must register for a minimum of three hours.

- A. International Internship done on the FLIT model; or
- B. The following combination:
 1. At least one full semester of study abroad at a university in Austria or Germany (e.g., at any of our established SIUC study abroad sites: Regensburg, Mainz, Zurich, or Salzburg) and
 2. A domestic internship; or
- C. Full year study abroad (2 semesters) as described under B1
 It is the responsibility of the student to find an internship, but he/she does so with guidance of the faculty advisor. Before being effected, the internship must be fully approved. (For both A and B2, registration for Foreign Language 495 is required.)

Oral/Written Proficiency 0
General Electives (recommended are): 20
 (Students should select additional courses with an international focus in Anthropology, Economics, Geography and Environmental Resources, History, Philosophy, or Political Science. The following are recommended: Economics 302I, 329, 429; Geography and Environmental Resources 304; History 320, 324, 328, 334, 337, 338, 340, 370, 425, 444, 474; Political Science 352i, 372I, 375, 459, 461, 475, 480, SPCM 301I).
Career Orientation Electives 18
 In choosing electives, students are to select an area of concentration as a possible career to be combined with the study of foreign language to be approved by the major advisor. Areas such as Agriculture, Computer Science, Film, Food and Nutrition, Health Education, History, Linguistics, Literature, Management, Philosophy, Political Science, Sociology, Urban Planning, or other similar fields are offered as appropriate examples.
Total 120

GREEK (SEE CLASSICS)

JAPANESE (SEE EAST ASIAN LANGUAGES)

LATIN (SEE CLASSICS)

RUSSIAN MINOR

Russian courses above 100 level 18
 200 level: 201A,B 8
 Any combination of 300 or 400 level courses 10

SPANISH MAJOR

Bachelor of Arts Degree in Spanish, College of Liberal Arts

Requirements for Major in Spanish 36
 200 level: Spanish 201A,B 8
 300 level: Spanish 306, 310, 320A, 320B, and 335 or 370 16
 400 level: Spanish 410, 411 or 412, a 400-level literature course, plus any other 400-level course in Spanish (excluding 490) 12
 (Spanish 320B fulfills the College of Liberal Arts Writing-Across-the-Curriculum requirements; Spanish 410 fulfills the College of Liberal Arts requirement for a second departmental writing-intensive course.)
 Spanish 221 (Conversation, three credit hours) does not count toward the major, but taking the course is strongly recommended.

Spanish Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
SPAN 140A,B	4	4
ENGL 101, 102.....	3	3
Core Math, Fine Arts	3	3
Core Social Science	3	3
UCOL 101, Core Human Health.....	3	2
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
SPAN 201A,B	4	4
SPCM 101, Core Humanities	3	3
Science	3	3
Elective	6	5
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
SPAN 320A,B	4	3
SPAN 306, 335 or 370	3	3
SPAN 310	-	3
Core Science	3	-
Core Multicultural Course.....	-	3
Elective	6	3
<i>Total</i>	16	15

FOURTH YEAR	FALL	SPRING
SPAN 411 or 412	3	-
SPAN 400-Level literature	3	3
SPAN 400-level elective, SPAN 410	3	3
Elective	6	3
Interdisciplinary Course	3	3
<i>Total</i>	18	12

Bachelor of Science Degree in Spanish, College of Education and Human Services or Bachelor of Arts Degree in Spanish, College of Liberal Arts (with K-12 school certification)

Requirements for Major in Spanish with K-12 school certification 36
 200 level: Spanish 201A,B 8
 300 level: Spanish 306, 310, 320A,B and 370 16
 400 level: Spanish 410, 411 or 412, Foreign Language 436, plus a 400-level literature course in Spanish 12
 Spanish 221 (Conversation, three credit hours) does not count toward the major, but is strongly recommended.)
 Both oral and written language competency. Exams must be passed before the professional semester is begun.

Students specializing in Spanish teacher education should apply for admission to the Teacher Education Program as soon as they have accumulated 30 semester hours of credit. After being admitted, they must complete a series of specific requirements in order to qualify for student teaching and for the Illinois teaching certificate. Additional information is given under Teacher Education Program.

SPANISH MINOR

Spanish courses above 100 level 18
 200 level: 201A,B 8
 300 level: 306, 320A and 320B 10
 Spanish 221 (conversation, 3 credit hours) does not count toward the minor, but is strongly recommended

Bachelor of Arts Degree in Spanish, College of Liberal Arts

SPANISH FOREIGN LANGUAGE AND INTERNATIONAL PUBLIC SERVICE SPECIALIZATION

University Core Requirements (3) + 38
 To include ECON 302I; ENGL 101; ENGL 102; MATH 139; PSYC 102; FL 301I. (Foreign language above 201, substitutes for three hours of humanities)
College of Liberal Arts (14)
 One year foreign language; additional English composition or Writing-Across-the-Curriculum approved foreign language course.
Major Requirements for Spanish with a Public Service Specialization 30-33

Three hours substitute for humanities, three hours substitute for CoLA English composition requirement, eight hours substitute for CoLA foreign language requirement
 200 level: Spanish 201A,B 8
 300 level: Spanish 306, 320A,B 10
 Spanish 310, 335, 370A or 370B 6
 400 level: 410, 435 (excluding Spanish 490) 6
 495 Internship and/or Study Abroad 3-6
 The Internship/Study abroad requirement also serves to fulfill the Senior Thesis requirement. Students must register for a minimum of three hours.
 A. International Internship done on the FLIT model; or
 B. The following combination:

1. At least one full semester of study abroad at a university in Spain or any other Spanish-speaking country and

2. A domestic internship; or

C. Full year study abroad (2 semesters) as described under B1
It is the responsibility of the student to find an internship, but he/she does so with guidance of the faculty advisor. Before being effected, the internship must be fully approved. (For both A and B2, registration for Foreign Language 495 is required.)

Oral/Written Proficiency	0
Area Studies Courses and Electives	27
SPCM 301I	3
Additional eight courses	24
(Students should select eight additional courses (24 hours) with an international focus in Anthropology, Economics, Geography and Environmental Resources, History, Philosophy, or Political Science. The following are recommended: Economics 302I, 329, 429; Geography and Environmental Resources 304, 306; History 320, 324, 328, 337, 338, 339, 340, 370, 425, 433, 444, 474; Political Science 352i, 372I, 375, 459, 461, 475, 480.)	
Career Orientation Electives	18
In choosing electives, students are to select an area of concentration as a possible career to be combined with the study of foreign language to be approved by the major advisor. Areas such as Agriculture, Computer Science, Film, Food and Nutrition, Health Education, History, Linguistics, Literature, Management, Philosophy, Political Science, Sociology, Urban Planning, or other similar fields are offered as appropriate examples.	
General Electives	4-7
Total	120

Foreign Language Courses (FL)

For other foreign language courses see Chinese, Classics, East Asia, French, German, Japanese, Russian and Spanish following foreign language courses.

100A-3 to 9 Variable Elementary Languages. Elementary skills in a language not otherwise taught in this department. Primary emphasis is on oral skills. The language to be taught will vary. Should be taken in A,B sequence if available, 100B will always be a continuation of 100A. Instructional proficiency fee: \$5.

100B-3 to 9 Variable Elementary Languages. Elementary skills in a language not otherwise taught in this department. Primary emphasis is on oral skills. The language to be taught will vary. Should be taken in A,B sequence if available, as 100B will always be a continuation of 100A. Prerequisite: FL 100A. Instructional proficiency fee: \$5.

105-1 International Studies Introductory Seminar. An introduction to the interdisciplinary field of global and international studies. Through readings, discussions, presentations, case studies, and interactive activities, this course will introduce students to the principal issues in the field of international studies, particularly the effects of globalization on economics, politics, media, health, labor, food, energy and the environment.

120A-4 Beginning Sign Language. This course is designed for students who have had limited or no prior knowledge of Ameri-

can Sign Language (ASL). The focus will be on developing visual readiness skills and developing both expressive and receptive skills in basic ASL for academic and social environments. The course includes an introduction to conversational vocabulary, finger spelling, grammatical principles and sign order rules (syntax). Information about the deaf community and deaf culture will also be introduced. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

120B-4 Beginning Sign Language. This course is designed for students who have had limited or no prior knowledge of American Sign Language (ASL). The focus will be on developing visual readiness skills and developing both expressive and receptive skills in basic ASL for academic and social environments. The course includes an introduction to conversational vocabulary, finger spelling, grammatical principles and sign order rules (syntax). Information about the deaf community and deaf culture will also be introduced. Must be taken in A,B sequence. Prerequisite for FL 120B: FL 120A must be completed with a passing grade. Lab fee: \$2 per credit hour.

200A-3 Masterpieces of World Literature-France and Francophone Countries. (University Core Curriculum) Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

200B-3 Masterpieces of World Literature-German, Switzerland, Austria. (University Core Curriculum) Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

200C-3 Masterpieces of World Literature-Spain. (University Core Curriculum) Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

201-3 Native North American Literatures. (Same as ANTH 200) An introduction to Native American authors from North America. Readings will vary across time period, historical context, and tribal communities. Topics may include effects of and Native American responses to colonization, cultural adaptation, Native American identity, reservation and urban life, cultural revitalization, and others that reflect the multiple experiences of Native American peoples as expressed in Euro-American literary genres.

220A-4 Intermediate American Sign Language. This course is designed for students who have taken ASL 120A,B or had some prior training in American Sign Language (ASL). The focus will be on continuing to develop both expressive and receptive skills in basic ASL for academic and social environments. The course includes conversational vocabulary, finger spelling, grammatical principles, and sign order rules (syntax). Information about deafness, deaf history and deaf language/performing arts will be covered as well as unique aspects of the American deaf community and deaf culture. Must be taken in A,B sequence. Prerequisite: FL 120B with a passing grade, or one year of proficiency credit.

220B-4 Intermediate American Sign Language. This course is designed for students who have taken ASL 120A,B or had some prior training in American Sign Language (ASL). The focus will be on continuing to develop both expressive and receptive skills in basic ASL for academic and social environments. The course includes conversational vocabulary, finger spelling, grammatical principles, and sign order rules (syntax). Information about

deafness, deaf history and deaf language/performing arts will be covered as well as unique aspects of the American deaf community and deaf culture. Must be taken in A,B sequence. Prerequisite: FL 220A with a passing grade.

258-1 to 4 Work Experience. Ungraded credit for work experience, which has taken place subsequent to admission to SIUC. Such experience must be related to student's major in a foreign language or FLIT. Mandatory Pass/Fail. Prerequisite: sophomore standing and approval by chair of foreign language major or by director if FLIT major.

298-3 Multicultural Applied Experience. (University Core Curriculum) (Multicultural Applied Experience Course) An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students should consult the department for course specifications regarding grading, work requirements, and supervision. Grade Pass/Fail. Prerequisite: written approval from the instructor of record.

301-3 Cross-Cultural Orientation. (University Core Curriculum) Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

302-3 Internship Extension. Facilitates the returned international intern to evaluate, appreciate and optimize the advantages of the international internship experience by sharing the international experience with as many members of the community as possible through a written report, oral presentations, mentoring, newsletter and broadcasting productions, and international student partnerships. Prerequisite: FL 202 and international internship experience.

436-3 Methods in Teaching World Languages. The course prepares future language teachers with the theoretical knowledge and the practical tools necessary to meet the demands of today's communicative language classroom. Based on insights from second language acquisition research and current trends and standards in the language teaching profession, students develop an informed and principled approach to teaching world languages effectively. Required of prospective language teachers in secondary schools. Prerequisite: concurrent or prior enrollment in 300-level course in French, German, Latin, or Spanish.

437-3 Instructional Technology and Foreign Language Learning. Familiarizes students with basic principles of design, development, utilization and evaluation of computer-based instructional materials for language learning. Introduces students to software authoring packages for multimedia instructional units and develops skills and knowledge for exploring the potential of the Internet as a language-learning and distance-education tool. Prerequisite: concurrent or prior enrollment in 300-level French, German, Latin, Russian or Spanish.

475V-1 to 40 Study Abroad in Vienna, Austria. One or two semesters at the University of Vienna and the Economics University, Vienna, Austria. All courses taught in German. Students may obtain 30 to 40 semester hours of credit in German language, literature and civilization, and with prior approval, in

elective areas of study including music, art, architecture, history, anthropology, political science, physical education, business, economics, and sociology. This course or 475B is highly recommended for German and/or FLIT majors. Not for graduate credit. Students will be charged on the basis of 15 hours per semester regardless of the hours of credit actually earned. Prerequisite: 5 semesters of college German or equivalent with 3.0 grade point average.

480-3 Cross-Cultural Pragmatics. This course provides a comprehensive introduction to the study of pragmatics (i.e. language use in social context) in and across cultures. Students encounter pragmatics at work in the classic linguistic domains on and beyond the sentence level and will be exposed to the pragmatics of a wide range of world languages, including several Englishes, Spanish, French, German, Japanese, Finnish, Persian, Apache, and others. (Taught in English.) Restricted to senior standing or consent of instructor.

491-1 to 4 Independent Study: American Sign Language/Deaf Studies. Guided individual exploration of some area(s) of significance within the field of American Sign Language or deafness. Students taking class for graduate credit will do critical study of one aspect. May be repeated as topic varies. Special approval needed from the instructor.

492-1 to 3 Senior Project. Directed research, usually a paper or project, on a topic agreed to by the student and the advisor. The project should demonstrate the student's mastery of a problem or issue, the ability to think critically, conduct research, and to report the findings in an appropriate form (a paper or presentation). Normally taken during the last term. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor.

495-3 to 12 Internship. Provides structure for application and expansion of knowledge gained through extensive preparatory course work in the subject area for the internship, as well as in the foreign language, which has been studied. Normally taken abroad, in a country where the foreign language acquired by the student is universally used. Not for graduate credit. Prerequisite: senior standing, minimum 2.75 GPA, a business language course and a culture course (see Foreign Language and International Trade for details), and written approval from the director of Foreign Language and International Trade. This approval is subject to satisfactory completion of both oral and written language competency exams before the internship begins.

Chinese Courses (CHIN)

120A-4 Elementary Chinese. Standard (Mandarin) Chinese. The basic skills of listening, speaking, reading, and writing. No previous knowledge of Chinese required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

120B-4 Elementary Chinese. Standard (Mandarin) Chinese. The basic skills of listening, speaking, reading, and writing. No previous knowledge of Chinese required. Must be taken in A,B sequence. Prerequisite for 120B: CHIN 120A must be completed with a passing grade. Lab fee: \$2 per credit hour.

201A-4 Intermediate Chinese. Standard (Mandarin) Chinese. Development of listening, speaking, reading, and writing on the intermediate level. Must be taken in A,B sequence. Prerequisite: CHIN 120B with a grade of C or better, or consent of

instructor.

201B-4 Intermediate Chinese. [IAI Course: H1 900] Standard (Mandarin) Chinese. Development of listening, speaking, reading, and writing on the intermediate level. Must be taken in A,B sequence. Prerequisite: CHIN 201A with a grade of C or better, or consent of instructor.

305-2 to 4 Individualized Language Study. Designed to improve language skills beyond the intermediate level. Tailored to the particular needs of students. Prerequisite: CHIN 201B or equivalent.

320A-4 Advanced Chinese. Standard (Mandarin) Chinese. Further development of listening, speaking, reading, and writing skills on the advanced level. Emphasis on developing proficiency in reading modern Chinese through cultural readings. Must be taken in A,B sequence. Prerequisite: grade of C or better in CHIN 201B or two years of proficiency credit or permission of section head.

320B-4 Advanced Chinese. Standard (Mandarin) Chinese. Further development of listening, speaking, reading, and writing skills on the advanced level. Emphasis on developing proficiency in reading modern Chinese through cultural readings. Must be taken in A,B sequence. Prerequisite: CHIN 320A with a grade of C or better or equivalent.

370-3 Contemporary China. A study of customs, habits, beliefs and traditions operating in China today. Taught in English. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: East Asian 102 or consent of instructor.

390-1 to 6 Independent Study in Chinese. Directed individual study of some question, author, or theme of significance in the field of Chinese literature, language, or culture. Special approval needed from the instructor.

410-3 The Linguistic Structure of Chinese. Phonology and syntax of Mandarin Chinese. Principal phonological features of major Chinese dialects. Special emphasis on the contrastive analysis between Mandarin Chinese and English. Theoretical implications of Chinese syntax for current linguistic theories. This course satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: one year of Chinese.

435-3 Business Chinese. An overview of China's business through reading in Chinese dealing with the major aspects of China's foreign trade ranging from broad principles and policies to concrete details of operation and procedure. Enhancement of conversational skills for business contexts. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: CHIN 320 or equivalent.

470-3 Chinese Literature in Translation. Reading and analysis of selected Chinese works, authors, themes or genres in English translation with attention to literary genres and thought from ancient to contemporary times. Students taking this course for graduate credit will do a critical aspect. No knowledge of Chinese is required.

490-1 to 6 Advanced Independent Study in Chinese. Directed individual study of some question, author, or theme of significance in the field of Chinese literature, language, or culture. Special approval needed from the instructor.

Classics Courses (CLAS)

130A-4 Elementary Classical Greek. The object of this course is to give students a firm foundation in the grammar, vocabulary, and syntax of Ancient Greek in order to enable them to progress to the reading of the Greek classics and New Testament. Must be taken in A,B sequence. No previous knowledge of Greek required. Lab fee: \$2 per credit hour.

130B-4 Elementary Classical Greek. The object of this course is to give students a firm foundation in the grammar, vocabulary, and syntax of Ancient Greek in order to enable them to progress to the reading of the Greek classics and New Testament. Must be taken in A,B sequence. No previous knowledge of Greek required. Prerequisite: CLAS 130A must be completed with a passing grade. Lab fee: \$2 per credit hour.

133A-4 Elementary Latin. The object of this course is to give students a firm foundation in the grammar, vocabulary, and syntax of Latin in order to enable them to progress to the reading of the Latin classics. Must be taken in A,B sequence. No previous knowledge of Latin required. Lab fee: \$2 per credit hour.

133B-4 Elementary Latin. The object of this course is to give students a firm foundation in the grammar, vocabulary, and syntax of Latin in order to enable them to progress to the reading of the Latin classics. Must be taken in A,B sequence. No previous knowledge of Latin required. Prerequisite: CLAS 133A must be completed with a passing grade. Lab fee: \$2 per credit hour.

201A-3 Intermediate Greek. Reading and interpretation of selected works by authors such as Xenophon, Plato, Homer, and the New Testament writers. Must be taken in A,B sequence. Prerequisite: CLAS 130B with a grade of C or better, or one year of proficiency credit.

201B-3 Intermediate Greek. [IAI Course: H1 900] Reading and interpretation of selected works by authors such as Xenophon, Plato, Homer, and the New Testament writers. Must be taken in A,B sequence. Prerequisite: CLAS 201A with a passing grade.

202A-3 Intermediate Latin. [IAI Course: (b) H1 900] Reading from authors such as Livy, Caesar, and Cicero. Must be taken in A,B sequence. Prerequisite: CLAS 133B with a grade of C or better, one year of proficiency credit.

202B-3 Intermediate Latin. Reading from authors such as Livy, Caesar, and Cicero. Must be taken in A,B sequence. Prerequisite: CLAS 202A with a passing grade.

230-3 Classical Mythology. Same as WMST 230. (University Core Curriculum) [IAI Course: H9 901] An inquiry into the nature of myth and its relevance today while studying selected myths principally of the Greeks and Romans.

270-3 Greek Civilization. (University Core Curriculum) An introduction to the life and culture of ancient Greece. Greek contributions to western civilization in literature, art, history, and philosophy. No knowledge of Greek or Latin is required.

271-3 Roman Civilization. (University Core Curriculum) An introduction to the life and culture of ancient Rome. Rome's function in assimilating, transforming, and passing on the Greek literary and intellectual achievement. Rome's own contributions in the political, social, and cultural spheres. No knowledge of Greek or Latin is required.

310-3 to 9 (3 per topic) Art and Archaeology of the Ancient

Mediterranean. (Same as ANTH 430D and AD 407) An introduction to art historical, archaeological, and historical approaches to the physical remains of the ancient Mediterranean. Emphasis normally on Greece or Rome. Can be repeated if offered on different topics. Occasionally offered overseas. No prerequisites.

311-3 Greek and Latin Literature in Translation. Survey of literature from ancient Greece and/or Rome. No knowledge of Greek or Latin is required. No prerequisite. Repeatable for a total of 6 credits.

315I-3 to 9 Classical Themes and Contemporary Life: Seminar Series. (University Core Curriculum) [IAI Course: H9 900] Specific aspects of Classical Civilization are compared with aspects of our own society. In alternate years, the course will treat different themes, e.g., Drama's birthplace: Classical Athens; Roman heroes and Anti-Heroes, or Athletics, Sports and Games in the Ancient World. When offered in Europe, the course will focus on how these values are reflected in architecture, art, the military and the arena from ancient times through the Renaissance and beyond.

390-3 to 9 (3 per topic) Reading in Greek. Reading and interpretation of Greek texts. Usually prose in the fall, poetry in the spring. Prerequisite: two years of Greek or consent of the instructor.

391-3 to 9 (3 per topic) Reading in Latin. Reading and interpretation of Latin texts. Usually prose in the fall, poetry in the spring. Prerequisite: two years of Latin or consent of the instructor.

415-3 to 9 (3 per topic) Advanced Reading in Greek. Reading and interpretation of Greek texts at an advanced level. Satisfies CoLA Writing Across the Curriculum Requirement. Prerequisite: three years of Greek or consent of the instructor.

416-3 to 9 (3 per topic) Advanced Reading in Latin. Reading and interpretation of Latin texts at an advanced level. Satisfies CoLA Writing Across the Curriculum Requirement. Prerequisite: three years of Latin or consent of the instructor.

488-3 Latin as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for intensive and extensive readings and for translation of unedited texts in the student's own field of study. Intended for graduate students. Undergraduates who wish to enroll are encouraged to consult with course instructor. With consent of student's own department, and with a grade of B or A, satisfies graduate program requirements for foreign language as a research tool. Prerequisite: one year of Latin or equivalent.

491-3 to 9 (3 per topic) Classics Seminar. Intensive study of a select area of classics. Recent topics include Greek and Roman Religion, Socrates, and Homer. Capstone research course required for classics majors and minors, though others are welcome. There are no formal prerequisites, but some knowledge of the ancient world will prove helpful (such as that provided by CLAS 230, 270, and 271). No knowledge of Latin or Greek is required.

496-1 to 9 Independent Study in Classics. Guided research on problems in classics. The academic work may be done on campus or in conjunction with approved off-campus activities.

This course satisfies the CoLA Writing Across the Curriculum requirement. Special approval needed from the instructor.

497H-3 Honors Thesis. Directed reading and research, culminating in a research thesis for the University Honors program. Contingent on enrollment in the University Honors Program. Not for graduate credit. Special approval needed from the instructor.

East Asian Courses (EA)

102-3 East Asian Civilization. (University Core Curriculum) [IAI course: H2 903N] An introduction to East Asian cultural traditions, literature, philosophy, history, art and social organization of China and Japan. Formerly FL 102. Credit will not be granted for both FL 102 and EA 102.

300-3 Masterpieces of Oriental Literatures. Lectures and collateral readings of representative oriental literary works in English translation with special attention to literary forms and thought from ancient to contemporary China and Japan. No knowledge of an oriental language required.

370-1 to 6 Topics in East Asian Cultural Traditions. Selected topics in East Asian cultural traditions. May be repeated to a total of six hours with the consent of the department. No prerequisite. Taught in English.

French Courses (FR)

101A-4 French Language and Culture I. (University Core Curriculum) This course offers an introduction to the language and culture of the French-speaking people. It combines an overview of French political, economic, social, and aesthetic developments with the acquisition of elementary-level written and spoken French. No previous knowledge of French is required. Must be taken in A,B sequence. Lab fee: \$8.

101B-4 French Language and Culture II. (University Core Curriculum) This course offers an introduction to the language and culture of the French-speaking people. It combines an overview of French political, economic, social, and aesthetic developments with the acquisition of elementary-level written and spoken French. Prerequisite: FR 101A with a passing grade. Lab fee: \$8.

123A-4 Elementary French. This course is to be used solely for 100-level French proficiency and transfer credit. It can be used to fulfill college language requirements. It does not count toward the University Core Curriculum requirements.

123B-4 Elementary French. This course is to be used solely for 100-level French proficiency and transfer credit. It can be used to fulfill college language requirements. It does not count toward the University Core Curriculum requirements. Prerequisite: FR 123A.

200-3 Women in French and Francophone Literatures. (University Core Curriculum) (Same as WGSS 200) This course offers a study of the representation of women in 20th century French and Francophone literatures. The class will study female characters as they are represented in novels, short stories and essays of contemporary French and Francophone writers, and will analyze the development of women as characters from a psychological, sociological, and literary point of view. All readings and lectures are in English.

201A-4 Intermediate French. Grammar review, translation,

oral practice, written composition, and development of reading skills. Reading of material on contemporary France and selections from French literature. Must be taken in A,B sequence. Prerequisite: FR 101B with a grade of C or better, FR 123B, one year of proficiency credit, or consent of instructor.

201B-4 Intermediate French. [IAI Course: H1 900] Grammar review, translation, oral practice, written composition, and development of reading skills. Reading of material on contemporary France and selections from French literature. Must be taken in A,B sequence. Prerequisite: FR 201A with a grade of C or better, or consent of instructor.

220-3 Intermediate French Conversation. Development of oral skills on the intermediate level. Prerequisite: FR 101B or equivalent.

311-3 Modern French Literature. The themes, structures, and language of some major works of poets, novelists, and playwrights from the early Romantics through the Existentialists and Robbe-Grillet.

320A-3 Advanced Language Skills. A review of grammar and syntax with extensive practice in translation and composition. Reading of French texts as basis for discussion and papers. Must be taken in A,B sequence. French 320B satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: grade of C or better in FR 201B or two years of proficiency credit or permission of section head.

320B-3 Advanced Language Skills. A review of grammar and syntax with extensive practice in translation and composition. Reading of French texts as basis for discussion and papers. Must be taken in A,B sequence. French 320B satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: FR 320A with a grade of C or better or equivalent.

321-3 Advanced French Conversation. Improvement of self-expression and listening comprehension. Expansion of vocabulary and idioms emphasized through classroom and language laboratory work. Highly recommended for those students with a major in French. Prerequisite: FR 201B.

330-3 Advanced Writing Skills. This course will help students make the transition from intermediate language courses to advanced courses that call for more sophisticated writing skills. Selections of texts (from media, literature, etc.) and exercises will teach the skills necessary to read, analyze and summarize texts, as well as write critical analyses and argumentative essays. Prerequisite: concurrent enrollment in FR 320A or permission of instructor.

350-3 French Phonetics. Introduction to French phonetics involving perception and production of spoken French. Emphasis on corrective pronunciation and avoidance of English interference. Prerequisite: FR 201B or consent of faculty.

370-3 Contemporary France. Survey of major historical events of 19th and 20th century France. Examination of contemporary French society focusing on topics such as politics, economy, education, arts and popular culture. Taught in French. Prerequisites: FR 320B with passing grade or permission of instructor. Not for graduate credit.

375-1 to 6 Travel-Study in France. Travel-Study project, planned under supervision of French faculty and carried out in France. Prerequisite: FR 201B. Special approval needed from faculty.

390-1 to 6 Independent Study in French. Individual explora-

tion of some question, author, or theme of significance within the field of French literature, language, or culture. Special approval needed from the instructor.

410-3 Advanced Language Study. Designed to improve language skills beyond the level of 320. Selected grammar review, intensive practice in effective use of the written and spoken language through translations and free compositions. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: FR 320B with a grade of C or better, or permission of instructor.

420-3 Introduction to French Literature and Cinema. This course will explore representative works in French from a variety of French and Francophone African authors and filmmakers. Students will be introduced to techniques of literary and filmic analysis through the reading of texts and the examination of films in French. FR 420 will be taught in French. Prerequisite: FR 320A with a passing grade or consent of instructor.

435-3 Living and Working in France. This course explores the French and Francophone business worlds from a variety of economic and cultural perspectives. Class work will focus on vocabulary, idioms and expressions used in oral and written business communications. Readings on authentic cultural practices will provide real-world contexts for students preparing to live and work in a French-speaking country. Taught in French. Prerequisite: French 320A with a passing grade.

440-3 Literature of the Enlightenment. Study and discussion of the novel, theater, and philosophic writing of 18th century France as literature and as expressions of the Enlightenment. Major attention given to Montesquieu, Voltaire, Diderot, and Rousseau. Special approval needed from the instructor.

450-3 Literary Movements of the 19th Century. Romanticism, Realism, and Naturalism in poems, novels and theater plays followed by an examination of the reaction to these movements and of the influence of symbolism. Special approval needed from the instructor.

455A-3 Advanced French and Francophone Literature & Cinema-The 19th Century: Film in the Age of the Novel. Approaches to the study of film as literature. Through close readings of literary and cinematic texts, students will consider questions of period, genre, culture, and representation, and learn to "read" the two media in relationship. Readings in film theory, as well as works of French/Francophone tradition. Courses are conducted in French. Need not be taken in sequence. Not for graduate credit. Prerequisite: Advanced undergraduate standing.

455B-3 Advanced French and Francophone Literature & Cinema-The 20th Century: Nouvelle vague to Nouveau roman and beyond. Approaches to the study of film as literature. Through close readings of literary and cinematic texts, students will consider questions of period, genre, culture, and representation, and learn to "read" the two media in relationship. Readings in film theory, as well as works of French/Francophone tradition. Courses are conducted in French. Need not be taken in sequence. Not for graduate credit. Prerequisite: Advanced undergraduate standing.

455C-3 Advanced French and Francophone Literature & Cinema-Cinéma et littérature francophones: La Version antillaise. Approaches to the study of film as literature. Through close readings of literary and cinematic texts, students will consider questions of period, genre, culture, and representation,

and learn to “read” the two media in relationship. Readings in film theory, as well as works of French/Francophone tradition. Courses are conducted in French. Need not be taken in sequence. Not for graduate credit. Prerequisite: Advanced undergraduate standing.

455D-3 Advanced French and Francophone Literature & Cinema-Cinéma et littérature du Maghreb. Approaches to the study of film as literature. Through close readings of literary and cinematic texts, students will consider questions of period, genre, culture, and representation, and learn to “read” the two media in relationship. Readings in film theory, as well as works of French/Francophone tradition. Need not be taken in sequence. Not for graduate credit. Prerequisite: Advanced undergraduate standing.

460-3 Studies in Literature of the 20th Century. Examination of the major themes, forms, techniques and style of novelists from Gide and Proust to Robbe-Grillet and dramatists from Firaudoux to Lonesco and Beckett. Special approval needed from the instructor.

470-3 The French and Their History. Study of major French historical events from Vercingetorix to the French Revolution. Examination of the political, philosophical, artistic movements and historic figures that shaped contemporary France. Taught in French. Prerequisite: FR 320B with passing grade or permission of instructor.

475-3 to 6 Travel-Study in France. Travel-study project, planned under supervision of French faculty and carried out in France. Amount of credit depending on scope of study. Prerequisite: FR 320A or equivalent.

476-3 Francophone Cultures and Literatures. Representative works and authors of the francophone world outside of France with special reference to African, Caribbean and Canadian literatures. Special approval needed from the instructor.

480-3 Studies of Masterpieces of French and Francophone Literatures. Selected readings from French and Francophone authors. Introduction to main literary movements from the Middle Ages to the 20th century. Prerequisite: FR 330 or permission of instructor.

488-3 French as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for intensive and extensive readings and for translation of unedited texts in the student's own field of study. Intended for graduate students. With consent of student's department, and with a grade of B or A, satisfies graduate program requirement for foreign language as a research tool. Prerequisite: one year of French, or equivalent or permission of instructor.

490-1 to 6 Advanced Independent Study in French. Individual exploration of some question, author, or theme of significance within the field of French literature, language or culture. Prerequisite: FR 320A. Special approval needed from the instructor.

German Courses (GER)

101A-4 German Language and Culture I. (University Core Curriculum) This course offers an introduction to the language and

culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the acquisition of elementary-level written and spoken German. No previous knowledge of German required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

101B-4 German Language and Culture II. (University Core Curriculum) This course offers an introduction to the language and culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the acquisition of elementary-level written and spoken German. Must be taken in A,B sequence. Prerequisite: GER 101A with a passing grade. Lab fee: \$2 per credit hour.

126A-4 Elementary German. This course is to be used solely for 100-level German proficiency and transfer credit. It can be used to fulfill college language requirements. It does not count toward the University Core Curriculum requirements.

126B-4 Elementary German. This course is to be used solely for 100-level German proficiency and transfer credit. It can be used to fulfill college language requirements. It does not count toward the University Core Curriculum requirements. Prerequisite: GER 126A.

201A-4 Intermediate German: Cultural Encounters. Continued grammar and vocabulary of development through reading, writing, listening, and speaking German. Up-to-date subject matter from film, politics, fine arts, literature and science will bring students to a deeper understanding of the German language and culture. Conducted primarily in German. Must be taken in A,B sequence. Prerequisite: GER 101B with a grade of C or better, or consent of instructor.

201B-4 Intermediate German: Cultural Encounters. [IAI Course: H1 900] Continued grammar and vocabulary development through reading, writing, listening, and speaking German. Up-to-date subject matter from film, politics, fine arts, literature and science will bring students to a deeper understanding of the German language and culture. Conducted primarily in German. Must be taken in A,B sequence. Prerequisite: GER 201A with a grade of C or better, or consent of instructor.

320A-3 Advanced Conversation and Writing: 20th Century Voices. Practice in oral and written composition. Review of grammatical concepts and their applications. Emphasis on texts by important figures in modern German, Austrian and Swiss literature. Conducted in German. Must be taken in A,B sequence. Prerequisite: GER 201B with a C or consent of instructor.

320B-3 Advanced Conversation and Writing: 20th Century Voices. Practice in oral and written composition. Review of grammatical concepts and their applications. Emphasis on texts by important figures in modern German, Austrian and Swiss literature. Conducted in German. Must be taken in A,B sequence. German 320B satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: GER 320A with a C or consent of instructor.

336-3 The Germans I: From Tribes to Empire in History and Literature. The course introduces students to the cultural and political history of Germany from Germanic tribal times to the 18th century. Through readings, lectures and discussions in German, augmented by audio-visual media, students will become familiar with literary works in a historical context and

gain an understanding of artistic movements and political developments in this period. Prerequisite: GER 201B with a grade of C or consent of instructor.

337-3 The Germans II: From Reich to Republic in History and Literature. The course introduces students to the cultural and political history of Germany from the 19th century to the present. Through readings, lectures, and discussions in German, augmented by audio-visual media, students will become familiar with literary works in a historical context and develop an understanding of artistic movements and political developments in the modern period. Prerequisite: GER 201B with a grade of C or consent of instructor.

370-3 Contemporary Germany. Study of life in Germany since World War II including the customs and habits, thoughts and beliefs, as well as the broad complex of traditions basic to everyday life. Readings include literary and journalistic materials as well as written and filmed documentaries. Taught primarily in German. Prerequisite: GER 201B with a grade of C or consent of instructor.

381-3 Film and Literature. This course will introduce students to developments in German film making from the 1920s through the present from a historical perspective. Focusing on silent film, Expressionism, Weimar period, Third Reich, East German film, the New German Cinema, and Postmodernism, students will gain a familiarity with cinematic aesthetics and cultural issues as treated through the medium of film. Conducted in German. Prerequisite: GER 201B with a grade of C or consent of instructor.

385-3 Reading German Poetry. This course introduces students to German poetry of the 18th, 19th and 20th centuries. Poetry is an important aspect of the German literary and musical tradition, and is a useful tool for all students even those who dislike it, to understand the language and culture. Assignments will include reading and analyzing individual poems, musical settings of poems, and outside materials. Conducted in German. Prerequisite: GER 201B with a grade of C or consent of instructor.

390A-1 to 3 Directed Language Learning Activity. Special projects such as translation practicum, German play production, German newsletter, instructional assistance, special presentations, or internship in a business firm in Germany. May count as the fifth semester required for Foreign Languages and Literatures 475A. Special approval needed from the instructor.

390B-1 to 3 Directed Language Learning Activity. Special projects such as translation practicum, German play production, German newsletter, instructional assistance, special presentations, or internship in a business firm in Germany. May count as the fifth semester required for Foreign Languages and Literatures 475A. Special approval needed from the instructor.

410-3 German for Writing Proficiency. This course teaches the advanced grammar, vocabulary, and stylistic principles students need to write expository prose, critical essays, business and personal correspondence in German. Through readings and discussions in German, it also expands vocabulary and speaking ability. The final exam in the course can be counted for the German writing proficiency examination. This course satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: GER 320B with a grade of B or the equivalent.

411-3 Linguistic Structure of Modern German. The descriptive

study of phonology, grammatical structure, and vocabulary of modern German with consideration of its structural differences from English and application to teaching. Conducted in English. Prerequisite: at least two years of German.

413-3 Linguistic Variation and Cultural Diversity in the German-Speaking World. Gain intimate knowledge of the German-speaking world about linguistic and cultural variety and identity. Featured varieties include written and spoken German, standard and vernacular, regional and urban dialects, youth and minority language usage, and more. Varieties are explored in structural terms and examined in the social and cultural contexts in which they occur. Course is conducted in German. Prerequisite: GER 320A or consent of instructor.

435-3 Business German. An overview of German business, presented through lectures, readings, and discussions. Coursework with textbook and supplementary materials will focus on the major aspects of German business. Exercises will include vocabulary building, listening and reading comprehension, oral and written summarization, role playing in typical situations, mock telephone conversations, and business correspondence. Prerequisite: GER 320A or consent of instructor.

460-3 German Theater: Literature on Stage. This course will explore developments in the German drama from the eighteenth century to the present, focusing on dramatic form and social, historical, and cultural contexts. Conducted in German. Prerequisite: GER 320A or consent of instructor.

465-3 Self and Society: First-person Narrative. This course will introduce beginning students to German literature written in first person. It serves as an introduction to the way the personal voice is constructed in texts, and students will develop their understanding of the German narrative tradition. We will collectively probe our notions of realism, believability, and truth as we read stories of self-conscious narrators. Conducted in German. Prerequisite: GER 320B with a grade of C or higher.

481-3 Film in the Third Reich: the Manipulation of Mass Culture. This course provides a unique view into the relationship of fascist politics and mass culture through an examination of Nazi Germany's film culture. Students will analyze specific films, publications, and pronouncements from the Nazi Ministry of Propaganda, approaching the material from aesthetic, technical, narrative, and historical perspectives. (Taught in English).

488-3 German as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for reading and for translation of unedited texts in the student's own field of study. Intended for graduate students. With consent of student's department, and with a grade of B or A, satisfies graduate program requirement for foreign language as a research tool.

490-1 to 3 Independent Study in German. Project-study under supervision of German faculty. Amount of credit depends on scope of study. May be repeated as the topic varies, up to the maximum of six semester hours. Restricted to senior or graduate standing. Special approval needed from the supervising instructor.

493-3 to 9 Seminars in Special Topics in Literature and Language. Topics vary and are announced in advance; both stu-

dents and faculty suggest ideas. May be repeated as the topic varies. Primarily for undergraduates. Special approval needed from the instructor.

Japanese Courses (JPN)

131A-4 Elementary Japanese. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Japanese is required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

131B-4 Elementary Japanese. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Japanese is required. Must be taken in A,B sequence. Prerequisite: JPN 131A must be completed with a passing grade. Lab fee: \$2 per credit hour.

201A-4 Intermediate Japanese. Development of listening, speaking, reading, and writing on the intermediate level. Must be taken in A,B sequence. Prerequisite: JPN 131B with a grade of C or better, one year of proficiency credit, or consent of instructor.

201B-4 Intermediate Japanese. [IAI Course: H1 900] Development of listening, speaking, reading, and writing on the intermediate level. Must be taken in A,B sequence. Prerequisite: JPN 201A with a grade of C or better, or consent of instructor.

305-2 to 4 Individualized Language Study. Designed to improve language skill beyond the intermediate level. Tailored to the particular needs of students. Prerequisite: JPN 201B or equivalent.

320A-4 Advanced Japanese. Further development of listening, speaking, reading, and writing on the advanced level. Emphasis on developing proficiency in reading modern Japanese through cultural readings. Must be taken in A,B sequence. Prerequisite: grade of C or better in JPN 201B or two years of proficiency credit or permission of section head.

320B-4 Advanced Japanese. Further development of listening, speaking, reading, and writing on the advanced level. Emphasis on developing proficiency in reading modern Japanese through cultural readings. Must be taken in A,B sequence. Prerequisite: JPN 320A with a grade of C or better or equivalent.

321-2 Conversational Japanese. Practice in spoken Japanese and practical writing skills (e.g., writing memos, letters, notes). Activities include practice of routines of Japanese etiquette, discussions of Japanese television and film, prepared and impromptu group discussion and speeches, writing and performing a play in Japanese. Not open to native speakers without permission. Prerequisite: JPN 201A or consent of instructor.

360-3 Reading and Writing Japanese. Practice in reading Japanese for comprehension and writing for practical communication. Introduces a variety of written media (e.g., Japanese comic books, newspaper, magazines, children's books, school textbooks) and teaches the fundamentals of Japanese word processing. Taught primarily in Japanese. Prerequisite: JPN 201B or the equivalent.

370-3 Contemporary Japan. A study of customs, habits, beliefs, values and etiquette in Japanese culture. Instruction in English. Prerequisite: East Asian 102 or consent of instructor.

375-1 to 6 Travel Study in Japan. Supervised travel-study in Japan. Special approval needed from faculty.

390-1 to 6 Independent Study in Japanese. Directed individual study of some question, author, or theme of significance in the

field of Japanese literature, language, or culture. Special approval needed from the instructor.

410-3 The Linguistic Structure of Japanese. Inductive approach to the analysis of various aspects (such as phonology, morphology, syntax) of Japanese grammar with emphasis on syntactic structures within any of the current theoretical frameworks such as pragmatics, functionalism and formal linguistics. May include contrastive analysis between Japanese and English, and close examination of theories of comparative-historical linguistics of Japanese and Korean. This course satisfies the CoLA Writing Across the Curriculum requirement. Special approval needed from the instructor.

435-3 Business Japanese. An introduction to the language and culture of the Japanese business world and to the structure of the Japanese business economy. The emphasis will be on learning appropriate levels of formality and politeness in oral communication and on achieving competency in the specialized language of business. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: JPN 320A,B or equivalent.

490-1 to 6 Advanced Independent Study in Japanese. Directed individual study of some questions, author, or theme of significance in the field of Japanese literature, language, or culture. Special approval needed from the instructor.

Russian Courses (RUSS)

136A-4 Elementary Russian. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Russian required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

136B-4 Elementary Russian. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Russian required. Must be taken in A,B sequence. Prerequisite: RUSS 136A must be completed with a passing grade. Lab fee: \$2 per credit hour.

201A-4 Intermediate Russian. Continuation of the language structure with practice in oral and written Russian. Must be taken in A,B sequence. Prerequisite: RUSS 136B with a passing grade, or one year of proficiency credit.

201B-4 Intermediate Russian. [IAI Course: H1 900] Continuation of the language structure with practice in oral and written Russian. Must be taken in A,B sequence. Prerequisite: RUSS 201A with passing grade.

305-4 Advanced Conversation and Composition. Improvement of self-expression, oral and written comprehension, free composition and conversation; readings based on the history of Russia, as well as readings of magazine and newspaper articles. This course satisfies the CoLA Writing Across the Curriculum requirement. Prerequisite: RUSS 201 or equivalent.

306-3 Intermediate Readings in Russian. Designed to improve skills in reading selections from Russian prose. Prerequisite: RUSS 201 or equivalent.

320-3 Advanced Language Skills. A review of fine points of grammar and polishing of student's syntax. Prerequisite: grade of C or better in RUSS 201B or two years of proficiency credit or permission of section head.

390-1 to 3 Independent Study in Russian. Directed independent study in a selected area of Russian studies. Special ap-

proval needed from the instructor.

411-3 Russian Stylistics. Writing styles in Russian and its application to the development of skills in written expression. This course satisfies the CoLA Writing Across the Curriculum requirement.

430-4 Business Russian. A study of the style of commercial language and its application to the development of skill in business correspondence, such as: inquiries, offers, orders, contracts, agreements, as well as documents concerning transport, insurance, and customs. Prerequisite: RUSS 201 or equivalent.

470-3 Russian Civilization. Soviet culture and civilization is studied primarily through literary works, journalistic materials, and excerpts from non-literary works as general background reading. Lectures are illustrated with maps, slides, films and art works. Taught in English. Readings are in English and in bilingual edition. May count toward Russian major with consent of graduate advisor.

490-1 to 6 Advanced Independent Study in Russian. Directed independent study in a selected area of Russian studies. Special approval needed from the instructor.

Spanish Courses (SPAN)

140A-4 Elementary Spanish. The basic skills of listening, speaking, reading, and writing. No previous knowledge required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

140B-4 Elementary Spanish. The basic skills of listening, speaking, reading, and writing. No previous knowledge required. Must be taken in A,B sequence. Prerequisite for SPAN 140B: SPAN 140A must be completed with a passing grade. Lab fee: \$2 per credit hour.

141A-4 Intensive, 1st-Year Spanish. The basic skills of listening, speaking, reading, and writing. Intended for students who can keep up with an accelerated pace and are able to devote multiple hours into studying outside of class each day. It covers material normally covered in 16-week semesters in SPAN 140. No previous knowledge required, but highly recommended. Must be taken in A,B sequence.

141B-4 Intensive, 1st-Year Spanish. The basic skills of listening, speaking, reading, and writing. Intended for students who can keep up with an accelerated pace and are able to devote multiple hours into studying outside of class each day. It covers materials normally covered in 16-week semesters in SPAN 140. No previous knowledge required, but highly recommended. Must be taken in A,B sequence.

175-5 Accelerated Elementary Spanish Grammar Review. Elementary Spanish covered in one semester. The basic skills of listening, speaking, reading, and writing. Prerequisite: two years of high school Spanish or equivalent or permission of instructor. Lab fee: \$2 per credit hour.

201A-4 Intermediate Spanish. Continued development of the four basic language skills. Must be taken in A,B sequence. Prerequisite: SPAN 140B or SPAN 175 with a grade of C or better, one year of proficiency credit, or consent of instructor.

201B-4 Intermediate Spanish. [IAI Course: H1 900] Continued development of the four basic language skills. Must be taken in A,B sequence. Prerequisite: SPAN 201A with a grade of C or better, or consent of instructor.

221A-3 Spanish Conversation for the Professions-Spanish for

Business and Finance. Practice in spoken Spanish tailored to fit professions or careers. Topics are discussions on everyday situations in the selected profession. May be taken in any order. Frequent short talks by students. Does not count toward the major or minor in Spanish. Prerequisite: SPAN 140B or two years of high school Spanish.

221B-3 Spanish Conversation for the Professions-Spanish for Law Enforcement. Practice in spoken Spanish tailored to fit professions or careers. Topics are discussions on everyday situations in the selected profession. May be taken in any order. Frequent short talks by students. Does not count toward the major or minor in Spanish. Prerequisite: SPAN 140B or two years of high school Spanish.

221C-3 Spanish Conversation for the Professions-Spanish for Medical Personnel. Practice in spoken Spanish tailored to fit professions or careers. Topics are discussions on everyday situations in the selected profession. May be taken in any order. Frequent short talks by students. Does not count toward the major or minor in Spanish. Prerequisite: SPAN 140B or two years of high school Spanish.

221D-3 Spanish Conversation for the Professions-Spanish for Social Work. Practice in spoken Spanish tailored to fit professions or careers. Topics are discussions on everyday situations in the selected profession. May be taken in any order. Frequent short talks by students. Does not count toward the major or minor in Spanish. Prerequisite: SPAN 140B or two years of high school Spanish.

221E-3 Spanish Conversation for the Professions-Spanish for Other Professions. Practice in spoken Spanish tailored to fit professions or careers. Topics are discussions on everyday situations in the selected profession. May be taken in any order. Frequent short talks by students. Does not count toward the major or minor in Spanish. Prerequisite: SPAN 140B or two years of high school Spanish.

221F-3 Spanish Conversation for the Professions-Teachers & School Personnel. Practice in spoken Spanish tailored to fit the School Environment. The course elicits prepared and impromptu group discussions on situations in the selected profession. Students present frequent dialogues and/or talks. This course does not count toward the major or minor in Spanish, but it's strongly recommended. Prerequisite: SPAN 140B or two years of high school Spanish. Recommended: Spanish 201B.

304-3 Hispanic Film and Conversation. This course provides extensive practice in oral and written Spanish and an introduction to topics in Hispanic culture through film. Prerequisite: Spanish 201B or equivalent.

306-3 Intermediate Readings in Spanish. Designed to improve reading skills in Spanish. Prerequisite: SPAN 201B or equivalent.

310A-3 Survey of Hispanic Literature. Spain, study of selected majors work. Need not be taken in sequence. Prerequisite: SPAN 306 or equivalent.

310B-3 Survey of Hispanic Literature. Spanish-America. Need not be taken in sequence. Prerequisite: SPAN 306 or equivalent.

320A-4 Third-Year Grammar and Composition. Extensive practice in translation and composition; special attention to grammar problems, idiomatic expressions, and syntactical features. Must be taken in A,B sequence. Prerequisite: grade of

C or better in SPAN 201B or two years of proficiency credit or permission of section head.

320B-3 Third-Year Grammar and Composition. Extensive practice in translation and composition; special attention to grammar problems, idiomatic expressions, and syntactical features. Must be taken in A,B sequence. Spanish 320B satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: SPAN 320A with a grade of C or better or equivalent.

335-3 Introduction to Business Spanish. The language of the Hispanic business community in readings, correspondence, and documents. Prerequisite: SPAN 320B.

370A-3 Hispanic Culture and Civilization. The cultural patterns and heritage of the Spanish people from earliest times to present. Class discussion will be emphasized to improve conversational skills. Need not be taken in sequence. Prerequisite: SPAN 201B or equivalent.

370B-3 Hispanic Culture and Civilization. A survey of the cultural heritage of the Spanish-American people. Class discussion will be emphasized to improve conversational skills. Need not be taken in sequence. Prerequisite: SPAN 201B or equivalent.

390-1 to 2 Independent Study in Spanish. Individual exploration of some question, author, or theme of significance within the field of Spanish literature, language, or culture. Special approval needed from the instructor.

410-3 Advanced Spanish Grammar. A detailed study of complex grammatical structures of Spanish. In the course of manipulating these complex structures, students will expand their vocabulary and sensitivity to word choice, building the foundation for an understanding for stylistic differences. Not for graduate credit. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: SPAN 320B with a grade of C or better, or consent of instructor.

411-3 Linguistic Structure of Spanish. Theory and practice in Spanish pronunciation and study of Spanish grammatical structure, in contrast to English, with application to teaching. Not for graduate credit in foreign language programs. Prerequisite: Spanish 306 and Spanish 320B, or consent of instructor.

412-3 History of the Spanish Language. Survey of internal and external history, from Vulgar Latin to Modern Spanish. Not for graduate credit in foreign language programs. Prerequisite: SPAN 306 and SPAN 320B, or consent of instructor.

414-3 Translation Techniques. A practical introduction to the field of professional translation, from and into Spanish. Prerequisite: SPAN 320B or equivalent.

420-3 Studies in Literature of the Middle Ages. Studies of the origins of Spanish literature emphasizing works such as the *Cantar de Mio Cid*, *Libro de buen amor*, and *La Celestina*. Prerequisite: SPAN 310 or consent of instructor.

430-3 The Golden Age: Drama. Plays of Lope de Vega, Calderon, Tirso de Molina, and others. Prerequisite: SPAN 310A or 310B or consent of instructor.

431-3 Cervantes. Study of Miquel de Cervantes' masterpiece *Don Quixote* and of other Cervantine works. Prerequisite: SPAN 310A or B or consent of instructor.

432-3 The Golden Age: Prose and Poetry. The most representative prose and poetry written during the 16th and 17th centuries in Spain. Prerequisite: SPAN 310A or consent of instructor.

434-3 Colonial Literature. Study of the literature of Spanish

America before 1825. Prerequisite: SPAN 310A or consent of instructor.

435-3 Business Spanish. Discussion and practice of the vocabulary, styles, and forms used in Spanish business correspondence, as well as report writing and documents dealing with trade, transportation, payment, banking and advertising. Does not count toward the M. A. in Foreign Languages. Prerequisite: SPAN 320B or consent of instructor.

450A-3 18th & 19th-Century Spanish Literature-Neo-classicism and Romanticism. Eighteenth and nineteenth century Spanish literature. Prerequisite: SPAN 310 or consent of instructor.

450B-3 18th & 19th-Century Spanish Literature-Realism and Naturalism. Eighteenth and nineteenth century Spanish literature. Prerequisite: SPAN 310 or consent of instructor.

451-3 Studies in Spanish American Literature of the 19th Century. Modernism, Romanticism, Realism and Naturalism in Spanish America. Prerequisite: SPAN 310 or consent of instructor.

460A-3 Modern and Contemporary Spanish Literature and Culture. The Generation of '98 and '27. Prerequisite: SPAN 310 or consent of the instructor.

460B-3 Modern and Contemporary Spanish Literature and Culture. Post-War & Contemporary Literature & Culture. Prerequisite: SPAN 310 or consent of the instructor.

461-3 Studies in Spanish American Literature of the 20th Century. The main currents and outstanding works in the literature of Spanish America since 1900. Prerequisite: SPAN 310 or consent of instructor.

488-3 Spanish as a Research Tool. Concentrated and individualized training in the recognition and interpretation of basic and complex grammatical structures and in the systematic acquisition of the principles of word formation for vocabulary expansion. Techniques for intensive and extensive readings and for translation of unedited texts in the student's own field of study. Intended for graduate students. With consent of student's department, and with a grade of B or A, satisfies graduate program requirement for foreign languages as a research tool. Prerequisite: one year of Spanish or equivalent.

490-1 to 3 Advanced Independent Study. Individual exploration of some topic in Hispanic literature, language, or culture. Special approval needed from the instructor.

Foreign Languages and Literatures Faculty

Albuixech, Lourdes, Associate Professor, Ph.D. University of California Riverside, 1997.

Aydt, Judith, Assistant Professor, *Emerita*, M.A., Southern Illinois University, 1966.

Bell, Maria Rosa, Lecturer, M.A., Southern Illinois University Carbondale, 1989.

Betz, Frederick, Professor, *Emeritus*, Ph.D., Indiana University, 1973.

Brown, H. Paul, Assistant Professor, Ph.D., Ohio State University, 2003.

Carlson, Anne F., Assistant Professor, Ph.D., University of Wisconsin-Madison, 2001.

Cáceres, Alejandro, Associate Professor, Ph.D., Indiana University, 1992.

Chonez, Kathy G., Lecturer, ABD, Indiana University, 1996.

Daffner, Carola, Assistant Professor, Ph.D., Vanderbilt University, 2008.

DeGuire, Mary, Lecturer, Ph.D., University of Illinois Urbana-Champaign, 2011.

Gobert, David L., Professor, *Emeritus*, Ph.D., University of Iowa, 1960.

Hammond, Charles E., Associate Professor, Ph.D., Columbia University, 1986.

Hartman, Steven Lee, Associate Professor, *Emeritus*, Ph.D., University of Wisconsin, 1971.

Huth, Thorsten, Assistant Professor, Ph.D., The University of Kansas, 2005.

Johnson, David M., Associate Professor, Ph.D., University of North Carolina, Chapel Hill, 1996.

Karayiannis, Dimitrios H., Lecturer, M.A., Southern Illinois University Carbondale, 1990.

Keller, Thomas, Associate Professor, *Emeritus*, Ph.D., University of Colorado Boulder, 1975.

Kilker, James, Professor, *Emeritus*, Ph.D., University of Missouri at Columbia, 1961.

Kim, Alan Hyun-Oak, Associate Professor, Ph.D., University of Southern California, 1985.

Liedloff, Helmut, Professor, *Emeritus*, Ph.D., Philips University, Germany, 1956.

Maisier, Véronique, Associate Professor, Ph.D., University of Paris-Sorbonne, 1998.

Meinhardt, Warren, Associate Professor, *Emeritus*, Ph.D., University of California at Berkeley, 1965.

O'Brien, Joan, Professor, *Emerita*, Ph.D., Fordham University, 1961.

Smith, Jennifer, Assistant Professor, Ph.D., Indiana University, 2005.

Smith, Shawn, Lecturer, Ph.D., Indiana University, 2005.

Speck, Charles, Assistant Professor, *Emeritus*, Laurea in Diritto Canonico, Pontifical Lateran University, Italy, 1963.

Stahl, Lidia, C., Lecturer, M.A., Southern Illinois University Carbondale, 1981.

Taoka, Yasuko, Assistant Professor, Ph.D., The Ohio State University, 2007.

Thibeault, Brooke, Senior Lecturer and Associate *Director of Foreign Language and International Trade*, M.S., Southern Illinois University Carbondale, 2001.

Thibeault, Thomas F., Associate Professor, Ph.D., University of Salzburg, Austria, 1989; 1990.

Timpe, Eugene F., Professor, *Emeritus*, Ph.D., University of Southern California, 1960.

Ulner, Arnold, Assistant Professor, *Emeritus*, Ph.D., University of Missouri at Columbia, 1972.

Walker, Pamela J., Lecturer, M.A., Gallaudet University, 1984.

Williams, Frederick, Associate Professor, *Emeritus*, Ph.D., Cornell University, 1976.

Winston-Allen, C. Anne, Professor and *Chair*, Ph.D., University of Kansas, 1979.

Forensic Science (Minor)

The Forensic Science minor is interdisciplinary, designed to provide undergraduates with a basic understanding of the ways forensic scientists evaluate physical evidence in criminal investigations, and the legal and ethical ramifications of this work. Students pursuing focused majors in preparation for employment or graduate studies in Forensics-related fields can use the minor to inform and broaden their studies on related issues. The program is also intended to develop critical knowledge and skills for evaluating forensic evidence in law, literature, and public media portrayals of forensic scientists.

It is strongly recommended that the SIUC Core Curriculum requirements be satisfied as follows: Social Sciences: ANTH 104; Human Health: PHSL 201 (or 310); Science Group I: CHEM 106; Science Group II: ZOO 115 (or 118); Integrative Studies Multicultural: AJ 203 or ANTH 202.

Forensic Science Minor

Required courses for the Forensic Science Minor amount to 15 hours, including 9 hours of required courses and 6 hours of electives (with no more than 4 of the minimum 6 hours of electives from a single discipline/department).

Required Core Courses: 9 hours: ANTH 231, CCJ 201, CHEM 173.

Electives: (note, some have prerequisites) 6 hours: AH 313; ANTH 240A/E, 440B, 441D, 455A, 455H, 465 (Internship in Forensics - must be arranged individually); BIOL 305; CCJ 290, 310, 330, 408; CHEM 439; PHIL 104, 340; PHSL 301; PLB 300; POLS 334; PSYC 305, 431, 440; SOC 372; ZOO 394.

Forest Recreation (SEE FORESTRY)

Forestry

(Department, Major, Courses, Faculty)

Five specializations are offered within the major in forestry: Forest Resources Management, Forest Hydrology, Urban Forest Management, Forest Recreation and Park Management, and Wildlife Habitat Management and Conservation. University Core Curriculum requirements and a core of professional courses are similar for each specializations. Students majoring in the Department of Forestry may not take courses specifically required in the various specializations for pass/fail credit. The specializations are accredited by the Society of American Foresters, 5400 Grosvenor Lane, Bethesda, MD., 20814, (301) 897-8720.

Available to the Department of Forestry for teaching and research in addition to resources present on campus are the following: the Crab Orchard National Wildlife refuge; the Shawnee National Forest; a number of state parks and state forests; conservation areas and federal reservoirs. Collectively, these comprise more than a million acres of forestland, all in the vicinity of the University.

The curricula of the Department of Forestry prepare graduates for employment with local, state and federal natural resource agencies, as well as private industry. In addition, many graduates continue their education in advanced masters and

doctoral programs. Federal agencies employing our graduates include the Forest Service, Natural Resources Conservation Service, Fish and Wildlife Service, National Park Service, Bureau of Reclamation, Bureau of Land Management, Environmental Protection Agency, Tennessee Valley Authority, and the Army Corps of Engineers. There are also employment opportunities in state government with agencies such as fish and game commissions, departments of natural resources and conservation, and forest services. At the local level, there are opportunities with urban forest and park systems. Private agencies have included Ducks Unlimited, the Nature Conservancy, the National Audubon Society and the American Forestry Association. Forestry graduates often are employed by private forestry consulting firms and by private industries such as Weyerhaeuser Co., International Paper Co., Georgia Pacific Corporation, and New Page Corporation.

**Bachelor of Science Degree in Forestry,
College of Agricultural Sciences**

FORESTRY MAJOR – FOREST HYDROLOGY SPECIALIZATION

The program in Forest Hydrology helps students develop knowledge and skills in integrated natural resource management in a watershed context with an emphasis on freshwater and forest resources. The goal of the Forest Hydrology specialization is to prepare individuals for water-related careers in federal and state government agencies, municipal/county watershed management, and environmental/engineering consulting firms. This specialization also prepares students for graduate study in natural resource management and hydrology. The specialization includes areas of study recommended and accredited by the Society of American Foresters and includes the course work necessary to qualify as a hydrologist in a federal agency. Students in the specialization are required to participate in either the 4 week forest resource management or forest recreation and park management summer field camp to gain practical field experience. Summer camp fees for off-campus living expenses and transportation are not to exceed \$550 per student for the forest resource management camp or \$550 for the outdoor recreation resources management camp. Other courses in the program may require additional fees.

University Core Curriculum Requirements 43
Requirements for Major in Forestry with Forest Hydrology Specialization 80-83

- Forestry Core:** 100, 201, 202, 285, 310, 314, 325, 331, 351, 381, 411..... 31
- Plant Biology 200, Chemistry 140A, Science Requirement: (one of the following) Chemistry 140B, Geology (111+112), (221+224), Zoology 118, Physics 203A, Biology 200B..... (8)¹+3 or 4
- Agribusiness Economics 204 or Economics 240 (3)¹
- English 101, 102, (290 or 291), Speech Communication 101, Mathematics 108 or 109 or 141 (12)¹+3 or 4 =15 or 16
- Summer Field Studies:** Forestry 422C or Forestry 310C, 314C, 351C, 360C (summer camp) 6
- Forestry 402, 421 429, 430, 452, (416 or 420) 16 or 17
- Geographic Information System (G.I.S.) Course 4
- Plant and Soil Science 240 4
- Resource Requirements (Course Selection):** Forestry 220,

- 315, 350, 403, 405, 409, 415², 416², 420², 428, 431, 451, 452L, 454, 460, 470, 480, Geography and Environmental Resources 330, 425, 431, 433, 434, 471, Geology 327i², 470, 471, 474, Mathematics 150, Physics 203A, 203B, Plant Biology 445, Plant and Soil Science 441, 442, 443, 445, 446, 447, 448, 454, 468, Zoology 410, 411, 414, 415, 458, 466, 46813³

Electives (To be determined with advisor’s assistance) 6
Total 123-126

¹Hours included in total for University Core Curriculum requirements.

²Course may not be used to satisfy more than one requirement.

³Minimum hours required to bring total to 123.

Forestry Forest Hydrology Suggested Curricular Guide¹

FIRST YEAR	FALL	SPRING
FOR 100, CHEM 140A.....	1	4
FOR 202, SPCM 101	3	3
UCOL 101, MATH 108/109/141	3	3-4
ENGL 101, 102	3	3
PLB 200, Human Health	4	2
Total	14-15	15

SECOND YEAR	FALL	SPRING
FOR 201, Science Requirement.....	3	3-4
FOR 285, 331.....	3	3
PLSS 240, Humanities	4	3
ECON 240/ABE 204.....	-	3
Fine Arts, Resource Requirement	3	2
ENGL 290 or 291	3	-
Total	16	14-15

THIRD YEAR	FALL	SPRING
FOR 325, 310	3	4
FOR 351, 314	4	3
Social Science, FOR 452	3	2
Resource Requirement, Humanities	2	3
Resource Requirement, G.I.S. course.....	3	4
Total	15	16

FOURTH YEAR	FALL	SPRING
FOR 411, 381	3	1
FOR 416/420, 402	3-4	3
FOR 429, 421	2	3
FOR 430, Resource Requirement	3	3
Resource Requirement, Multicultural ...	3	3
Total	14-15	13

SUMMER CAMP	SUMMER
FOR 310C	1
FOR 314C	2
FOR 351C	2
FOR 360C	1
Total	6

OR

SUMMER CAMP	SUMMER
FOR 422C.....	6
<i>Total</i>	6

**Bachelor of Science Degree in Forestry,
College of Agricultural Sciences**

**FORESTRY MAJOR – FOREST RESOURCES
MANAGEMENT SPECIALIZATION**

The program in forest resources management includes instruction leading to careers in forest management and production, forest ecosystem management, and the forest products industries. The goal of the Forest Resources Management specialization is to develop individuals with sufficient understanding of the physical, biological and economic considerations required to make sound management decisions for forest sustainability. The specialization includes areas of study recommended and accredited by the Society of American Foresters. Emphasis is upon integrated resource management of natural and renewable resources, coordinating forest utilization methods and conservation practices, and sustaining our wild lands heritage. A summer camp during intersession is required after the junior year to give the student practical field experience. Field study costs per student for off-campus living expenses and transportation are not to exceed \$550 per student and must be borne by the student. Other costs for equipment and supplies, which are required for field study and certain other courses are specified in course descriptions.

<i>University Core Curriculum Requirements</i>	43
<i>Requirements for Forestry Major with Forest Resources Management Specialization</i>	80-81
Forestry Core: 100, 201, 202, 285, 310, 314, 325, 331, 351, 381, 411.....	31
Plant Biology 200; Chemistry 140a, Science Requirement: (one of the following) Chemistry 140B, Geology (111+112), (221+224), Zoology 118, Physics 203A, Biology 200B	(8) ¹ + 3 or 4 = 11 or 12
Agribusiness Economics 204 or Economics 240	(3) ¹
English 101, 102, (290 or 291), Speech Communication 101, Mathematics 108 or 110	(12) ¹ + 3 = 16
Summer field studies: FOR 310C, 314C, 351C, 360C	6
Forestry 315, 416, 430	10
Geographic Information System (G.I.S.) Course.....	4
Plant and Soil Science 240	4
Resource Requirements (Course Selection): Forestry 220, 350, 402, 403, 405, 409, 415 ² , 418, 420, 428, 429, 431, 451, 452, 452L, 460, 470, 480, Biology 307, Geography and Environmental Resources 401, 471, PLSS 420, Zoology 118, 410, 468, 469	19 ³
Total	123-124

¹Hours included in total for University Core Curriculum requirements.
²Course may not be used for more than one requirement.
³Minimum hours required to bring total hours to 123.

**Forest Resources Management Suggested
Curricular Guide¹**

FIRST YEAR	FALL	SPRING
FOR 100, Resource Requirement	1	2
PLB 200, Science Requirement	4	3-4
ENGL 101, 102	3	3
FOR 202, SPCM 101	3	3
UCOL 101, MATH 108 or 110	3	3
<i>Total</i>	14	14-15
SECOND YEAR	FALL	SPRING
FOR 201, 331.....	3	3
FOR 285, PLSS 240	3	4
CHEM 140A, Resource Requirement.....	4	2
Human Health, Social Science	2	3
ECON 240 or ABE 204	-	3
ENG 290 or 291.....	3	-
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
FOR 325, 310.....	3	4
FOR 351, 314.....	4	3
G.I.S. Course	-	4
Humanities, FOR 315	3	3
Resource Requirement.....	2	2
Multicultural Diversity.....	3	-
<i>Total</i>	15	16
FOURTH YEAR	FALL	SPRING
FOR 411, 381	3	1
FOR 416, Resource Requirement	4	3
FOR 430, Humanities	3	3
Fine Arts, Resource Requirement	3	3
Resource Requirement.....	2	3
<i>Total</i>	15	13
SUMMER CAMP	SUMMER	
FOR 310C	1	
FOR 314C	2	
FOR 351C	2	
FOR 360C	1	
<i>Total</i>	6	

**FORESTRY MAJOR – FOREST RECREATION AND PARK
MANAGEMENT SPECIALIZATION**

The program in Forest Recreation and Park Management provides interdisciplinary training for management of the nation’s outdoor recreation heritage. The National Recreation and Park Association and the Society of American Foresters are among those organizations recommending the courses offered. The goal of the Forest Recreation and Park Management option is to prepare students for entry into professional careers in planning, managing, and administering public lands for outdoor recreation operated by a variety of agencies in diverse geographic

and natural settings. The Forest Recreation and Park Management student travels through selected sections of the United States on a park and recreation field studies session to outdoor recreation and protected area facilities. The summer camp requires the student pay transportation and living expenses not to exceed \$550. Other courses in this program may also require additional fees.

<i>University Core Curriculum Requirements</i>	43
<i>Requirements for Major in Forestry with Forest Recreation and Park Management Specialization</i>	80-81
Forestry Core: 100, 201, 202, 285, 310, 314, 325, 331, 351, 381, 411	31
Plant Biology 200, Chemistry 140A, Science Requirement: (one of the following) Chemistry 140B, Geology (111+112), (221+224), Zoology 118, Physics 203A, Biology 200B	(8) ¹ + 3 or 4 = 11 or 12
Agribusiness Economics 204 or Economics 240	(3) ¹
English 101, 102, (290 or 291), Speech Communication 101, Mathematics 108 or 110	(12) ¹ + 3
Plant and Soil Science 240, 328a,b	8
Summer Field Studies: Forestry 422C (summer camp) ..	6
Forestry 220, 420, 421, 423	11
Geographic Information System (G.I.S.) course	4
Resource Req.: Forestry 315, 350, 402, 403, 405 ² , 409 ² , 415, 416, 428, 430, 431, 451, 452, 452L, 454, 470 ² , 480, Biology 307, Geography and Environmental Resources 401 ² , 471, Zoology 468 or 469	3 ³
Recreation Req: Forestry 401, 405 ² , 409 ² , 470 ² , 480, Anthropology 300C, 402, 430A, 450B, FN 301, Geography and Environmental Resources 401 ² Management 304, 350, POLS 325, PSYC 307, Recreation 300, 303, 375, SOC 386, SPCM 412	8
Total	122-124

¹Hours included in total for University Core Curriculum requirements.
²Course may not be used to satisfy more than one requirement.
³Minimum hours required to bring total to 123.

Forestry Forest Recreation and Park Management Suggested Curricular Guide¹

FIRST YEAR	FALL	SPRING
FOR 100, Science Requirement	1	3-4
FOR 202, FOR 220	3	2
PLB 200, SPCM 101	4	3
ENGL 101,102.....	3	3
UCOL 101, MATH 108/110	3	3
Total	14	14-15
SECOND YEAR	FALL	SPRING
FOR 201, 331	3	3
CHEM 140A, PLSS 240	4	4
ECON 240/ABE 204	-	3
PLSS 328A/B, Social Science	4	3
FOR 285, ENGL 290/291	3	3
Total	14	16

THIRD YEAR	FALL	SPRING
FOR 351, FOR 310	4	4
FOR 325, 314	3	3
Human Health, G.I.S. Req.	2	4
Humanities, Multicultural	3	3
Recreation Requirements	3	2
Total	15	16

SUMMER CAMP	SUMMER
FOR 422C	6
Total	6

FOURTH YEAR	FALL	SPRING
FOR 411, 381.....	3	1
FOR 420, 421.....	3	3
Fine Arts, FOR 423.....	3	3
Elective, Resource Requirements	2-3	3
Recreation Requirement, Humanities ..	3	3
Total	14-15	13

Bachelor of Science Degree in Forestry, College of Agricultural Sciences

FORESTRY MAJOR – URBAN FOREST MANAGEMENT SPECIALIZATION

The program in urban forest management provides students with interdisciplinary training in the management of forest resources in urban areas and other settings where aesthetics and high human impacts are of primary concern. The specialization includes areas of study recommended and accredited by the Society of American Foresters with additional course work providing a background in arboriculture, landscape management and design, small business management, and municipal government. Students are especially prepared for entry into careers in the green industry and municipal forest management and administration. A four-week summer camp, in conjunction with the Forest Resources Management Specialization, is required following the junior year. Field study costs per student for off-campus living expenses and transportation are not to exceed \$550 per student and must be borne by the student. Other costs for equipment and supplies, which are required for field study and certain other courses are specified in course descriptions.

<i>University Core Curriculum Requirements</i>	43
<i>Requirements for Major in Forestry with Urban Forest Management Specialization</i>	80-81
Forestry Core: 100, 201, 202, 285, 310, 314, 325, 331, 351, 381, 411	31
Plant Biology 200, Chemistry 140a, Science Requirement: (one of the following) Chemistry 140B, Geology (111+112), (221+224), Zoology 118, Physics 203A, Biology 200B	(8) ¹ +3 or 4 = 11 or 12
Agribusiness Economics 204 or Economics 240	(3) ¹
English 101, 102, Speech Communication 101, Mathematics 108 or 110	(12) ¹
English 290 or 291	3
Geographic Information System, G.I.S. course	4

Summer Field Studies: Forestry 310C, 314C, 351C, 360C or (resource camp) or FOR 422C (camp) 6
 Forestry 416, 428 6
 Plant and Soil Science 240, 328A, 328B, 434 11
Resource Requirements: Forestry 220, 308², 315, 403, GEOG 401², 414, 420, 423, 430,451, 452, 452L, 480, Management 350, Plant and Soil Science 322, 325, 327, 420, 422, 428, 429, 442, 443, 447, 468, 475, Political Science 213 16³
Total 123-124

¹Hours included in total for University Core Curriculum requirements.

²Course may not be used to satisfy more than one requirement.

³Minimum hours required to bring total to 123.

Forestry Urban Forest Management Suggested Curricular Guide¹

FIRST YEAR	FALL	SPRING
FOR 100, Resource Req.	1	2
PLB 200.	4	-
Science Requirement	-	3-4
ENGL 101, 102	3	3
UCOL 101, MATH 108/110	3	3
FOR 202, Humanities	3	3
<i>Total</i>	14	14-15

SECOND YEAR	FALL	SPRING
FOR 201, PLSS 240	3	4
FOR 285, FOR 331	3	3
CHEM 140A, ENGL 290/291.....	4	3
ECON 240/ABE 204	-	3
Social Science.	-	3
PLSS 328A/B	4	-
<i>Total</i>	14	16

SUMMER CAMP	SUMMER
FOR 310C	1
FOR 314C	2
FOR 351C	2
FOR 360C	1
<i>Total</i>	6

SUMMER CAMP	OR	SUMMER
FOR 422C		6
<i>Total</i>		6

THIRD YEAR	FALL	SPRING
FOR 325, 310.....	3	4
FOR 428, 314	2	3
FOR 351, Resouce Requirement.....	4	3
Fine Arts, G.I.S. Course.....	3	4
Multi Diversity, Human Health.....	3	2
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
FOR 411, 381	3	1
FOR 416, Humanities	4	3
FOR 430, Resource Requirement.....	3	3
SPCM 101, PLSS 434	3	3
Resource Requirements	2	3
<i>Total</i>	15	13

Bachelor of Science Degree in Forestry, College of Agricultural Sciences

FORESTRY MAJOR – WILDLIFE HABITAT MANAGEMENT AND CONSERVATION SPECIALIZATION

The program in Wildlife Habitat Management and Conservation helps students develop knowledge and skills in integrated natural resource management with an emphasis on habitat management for wildlife. The goal of this specialization is to train individuals for wildlife and forestry-related careers in federal and state governmental agencies, non-governmental conservation organizations, and natural resource consulting firms. Students will also be well-prepared for entry into the profession of conservation police officer. In addition, this specialization readies students for graduate study in forestry and wildlife management. This specialization includes areas of study recommended and accredited by the Society of American Foresters and includes the course work necessary to qualify as a Certified Wildlife Technician or Certified Associate Wildlife Biologist with the Wildlife Society. Students in the specialization are required to participate in either the forest resource management or forest recreation and park management summer field camp to gain practical field experience. Summer camp fees for off-campus living expenses and transportation are not to exceed \$550 per student and must be borne by the student. Other costs for equipment and supplies, which are required for field study and certain other courses, are specified in course descriptions.

University Core Curriculum Requirements 43*
Requirements for Forestry Major with Wildlife Habitat Management and Conservation Specialization (WHMS) 87 or 88

Forestry Core: 100, 201, 202, 285, 310, 314, 325, 331, 351, 381, 411 31
 Plant Biology 200,300; Chemistry 140A; Biology 200A, 200B (8)¹+12+20
 Agribusiness Economics 204 or Economics 240 (3)¹
 Mathematics 108, English 290 or 291 (3)¹+3=6
Summer Field Studies: Forestry 310C, 314C, 351C, 360C or 422C 4-5
 Forestry 405, 315, 409, 416, 430, 451 18
 G.I.S. Requirement: Geography 401 or Forestry 308.....4
 Plant and Soil Science 240 4
 Zoology 220, 461 or 467, 469 11
Total 130 or 131

¹Hours included in total for University Core Curriculum requirements.

* Science requirements for this specilization are 4 credit hours each raising the core count to 43.

Wildlife Habitat Management and Conservation Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
FOR 100, PLB 200	1	4
UCOL 101, Social Science	3	3
ENGL 101, 102	3	3
BIOL 200A, 200B.....	4	4
MATH 108	3	-
<i>Total</i>	15	14

SECOND YEAR	FALL	SPRING
FOR 201, CCJ 203 (Multicult.).....	3	3
FOR 202, PLSS 240	3	4
FOR 285, Human Health.....	3	2
ENGL 290/291, SPCM 101	3	3
CHEM 140A, ZOOL 220	4	5
<i>Total</i>	16	17

SUMMER CAMP (Resource)	SUMMER
FOR 310C	1
FOR 314C	2
FOR 351C	1
FOR 360C	1
<i>Total</i>	5

OR

SUMMER CAMP (Recreation)	SUMMER
FOR 422C	4
<i>Total</i>	4

THIRD YEAR	FALL	SPRING
FOR 325, 310.....	3	4
FOR 351, 314	4	3
Humanities, FOR 315.....	3	3
ECON 240/ABE 204, Humanities	3	3
ZOOL 469, FOR 331.....	3	3
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
FOR 405, 381	3	1
FOR 411, 409	3	3
FOR 416, 451.....	4	2
FOR 430, Fine Arts	3	3
PLB 300, ZOOL 461/467	4	3
G.I.S. Course	-	4
<i>Total</i>	17	16

Courses (FOR)

100-1 Introduction to Forestry. Students experience varied subject areas of Forestry including forest recreation, ecology, silviculture, wildlife habitat restoration, hydrology, wildland fire, forest products, natural ecosystems and conservation. Spe-

cial emphasis is given to the diversity of careers in Forestry. Required field trip transportation fee not to exceed \$50 per course registration.

201-3 Ecology of North American Forests. This course introduces concepts of biology, physiology, ecology, and silvics important to the growth, development, and sustainability of trees and forest ecosystems. Emphasis includes understanding how trees are influenced by: the physical environment (atmosphere, light, water, topography, fire, soils, etc.); the biological, physiological, and genetic potential of tree species; and interrelationships with other organisms including wildlife, fungi, and humans. Requires field trip transportation fee not to exceed \$20 per course registration.

202-3 Tree Identification Laboratory. Field and Laboratory identification of native and exotic trees, shrubs and woody vines using leaf, twig, bark and fruit characteristics. Requires field trip transportation fee not to exceed \$50 per course registration.

220-2 Introduction to Forest Recreation. Trends in outdoor recreational use of wild lands and natural areas with emphasis on state and federal parks and forests. Introductory concepts in recreation resources management, visitor impact assessment and environmental interpretation.

285-3 Social Influences on Forestry. Study of the human dimensions of natural resource management. Exploration of the ethical and historical negotiations of the human-nature relationship. Examination of the role of public opinion in conservation and sustainable resource decision making. Exposure to environmental justice, political ecology, ecological economics, and the influences of media, science and technology.

308-4 Introduction to Mapping and Geographic Information Systems. Integrated use of mapping, aerial photographs and field information to evaluate resources in the development of land management plans. Topics range from aerial photo interpretation to GIS database management and vegetation mapping. Course will include classroom presentations, field trips, and lab exercises. Prerequisites: FOR 201, 351 or consent of instructor. Requires field trip transportation fees and supplemental expenditures not to exceed \$50 per course registration.

310-4 Practices of Silviculture. Detailed study of classical concepts and recently developed techniques utilized in silviculture treatment of forests. Major emphasis to be placed upon establishment, thinning, timber stand improvement, and regeneration of forests. Prerequisite: FOR 331. Requires field trip and supplemental expenditures not to exceed \$40 per course registration.

310C-1 Silviculture Field Studies. Methods of determining volume and quality of forest products, forest resource inventory procedures, growth, and productivity studies. Co-requisites: FOR 314C, FOR 351C, and FOR 360C. Prerequisite: FOR 310, FOR 331 or consent of instructor. Requires field trip and supplemental expenditures not to exceed \$110 per course registration. Summer camp fees and costs are outlined in the Forestry major-Forest Resources Management Specialization.

311-3 Resources Photogrammetry. The science and art of obtaining reliable measurement by means of photographs, detection of disease, insects, and fire invasion by remote sensors; and delineation of resources boundaries through interpretation.

313-3 Harvesting Forest Crops. Emphasis is given to lumber

sale layouts, sale contracts, and harvest engineering methods. Consideration is given to the environmental impacts of harvesting. Prerequisite: FOR 310 or consent of instructor. Requires field trip transportation fee not to exceed \$25 per course registration.

314-3 Forest Health. Detailed study of the factors that influence forest health, including abiotic stress, diseases, insects, and invasive plants. Special emphasis will be placed on the identifications of the signs and symptoms of the factors that affect forest health and the appropriate management techniques to mitigate these factors. Prerequisite: FOR 201, 331 or consent of instructor.

314C-2 Forest Protection Field Studies. The prevention and suppression of forest fires, the recognition and control of insect and disease organisms and other destructive agents in the forest. Co-requisites: FOR 310C, FOR 351C, and FOR 360C. Prerequisites: FOR 314, FOR 315, and FOR 331 or consent of instructor. Requires field trip and supplemental expenditures not to exceed \$220 per course registration. Summer camp fees and costs are outlined in the Forestry major-Forest Resources Management Specialization.

315-3 Fire in Wildland Management. Fire as a phenomenon in wildland management. Topics covered are fire prevention, detection, suppression, behavior, effects, use, and economics. Major emphasis is on fire control and fire ecology. Prerequisite: FOR 331 or consent of instructor. Requires field trip transportation fees and supplemental expenditures not to exceed \$50 per course registration.

320C-1 Forest and Wildlands Recreation Field Studies. Recreation of forest and adjacent lands with emphasis on parks and national forests. Administration; interpretation; trends in use and development. Offered at summer camp only. Prerequisite: FOR 220. May require supplemental expenditures not to exceed \$35 per course registration. Summer camp transportation fees and cost are outlined in the Forestry Major description - Forest Resources Management Specialization.

325-3 Forest Resource Policy and Administration. Policy formation and implementation, including the roles of special interest groups and public values. Examination of federal natural resource policies, conservation leaders who influenced policy, and current applications of policy in management.

331-3 Forest Ecosystems. Forest Ecosystems covers topics including community concepts; competition; tolerance; disturbance; succession; carbon balance; diversity; and the ecological and social aspects of ecosystem management relating to the structure, energy flow, and dynamic interrelationships of the biotic and abiotic forest environment to understand and sustainably manage forest ecosystems and habitat over time. Prerequisite: FOR 201.

341-3 Forestry Practices. The fundamentals of integrated resource management of timberlands. Management systems, tree stand measurements. Planting and harvesting methods, multiple-use aspects of forest lands. Field trips. Emphasis on small forest ownerships. Not for graduation credit in forest resources management.

350-3 Wood as a Raw Material. Structure, identification, and properties of wood. Important species, significance of properties to end-use and significance of wood to the environment.

351-4 Forest Measurements. Introductory measurement,

statistical and data processing concepts; volume, growth, and yield of forest products; methods of sampling forest resources. Prerequisite: Mathematics 110 or 140; and Mathematics 282 or Plant Biology 360 or Agribusiness Economics 318. Requires field trip transportation fees and supplemental expenditures not to exceed \$50 per course registration.

351C-2 Forest Resources Measurements Field Studies. Methods of determining volume and quality of forest products, forest resource inventory procedures, growth, and productivity studies. Co-requisites: FOR 310C, FOR 314C, and FOR 360C. Prerequisite: FOR 351 or consent of instructor. Requires field trip and supplemental expenditures not to exceed \$110 per course registration. Summer camp fees and costs are outlined in the Forestry major - Forest Resources Management Specialization.

360C-1 Forest Industries Field Studies. A study of primary and secondary forest product processing in the central hardwood region. Co-requisites: FOR 310C, FOR 314C, and FOR 351C. Requires field trip and supplemental expenditures not to exceed \$110 per course registration. Summer camp fees and costs are outlined in the Forest major-Forest Resources Management Specialization.

381-1 Forestry Seminar. Presentation of topics pertinent to multiple-use management and utilization of forest resources. Restricted to senior standing.

391-1 to 4 Special Problems in Forest Resources. Independent research sufficiently important to require three hours per week of productive work for each hour of credit. Restricted to junior standing. Special approval needed from the chairperson.

401-3 Fundamentals of Environmental Education. (Same as Agriculture 401 and Recreation 401) A survey course designed to help education majors develop an understanding of environmental education principles and teaching both inside and outside the classroom. Prerequisite: ten hours of biological science or ten hours of recreation and/or education, or consent of instructor. Requires field trip transportation fee not to exceed \$25 per course registration.

402-3 Wildland Hydrology. Fundamentals of hydrology as related to forest and wildland water resources will be emphasized. Considerations will include the hydrologic cycle with emphasis on soil and groundwater regimes, evapotranspiration, surface and subsurface runoff, and the quantity and timing of water yield. Offered spring semester odd years.

403-3 Agroforestry. This introductory, lecture-discussion course will examine the various agroforestry concepts, systems, technologies and practices. Focus will be on the potential use and benefits of agroforestry, which involves the deliberate combining of woody perennials with herbaceous/agronomic crops and/or animals, on the same land management unit, in some form of spatial arrangement and/or temporal sequence to produce desirable ecological and economical interactions among the different components. Prerequisite: coursework in forest ecology. Restricted to junior standing or permission of the instructor.

405-3 Forest Management for Wildlife. This course is designed to familiarize students with a scientific understanding of the theory and practice of forest management for wildlife. Students will gain knowledge of basic forestry management principles as they apply to wildlife; ecology and management of different types of forests for wildlife; and habitat requirements of forest birds, mammals, and herps and applicable forest management

techniques. Restricted to Forestry, Zoology, Bio Science, Animal Science, or Environmental Science majors/minors; sophomore or higher, or with consent of instructor. May require field trip transportation fee not to exceed \$45 per course registration.

406-2 Landscape Ecology. (Same as FOR 506) (FOR 506-3, will have an additional lab requirement) Principles of landscape ecology in the context of forested systems. There is an emphasis on how spatial heterogeneity and human activities influence landscape patterns. Prerequisite: G.I.S. course or consent of instructor.

409-3 International Forest Resources Decision-Making. Examines management planning decision-making for multiple-use forests around the world. Reviews concepts useful for analyzing flow-resource problems, emphasizing systems approaches, introduces use of modern quantitative and qualitative methods to evaluate resource use alternatives. Case studies from around the world. Prerequisite: FOR 411.

411-3 Forest Resources Economics. Application of micro- and macro-economic principles to forest timber and non-timber production; capital theory, benefit-cost analysis; and economics of conservation. Prerequisite or Co-requisite: Economics 240 or Agribusiness Economics 204.

412-2 Tree Improvement. Basic theories and techniques of obtaining genetically superior trees for forest regeneration. Restricted to senior standing.

414-3 Information Management. The collection of physical, biological, and social variables in the field of forestry through sampling survey. The procedures of data manipulation and calculation and the presentation of graphs and tables.

415-3 Urban Ecosystem Management. An introduction to fundamental concepts and processes associated with urban environments. Emphasis is on physical, chemical, and biological stresses imposed on landscapes and water resources influenced by land use conversion and subsequent urban sprawl. Restricted to junior standing or consent of instructor. Requires field trip transportation fee not to exceed \$30 per course registration.

416-4 Forest Resource Management. The application of business procedures and technical forestry principles to manage forest properties. Emphasis on integrated resource management for tangible and intangible benefits. Prerequisite: FOR 351, completion of Forest Resource summer camp series or consent of instructor. Requires field trip transportation fee and supplemental expenditures not to exceed \$40 per course registration.

417-2 Forest Land-Use Planning. Principles of location theory as a basis for determining land use; supply of forest land; population pressure and demand; conservation principles; determination of forest land values; institutional factors influencing forest land-use; forest taxation; special taxes, and capital gains. Taught in alternate years. Prerequisite: FOR 411 or consent of instructor.

418-2 Marketing of Forest Products. The role of marketing in the forest industries; review of economic principles; product policy, planning the product line, pricing, marketing channels, marketing programs, marketing organization, and marketing research as influences on the marketing of lumber, wood products, pulp, and paper. Taught in alternate years. Prerequisite: FOR 411 or consent of instructor.

420-3 Park and Wildlands Management. The management of state and federal parks and recreation areas. A systems ap-

proach toward management and decision-making will be emphasized. Requires field trip transportation fee and supplemental expenditures not to exceed \$40 per course registration.

421-3 Recreation Land-Use Planning. Principles and methods for land-use planning of park and recreation environments with emphasis on human dimensions of natural resource research. Focus on planning process and types of information to gather and organize. Application in group field projects. Prerequisite: FOR 220, 420, or consent of instructor. Requires field trip transportation fee not to exceed \$25 per course registration.

422C-6 Park and Wildlands Management Camp. A study of park conditions, visitors, and management practices at selected county, state, and federal park systems in the U.S., including the federal wilderness preservation system. Prerequisite: FOR 220 or consent of instructor. Requires field trip and supplemental expenditures not to exceed \$550 per course registration. Summer camp fees and costs are outlined in the Forestry major - Forest Recreation and Park Management Specialization.

423-3 Environmental Interpretation. (Same as Agriculture 423 and Recreation 423) Principles and techniques of natural and cultural interpretation. Two hours lecture, three hours laboratory. Prerequisite: ten hours biological science or ten hours of recreation. Requires field trip transportation fee not to exceed \$40 per course registration.

428-2 Urban Forestry. An introduction to principles and practices useful in the management of trees and forests in populated settings. Emphasis is placed on the development of comprehensive management strategies consistent with the biological, physical, economic and social constraints of the urban environment. Restricted to junior or senior standing or permission of the instructor.

429-2 Watershed Management Field Laboratory. A field intensive laboratory course focused on hydrological and biological methods used to manage watersheds and assess watershed health. Laboratory topics include stream gauging, soil water and ground water sampling, channel morphology, stream benthos measurements, and water quality analysis of stream and lake ecosystems. Requires field trip transportation fee not to exceed \$30 per course registration.

430-3 Wildland Watershed Management. Emphasis is placed on the principles, technical problems, procedures, alternatives, and consequences encountered in managing wildland watersheds for the production of quality water in harmony with other uses.

431-3 Regional Silviculture. Designed to evaluate the various silvicultural practices as they are commonly employed in various regions of the United States. Offered alternate years. Prerequisite: FOR 310.

451-3 Natural Resources Inventory. This course is designed to familiarize students with a scientific understanding of major topics in wildlife ecology and management, with a special focus on Forestry majors and natural resource inventory techniques. Students will gain knowledge of the history of the field of wildlife management, primary wildlife management principles and practices, ecological theory pertinent to wildlife populations and habitats, and current important issues/problems regarding wildlife management and natural resource inventory. Restricted to Forestry, Zoology, Bio Science, Animal Science, or Environmental Science majors/minors; or consent of instructor.

May require field trip transportation fee not to exceed \$25 per course registration.

452-2 Forest Soils. Characterization and fundamental concepts of forest soils and their relationships to forest communities and forest management practices. Emphasis is on the chemical, biological and physical properties of soils as related to forests and forest management. Requires field trip transportation fee not to exceed \$25 per course registration.

452L-2 Forest Soils Laboratory. Companion laboratory for FOR 452. Emphasis is on methods to characterize and evaluate the chemical, physical, and biological properties of forest soils. Requires field trip transportation fee not to exceed \$25 per course registration. Offered spring semester, even years.

453-2 Environmental Impact Assessment in Forestry. Methods of assessing the environmental impact of land-use systems on forest resources and assessing the impact of forest management systems on environmental quality are presented. Case studies culminating in the preparation of environmental impact statements are emphasized. Restricted to senior standing in a natural resource major. Requires field trip transportation fee not to exceed \$25 per course registration.

454A-2 Forest Ecology Field Studies-Boreal. A study of forest communities, soils, and site conditions. Course requires a field trip of about 10 days. Each trip is two semester credits; a maximum of 6 credits may be applied toward graduate credit. Restricted to senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils. Special approval needed from the instructor. Requires field trip transportation fee not to exceed \$300 per course registration.

454B-2 Forest Ecology Field Studies-Lake States. A study of forest communities, soils, and site conditions. Course requires a field trip of about 10 days. Each trip is two semester credits; a maximum of 6 credits may be applied toward graduate credit. Restricted to senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils. Special approval needed from the instructor. Requires field trip transportation fee not to exceed \$300 per course registration.

454C-2 to 8 Forest Ecology Field Studies-Southern Appalachians. A study of forest communities, soils, and site conditions. Course requires a field trip of about 10 days. Each trip is two semester credits; a maximum of 6 credits may be applied toward graduate credit. Restricted to senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils. Special approval needed from the instructor. Requires field trip transportation fee not to exceed \$300 per course registration.

454D-2 to 8 Forest Ecology Field Studies-Southern Pine. A study of forest communities, soils, and site conditions. Course requires a field trip of about 10 days. Each trip is two semester credits; a maximum of 6 credits may be applied toward graduate credit. Restricted to senior standing in natural resources or biological sciences, courses in tree identification, forest ecology, and soils. Special approval needed from the instructor. Requires field trip transportation fee not to exceed \$300 per course registration.

460-2 Forest Industries. Analysis of raw material requirements, the processes and the products of forest industries. The environmental impact of each forest industry will also be discussed.

470-2 Wilderness Management, Policy, and Ethics. Study of current management philosophy and practice in America's wilderness. Analysis of current wilderness policy and its historical evolution. Discussion of the evolution of the wilderness idea and the individuals that have influenced it. Weekend field trip required. Offered alternate (even) years. Restricted to senior standing. Required field trip transportation and materials fee not to exceed \$80 per course registration.

471-3 Interdisciplinary Approaches to Environmental Issues. (Same as ABE 470, GEOG 470, SPCM 470, ZOO 470) Application of concepts for the biological, physical and social sciences, economics, humanities and law, are used to understand the interdisciplinary complexities of environmental issues. Students will develop and demonstrate problem-solving skills as part of a team analyzing a regional environmental issue. Team-taught seminar style discussions. Prerequisite: Plant Biology 301I and admission to Environmental Studies minor program.

480-3 Natural Resource Conflict Management. Examines the role and methods of stakeholders in influencing natural resource policies. Emphasis on applied methods, techniques and strategies for conflict resolution, especially collaborative decision making and persuasion theory. Restricted to junior standing or consent of instructor.

490A-2 Resources Management Consortium. Intensive field course in resources management decision making. Student serves as team member in solving resource problems in forestry, wildlife management, recreation, and interpretation at Land Between the Lakes. Enrollment is limited to six. Course taught at Land Between the Lakes. Not for graduate credit. Special approval needed from the instructor. Requires transportation, room and board fee not to exceed \$150 per course registration.

492-1 to 4 Special Studies for Honor Students. Research and individual problems in forestry. Not for graduate credit. Prerequisite: a 3.0 minimum grade point average. Special approval needed from the department chair.

494A-1 to 6 Practicum-Forest Environmental Assessment. Supervised practicum in a professional setting. Emphasis on administration, supervision, teaching and program leadership in community, school, park, forest, institution, and public or private agencies. Students should enroll according to their curriculum specialization. Special approval needed from the instructor.

494B-1 to 6 Practicum-Outdoor Recreation Resource Management. Supervised practicum in a professional setting. Emphasis on administration, supervision, teaching and program leadership in community, school, park, forest, institution, and public or private agencies. Students should enroll according to their curriculum specialization. Special approval needed from the instructor.

494C-1 to 6 Practicum-Forest Resources Management. Supervised practicum in a professional setting. Emphasis on administration, supervision, teaching and program leadership in community, school, park, forest, institution, and public or private agencies. Students should enroll according to their curriculum specialization. Special approval needed from the instructor.

Forestry Faculty

Burde, John H., III, Professor, *Emeritus*, Ph.D., University of Arizona, 1975.

Carver, Andrew D., Professor, Ph.D., Purdue University, 1998.

Chilman, Kenneth C., Associate Professor, *Emeritus*, Ph.D., University of Michigan, 1972.

Groninger, John W., Professor, Ph.D., Virginia Polytechnic Institute and State University, 1995.

Holzmueller, Eric J., Associate Professor, Ph.D., University of Florida, 2006.

Mangun, Jean C., Associate Professor, *Emeritus*, Ph.D., Purdue University, 1991.

Nielsen, Clayton K. Associate Professor, Ph.D., Southern Illinois University, 2001.

Park, Logan O., Assistant Professor, Ph.D., Virginia Polytechnic Institute and State University, 2009.

Phelps, John, E., Professor, *Emeritus*, Ph.D., University of Missouri, 1980.

Roth, Paul L., Professor, *Emeritus*, Ph.D., Kansas State University, 1968.

Ruffner, Charles M., Professor, Ph.D., Pennsylvania State University, 1999.

Seekamp, Erin L., Assistant Professor, Ph.D., University of Idaho, 2006.

Schoonover, Jon E., Associate Professor, Ph.D., Auburn University, 2005.

Willard, Karl W. J., Professor, Ph.D., Pennsylvania State University, 1999.

Zacsek, James J., Professor and *Chair*, Ph.D., Pennsylvania State University, 1994.

Futures Markets

(SEE AGRIBUSINESS ECONOMICS)

General Agriculture

(SEE AGRICULTURAL SYSTEMS)

Geographic Information Science

(SEE GEOGRAPHY AND ENVIRONMENTAL RESOURCES)

Geography and Environmental Resources

(DEPARTMENT, MAJOR, COURSES, FACULTY)

Geography is the study of place and space; the intersection of the physical environment and human activities; patterns of climates, land forms, soils and water. Majors earning a Bachelor of Science degree in Geography and Environmental Resources study the environment in the field, the computer laboratory, and the traditional classroom. Job opportunities for our degree are broad and diverse. For example, graduates of our program have careers that include: Recycling Coordinator, Social Studies Teacher, GIS Coordinator, Geospatial Intelligence Analyst, Environmental Educator, Cartographer, Emergency Manager, Natural Resource Consultant, Regional Planner, Weather Forecaster, Water Quality Manager, among others

SIUC's Department of Geography and Environmental Re-

sources focuses on environmental sustainability. Faculty expertise is in water resources, land use, climatology, and geospatial techniques. Our courses are taught by faculty with excellent national and international reputations in their fields. We take an integrated environmental problem-solving approach in our courses. Our Environmental GIS Laboratory and Advanced Geospatial Analysis Laboratory train students to use current GIS and remote sensing technologies for environmental analysis. Many courses have labs to provide students with more personal attention. We also have an active mentoring program, through which every undergraduate has access to a faculty mentor.

Our undergraduate program is divided into two parts: Major Courses and Specialization. First, there are seven courses taken by all Geography and Environmental Resources majors to ensure that all of our students have an understanding of key concepts and tools used by professionals in the field. Then, students select one of three areas of specialization: 1) Environmental Sustainability is intended for students who want a broad background in the social and environmental sciences that relates to environmental planning and management, 2) Geographic Information Science is intended for students who are interested in applying geospatial technologies to geographic and environmental problems, or 3) Climate and Water Resources is for students interested in weather, climate and surface water resources.

Practical experience is an important part of our program. We have an active internship program that places students with local natural resource agencies. Students receive academic credit for these internship and cooperative work experiences. Our department provides several awards and scholarships for outstanding undergraduate majors. We welcome all students and invite them to participate in department activities. We have a diverse faculty with research experience in five continents and we actively promote diversity among our students.

Bachelor of Science Degree in Geography, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	14
<i>Requirements for Major in Geography and Environmental Resources</i>	45-52
Geography and Environmental Resources Major Courses 300i, 303i, 401, 433, and 404 or 412	17
Two of the following 100, 103, 104, 304, 310i, 320, or 330	6-7
Specialization (one of the following)	22-28
<i>Environmental Sustainability</i>	22-26
320, 422, 424; and four additional GEOG classes at the 400-level	
<i>Geographic Information Science (GIS)</i>	25-28
406, 408, 416, 420 and three additional GEOG classes at the 400-level	
<i>Climate and Water Resources</i>	22-25
330; 431; 434; 439 and three additional GEOG courses at the 400-level	
Electives	13-20
<i>Total</i>	120

**Geography and Environmental Resources
Suggested Curricular Guide for Major
Requirements**

FIRST YEAR	FALL	SPRING
ENGL 101, 102 ¹	3	3
MATH ¹	3	-
SPCM 101 ¹	-	3
GEOG 104 ²	-	3
UCOL 101	3	-
GEOG 100 ³ , 310I	3	3
FL ⁴	4	4
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
UCC Humanities	3	3
UCC Fine Arts, Health	3	2
UCC Multicultural	3	-
GEOG 300I	-	3
GEOG 103 ³ , 303I	3	3
GEOG 304 ⁵	3	-
ENGL Comp ⁴	-	3
<i>Total</i>	15	14

¹University Core Foundation Skills (MATH 108, 109, or 111 preferred for GENV majors).

²University Core Disciplinary Studies Science Group.

³University Core Social Science.

⁴College of Liberal Arts requirement.

⁵College of Liberal Arts Writing Across the Curriculum.

**Suggested Curricular Guide for Environmental
Sustainability Specialization**

THIRD YEAR	FALL	SPRING
GEOG 401, 320	4	3
GEOG 4XX, 424	3	3
GEOG 4XX	-	3
Electives	7	6
<i>Total</i>	14	15

FOURTH YEAR	FALL	SPRING
GEOG 412, 433	3	4
GEOG 422, 4XX	4	3
GEOG 4XX	-	3
Electives	7	6
<i>Total</i>	14	16

**Suggested Curricular Guide for Geographic
Information Science Specialization**

THIRD YEAR	FALL	SPRING
GEOG 401, 404	4	3
GEOG 406, 420	4	4
GEOG 4XX	3	3
Electives	4	4
<i>Total</i>	15	14

FOURTH YEAR	FALL	SPRING
GEOG 416, 433	4	4
GEOG 4XX, 408	3	4
Electives	9	6
<i>Total</i>	16	14

**Suggested Curricular Guide for Climate and Water
Resources Specialization**

THIRD YEAR	FALL	SPRING
GEOG 401, 431	4	3
GEOG 330, 4XX	4	3
GEOG 434, 4XX	4	3
Electives	3	4
<i>Total</i>	15	13

FOURTH YEAR	FALL	SPRING
GEOG 412, 433	3	4
GEOG 439, 4XX	3	3
Electives	9	9
<i>Total</i>	15	16

Minor

A minor in geography and environmental resources consists of 15 credit-hours from a combination of the core courses and any one of the specializations.

Courses (GEOG)

100-3 Environmental Conservation. (University Core Curriculum) Human activity has changed every place on planet Earth. This course explores how and where these changes take place, and practical ways people can interact with the environment in a more sustainable manner. Themes to be explored include: biodiversity, global climate change, human population growth, and sustainability of food, soil, and water resources. Through lectures, discussions, and field trips students will investigate and map patterns integral to understanding environmental conservation issues. Lab fee: \$20.

103-3 World Geography. (University Core Curriculum) [IAI Course: S4 900N] Examination of the world's major geographic patterns, the diversity of environments, cultures and economic activities, differences between developing and developed nations, interdependence of nations and regions through communication and trade and in-depth assessment of representative environmental issues.

104-3 Weather, Climate, and Society. (University Core Curriculum) A scientific introduction to the physical processes responsible for weather and climate and the application of fundamental scientific skills to address aspects of weather and climate that are of particular importance to society at large. Lab fee: \$20.

300I-3 Geography, People and the Environment. (University Core Curriculum) An introduction to human and environmental geography with a focus on food production, water and energy resources, and the services provided by Earth's ecosystems as the foundations of human life on Earth. Skillful use of visual

information such as maps and satellite imagery and the challenge of sustainability are emphasized.

303I-3 Physical Geography of the Americas. (University Core Curriculum) [IAI Course: P1 909L] This course explores how biogeography, geomorphology and climatology interact in shaping the Earth's environments. Case studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: \$20.

304-3 Geography of Globalization. Evolution of the world economic system over time and space emphasizing the recent rapid increase in economic interdependency among nations, regions, and urban and rural areas. Changing global patterns of production and trade in nature resources, manufactured goods, services, information, and economic control are emphasized. This course satisfies the CoLA Writing-Across-the-Curriculum requirement.

310I-3 Digital Earth: Geospatial Techniques. (University Core Curriculum) An interdisciplinary course that provides students the skills and knowledge to use geospatial technologies such as geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Applications drawn from diverse fields: environmental science, ecology, social sciences and others. Course includes lectures, discussions, interactive and hands-on computer exercises and projects. Lab fee: \$20.

320-3 Introduction to Environmental Sustainability. The course provides students with an introduction to the philosophy and tools of environmental sustainability, with an emphasis on the integration of the ecological, economic and social aspects of sustainability. The aim of the course is to provide students with practical examples of the methods used to design, implement and assess environmental sustainability at multiple management levels. The course examines issues and case studies with a local through global perspective. Prerequisites: None.

330-4 Meteorology. A focus on physical processes underlying weather, and application of fundamental scientific skills, both mathematical and interpretive. Topics covered include atmospheric composition and structure, earth-sun geometry, atmospheric stability, clouds and precipitation, atmospheric pressure and motion, wind systems, mid-latitude weather systems, severe weather, and forecasting. Weekly lab meeting emphasizes application of meteorological concepts. Lab fee: \$20.

361-3 Regional Geography of the United States. A survey of environmental, economic, and historical factors and problems in the development of the United States and its regions. Analysis of population trends, assessment of economic activities, and analysis of transportation networks from a geographic perspective are introduced. Some attention is given to the United States in the world economy.

401-4 Introduction to Geographic Information Systems. An introduction to geographic information system (GIS)-related topics, including GIScience (theoretical foundation), GIS technology (software training), and GIS applications (real-world solutions). Provides basic principles, concepts and applications of GIS in the context of GIScience - a basic research field, which seeks to redefine geographic concepts and their use. The theoretical foundations of GIS are informed by three basic areas: cognitive models of geographic concepts, computational and

implementations of geographic models, and the interaction between GIS and society. Two hours of lecture and classroom presentations, two hours of laboratory exercises each week. Recommended: GEOG 310I or CE 263. Lab fee: \$20.

404-3 Spatial Analysis. This spatial analysis course is an introduction to statistical methods for geographers. The course provides an overview of the application of spatial data analysis techniques, with a concentration on spatial statistical theories, concepts and approaches in the general context of the emerging fields of geographic information system (GIS) and science (GISci). The main focus of this course is on how techniques for the analysis of spatial data can effectively be applied in a GIS environment, with a particular emphasis on the study of spatial patterns, distributions, and associations. Prerequisite: GEOG 401 or consent of instructor. Lab fee: \$20.

406-4 Introduction to Remote Sensing. An introduction to the fundamentals of remote sensing as applied to environmental management. This course will examine the theoretical and practical aspects associated with the use and analysis of aerial photography and satellite imagery. These include how remote sensing data are acquired, displayed, analyzed and how information on our environment can be extracted from such data. Students will be introduced to manual interpretation and digital image processing techniques of remotely sensed imagery. Students will have the opportunity to gain hands-on experience using image processing software. Lab fee: \$30.

408-4 Advanced Remote Sensing. Advanced techniques in the analysis of remotely sensed data. Emphasis is placed on digital image processing using state of the art technology. Students will be expected to develop individual problem-driven projects that use the knowledge, tools and techniques that are developed in this course. Two hours of lecture, two hours of lab each week. Prerequisite: GEOG 406 or consent of instructor. Lab fee: \$30.

412-3 Applied Geographic Statistics. Introduction to basic statistical methods and skills related to the application of statistics to problems in geography. Lectures are supplemented with meetings in computer labs to stress the applied aspects of the course. Topics covered include descriptive statistics, time series analysis, probability, confidence intervals, hypothesis testing, correlation and regression, and spatial statistics.

416-4 Cartographic Design. Introduction to the concepts and principles of map design and automated cartographic techniques used to promote the understanding of a map as a powerful communication model. Examines techniques for the representation, manipulation, display, and presentation of spatial data using computer mapping techniques and graphics software. Team based projects will address a geographic problem and produce a professional final map. Prerequisite: GEOG 401 or consent of instructor. Lab fee: \$20.

417-3 GIS Programming & Customization. An intro to computer programming principles and their application in a Geographic Information Systems environment. GIS scripting language principles will be introduced and students will learn the structure of ArcObjects, the program organization of ESRI and ArcGIS products as well as the use of Visual Basic application to manipulate the basic mapping objects. Coursework will involve developing a more advanced program using an extension of choice. Prerequisite: GEOG 401 or consent. Lab fee: \$20.

419-3 Enterprise GIS Planning and Implementation. Students

will gain both theoretical and practical understanding of the design process of enterprise GIS; be able to assess the scope of a system and address data and technology requirements of that system; become exposed to a host of the state-of-the-art tools and concepts in enterprise GIS; and learn skills for hardware, software and computer networking issues. Students are expected to have a basic working knowledge of ArcGIS and ArcIMS. Prerequisite: GEOG 401 or consent. Lab fee: \$20.

420-4 Advanced Geographic Information Systems (GIS) Studies. This course focuses on six emerging themes of geographic information science: geospatial ontologies, enterprise GIS, GIS design, geographic data mining and knowledge discovery, geographic data structure and algorithms, 3D imaging and visualization. A seminar approach will be adapted to organize the class into five groups to capture skills in computer programming, cognitive science, database design and systems, computational and mathematical knowledge, and 3D imaging and visualization. Five studio exercises to provide hands-on training and practice will be conducted in the GIS laboratory. Students will be expected to develop individual problem-driven projects that use the knowledge, tools, and techniques that are developed in this course. Two hours of seminar and classroom presentations, two hours of studio exercises each week. Prerequisite: GEOG 401 or consent of instructor. Lab fee: \$20.

421-3 Urban Sustainability. Sustainability of urban areas is viewed from a geographical perspective to focus on the complex relationships among environmental, sociocultural, economic, and political phenomena. Considerable time is devoted to identifying, analyzing and explaining selected urban problems and their sustainable solutions.

422-4 Economics in Environmental Management. Economics of natural resources use and environmental policy with a focus on efficiency and sustainability. Cost-benefit, cost-effectiveness, and policy analysis are applied to environmental management problems in water resources, energy, agriculture, global warming, and other problem areas. Concepts addressed include discounting, uncertainty, risk, externalities, market failure, and policy tools available to governments.

424-3 Sustainable Development. Analysis of the human, economic, technological, environmental and political dimensions of sustainable development focusing on public and private sector institutions that manage renewable and non-renewable natural resources. Emphasis is sustainable development as applied to: (a) population, (b) energy and the atmosphere, and (c) agricultural impacts on soil and water resources.

425-3 Integrated Water Management. The course provides students with an understanding of the philosophy, procedures, techniques and products of Integrated Water Resources Management (IWRM) - a coordinated approach to land and water resources management at the strategic, regional scale. The course focuses on the tools to implement IWRM - in the enabling environment, institutional roles and the use of management instruments. Case studies and international experiences are used to illustrate IWRM implementation failures and successes.

426-3 US Environmental Policy. (Same as POLS 445) This course investigates the US system of environmental regulation: the background of social and environmental movements that influence US policy and the agencies involved in US environmental regulation. Emphasis is on US regulations and US par-

ticipation in global environmental policies. Overall, the focus is on spatial variations in environmental regulations; or the geography of environmental quality.

428-3 GIS and Environmental Modeling. This course will examine the applications of advanced geographic information system (GIS) techniques in environmental management. Particular emphasis will be placed on how to use spatial modeling techniques to analyze environmental impacts of human activities. Topics include the nature of environmental modeling, acquisition and processing of GIS information, spatial models, GIS and modeling, spatial decision support systems, and model integration. These topics will be introduced with case studies. Students will have the opportunity to work on projects of interest to them. Two hours of seminar and classroom presentation, one hour of lab each week. Prerequisite: GEOG 401 or 406, or consent of instructor. Lab fee: \$20.

429-3 Geography of Local and Organic Food. A discussion of geographic topics in local and organic food and farming. This includes: spatial distributions, landscapes, policy influences, organic agricultural productivity, food safety, consumer concerns, organic farmers' decision making, organic marketing, local food systems, and organic certification.

430-3 Environmental Systems Analysis. Exploration of the major environmental systems relevant to planning. Topics include concepts of systems and system behavior; basics of systems analysis and modeling environmental systems; environmental fluxes of energy and materials (e.g., hydrologic cycle, carbon cycle, energy budgets, erosion and sediment transport, role of biosphere in organizing fluxes); environmental variability.

431-3 Climatology. Contemporary view of climatology as an interdisciplinary science which focuses on advanced understanding of the physical processes that drive the climate system and the development of skills related to climate prediction and assessment of human impacts on global and regional climate. Prerequisite: GEOG 330, or graduate-level status.

433-4 Field Methods in Geography. Quality geographic research depends on obtaining reliable data through an informed research design. Exploring both social and environmental processes, students will actively participate in developing and conducting investigations. Using the SIUC campus and surrounding region as a laboratory, lab exercises will include human geography, geomorphology, climatology and biogeography. Analytical techniques will include introductory statistics and mapping. Prerequisite: GEOG 303I. Not for graduate credit. Restricted to junior and senior majors in Geography and Environmental Resources or consent of instructor. Lab fee: \$20.

434-3 Water Resources Hydrology. Microclimatic factors which affect the hydrologic events of various climatic regions are treated extensively. Methods of estimating geographic variations in hydrologic relations to climatic and microclimatic especially evapotranspiration, are compared and evaluated. Consequences of alternative land uses on climate and hydrology are considered regionally.

435-3 Energy Planning. Regional and national differences in energy supply and demand are reviewed followed by a study of current energy resources, the range of demands and environmental impacts. National and international planning strategies for dealing with changes in energy demand and supply are explored and assessed for present and future implementation

probability.

436-3 Natural Hazards. This course develops the skills and perspectives needed to effectively manage natural and technological disasters. Major themes include risk analysis, hazard mitigation and preparedness, response and recovery of the economic and social infrastructure in areas impacted by earthquakes, floods, drought, toxic material releases and other catastrophic events. Geographic training places a geographer at the forefront of developing hazard management solutions for society.

439-3 Global Climate Change. This course examines the major environmental, social and policy, issues relevant to global climate change, including natural and anthropogenic causes, environmental pollution, land use/land cover change, extinction and biodiversity issues, and potential climate change-related impacts on human health.

452-3 Environment and Population. Introduction to population geography. Emphasis is on the relationships between population trends, resource use patterns and environmental impacts. Topics include methods and data used to describe and predict populations, theories of population and policy issues that relate to the interaction between population, quality of life and environment quality. Prerequisite: GEOG 320 or consent of instructor.

454-3 Conservation and Environmental Movements. Emphasizes the ways in which humans view and interact with the environment. Conservation literature and the works of influential environmentalists are studied. Specific theories and environmental movements which help to explain society's current perception and use of the environment are studied.

456-3 Geographic Visualization. This course will provide an overview of geographic visualization with a concentration on the theories, concepts and approaches of information visualization. Lectures and laboratory exercises will focus on the practical issues of exploratory data analysis (EDA), cartographic design process, web cartography, data quality and generalization, thematic mapping, map animation and multimedia applications. The course will provide students with a working knowledge of commercial software commonly used for graphic-based applications. Students are expected to utilize their hands on experience gained from the lab exercises to further enhance their proficiency in graphic software. Two hours of seminar and classroom presentations, two hours of studio exercises each week. Lab fee: \$30.

457-3 American Environmental History. (Same as History 457) An exploration of the attitudes toward and the interaction with the natural resource environment of North America by human settlers. Coverage from the Neolithic Revolution to the present.

458-3 Analysis of Risk and Bioterrorism Using GIS. Emphasizes the way in which Geographic Information Systems (GIS) technologies can be utilized to track and detect emergencies such as 911 response, crime, disease, bioterrorism, homeland security, emergency infrastructure, food and water security. Prerequisite: GEOG 401, 420, or consent of instructor. Lab fee: \$20.

470-3 Interdisciplinary Approaches to Environmental Issues. (Same as ABE 470, FOR 471, SPCM 470, ZOOL 470) Application of concepts for the biological, physical and social sciences, economics, humanities and law, are used to understand the in-

terdisciplinary complexities of environmental issues. Students will develop and demonstrate problem-solving skills as part of a team analyzing a regional environmental issue. Team-taught seminar style discussions. Prerequisite: Plant Biology 301I and admission to Environmental Studies minor program.

471-3 Environmental Impact Analysis. Techniques of assessing the impact of human activities on the environment, including weighting schemes, cost-benefit analysis, linear programming, ecological impact assessment. Emphasis on placing NEPA and EIS writing in legal, economic, and environmental perspective.

480-2 to 6 Internship in Geography. Supervised field work in private or public organization dealing with environmental management or GIS. A report on the work is required at the end of the semester. Courses may be repeated, but no more than 3 credit hours of either 480 or 481 may be applied to an undergraduate major or graduate degree. Restricted to geography major and consent of department.

481-3 to 12 Cooperative Work Experience in Geography. Placement of advanced undergraduate or graduate student in private or public organization for one or more semesters in paid career-related position. Student gains professional experience, under faculty and on-site supervision. A report summarizing the work experience is required at the end of the semester. Three credit hours of either 480 or 481 may apply toward requirements for a Geography undergraduate major or graduate degree. Restricted to geography major. Special approval needed from the department.

487A-1 Honors in Geography-Honors Tutorial. Must be spread over the last two years of the undergraduate's career. May be taken in either A, B, C, or B, A, C sequence. Special approval needed from the department.

487B-2 Honors in Geography-Honors Reading. Must be spread over the last two years of the undergraduate's career. May be taken in either A, B, C, or B, A, C sequence. Special approval needed from the department.

487C-3 Honors in Geography-Honors Supervised Research. Must be spread over the last two years of the undergraduate's career. May be taken in either A, B, C or B, A, C sequence. Prerequisite: GEOG 487A & B or consent of department.

490-2 to 4 Readings in Geography. Supervised readings in selected subjects. Restricted to geography major, advanced standing.

Geography and Environmental Resources Honors Program

The Geography and Environmental Resources Honors Program is a program within the major that is designed to recognize the outstanding scholarship of our top students and reward them with additional challenging and stimulating course options. Participation in the GENV Honors Program is contingent upon a student's admission to the University Honors Program (UHP). The UHP requirements are found at: <http://www.siu.edu/~honors/>. Honors students in our major should meet with the department Chair to discuss their interests and determine their course schedules.

Honors courses in Geography and Environmental Resources are: open to GENV majors; have prerequisites as listed by course number in the next section below; and have special assignments as arranged with each instructor.

Honors Courses

422H-4 Economics in Environmental Management. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

424H-3 Sustainable Development. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement. Not for graduate credit.

431H-3 Climatology. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement. Prerequisite: GEOG 330, or consent.

433H-4 Field Methods in Geography. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement. Prerequisite: GEOG 303I. Restricted to junior and senior majors in Geography and Environmental Resources or consent of instructor.

439H-3 Global Climate Change. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

480H-3 to 6 Internship in Geography. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement. Restricted to Geography major or consent.

Geography Faculty

Adu-Prah, Samuel, Lecturer, M.Phil., Cambridge University, UK, 1998.

Baumann, Duane D., Professor, *Emeritus*, Ph.D., Clark University, 1968.

Christensen, David E., Professor, *Emeritus*, Ph.D., University of Chicago, 1956.

Duram, Leslie A., Professor and *Chair*, Ph.D., University of Colorado at Boulder, 1994.

Dziegielewski, Benedykt, Professor, Ph.D., Southern Illinois University Carbondale, 1983.

Horsley, Doc, Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1974.

Lant, Christopher, Professor, Ph.D., University of Iowa, 1988.

Lieber, Stanley R., Professor, *Emeritus*, Ph.D., University of Iowa, 1974.

Oyana, Tonny J., Associate Professor, Ph.D., State University of New York at Buffalo, 2003.

Perk, H. F. W., Lecturer, *Emeritus*, A.B., University of California at Los Angeles, 1951.

Schoof, Justin, Associate Professor, Ph.D., Indiana University, 2004.

Sharpe, David M., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1968.

Therrell, Matthew, Assistant Professor, Ph.D., University of Arkansas, 2003.

Wang, Guangxing, Associate Professor, Ph.D., University of Helsinki, Finland, 1996.

Weinert, Julie, Instructor, Ph.D., Ohio State University, 2008.

Geographic Information Science

(SEE GEOGRAPHY AND ENVIRONMENTAL RESOURCES)

Geology (Department, Major, Courses, Faculty)

Geology is the study of the Earth and encompasses a broad range of topics including Earth's history, composition, physical and chemical processes and the evolution of life. It has a unique perspective of time and scale, extending billions of years in the past and to global-wide events. Because of man's interaction with many Earth systems, geology is an environmental science that is vital to the resolution of such problems as climate change; groundwater supply and pollution; prediction and mitigation of earthquake, flooding and volcanic hazards; and natural resource discovery and utilization. Students majoring in geology acquire knowledge of value to many science and non-science professions.

The geology degree programs consist of a set of core courses that provide a foundation of geological principles and specialization tracks and elective courses that students choose to design a curriculum relevant to their interests. Many courses have a laboratory component where a hands-on, practical problem-solving approach to learning is emphasized. Students are introduced to basic and specialized computer programs and instrumental techniques used to gather and interpret data. Field trips to geological sites or field-based projects are regular features of several courses. Most classes for geology majors are small enough for students to receive individual attention and enjoy close contact with faculty in the class-room.

In the field of geology a student may work toward either a Bachelor of Arts or Bachelor of Science degree.

The Bachelor of Arts degree requires a major in geology but is a flexible program, permitting a student to combine education in geology with courses in other areas, such as other sciences, management or pre-law. A minor is optional. Having obtained a Bachelor of Arts degree, students may continue their education toward a Master of Science degree in geology.

The Bachelor of Science degree requires a core of Geology courses and courses in biology, chemistry, mathematics, physics and science electives. This degree requires a specialization to be obtained in one of the following: Geology, Environmental Geology, Geophysics, or Resource Geology. The specializations allow students to pursue specific career goals in the field of geology and related areas. The summer field course, usually taken between the junior and senior years, is part of the geology core. It is taught at a permanent field camp in the Beartooth Mountains near Red Lodge, Montana. Students desiring to do graduate work or to become a professional geologist will ordinarily pursue the Bachelor of Science degree.

Bachelor of Arts Degree in Geology, College of Science

<i>University Core Curriculum Requirements</i>	41
<i>College of Science Academic Requirements</i>	(6) + 11-12
Mathematics 108 and 109 or 111	(3) + 2 - 3
Biological Sciences (Not University Core Curriculum)	(3) + 3
Supportive Skills (choose from the following):	6
Computer Science 200 or 201 or 202 or Engineering 222, English 290, 291 or 491, Mathematics 282 or 283, two semester sequence of a foreign language offered at SIUC	
<i>Requirements for Major in Geology</i>	(3) + 35 - 39

Geology 220 or 222, 221, 223, 224, 302, 310, 315, 325 and 450 or 454	(3) + 26-30
Chemistry 200, 201, 210, 211	10
Physics 203a, 253a or 205a, 255a	4
Electives	19 - 24
Total	122

Bachelor of Arts in Geology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
GEOL 220 or 222, 223 ¹	4	-
GEOL 221, 224	-	4
UCOL 101S, ENGL 101	3	3
CHEM 200, 201, 210, 211	5	5
MATH 108 ² or 111, 109 ³	3-5	3
UCC Human Health	-	2
Total	15-17	17

SECOND YEAR	FALL	SPRING
GEOL 310, 315	4	4
PHYS 203A, 253A	4	-
Biological Science	-	3
SPCM 101	-	3
UCC Social Science	3	3
ENGL 102	3	-
UCC Humanities	-	3
Total	14	16

THIRD YEAR	FALL	SPRING
GEOL 302, 325	4	4
Biological Science ⁴	4	-
UCC Fine Arts, Multicultural	3	3
UCC Humanities	-	3
Elective	4	3
GEOL 450 ⁵	-	2
Total	15	15

SUMMER OF THIRD YEAR

GEOL 454 ⁶	6
Total	6

FOURTH YEAR	FALL	SPRING
Elective	10-12	10-12
Supportive Skills	3	3
Total	13-15	13-15

¹Subs for Geology 111/112

²Subs for UCC Mathematics 110 or 113

³Not required if Mathematics 111 taken.

⁴Subs for UCC Biology

⁵Not required if Geology 454 taken

⁶Not required if Geology 450 taken

Bachelor of Science Degree in Geology, College of Science

University Core Curriculum Requirements	41
College of Science Requirements	(6) ¹ + 11 - 12
Mathematics 108 and 109 or 111	(3) ¹ + 2 - 3
Biological Sciences (Not University Core Curriculum)	(3) ¹ + 3
Supportive Skills (choose from the following):	6
Computer Science 200 or 201 or 202 or Engineering 222, English 290, 291 or 491, Mathematics 282 or 283, two semester sequence of a foreign language offered at SIUC	

Requirements for Major in Geology

Required Core Courses: Geology 220 or 222; 221, 223, 224, 302, 310, 315, 325, 454	(3) ¹ + 27
Mathematics 150	4
Chemistry 200, 201, 210, 211	10
Physics 203a,b; 253a,b or 205a,b; 255a,b	8
Required Curriculum Specialization	9 - 10

Geology Specialization

For students interested in all aspects of the geological sciences. Students desiring to do graduate work in the traditional field of geology ordinarily pursue this specialization. Students should select three courses from the following options: Geology 412, 418, 425, 435 or 436 or 466, 474, 481

Environmental Geology Specialization

For students interested in geology as it relates to environmental problems such as groundwater contamination, flooding, earthquakes and landscape stability. Students should select three courses from the following options: Geology 418, 421, 434, 470 and 471, 474, 476, 478

Geophysics Specialization

For students interested in tectonics, geophysics of the earth, earthquakes and geophysical aspects of environmental geology and petroleum or mineral exploration. Students should select three courses from the following options: Geology 435, 436, 437, 466

Resource Geology Specialization

For students interested in geology as it relates to the origin, characteristics, and utilization of energy and mineral resources such as coal, petroleum and metals. Students should select three courses from the following options: Geology 418, 419, 420, 421, 480, 482

Electives in Geology Science Technology

Total

¹Numbers in parenthesis are hours which may be substituted into the University Core Curriculum.

Bachelor of Science in Geology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
GEOL 221, 224	-	4
GEOL 220 or 222, 223 ¹	4	-
UCOL 101S, ENGL 101	3	3
CHEM 200, 201; MATH 109 ³	5	3
CHEM 210, 211	-	5
MATH 108 ² or 111,	3-5	-

UCC Human Health	-	2
<i>Total</i>	15-17	17

SECOND YEAR	FALL	SPRING
GEOL 310, 315	4	4
PHYS 203A, 253A	4	-
PHYS 203B, 253B	-	4
SPCM 101	3	-
MATH 150	-	4
ENGL 102.....	3	-
UCC Humanities.....	-	3
<i>Total</i>	14	15

THIRD YEAR	FALL	SPRING
GEOL 302	-	4
GEOL 325	4	-
GEOL Specialization	3-4	3
Biological Science ¹	3	3
UCC Social Science	3	3
UCC Fine Arts	-	3
<i>Total</i>	13-14	16

SUMMER OF THIRD YEAR		
GEOL 454.....	6	
<i>Total</i>	6	

FOURTH YEAR	FALL	SPRING
GEOL Specialization	3	-
Geology/Science/Tech Elective	6	6
Supportive Skills.....	3	3
UCC Multicultural, UCC Humanities ..	3	3
<i>Total</i>	15	12

¹Subs for Geology 111/112
²Mathematics 108 may be used for Core Curriculum Mathematics
³Not required if Mathematics 111 taken
⁴Substitutes for Core Curriculum Biology

Minor

A minor consists of 16 hours, determined by consultation with the geology advisor.

Courses (GEOL)

Courses with a laboratory may require purchase of a laboratory manual and a supply fee. Courses requiring field trips may have a field trip cost of approximately \$8 to \$150.

111-2 Geology and the Environment. (University Core Curriculum Course) [IAI Course: P1 908] Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides and flooding; occurrences and availability of geologic resources, such as energy, water and minerals; and human impacts on the environment including global warming, waste disposal, and pollution. Two lectures per week. Must be taken concurrently with or upon completion of Geology 112 or 113. If Geology 111 is dropped the laboratory course must also be dropped.

112-1 Geology and the Environment Laboratory Learning. (University Core Curriculum) [IAI course: P1 908L] Laboratory to accompany Geology 111. Hands-on and inquiry-based learning in topics such as earth materials, topographic maps, stream dynamics, floods, coastal processes, landslides, groundwater, earthquakes, volcanoes, and human impacts on the environment. One laboratory session per week. Must be taken concurrently with or upon completion of Geology 111. Lab fee: \$10.

113-1 Field Geology of Southern Illinois and Vicinity. (Advanced University Core Curriculum Course) Class will highlight the geological history and geological processes that have shaped southern Illinois and its surroundings, using the field as a natural laboratory. Schedule will include up to 7 Saturday field trips to nearby parks and outcrops, with a possible weekend trip outside of Illinois. Prerequisite: This class must be taken concurrently or following completion of GEOL 111, 220, 221, or 222. If GEOL 111, 220, 221, or 222 are dropped, then GEOL 113 must also be dropped. Activities fee: \$150.

121-2 The History of the Earth. (University Core Curriculum Course) Geological processes shape the surface of our planet over millions of years. These forces provide the ever changing conditions for life. Fossils are “footprints” in time which recorded those changes, giving us the opportunity to unravel Earth’s past. This class will study the story of Earth’s geological and evolutionary past events. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 124 or GEOL 113. If GEOL 124 or GEOL 113 is dropped then GEOL 121 must be dropped.

122-2 Natural Hazards and Catastrophes. (University Core Curriculum Course) The Earth is shaped by dynamic geological forces such as earthquakes, volcanoes, and floods. While these phenomena construct the landscapes around us, they can be extremely destructive when in contact with human civilization and/or infrastructure. This class examines the natural forces capable of catastrophic impact on society providing a greater understanding of the sometimes violent geologic processes that shape the planet along with their human impact. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 123 or GEOL 113. If GEOL 123 or GEOL 113 is dropped then GEOL 122 must be dropped.

123-1 Natural Hazards and Catastrophes Laboratory. (University Core Curriculum Course) Laboratory to accompany GEOL 122. This lab examines natural processes associated with hazard and catastrophe in human history and modern society, such as earthquakes, volcanoes, landslides, and floods. Labs provide a greater understanding of the processes and driving forces shaping the planet along with their human impact while fostering skills of scientific inquiry. One laboratory session per week. Must be taken concurrently with or upon completion of GEOL 122. If GEOL 123 is dropped then GEOL 122 must be dropped. \$10 Lab Fee.

124-1 History of the Earth Laboratory. (University Core Curriculum Course) Laboratory to accompany GEOL 121. Inquiry based laboratory sessions teaching the concepts of deep time, plate tectonics, evolution and the fossil record, biostratigraphy, rise and fall of the dinosaurs, evolution of mammals and humans. One laboratory session per week. Must be taken concurrently with or upon completion of GEOL 121. If GEOL 124 is dropped then GEOL 121 must be dropped. \$10 Field Trip Fee.

128-2 The Dinosaurian World. (University core Curriculum Course) An introduction to Dinosaurs and the world in which they lived, and died. Topics will include Mesozoic continents; Plants of the Mesozoic; Dinosaur paleoenvironments; Dinosaur origins; Dinosaur biology; Dinosaur fossilization; Dinosaur hunters and Dinosaur extinction. Must be taken concurrently with or upon completion of GEOL 129 or GEOL 113. If GEOL 129 or GEOL 113 is dropped then GEOL 128 must be dropped.

129-1 DinoLab. (University Core Curriculum Course) A physical science lab that provides hands-on and inquiry based learning in geologic concepts necessary to fully understand dinosaur paleontology and paleobiology. Must be taken concurrently with or upon completion of GEOL 128, The Dinosaurian World. If GEOL 128 is dropped then GEOL 129 must be dropped. \$10 Lab Fee.

220-3 The Dynamic Earth. (Advanced University Core Curriculum Course) [IAI Course: P1 907] Introduction to the materials which form the Earth and the dynamic processes that change them. Three lectures per week. One Saturday field trip required. With 223 satisfies University Core Curriculum Science Group I requirement in lieu of 111 and 112. Field trip fee: \$8. Lab fee: \$5.

221-3 Earth Through Time. (Advanced University Core Curriculum Course) [IAI Course: P1 907] Concepts and methods of interpreting earth history. Development of earth's major features and environment systems. Emphasis on ancient environments and life forms, major changes in paleoclimate, paleocommunities and biodiversity. With 224 satisfies University Core Curriculum Group I Science requirement in lieu of Geology 111 and 112. Field trips required. Field trip fee: \$8. Lab fee: \$5.

222-3 Environmental Geology. (Advanced University Core Curriculum course) A study of the environment from a geological perspective. A critical study of geological hazards (earthquakes, floods), earth resources (minerals, water), proper land use (waste disposal), and other environmental concerns. Three lectures per week. One Saturday field trip required. Prerequisite: with 223 satisfies University Core Curriculum Science Group I requirement in lieu of 111 and 112. Lab fee: \$5.

223-1 Introductory Geology Laboratory. (Advanced University Core Curriculum Course) Understanding the earth's processes, materials and environment through hands-on laboratory and field experience. One three-hour session per week. Prerequisite: completion of, or concurrent enrollment in, 220 or 222, with 220 or 222 satisfies University Core Curriculum Science Group I requirement in lieu of 111 and 112. Lab fee: \$10.

224-1 Earth Through Time Laboratory. (Advanced University Core Curriculum Course) Concepts and methods of interpreting earth's history. One two-hour laboratory per week. Weekend day field trip required. Prerequisite: completion of or concurrent enrollment in 221. With 221 satisfies University Core Curriculum Group I Science requirement in lieu of Geology 111 and 112. Lab fee: \$10.

302-4 Fundamentals of Structural Geology. An introduction to structural geology including a study of the forces involved in the deformation of the earth's crust, with special emphasis on the recognition and interpretation of the resultant geologic features. Laboratory required. Up to 3 one- or two-day field trips may be required on weekends. Prerequisite: GEOL 220 or 222; 223; MATH 109 or 111. Recommended: Physics 203 or 205, or

concurrent enrollment. Field trip fee: \$80.

310-4 Mineralogy. Introduction to the internal structure morphology and chemistry of crystals. Study of the properties, chemistry, occurrence and identification of rock-forming and economically important minerals. Rudiments of the use of a petrographic microscope and the optical properties of common rock-forming minerals. Up to 3 one- or two-day field trips may be required on weekends. Prerequisite: GEOL 220 or 222; 223; CHEM 200, 201 recommended. Lab fee: \$15.

315-4 Petrology. Introduction to the classification, nature, origin and processes of igneous, sedimentary and metamorphic rocks. Hand specimen and thin-section analysis of rocks. Lecture-laboratory. Up to 3 one- or two-day field trips may be required on weekends. Prerequisite: GEOL 310. Lab fee: \$15.

325-4 Sedimentology and Stratigraphy. An overview of the relationship between tectonics and climate, and the origin of sedimentary rocks; the course outlines: the plate-tectonics setting of sedimentary basins, their geometry, and subsidence mechanisms; the relationship between sediment supply, basin subsidence, and global sea-level change in determining the sequence stratigraphy of sedimentary-basin fill; and principles of interpretation of environment of deposition within a sequence stratigraphic framework. Lab and field trips required. Prerequisite: GEOL 220 or 222, 221, 223, 224, 310 and 315 may be taken concurrently. Field trip fee: \$40. Lab fee: \$5.

327I-3 The World's Oceans. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) The world's ocean comprises up to 80% of the earth's surface. It plays a significant role in global climate, contains mineral resources and harbors a wealth of plant and animal life. "The World's Oceans", through the scientific method, will provide a greater understanding of the processes and components of the oceans and their importance to our everyday life. The course will include lectures, discussion sessions, readings and exercises from the text, laboratory exercises and short field excursions.

328I-3 Dinosaurs and the Age of Reptiles. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) What we know about dinosaurs - their fossils, morphologies, origin, types, relatives, relationships, lifestyles, distributions (in time, in space, in paleoenvironments,), biotic associates and extinction; and how we know it - interdisciplinary application of basic scientific concepts of geology, paleobiology, paleoecology and paleoenvironmental analysis.

329I-3 Geomythology. (University Core Curriculum Course) Natural disasters have been the source of countless myths and legends throughout human history. This course will examine ways in which regional geology influenced ancient civilizations, and explore the possibility that some of their myths and legends preserve a record of actual geologic events. This class will include lectures, discussions, media sources and readings. An introductory geology course is recommended but not necessary. Prerequisite: GEOL 111, 220, 221 or 222 recommended.

330I-3 The Planets. (University Core Curriculum: Students with a catalog year prior to Summer 2012 only) The geology of the planets and moons of the solar system, their origin and history, the origin of the universe and the solar system and the search for other planetary systems and life in the universe. The geologic processes of vulcanism, tectonism, weathering and meteorite impact on the various planets will be examined

and compared. A main focus of the course will be examining the methods for discovering information about the solar system involving the interdisciplinary application of pertinent basic scientific concepts of geology, geochemistry, geophysics, meteorology and cosmology.

390-3 Introduction to Mining Geology. Structure and composition of the earth as these impact specifically on mining engineering problems; geologic time, sequence of events, major geologic provinces, types of ore deposits, use of core data, preparation and interpretation of geologic cross-sections. Two lectures and one three-hour lab. Two Saturday field trips required. Prerequisite: GEOL 220 or 222; 223. Restricted to mining engineering.

405-2 Science Writing and Scientific Communication. Course will teach "survival skills" in scientific reading, writing, communicating, and publishing for new graduate students. Topics will include database search, analysis of journal articles, abstracts, figures, and tables, Powerpoint presentations, proposals, posters, thesis writing, and preparation of journal submissions. Enrollment is open to graduate students in the sciences and is by permission of the instructor.

411-3 Volcanology. Study of volcanoes, their distribution, forms, composition, eruptive products and styles of potential hazards. Relationship of magmatic characteristic, eruptive style, and depositional products to the geologic framework is examined. Prerequisite: Geology 315.

412-3 Advanced Petrology. In-depth study of the rock forming processes. The relations of rock forming processes to petrographic analysis will be emphasized. Laboratories will deal with hand-specimen and thin-section analysis from selected rock suites with genetic modeling of the resulting data. Prerequisite: GEOL 310, 315.

413-3 Quantitative Methods of Geology. An introduction to quantitative methods in a geological and earth sciences context. Topics introduced include sampling plans for geologic studies, non-parametric test of geological data, comparisons of geological samples, analysis of sequential geological data. Laboratories will deal with numerical examples from all areas of geology. Restricted to advanced standing. Special approval needed from the instructor.

414-3 Paleobotany. (See PLB 414) Prerequisite: PLB 400 or consent of instructor.

415-3 Optical Mineralogy. The optical properties of minerals and the use of the petrographic microscope for identification of crystals by the immersion method and by thin section. Lecture, laboratory. Prerequisite: GEOL 310, PHYS 203B or 205B.

416-3 The Geochemistry of Natural Waters. The purpose of this class is to provide students with a strong theoretical background in aqueous geochemistry, environmental geochemistry, and groundwater geochemistry for application in a wide range of research topics. The approach combines conceptual knowledge with quantitative skills in a cyclic fashion to build independent understanding and chemical intuition. Prerequisites: GEOL 310, CHEM 200, 201, 210, 211 or consent of instructor. Lab fee: \$15.

417-3 Isotope Geochemistry. Isotope fractionation in natural systems containing D/H, carbon, oxygen, nitrogen, and sulfur. Application of stable isotope studies to environmental processes, paleoclimatology, and geothermometry. Stable and radioactive isotopes as tracers in hydrologic processes, ore de-

posits, sedimentology, and in crust-mantle differentiation processes. Prerequisite: GEOL 310, Chemistry 200, 201, 210, 211, or equivalent.

418-3 Low Temperature Geochemistry. The application of chemical principles to geologic processes that occur on and near the earth's surface. Lecture, laboratory. Prerequisite: GEOL 310, Chemistry 200, 201, 210, 211 or equivalent.

419-3 Ore Deposits. Overview of the occurrence, geology and origin of metalliferous mineral deposits. Geologic principles and research techniques important to the understanding of mineral deposits. Introduction to exploration and mining methods. Lectures, laboratories and field trips required. Prerequisite: GEOL 302, 315 or consent of instructor. Field trip fee: \$30. Lab fee: \$5.

420-3 Petroleum Geology. The geological occurrences of petroleum including origin, migration and accumulation; a survey of exploration methods, and production problems and techniques. Laboratory study applies geological knowledge to the search for and production of petroleum and natural gas. Prerequisite: GEOL 221, 224.

421-3 Organic Geochemistry. The nature, origin and fate of natural and artificial organic materials in rocks and sediments. Topics include characterization of fossil fuels using biological marker compounds, petroleum source rock evaluation, and organic pollutants in the environment. Prerequisite: GEOL 325 or consent of instructor.

423-3 Geomicrobiology. (Same as Microbiology 423 and Molecular Biology, Microbiology and Biochemistry 423) The course will focus on the role that microorganisms play in fundamental geological processes. Topics will include an outline of the present understanding of microbial involvement of weathering of rocks, formation and transformation of soils and sediments, and genesis and degradation of minerals. Elemental cycles will also be covered with emphasis on the interrelationships between the various geochemical cycles and the microbial tropic groups involved. Prerequisite: Microbiology 301 and Chemistry 210 and 211. Recommended: GEOL 220, 221 or 222.

425-3 Invertebrate Paleontology and Paleocology. Concepts of paleontology and paleocology. Emphasis on functional morphology, lifestyles and habitats of fossil invertebrates and algae. The nature and evolution of marine and coastal paleocommunities. The effects of extinction events on paleocommunities and biodiversity. Laboratory. Field trips required. Prerequisite: GEOL 325 or a biology course. Field trip fee: \$95. Lab fee: \$5.

428-3 Paleocology and Environments of Deposition. Characteristics, distribution, and classification of recent and ancient environments. Criteria for recognizing ancient environments. Sedimentological and paleocological approaches. Recognition of ancient environments and environmental associations. Laboratory. Field trips required. Prerequisite: GEOL 425, 325, or concurrent enrollment. Field trip fee: \$85.

430-3 Planetary Geology. Study of the solar system and planet formation, focusing on formation, differentiation and secondary processes. Geologic histories and geological processes of other planets are examined and compared with our understanding of the Earth. Prerequisite: Geology 310.

434-3 Engineering and Environmental Geophysics. Geophysical methods used in engineering and environmental site characterization and assessment and the geophysical detection of

environmental hazards. Up to 3 one- or two-day field trips may be required on weekends. Prerequisite: PHYS 203A or 205A, 203B or 205B, MATH 150.

435-3 Solid-Earth Geophysics. Earth's size, shape, mass, age, composition, and internal structure are reviewed in detail as understood from its volcanism, gravity and magnetic fields, seismicity, and motion of continents and ocean basins; plate tectonics. Up to 3 one- or two-day field trips may be required on weekends. Prerequisite: GEOL 302, MATH 150, or consent of instructor.

436-3 Applied Geophysics. Theory and practice of geophysics applied to exploration for natural resources including oil, minerals, coal, groundwater, and for archaeology, environmental, and meteorite impact sites and earthquake zones. Methods include seismic reflection, refraction, and surface waves also gravity, magnetic, and electrical. Up to 3 one-day field trips may be conducted on weekends. Recommend: GEOL 220 or 222, PHYS 203A/B or PHYS 253A/B. Prerequisite: MATH 150. Field Trip Fee: \$35.

437-3 Field Course in Geophysics. Use of geophysical equipment for collection, analysis and interpretation of seismic, gravity, magnetic, electrical, and other types of geophysical data. Field trips required. Prerequisite: GEOL 436 or consent. Field trip fee: \$115. Lab fee: \$10.

440-1 to 8 Advanced Topics in the Geological Sciences. Individual study or research or advanced studies in various topics. Restricted to advanced standing. Special approval needed from the instructor.

445-3 Museum Studies in Geology. History, nature and purpose of geology in museums relationships of geology to other museum disciplines, application of geologic methods to museum functions, preparation and preservation of specimens; nature, acquisition and utilization of geologic collections in museums; role of research in museums.

450-2 Introduction to Field Geology. Introduction to field techniques, principles of geologic mapping and map interpretation. Prerequisite: GEOL 302, 315 or concurrent enrollment. Field trip fee: \$5.

451-1 to 12 Field Experience in Geology. Preparation for and participation in academically rigorous field trips guided by faculty members. Trips will be to areas of geological interest and will occur during official breaks within or between semesters. Expense will vary in proportion to distance traveled and duration of trip and will be determined before each trip. A student may only take a specific trip once for credit. Special approval needed from the instructor.

454-6 Field Geology. Advanced field mapping in the Rocky Mountains, including problems in stratigraphy, structure, petrology, paleontology, geomorphology, and economic geology. Prerequisite: GEOL 302, 315, 325. GEOL 450 recommended. Travel fee: \$500.

466-3 Tectonics. Fundamentals of geodynamics applied to plate tectonics: mantle composition and rheology, deformation of the lithosphere, structural characteristics of plate margins, stability of triple junctions, diachronous tectonics, and orogenesis will be examined in detail. One 3-day field trip is required. Prerequisite: GEOL 302, Mathematics 150, or consent. Field trip fee: \$70.

470-3 Hydrogeology. Study of the distribution, origin, and

movement of groundwater, and the properties of geologic materials that control groundwater flow and contaminant transport. Geology majors must also take GEOL 471 concurrently. Prerequisite: GEOL 220 or 222; or consent of instructor.

471-1 Hydrogeology Laboratory. Problem sets, laboratory experiments, and field exercises in hydrogeology. Majors must take concurrently with GEOL 470. Field trips required. Prerequisite: GEOL 220 or 222; or consent of instructor. Field trip fee: \$8.

474-3 Geomorphology. Study of erosional and depositional processes operating at the earth's surface and landforms resulting from these processes. Relationship of processes and landforms to the geologic framework is examined. Laboratory. Field trips required. Prerequisite: GEOL 220 or 222; 223. Field trip fee: \$35.

476-3 Quaternary Geology. Methods used to identify, map, date and correlate Quaternary deposits and interpret Quaternary history. Covers glacial, fluvial, coastal, lacustrine and eolian chronologies, oxygen-isotope records from ocean sediments and continental ice cores, volcanic activity, and Quaternary climate change. Field trips required. Prerequisite: GEOL 220 or 222; 221, 223, 224; or consent of instructor; GEOL 474 recommended.

478-3 Advanced Environmental Geology. Application of principles of geomorphology and Quaternary to environmental problems and geologic hazards. Lectures and case studies emphasize neotectonics, volcanic hazards, landslides and other mass movements, floods, river channel changes, and coastal erosion. Prerequisites: GEOL 220, GEOL 223. Field trips required. Field trip fee: \$35.

480-3 Geology of Coal. Geology as related to exploration, development and mining of coal; stratigraphy, sedimentation and structure of coal deposits; type of coal basins and their tectonic setting; concepts of cyclical deposition in coal basins; origin of splits and partings in coal seams; relationship of modern environments and ancient coal-forming environments; structural problems relevant to exploration and mining of coal; methods of resource evaluation. Three 1-hour lectures a week; five half-day field trips. Prerequisite: GEOL 220 or 222; 221, 223, 224, 302, 325, or consent of instructor.

481-3 Sedimentary Basin Analysis. The use of stratigraphy, structure, sedimentology and geophysics to determine the paleogeographic evolution of sedimentary basins. Topics include the study of the relationships between host strata and both primary and post-depositional non-renewable resources, plate tectonics and basin evolution and subsurface geologic methods. Special approval needed from the instructor. Lab fee: \$10.

482-3 Coal Petrology. Structural features and microscopy of coal seams. Origin and alteration of coal constituents. Includes field trips, study of coal specimens, and techniques. Prerequisite: GEOL 220 or 222; 221, 223, 224; or consent of instructor.

483-3 Forensic Geology. An introduction to the use of geological materials and techniques in criminal investigation. Details from actual criminal cases will be used as examples in all the topics covered which include rock and mineral types, geological and topographic maps, fossils, sand, soil, spores and pollen, geological building materials, art fraud and gemstones. Techniques covered will include optical microscopy, scanning electron microscopy and x-ray diffraction. Lab fee: \$10.

484-3 Geologic Remote Sensing. Applications of remote sensing using aerial photographs, multi-spectral imagery, hyper-spectral imagery, thermal infrared imagery, and radar imagery, in structural geology, stratigraphy, geomorphology, oil and mineral exploration, geologic hazard analysis and planetary exploration. Prerequisite: GEOL 220 or consent of the instructor. Lab fee: \$25.

490-1 to 3 Internship. Credit for supervised practical experience with an external geological agency or company; prior approval of the sponsoring agency and the department is required. Not for graduate credit. Prerequisite: minimum 2.70 cumulative GPA. Restricted to advanced standing.

Geology Faculty

Anderson, Ken B., Professor, Ph.D., University of Melbourne, Australia, 1989.

Conder, James A., Assistant Professor, Ph.D., Brown University, 2001.

Crelling, John C., Professor, *Emeritus*, Ph.D., The Pennsylvania State University, 1973.

Esling, Steven Paul, Associate Professor and *Chair*, Ph.D., University of Iowa, 1984.

Ferre, Eric C., Professor, Ph.D., University of Toulouse, France, 1989.

Fifarek, Richard H., Associate Professor, Ph.D., Oregon State University, 1985.

Filiberto, Justin, Assistant Professor, Ph.D., Stony Brook University, 2006.

Frank, Charles O., Assistant Professor, *Emeritus*, Ph.D., Syracuse University, 1973.

Harris, Stanley E., Jr., Professor, *Emeritus*, Ph.D., University of Iowa, 1947.

Ishman, Scott E., Professor, Ph.D., Ohio State University, 1990.

Lefticariu, Liliana, Assistant Professor, Ph.D., Northern Illinois University, 2004.

Marzolf, John E., Associate Professor, *Emeritus*, Ph.D., University of California at Los Angeles, 1970.

Pinter, Nicholas, Professor, Ph.D., University of California, Santa Barbara, 1992.

Rimmer, Sue, Professor, Ph.D., Pennsylvania State University, 1985.

Sexton, John L., Professor, Ph.D., Indiana University, 1974.

Zimmerman, Jay, Jr., Professor, *Emeritus*, Ph.D., Princeton University, 1968.

Global Studies

(Minor)

The interdisciplinary Global Studies minor is designed to help undergraduates to develop a broader perspective on the world, to better understand other world cultures including their history and inter-relations, and to lay the foundation for life-long learning about global issues. The world is increasingly interdependent, in terms of economics, politics, migration, media, climate, and culture. More than ever, educated citizens need to understand current affairs occurring in distant parts of the world, and to do so from the perspective of different regions

and cultures. The minor will help prepare students for a host of international-oriented careers.

Successful completion of the Global studies minor consists of satisfying the following course requirements:

- 6 courses (18 CHs), including 2 from A and 1 each from B, C, D, and E (additional courses and substitutions as approved).
- No more than 3 courses will be allowed from any one department.
- At least 2 courses must be at the 300- or 400-level.
- Any formal study abroad experience (3+ credits) may substitute for 1 course in the relevant regional area (B, C, D, or E). Only 1 such substitution is allowed.
- Note some courses have prerequisites (marked*), some are Core Curriculum courses (marked UCC).

A. Global/Comparative. AD 207A, 207C, 448; ANTH 104 (UCC), 208, 304 370; ARC 231 (UCC), 314I (UCC); CCJ 476*; ECON 302I (UCC), 329*; FL 301I (UCC); GEOG 100 (UCC), 103(UCC), 300I (UCC), 304*, 421, 424, 439; HIST 101A (UCC), 101B (UCC), 112 (UCC), 358I, 383, 447, 473, 488; JRNL 306I (UCC), 401; PHIL 103 (UCC); POLS 250, 270, 352I (UCC), 372I, 373*, 375, 480; SOC 304I, 307, 437, 438, 476; SPCM 441*, 448*.

B. Africa. AD 458; AFR 135, 225, 310, 314A, 314B, 320; ANTH 271, 310A, 310F, 410H, 430C; HIST 387A, 387B, 493; POLS 467.

C. Asia & Middle East. CHIN 370*, 470; EA 102, 300; HIST 380A, 380B, 381, 384, 385, 489; JPN 370*; PHIL 308I, 475, 476, 477, 478, 479; POLS 461.

D. Latin America & Carribean. AD 468; ANTH 204 (UCC), 205, 206, 302, 310C, 310E, 310I, 430*; GEOG 303I; HIST 370A, 370B; PHIL 360; POLS 466; SPAN 370B*, 434*.

E. Europe. AD 207B; ANTH 310; CLAS 270, 271; ENGL 302A, 302B, 425, 448, 455, 464, 465; FL 200 (UCC); FR 101A, 101B*, 440, 470*; GER 101A, 101B*, 335*, 337*, 370*; HIST 201, 205A, 205B, 337, 338, 406B, 410, 426, 442A, 442B, 444; PHIL 482; POLS 458, 459*; SPAN 370A*.

See updated course lists at <http://www.cola.siuc.edu/undergraduate/documents/CollegeofLiberalArtsGlobalStudies.html>

Grain Merchandising

(SEE AGRIBUSINESS ECONOMICS)

Health Care Management (Major, Courses)

The Health Care Management (HCM) major provides coursework and experience across the spectrum of health care supervision and management. Many Health Care Management graduates obtain supervisory and administrative positions in various health and medical facilities such as hospitals, nursing homes, public health departments or health insurance companies. The Bachelor of Science degree in Health Care Management accommodates beginning students as well as students who have professional preparation in health-oriented fields from colleges and universities, technical institutes, community colleges, proprietary institutions or military schools. Graduates of diploma programs also may be eligible for admission. Students in health care education build upon their background through a combination of major core courses, electives within HCM, approved

electives and the SIUC University Core.

Students in the major must meet with the HCM academic advisor to plan their courses of study. Prospective students may complete their University Core Curriculum requirements and career electives at approved institutions, provided that four-year school and residence requirements are met.

Completing courses at any accredited college or university may satisfy the 41-hour University Core Curriculum requirements; credit received through CLEP, USAFI, DANTEs; or through proficiency examinations. The Capstone Option is available to students who have obtained a business or health care-related Associate of Applied Science degree or its equivalent, and who have a GPA of at least 2.25 on a 4.0 scale (SIUC calculation) on all work prior to the completion of the Associate of Applied Science degree. Application to the Capstone Option must be made no later than the end of the student's first semester or 12 semester hours in the baccalaureate degree program. More information about the Capstone Option may be found in Chapter 3.

Students may apply for credit toward degree completion for previous work experience (HCM 258) or educational and occupational experience (HCM 259). Credit is established by the HCM Academic Review Committee. Application for credit should be made by contacting the HCM Academic Advisor no later than the end of the student's first semester or no later than after 12 semester hours of completed HCM coursework.

Individual study opportunities (HCM 199 or HCM 499) may be available upon consultation with the HCM Academic Advisor and upon approval of the HCM Academic Review Committee. Students need to submit a request for an Individual Study in writing to the HCM Academic Advisor by the 2nd week of the semester PRIOR to the semester in which the student wishes to complete the Individual Study. The Academic Advisor will then forward the request to the HCM Academic Review Committee.

In addition to University requirements, students must successfully complete all HCM core courses with a grade of C or higher prior to completing their required HCM 422 internship. Students receiving lower than a C in any HCM core course can only repeat that course once with the exception of HCM 422 which cannot be repeated if failed unless special circumstances apply as determined by the HCM Academic Review Committee. Students must maintain a minimum GPA of 2.0 within the Health Care Management major for graduation. Students receiving a grade lower than a C twice in any individual core HCM course and those who fall below a 2.0 GPA for two subsequent semesters are immediately dropped from the HCM program due to lack of academic performance.

Students participating in internships may be required to undergo a criminal background check and drug screening. Students who do not satisfactorily pass the background check and drug screening may find it difficult to secure an internship in the field of health care and may be removed from the HCM program unless special circumstances apply as determined by the HCM Academic Review Committee.

The Health Care Management program is certified by the Association of University Programs in Health Care Administration (AUPHA).

Bachelor of Science Degree in Health Care Management, College of Applied Sciences and Arts

University Core Curriculum Requirements 41
 (Choose ECON 240, PSYC 102, AH 241 or equivalent).
Required Prerequisite/Background Courses 11-15
 AH 105; ISAT 229; ACCT 210 or 220; ECON 240 (or equivalents).
Requirements for Major in Health Care Management 48
 Core Requirements: 320, 340, 360, 364, 365, 366, 375, 382, 384, 385, 388, 390, 410, 420, 421 45
 Internship: 422 3
Electives 16-20
 (Health Care Management, Business and Administration, Finance, Psychology, or Information Technology are encouraged).
Total 120

Health Care Management Suggested Curricular Guide

THIRD YEAR	FALL	SPRING
HCM 320, 340	3	3
HCM 360, 382.....	3	3
HCM 364, 365.....	3	3
HCM 384, 390	3	3
HCM 366, 420	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
HCM 388, Approved Elective(s) 0-6	3	3
HCM 385, Approved Elective(s) 0-6	3	3
HCM 375, Approved Elective(s) 0-6	3	3
HCM 410, Approved Elective(s) 0-6	3	3
HCM 421, 422	3	1-12
<i>Total</i>	15	15

Minor

The minor in Health Care Management (HCM) is designed to prepare under-graduate students interested in health care management with the skills and knowledge to prepare for graduate study or work in the health care field. A minor requires 18 hours of HCM course work at the 300 level or above including both HCM 360 and HCM 364. A "C" or better is required in all HCM core courses taken, and at least 12 semester hours must be completed at SIUC. All prerequisites must be satisfied for classes selected.

Students must consult the HCM academic advisor in the School of Allied Health to declare a minor.

Courses (HCM)

199-1 to 6 Individual Study. Provides first or second year students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Each student will work under the supervision of a program faculty member approved by the HCM Academic Review Committee. Restricted to HCM majors.

258-1 to 30 Work Experience Credit. Credit granted for management or supervisory experience in the health care industry. Credit may be applied only to the approved career electives requirement of the health care management degree. Credit is determined by the HCM Academic Review Committee. Restricted to HCM majors.

259-1 to 30 Occupational Education Credit. Credit granted for past occupational educational experiences related to the student's educational objectives. May be applied only to the approved career electives requirement of the health care management degree. Credit is determined by the HCM Academic Review Committee. Restricted to HCM majors.

298-3 Multicultural Applied Experience. (Multicultural Applied Experience Course) An applied experience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Students should consult the School of Allied Health for course specifications regarding grading, work requirements and supervision. Restricted to School of Allied Health major or consent of school.

299-1 to 16 Individual Study. Provides third or fourth year health care management students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Each student will work under the supervision of a sponsoring program faculty member. Restricted to HCM major or minor.

301-3 Introduction to Health Care Management Research. An introduction to library resources, electronic media resources and formal academic writing styles common to Health Care Management research. Introduction to basic theories, concepts and practices pertinent to Health Care Management. May be independent study. Restricted to Health Care Management major or minor.

320-3 Health Policy and Politics. A course focusing on the U.S. health policy-making process within the context of the political marketplace. Emphasis is on the ways in which health policy affects the determinants of health. Through real world cases in health policy, health care management students analyze the public policy environment and gain an understanding of how to exert influence and deal with the political environment. Prerequisite: UCC MATH, ECON 240. Restricted to HCM major/minor.

340-3 Marketing for Health Care Organizations. Introduction to principles of marketing as applied to health care as a service industry. Analysis of local demographics and of current market trends in healthcare. Design of plans to include pricing, promotion, distribution channels and evaluation of strategies. This course is writing intensive and reflects the college's communication-across-the-curriculum initiative. Prerequisite: ENGL 101. Restricted to HCM major or minor.

349-3 Readings in Health Care Management. The use of written and electronic media resources relevant to Health Care Management and the development of a Health Care Management research bibliography. The use of bibliographic resources to produce written comparative or persuasive research reports. May be independent study. Prerequisite: HCM 301. Restricted to HCM major or minor.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and

health service occupations offered through various workshops, special short courses, and seminars. Hours and credit to be individually arranged. This course may be classified as independent study. Restricted to HCM major or minor.

360-3 U.S. Health Care Systems. A study of the major components which comprise the U.S. health care system. This course will focus primarily on basic terminology, history, settings, personnel, utilization of service, and managerial epidemiology. Restricted to SAH major, HCM majors/minors.

364-3 Organizational Behavior and Management in Health Care. A course dealing with the problems of management in health care settings from a micro level (department/unit) and a macro level (organizational). Emphasis is on the external environment, goal setting, problem solving, communication, change management, and interpersonal relations. Restricted to SAH major, HCM majors/minors.

365-3 Statistics for Health Care Professions. A course for students beginning a major in the health care professions. Students examine and apply data to their professions with an emphasis placed on the understanding of the basic principles, techniques, and applications involved with analysis, synthesis, and utilization of data. Prerequisite: UCC Math. Restricted to SAH major, HCM majors/minors.

366-3 Health Information Management. This course provides a multi-disciplinary analysis of the strategic application of information technology, and the management of such, in health care organizations. Focuses on using information technology to analyze both clinical data and business results in the decision making processes within an overall organizational capacity. Challenges facing the health care industry in terms of information technology will be examined. Restricted to HCM majors/minors.

375-3 Analysis and Evaluation of Health Care Services. An examination of theory and practices in evaluation of health care programs. Special attention is given to identifying program objectives, measuring performance, and designing evaluation studies. Both quantitative and qualitative methods of analysis and evaluation are covered (quasi-experiments, cost-effectiveness analysis and participant observation). Prerequisite: UCC mathematics, an approved statistics course.

380-3 Seminar in Health Care Services. Seminar on the various existing and emerging issues which affect control and implementation of health care services to consumers. Topics include but are not limited to ethics, professionalism, credentialing, marketing, and future trends. Restricted to senior standing.

381-3 Health Care Management. This course introduces basic theories of organization and management as they apply to the variety of health care organizations. Focus is on the organizational (macro) level of analysis, with strong emphasis on characteristics of the external environment. Prerequisite: HCM 360, HCM 364. Restricted to School of Allied Health major.

382-3 Health Economics. An analysis of the economics of health care in the United States and its effect on society and the health care profession.

384-3 Strategic Planning and Leadership in Health Care. A course that analyzes the fundamentals of strategic planning and leadership in health care organizations. Emphasis is placed on mission, vision, values, creating business plans and conducting SWOT analysis. The impact of leadership style on

the strategic planning process is explored. Restricted to HCM majors/minors.

385-3 Health Care Finance. An introduction to the fiscal problems in health care organizations. Emphasis is placed on health care reimbursement, working capital, financial statements, strategic planning, and accounting/monetary control of the health care industry. Prerequisite: UCC Math, Accounting 210 or 220. Restricted to HCM majors/minors.

388-3 Legal Aspects and Current Issues in Health Care. Principles of law and the U.S. legal system are applied, in part through case study and an exploration of current events, in the areas of health care management. Legal issues include malpractice, contracts, corporate liability, professional liability, patient rights, and the legal aspects of managed care. Restricted to HCM majors/minors.

390-3 Managing Human Resources and Labor Relations in Health Care Organizations. This course introduces students to the major issues related to developing and implementing human resource management strategies, with specific emphasis on their applications within health care organizations. Emphasis in the course will be given to issues related to the following aspects of human resource management: the strategic role of human resource management in health care organizations; recruiting and selecting health care employees; equal opportunity issues; orienting, training, and developing employees; appraising and managing performance; ensuring fair treatment of all employees; providing a safe workplace; developing and administering compensation plans; managing labor relations; and implementing HRM's role in reengineering processes. Incorporated within the course is an explanation of the human resource functions that are part of all health care managers' responsibilities. May be independent study. Prerequisite: HCM 364. Restricted to Health Care Management majors or minors.

398-3 Risk Management in Health Care Organizations. A study of the process and principles of risk management in health facilities. This course demonstrates methods used in controlling, reducing, or eliminating financial loss in health care facilities due to employee negligence, medical malpractice, workman's compensation and property loss. It examines pertinent legal principles, occupational health and safety, insurance, and related case studies. Restricted to junior standing and Health Care Management majors or minors.

401-3 Analysis of Issues in the Health Care Industry. The identification and study of current economic, regulatory or operational issues impacting the health care industry. The use of both written and oral reports to present a critical analysis of selected topics. May be independent study. Not for graduate credit. Restricted to Health Care Management major or minor.

410-3 Operations Management and Quality Improvement in Health Care. Examines the applications of operations management in the framework of health care organizations. Focus will be placed on supply chain and inventory management, forecasting, queuing models, and capacity planning. Determinants to achieve quality management in health care facilities will be explored. Utilizes analytical methods of systematic monitoring and evaluation and the application of quality improvement initiatives. Includes impact on quality of accreditations, credentialing, liability, and governmental regulations. Not for graduate credit. Prerequisite: UCC MATH, HCM 360 and an

approved statistics course. Restricted to HCM majors/minors.

413-3 Long Term Care Administration. A study of the principles of nursing home management and assisted living services which examines administrative and staffing functions relating to clients, community, public policy, programming and financing. Not for graduate credit. Restricted to junior standing.

420-3 Health Care Ethics, Coding, and Compliance. Exploration of the ethical issues surrounding the delivery of health care services. Students will apply ethical principles and decision making processes to a series of cases involving ethical dilemmas unique to the health care environment. Students will examine coding and compliance issues and carefully explore the external environment which governs and regulates their actions as future health care managers. Not for graduate credit. Restricted to HCM majors/minors.

421-3 Professional Practice for Health Care Managers. Introduces students to the health care environment and the expectations of them as health care professionals. Emphasis is placed on professional development, professionalism, business correspondence and technical writing, patient-centered health care, customer relationship management, and networking. Resumes, internship site selection and related processes will be accomplished. Not for graduate credit. Restricted to HCM majors. Special approval needed from the academic advisor.

422-1 to 12 Health Care Management Internship. Students are assigned to a University approved health care organization engaged in activities related to health care management and to the student's career objectives. The student will perform duties and services as assigned by the preceptor by completing an assigned work project which is managerial/analytical and of value to the organization. Report log and performance evaluations are required. Hours and credits arranged individually. Minimum 150 contact hours required. Mandatory Pass/Fail. Not for Graduate Credit. Prerequisite: Minimum grade of C in all HCM core courses. Restricted to HCM majors.

450-3 Management Problems in the Health Care Industry. The identification and study of problems related to management within the health care industry. The application of health care management theories, concepts and practices to the identified management problems. The use of written and electronic media research resources to produce a written problem solving report. May be independent study. Not for graduate credit. Prerequisite: HCM 401. Restricted to Health Care Management major or minor.

460-3 Lean Six Sigma in Healthcare. An introductory course focusing on the Lean Six Sigma approach to improving quality in healthcare organizations. An exploration of error prevention, problem solving, problem detection, change management, and effective and efficient process improvement. Cases will be used to demonstrate how the approach can be applied specifically to the healthcare industry. Restricted to junior standing and Health Care Management majors and minors.

499-1 to 6 Individual Study. Provides third or fourth year health care management students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Each student will work under the supervision of a sponsoring program faculty member approved by the HCM Academic Review committee. Not for graduate credit. Restricted to HCM majors.

Health Education (Major, Courses, Faculty)

Health Education offers two specializations within the health education major and two programs of minimal professional preparation. The two specializations are:

1. Community Health Education. For those planning to conduct health education and health promotion activities in non-classroom settings.
2. School Health Education. For those planning to teach health education in the secondary schools.

The two minimal professional preparations are:

1. School Health Education. For those planning to teach or supervise health education in the secondary schools.
2. Driver Education. For those planning to teach driver education in Illinois secondary schools.

These specializations, in general, constitute minimal preparation for the positions listed. Consequently, all candidates are strongly urged to complete additional work in the field.

An overall 2.5 grade point average and completion of Health Education 101: Foundations of Human Health are required for admission into the undergraduate health education program. Additional prerequisites include completion of the university core English composition course(s) and Health Care Professions 241 or equivalent anatomy/physiology course.

Psychomotor and verbal skills are required for students enrolled in Health Education 334 and 434. If questions arise concerning a student's ability in these areas, an assessment will be made prior to the end of the first week of the semester to determine whether the student possesses the necessary skills to remain in the course. The first aid coordinator in the Department of Health Education and Recreation will make the final decision.

A student in the community health education specialization must have a 2.75 grade point average in the major before clearance to do an internship. A student in the school health education specialization must have a 2.75 grade point average in the major before clearance to do student teaching.

A C or better grade is required for all major courses in the undergraduate health education program.

Bachelor of Science Degree in Health Education, College of Education and Human Services

HEALTH EDUCATION MAJOR – COMMUNITY HEALTH EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Health Education 101 must be included in University Core Curriculum.	
<i>Requirements for Major in Health Education-Community Health Specialization</i>	54
Health Education 300, 312, 313s, 325, 326, 330, 334, 355, 407, 410, 414, 488, 490, 491, 493	
<i>Health Care Professions 241 or appropriate anatomy and/or physiology course</i>	3-4
<i>Health Education or other Electives</i>	21-22
Total	120

Community Health Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
UCOL 101, HED 101	3	2
MATH 113, Core Humanities.....	3	3
SPCM 101, Core Science	3	3
Fine Arts, Core Social Science.....	3	3
Total	15	14

SECOND YEAR	FALL	SPRING
HED 313S, 300.....	3	3
Core Science, AH 241 or substitute	3	3-4
Core Social Science, Multicultural.....	3	3
Core Humanities, HED 325.....	3	3
Electives	3	3
Total	15	15-16

THIRD YEAR	FALL	SPRING
HED 312, 326	3	3
Electives	3	3
HED 355, 410	3	3
HED 334, 330	3	3
Elective, HED 488.....	3	3
Total	15	15

FOURTH YEAR	FALL	SPRING
HED 491	3	-
HED 407	3	-
HED 414	3	-
HED 493	3	-
HED 490	-	12
Elective, Elective.....	3-4	3
Total	15-16	15

HEALTH EDUCATION MAJOR – SCHOOL HEALTH EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Health Education 101, Psychology 102, and an acceptable non-western civilization course must be included in University Core Curriculum	
<i>Requirements for Major in Health Education-School Health Specialization</i>	39
Health Education 300, 312, 325, 326, 330, 334, 355, 407, 410, 414, 491, and two courses from the following 313s, 450, 484, or 488	
<i>Health Care Professions 241 or equivalent anatomy and/or physiology course</i>	3-4
Professional Education Requirements	31
Additional requirement CI 360	3
(See Teacher Education Program)	
Other Electives	5-6
Total	120

¹Required to meet non-western civilization/third world culture requirement.

School Health Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
UCOL 101, EDUC 210.....	3	3
MATH 113, Fine Arts	3	3
SPCM 101, Core Science	3	3
Core Humanities, PSYC 102	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
HED 314, 311	2	3
HED 101, 300	2	3
Core Science, AH 241 or substitute	3	3-4
Core Humanities Core Social Science....	3	3
Core Multicultural, HED 334.....	3	3
Elective	3	-
<i>Total</i>	16	15-16

THIRD YEAR	FALL	SPRING
HED 312, 326	3	3
HED Electives	3	3
HED 355, 410	3	3
HED 313, 308	3	3
HED 325, CI 360	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
HED 491	3	-
HED 407	3	-
HED 414	3	-
EDUC 316.....	3	-
EDUC 317.....	2	-
Elective	2-3	-
EDUC 401A.....	-	12
<i>Total</i>	16-17	12

The two minimal professional preparation requirements for Illinois teachers are:

School Health Education: Health Education 300, 313S, 330, 407, 410, 414, 491 and one course from the following: 312, 351, or 450.

Driver Education: Health Education 302s, 313s, 442s, 443s, and one course from the following: 334, 445, 470s, and 480s.

Courses (HED)

101-2 Foundations of Human Health. (University Core Curriculum) This course is designed to examine contemporary health-related issues for all dimensions of the individual - physical, mental, social, emotional and spiritual - through focus on health promotion and disease prevention. Emphasis is placed on maintaining or improving quality of life by developing personal and social skills (decision-making, communication, stress management, goal setting) across health education content areas, as well as identifying and accessing appropriate health-related

resources.

300-3 Health Education: Foundations, Theory, and Practice. Provides a foundation to the health education profession. Includes an overview of historical, philosophical, theoretical, and research foundations; professional ethical issues; professional roles and responsibilities; and future directions. Enrollment limited to health education majors or those seeking health education endorsement.

311-3 Human Growth and Development. An overview of human development from conception through senescence. Designed for professional personnel who will be concerned with planning health programs for groups representing broad age ranges. Emphasis will be on physical, mental, and social dimensions of growth and development.

312-3 Emotional Health. Introduces knowledge and skills needed to acquire and maintain emotional health. A variety of individual and community issues that occur across the lifespan in our diverse, complex world will be examined.

325-3 Planning and Implementing Health Education Programs. Current theories and models related to planning and implementation of health education programs in various settings will be examined. Steps to program planning, including needs assessment, recruitment, developing program plans and implementation strategies will be discussed.

326-3 Evaluation in Health Education. This course covers the principles and methods for monitoring the implementation of health education and for assessing its impact. It also focuses on the development and selection of valid and reliable measures and the use of standardized scores and other appropriate statistics. Applications are completed in classroom and community settings.

330-3 Consumer Health. An overview of the health marketplace and the processes involved in becoming an intelligent consumer of health information, products, and services. Topics will include health-related advertising, fads, fraud, legislation, watchdogs, healthcare options, self-care, complementary and alternative medicine, drugs, devices, major health problems, nutrition, and physical activity.

334-3 First Aid and CPR. Provides students with first aid and cardiopulmonary resuscitation knowledge and skill competencies necessary to care for injuries and provide assistance in emergencies. A nationally recognized First Aid and CPR certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Students will be required to pay a lab fee of \$15.

335-3 Construction Safety and Health. The course will introduce the student to principles of safety and health in the construction industry. The course will include identification of safety and health hazards, risk reduction measures, personal protection, and safety attitudes and training. Includes a study of the Safety and Health Regulations for Construction.

345-3 Emergency Planning and Response. This course focuses on key elements of emergency response plans, with particular emphasis given to holistic planning in both industrial and municipal settings, the relevance of hazard and risk assessment techniques to emergency response operations, personnel training, and multi-level coordination in both planning and operational phases of emergency response.

346-4 Motorcycle Rider Education Instructor Training. Pro-

vides prospective teachers with on-cycle teaching experience with beginner riders. Addresses program administration, scheduling, public information techniques, equipment procurement, evaluation and instructional technology. Certification as Motorcycle Rider Course Instructor can be obtained. Materials purchased from the Motorcycle Safety Foundation are required in this course. Special approval needed from the instructor.

351-3 Health Education in Early Childhood. A study of essential factors of health, nutrition, and safety as they apply to school environments of children birth to age eight. Emphasis will be given to nutritional needs, health routines, health appraisals, safety, hygiene, childhood illness, and social-emotional needs. Students will examine the relationship of the child, family, school, and community on the child's health and well-being.

355-3 Introduction to Community Health. Organization and administration in local, state, and national official and non-official health agencies, their purposes and functions, and an overview of methods for meeting community health needs and for solving community health problems.

402-3 Death Education. (Same as GRON 402) Designed to prepare educators to conduct learning experiences about death and dying in a variety of school, college, medical care, and community settings. Stress will be placed on developing brief, functional curricula and usable, imaginative, teaching-learning materials and on evaluating resource materials for use in educating at various levels of maturity.

403-3 Health Advocate Training. Provides students with knowledge and skills in the areas of peer health education, health advocacy, and referral. Instruction includes health care information from a wellness point of view. Prepares students for practicum in health advocate program. Credit will not count toward a master's degree in health education. Special approval needed from the instructor.

407-3 Substance Use Prevention. Designed to prepare educators to plan, implement and evaluate substance use prevention programs. Emphasizes incidence/prevalence, etiology, risk factors, short- and long-term effects of substance use. Key elements of effective prevention programs are reviewed. Meets requirements of Illinois state law concerning drug education.

410-3 Human Sexuality. (Same as WGSS 411) Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases; contraceptive issues and concerns; sexual victimizations; and sexuality through the life cycle.

411-6 Emergency Medical Technician in the Wilderness. Placement of trained emergency medical technicians into a wilderness situation and having them adopt previously learned skills and newly developed skills. Prerequisite: HED 334 or 434.

412S-3 Driving Task Analysis: An Introduction. An introductory course that deals with the highway transportation system, traffic problems, the driving task, perception and implementation of the driver education classroom program. Observation of a teaching environment is included. A valid driver's license is required.

413S-3 Injury Prevention and Safety. Introduces the concepts and topics of injury prevention and safety. Course areas include: school, farm, consumer, fire, home, traffic, occupational, recreational, and disaster.

414-3 Sexuality Education. Focuses on knowledge/skills needed to address complex issues of sexuality education. Discussion will include challenges/resources for all health education settings and related disciplines. Purposes/goals, the nature of sexuality education teachers/learners, and "best practice" will be covered. Emphasis on developing competencies essential for professional practice.

415-3 Health Counseling. This course teaches basic communication skills and intervention strategies for helping people make positive health related lifestyle changes. It is not a course in therapeutic counseling; it focuses on helping average people to function in the healthiest way possible.

420-1 to 3 Special Topics/Independent Study. An area of study to be determined by students in consultation with health education faculty that goes beyond the current health education course offerings. 1 to 3 credits; may be repeated twice for maximum of 6 hours. Special approval needed from the instructor.

430-3 Health and Injury Control in a Work Setting. (Same as IT 430) Assesses the health and injury control programs present in a work setting. Emphasis given to employee programs in health, wellness, and injury control that are effective. Field trips to work sites are included.

434-4 Advanced First Aid and Emergency Care. Meets the needs of those in positions where advanced first aid and emergency care is required. A nationally recognized First Aid and CPR First Responder certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Prerequisite: HED 334 or consent. Students will be required to pay a lab fee of \$20.

435-2 Work Site Safety and Health Evaluation. This course covers methods of inspecting and evaluating health and safety hazards at a work site including analysis of specific job assignments. It also introduces the student to injury and incident investigation techniques. The course will include hands-on work site evaluation.

440-3 Health Issues in Aging. (Same as GRON 440) Course content includes demographic trends; physiological changes associated with aging; health care and consumer challenges; cultural differences; psychological effects of aging; housing; long-term care; retirement; care giving; and formal, informal, and community-based support systems.

441-3 Women's Health. The course deals with a wide variety of health concerns of American women as consumer in the current health marketplace. Major categories of topics include health products, health services, and sources of health information of particular interest to women. Emphasis is also placed on current health related issues of women. The major purpose of the course is to provide a basis for informed decision-making by the female consumer.

442S-5 Developing Vehicle Operational Skills: Driver Education Laboratory Experiences. Learning activities will focus on preparing the prospective driver educator to conduct activities which develop vehicle operational skills for a novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules and the conduct of learning experiences. Prerequisite: HED 302S. Student will be required to pay a laboratory fee of \$25.

443S-3 Developing Classroom Skills: Driver Education Class-

room Experiences. Learning activities will focus on preparing the prospective driver educator with the skills to teach in the driver education classroom with application to classroom organization, maintaining a learning environment, developing instructional modules, and the conduct of learning experiences. Prerequisite: HED 302S.

445-3 Advanced Driver Education Instructor Training. Prepares prospective instructors of advanced driving techniques. Emphasis is placed upon safe driving practices, vehicle dynamics, emergency vehicle operation, in-car response to simulated driving emergencies, and instructional techniques. Special approval needed from the instructor.

450-2 Health Programs in Elementary Schools. This course is designed to present current health-related knowledge and skills to enable teachers to deliver culturally-sensitive, developmentally-appropriate, performance-based instruction to elementary students. It also will provide an overview of coordinated school health programs and their relationship to academic achievement. Prerequisite: HED 101 or equivalent.

461-1 to 12 Health Education Workshop. A different focal theme each year; e.g., mood modifying substances, ecology, human sexuality, emotional and social health dimensions. Information, ideas, and concepts are translated into teaching-learning materials and approaches; continuing opportunity for interaction between prospective and experienced teachers.

470S-3 Highway Safety as Related to Alcohol and Other Drugs. Relationship between alcohol and other drugs and traffic accident causes. A review of education programs designed to minimize drug related accidents. Restricted to advanced standing or consent of instructor.

471-2 Health Education Instructional Strategies. This course is designed for graduate students who are teaching assistants in Health Education. The purpose of the course is to enhance professional skills of those who are responsible for teaching health education, general education, and first aid.

476-3 Stress Management. A study of the physiological, emotional and sociological stressors and their underlying mechanisms in states of disease and health. Particular emphasis is placed upon prevention and control of stress via self assessment techniques and proficiency in self control techniques such as biofeedback, autogenic training, meditation and progressive muscle relaxation.

480S-3 Traffic and Driver Education Program Development. Acquaints students with curriculum innovation, current philosophy, learning and teaching theories, and instructional designs. Students will develop learning packages and modules. Prerequisite: HED 443S or consent of instructor.

484-3 Preventing Violence in Educational Settings. Designed to prepare educators, administrators, and other professionals to plan, implement, and evaluate violence prevention, conflict resolution, and crisis intervention programs in educational settings. Incidence/prevalence, etiology, and risk/protective factors related to youth violence will be examined. Current theories and models related to program planning and implementation will be applied to design coordinated, integrated school/community programs. Based on current research, key elements of effective curricula and other program components will be reviewed.

485-3 Global Health. This course will present introductory principles and practices related to public health on a global basis.

In this course we will analyze various public health aspects of global health, including: public health problems (chronic disease, infectious disease, injury, disability, malnutrition, etc.) affecting foreign countries, prevention and control efforts in foreign countries, United States involvement in global health problems, economic and social impact of global health problems, structure and function of health care systems, and the future of global health.

488-3 Environmental Health. This introductory course is designed primarily for health education students and is intended to provide a broad overview of key areas of environmental health as a public health discipline. This course contributes to students' understanding of the impact of environmental concerns in their role as public health educators.

489-3 Introduction to Biostatistics. An introduction to biostatistics; examination of theories of population projections; collection, organization, interpretation, summarization, and evaluation of data relative to public health happenings with emphasis on graphic presentation.

490A-2 to 12 Field Experiences in Schools, Community Health. Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: all required health education courses. Special approval needed from the instructor.

490B-2 to 6 Advanced Field Experience in School, Community Health or Injury Prevention Education. Advanced field observation, participation and evaluation of current school or community health education or injury prevention programs in agencies relevant to student interests. Prerequisite: grade of B or better in HED 490A. Special approval needed from the instructor.

491-3 Health Teaching/Learning: School and Community. Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education.

493-3 Health Informatics. The application of technology to engage communities and individuals in behavior and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously evaluate, refine, and implement what works.

496-4 Industrial Hygiene. Provides a background in the recognition, evaluation, and control of toxic materials and hazardous physical agents in the work environment. Special approval needed from the instructor.

499-3 Rx: Education in Health Care Settings. Designed for members and potential members of the health care team to explore educational concepts and strategies applicable to a variety of health care settings. Includes rights and responsibilities of consumer and professional, determinants of health behavior, contrasting models of health care, communication skills, media and materials and planning, implementing and evaluating educational programs. Open to medical and dental personnel, nurses, health educators, dietitians, therapists, pharmacists, social workers, and related professionals.

Health Education Faculty

- Brown, Stephen**, Associate Professor, Ph.D., University of Maryland, 2001.
- Drolet, Judy C.**, Professor, *Emerita*, Ph.D., University of Oregon, 1982.
- Fetro, Joyce V.**, Professor and Distinguished Teacher, *Chair*, Ph.D., Southern Illinois University, 1987.
- Kittleson, Mark J.**, Professor, Ph.D., University of Akron, 1986.
- Lacey, Ella P.**, Associate Professor, *Emerita*, Ph.D., Southern Illinois University, 1979.
- LeFevre, John R.**, Professor, *Emeritus*, Ed.D., Teachers Colleges, Columbia University, 1950.
- Ogletree, Roberta J.**, Professor, H.S.D., Indiana University, 1991.
- Ratnapradipa, Dhitinut**, Assistant Professor, Ph.D., University of Utah, 2001.
- Rice, Brian**, Instructor, M.S., Southern Illinois University, 1996.
- Ritzel, Dale O.**, Professor, *Emeritus*, Ph.D., Southern Illinois University, 1970.
- Vaughn, Andrew T.**, Professor, *Emeritus*, D.Ed., Columbia University, 1958.
- Vitello, Elaine**, Professor, *Emerita*, Southern Illinois University Carbondale, 1977.
- Welshimer, Kathleen J.**, Associate Professor, Ph.D., University of North Carolina, 1990.
- Wilken, Peggy A.**, Clinical Assistant Professor, Ph.D., Southern Illinois University, 1995.
- Zunich, Eileen M.**, Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1970.

History (Department, Major, Minor, Courses, Faculty)

A major in history consists of thirty-six semester hours of history courses. Students who plan advanced study in preparation for college teaching, law or other professional work are advised to take additional work in their proposed specialty. Students must consult with departmental advisors to choose a course of study that fits their needs, and they should also consult with college and career services advisors for assistance in determining their career goals.

Course selection must represent at least two geographical areas of history. Students must also complete a minimum of four courses at the 400 level, and they must take at least one non-Western history course at the 300 or 400 level. History 499 counts as one of the four required 400-level courses. Papers written in History 392 and History 499 meet the College of Liberal Arts Writing-Across-the-Curriculum (WAC) requirement. Students who receive a grade of B or higher in 100-level (CORE) History courses may receive credit toward the major. Consult with an advisor.

All history majors must meet with the department’s undergraduate advisor each semester to keep up to date the records of their progress toward the degree and to receive advance approval of their courses. A 2.0 average in the major and a C grade or better in History 392 and History 499 are required for graduation. A 3.0 average in the major and completion of History

499 are required before the department will approve student teaching. If the student is taking History 499 when applying to student teach, a letter indicating satisfactory performance from the instructor is required.

Transfer students must report to the department prior to their first semester of attendance. The department will accept up to 18 credit hours in history taken at other accredited institutions. All transfer students must take at least 18 semester hours in history at Southern Illinois University Carbondale.

Bachelor of Arts Degree in History, College of Liberal Arts

- University Core Curriculum Requirements* 41
- College of Liberal Arts Academic Requirements*
- (See Chap 4) 11
- Requirements for Major in History* 36
 - History 205a or 207a 3
 - History 205b or 207b 3
 - History 300 3
 - History 301 3
 - History 392 3
 - History electives, 300 level or above distributed in at least two fields of history 21
 - Electives* 33
 - These may include courses required for teaching certification in Social Sciences.²
 - Total* 121

History Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, SPCM 101	3	3
UCC Social Science	3	3
UCC Humanities.....	3	3
ENGL 101, 102.....	3	3
Human Health, Fine Arts.....	2	3
<i>Total</i>	14	15

SECOND YEAR	FALL	SPRING
UCC Science,	3	3
UCC Math, Multicultural.....	3	3
Foreign Language	4	4
HIST 205A,B/207A,B.....	3	3
HIST 300, 301	3	3
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
ENGL	3	-
HIST 3XX/4XX	3	6
HIST 4XX	3	3
HIST 392	3	-
Electives	3	7
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
HIST 4XX	3	3

HIST 3XX/4XX	-	3
Electives 300 or 400-level.....	12	10
<i>Total</i>	15	16

Bachelor of Science Degree in History, College of Education and Human Services³ (History Designation for the Illinois Social Sciences Teaching Certificate)

<i>University Core Curriculum Requirements</i>	41
To include Core Fine Arts (History 201 recommended); History 207A and History 207B as Core Humanities substitutes; Political Science 114; Psychology 102; GEOG 104 or GEOG 303I as Core Science I substitute; and Geography 300I.	
<i>Requirements for Major in History</i>	(9) +27 ¹
History 207a and 207b (included in Core Curriculum)	(6)
Two additional 300-400 level world history courses ⁴	6
History 300 (included in Core Curriculum)	(3)
History 301	3
Two additional 300-400 level U.S. history courses.....	6
History 367	3
History 392	3
Two 300-400 level history elective	6
<i>Additional Requirements for the Social Science Teaching Certificate⁵</i>	18
To include Anthropology 104, Economics 113, Geography 103, Philosophy 307i, Political Science 170 or 270, and Sociology 108. Additional social science courses are recommended if a student's program permits; recommended electives would include Anthropology 202, Economics 240, 241, Political Science 213, Psychology 303, Sociology 302, 303.	
<i>Education Requirements</i>	36
<i>Professional Education Requirements</i>	30
(See Teacher Education Program, College of Education and Human Services in Chapter 4)	
<i>Additional Certification Requirements</i>	6
Curriculum and Instruction 360, 469	
<i>Total</i>	122

¹At least twelve hours must be taken at the 400 level.

²Students in CoLA seeking teacher certification should select courses as described under the College of Education and Human Services

³This degree leads to certification in social science with a designation in history.

⁴World History study must include at least three hours in addition to European and U.S. history.

⁵The Social Science certificate allows a teacher to teach courses on the secondary level. If a student wishes to teach on the middle school level in grades 6, 7, or 8, Curriculum and Instruction 462 and 473 are required to earn the Middle School endorsement.

Minor

A minor consists of eighteen semester hours. The student is advised to balance courses between at least two of the three fields of American, European, or Third World history. Transfer students, in order to have a minor in history, must have taken at least nine semester hours in history at Southern Illinois University Carbondale. Core Curriculum history courses count toward the minor.

Courses (HIST)

101A-3 The History of World Civilization I-To Industrialization. (University Core Curriculum) A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

101B-3 The History of World Civilization II-Since the Age of Encounter. (University Core Curriculum) A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

110-3 Twentieth Century America. (University Core Curriculum) The history of the United States since 1900. Surveys cultural, social, economic and political development, with special emphasis on domestic pluralism and changing international roles.

112-3 The Twentieth Century World. (University Core Curriculum) The history of Europe, Asia, Africa and Latin America since 1900. Emphasis on political conflict, economic development, social change and cultural transformation in an increasingly integrated world.

201-3 Art, Music and Ideas in the Western World. (University Core Curriculum) [IAI Course: HF 902] The historical evolution of the visual arts, architecture and music in the context of society and literature, from ancient Greece to the present. It emphasizes the fundamental historical relationship of the different genres of human expression in Western culture.

202-3 America's Religious Diversity. (University Core Curriculum) [IAI Course: H5 905] An introduction to the basic concepts and histories of the world's religions and their place in American society. The purpose is to increase our understanding of cultural and religious diversity and how the various religious traditions inform our world views.

205A-3 History of Western Civilization-From Ancient Times Through the Sixteenth Century. [IAI Course: S2 902] A brief survey of the major developments and trends in European history from ancient times through the 20th Century.

205B-3 History of Western Civilization-The Seventeenth Century to the Present. [IAI Course: S2 903] A brief survey of the major developments and trends in European history from ancient times through the 20th Century.

207A-3 World History-From Pre-History Through the Fifteenth Century. (Advanced University Core Curriculum course) [IAI Course: S2 912N] A brief survey of major developments and issues in historical societies of the world from pre-history through the 20th century, with a focus on primary source interpretation. Satisfies University Core Curriculum Humanities requirement in lieu of 101A and B.

207B-3 World History-Fifteenth Century to the Present. (Advanced University Core Curriculum course) [IAI Course: S2 913N] A brief survey of major developments and issues in historical societies of the world from pre-history through the 20th century, with a focus on primary source interpretation. Satisfies University Core Curriculum Humanities requirement in lieu of 101A and B.

210-3 American Heritages. (University Core Curriculum) [IAI Course: S2 901] The American experience as expressed in key texts written prior to the Twentieth Century. Emphasis on American pluralism and controversies related to race, ethnicity, gender and class.

212-3 Introduction to American Studies. (Same as English 212-3) (University Core Curriculum). Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

300-3 The Origins of Modern America, 1492-1877. (Advanced University Core Curriculum course) [IAI Course: S2 900] A general survey of political, social, and economic development of the United States from 1492 to 1877. Satisfies the University Core Curriculum Multicultural requirement in lieu of 210.

301-3 Modern America from 1877 to the Present. (Advanced University Core Curriculum course) [IAI Course: S2 901] A general survey of the political, social and economic development of the United States from 1877 to the present. Satisfies the University Core Curriculum Social Science requirement in lieu of 110.

303-1 to 9 Topics in History. Topics will vary with instructor. May be repeated for a maximum of nine semester hours, provided registrations cover different topics.

311-3 The Ancient Near East and Mediterranean. A comparative study of ancient near eastern and classical civilizations of the Fertile Crescent and the Mediterranean Basin: Mesopotamia, Egypt, Palestine, Greece and Rome.

312-3 History of Italy. An examination of the major societies which have occupied the Italian Peninsula from the Roman era to the present, with emphasis on ancient times, the middle ages and Renaissance and the unification movement of the Nineteenth Century.

313-3 Ancient and Medieval Spain. Investigation into the societies and cultures of the Iberian Peninsula from the Roman conquest to the Inquisition. Focus on cultural interchange and conflict between pagans, Christians, Jews and Muslims.

315-3 Medieval Europe. The emergence of Europe from the Age of Constantine to the Black Death, with emphasis on the political, socio-economic, and cultural forces which were at work creating Europe.

320-3 Early Modern Europe. The development of Europe from the Renaissance through the Age of the French Revolution.

324-3 Women in Western Society: 1600 to Present. (Same as WGSS 348) The legal, social, economic, and political position of women in Western society during the past 350 years are examined against the backdrop of industrialization, political democratization, world wars, and totalitarianism. Emphasis is on women in England, France, and the US.

326-3 Europe: 1789 - 1914. Changing social and political structure of Europe caused by the impact of industrialization and the French Revolution. The consequences of these developments in terms of the emergence of new social forces and the development of movements for social and political revolution.

328-3 History of France. A survey of main themes (social, cultural, economic, political) in French history from the middle ages to the present.

329-3 Nazi Germany. This course explores politics, culture, and society in National Socialist Germany. Themes include Adolf Hitler's rise to power, conformity and resistance under a dictatorship, propaganda, war and persecution, and the legacy of

Nazism after World War II. Using a variety of media, including novels and films, the course asks how a modern, industrialized country could transform itself into what one historian has called "the racial state".

330-3 History of Britain. A survey of British history from the Roman conquest in 43 CE through to the modern day, focusing on political, economic, social, and cultural developments.

333-3 British Empire. A survey of the British Empire, from the loss of the American colonies to the onset of decolonization at the end of the Second World War. It focuses on the intersections between the histories of Britain and of its imperial possessions in Africa, Asia and the British West Indies. Special attention will be given to the role of the nation and of race, class, gender and sexuality in the making of the British Empire.

334-3 History of Modern Germany. This course considers the important historical and moral questions posed by modern Germany history. It begins with the unification of Germany and explores such themes as World War I, the Weimar Republic, national socialism, the Holocaust, East Germany and reunification.

335-3 Peace and War in the Twentieth Century U.S. This course focuses on the causes of U.S. involvement in war, opposition to war and militarism, and the impact of war on society.

336-3 Twentieth-Century Dictatorships and Global Conflict 1919-1945. The emergence of the Axis dictatorships in Europe and the Far East, their ideology, expansion, aggression and their defeat in World War II. Restricted to sophomore standing or consent of instructor.

337-3 Modern Russia. Russia from Peter the Great with main emphasis on 19th and 20th centuries. Emphasis on political history.

338-3 Eastern Europe. An historical survey of the East European area from the Baltic to the Balkans, with emphasis on the modern era.

340-3 International History of the Cold War. This course is designed to acquaint students with the themes, events and figures prominent in the Cold War era. The origins of the Cold War and the global ramifications of sustained tension among the rival powers will be discussed. The events and the people within the context of their times will be evaluated.

351-3 African-Atlantic Spirituality. (Same as AFR 351) This course explores the ways that African-Atlantic societies have expressed the interaction of people in the visible world with the spiritual powers of the invisible world. The course begins with the ancient foundations of these spiritual systems and then examines the historical transformation of these systems in West Africa, Central Africa, and the Americas into the twentieth century.

352-3 Social History of the United States. The historical development of social interaction and relationships among America's various ethnic, religious, racial, economic and sexual groups. Covers colonial America to the present.

353-3 War and Peace in America since 1500. This course examines the varieties of warfare and the alternatives to war in America from the time of first meetings of Europeans, indigenous American populations, and Africans to the present. Subjects include the just and unjust war, the rules of war, the role of the military and alternative institutions to maintain peace, civil and foreign wars, the costs and benefits of war and peace.

354-3 The Contemporary United States. A survey of the social, economic, political and cultural changes in the United States since the end of World War II, focusing on such topics as the Cold War, changes in the lives of women and minorities, the Vietnam War, the social movements of the 1960s, the imperial presidency, and the Reagan revolution.

355-3 The Radical View in American History. A survey of American radicalism from the revolution to the present, with an emphasis on twentieth century movements for social change.

356-3 U.S. Women's History. (Same as WGSS 356) This course will survey the role of women in US history from colonial times to the present. Students will be introduced to contributions made by women to US society, politics and culture.

357-3 Women and Work in the United States. (Same as WGSS 357) An introduction to the diversity of women's experiences as workers in the home, the household economy, and the labor market segregated by race, ethnicity and gender.

358I-3 Introduction to Peace Studies. (University Core Curriculum) (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

360-3 American Rural History. (Same as WGSS 360) An examination of America's rural history from the 17th to the 20th centuries, focusing especially on social and economic relationships and attitudes, the role of ethnicity and gender, environmental and technological issues, agrarian radicalism and governmental activities.

361-3 Race and History in the United States. (Same as AFR 360) This account of racial attitudes and race relations begins with the 16th century European racial experience and covers subsequent developments in the U.S. to the present time. The problem of race is treated in its several dimensions, but principal emphasis falls upon the historical consequences of Caucasian confrontations with blacks, Hispanics, and native Americans.

362A-3 Black American History to 1865. (Same as AFR 311A) The role of blacks and contribution in the building of America and their ongoing fight for equality.

362B-3 Black American History Since 1865. (Same as AFR 311B) The role of blacks and contribution in the building of America and their ongoing fight for equality.

363-3 History of Working Americans. Survey of historical changes in work patterns from colonial times to the present, and the historical impact of working Americans on United States society, culture and politics.

364-3 The Great Depression in the United States. Causes and effects of the Great Depression and of governmental measures for relief, recovery, and reform during the years 1929-1942.

365-3 American Immigration. A history of American immigration and ethnicity from colonial times to the present, with primary attention upon the peoples of the United States and the diverse lands from which they have come.

366-3 American Indian History. A survey of American Indian history from the Paleolithic age to the present. Emphasis upon interactions and relationships among cultural groups during

pre-colonial, colonial and modern era.

367-3 History of Illinois. The history of the state from 1818 to the present.

368-3 American Religious History. (Advanced University Core Curriculum course) A chronological and thematic history of religion in America focusing on (1) the diversity of American religions from the religions of the Amerindian to the development of new religious movements, and (2) the unity of American religion mediated through mainstream Protestantism and civil religion. Satisfies University Core Curriculum Multicultural requirement in lieu of 202.

370A-3 History of Latin America-Colonial Latin America. An introduction to the political, economic, social, and cultural development of Latin America from Pre-Columbian times to the present.

370B-3 History of Latin America-Independent Latin America. An introduction to the political, economic, social, and cultural development of Latin America from Pre-Columbian times to the present.

371-3 History of Cuba. A general overview of the history of Cuba, this class will focus on the close and complex relationship between the politics, economy and culture of the island with those of the United States. To this end, we will work as a group to understand how events in Cuban history were viewed both by the people who lived through them and by later historians.

380A-3 History of East Asia to 1600. A broad survey of the history of China, Korea and Japan from early times to present.

380B-3 History of East Asia Since 1600. A broad survey of the history of China, Korea and Japan from early times to present.

381-3 History of Modern India. Survey of Indian history from the time of the Mughals to the present day with an emphasis on the British colonial period between 1765 and 1947, its impact on India, and the Indian struggle against British rule.

383-3 Islamic Civilization. Course introduces Islamic history, culture and civilization from the rise of Islam in Arabia in the seventh century to the early nineteenth century. Topics include the formation of the Islamic community, the fundamental teachings of Islam, Islamic expansion, Sunni and Shi'i Islam, Sufism and popular Islam, Islamic law and Islamic political thought, the position of women in Islamic thought and practice, Islamic science, art and culture, contact and confrontation between Islam and the West, Islam in borderlands, and the Abbasid, Safavid and Ottoman Islamic civilizations.

384-3 The Modern Middle East. This course surveys the history of the Middle East from the late 18th century until the present, concentrating primarily on the Ottoman Empire and its successor states (exclusive of the Balkans) and Iran.

385-3 Islam and the West. A history of the religious and cultural interaction between the Islamic and Western world. Surveys the changing image of Islam in western literature, the Muslim response to secularism, and the Islamic presence in Europe and America.

387A-3 History of Africa to 1800. (Same as Africana Studies 314A) A chronological study of African peoples from earliest times to the present, including ancient Egypt, Ethiopia, the Era of the African Kingdoms, the role of Islam, the slave trade, African-European relations, colonialism, African nationalism and independence.

387B-3 History of Africa Since 1800. (Same as Africana Stud-

ies 314B) A chronological study of African peoples from earliest times to the present, including ancient Egypt, Ethiopia, the Era of the African Kingdoms, the role of Islam, the slave trade, African-European relations, colonialism, African nationalism and independence.

390-3 History in Fiction. A comparative study of fictional accounts and of analyses written by historians over selected periods or topics.

392-3 Historical Research and Writing. Methods of historical investigation, criticism and composition. Restricted to undergraduate majors in history. May not be taken more than twice without completion. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement. Restricted to history majors and social science majors.

393-3 Military History. An introduction to the problems of armed conflict throughout history with emphasis varying by instructor. Restricted to sophomore standing and above or consent of instructor.

395-3 Honors. Great ideas and works of history, with discussion of conflicting interpretation of major historical problems. Restricted to junior standing. Special approval needed from the department.

400-3 American Political History. An analysis of American political history, focusing especially on the origins and development of major political institutions, including Congress, the Presidency, political parties and the electoral systems.

401-3 Atlantic History. This course examines the origins and development of the Atlantic basin as an intercommunication zone for African, European and American societies from the mid-15th century through the early-19th century. Themes include transformation of environments, forced and voluntary migrations, emergence of distinct Atlantic culture communities, development of Atlantic economics and formulation and implementation of Atlantic revolutionary ideologies.

402-3 Greek History. History of ancient Greece, focusing on ancient sources and modern scholarship. No language requirement. Special approval needed from the instructor.

403-3 American Indians and US Empire. Use historical analysis to investigate sovereignty issues involving American Indians and the United States. The course looks critically at the relationship between Native people and dominant U.S. society in terms of colonialism. Students will read academic scholarship and write papers on related cultural, economic, political, and social topics. Prerequisite: None, HIST 366 recommended.

405-3 Ireland since 1600. A survey of the history of Ireland and the Irish diaspora since 1600. Coverage of the major events and themes in the history of Ireland in the modern period, with special attention to the crucial experiences of emigration and immigrant destination.

406A-3 Gender, Family and Sexuality in Pre-Modern Europe. (Same as WGSS 406A) A discussion of the history of the family, creation of gender roles and importance of sexuality from medieval times to the French Revolution.

406B-3 Gender, Family, and Sexuality in Modern Europe. (Same as WGSS 406B) A discussion of the history of family, creation of gender roles, and importance of sexuality from the French Revolution to the present. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

410-3 Europe in the Long Nineteenth Century, 1789-1914. This

course offers a topical examination of the history of Europe from the French Revolution to World War I, mainly focusing on the French Revolution, industrialization, nationalism and nation building, and imperialism. There will also be some focus on European intellectual and cultural transformations during this period. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

412A-3 Empire and Social Conflict in the Roman Republic. The social, political and cultural consequences of Roman expansion during the Republican period (c. 700-44 BCE). Focus on reading and analyzing primary sources. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

412B-3 Religion and Society in Imperial Rome. Religious, social, and cultural conflict and change in the Roman Empire, first through third centuries. Focus on reading and analyzing primary sources. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

413-3 Christianization of Power and Society in Late Antiquity. An investigation into the political and social changes involved in the rise of Christian leadership in Western Europe following the fall of the Roman Empire. The course will focus on reading and analyzing primary sources from the fourth through the eighth centuries. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

414-3 Europe in the Age of the Crusades. This course examines the development of institutions, society and culture in the Central and Late Middle Ages with a special emphasis on the Crusades and other interactions with Europe's neighbors.

417-3 Ritual and Revolt in Early Modern Europe. This course examines political practices on different levels of European society from the later middle ages through the Enlightenment: court ritual, popular revolts, patronage networks, representative assemblies and family politics are among the topics covered. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

418-3 The Renaissance Exchange. Course employs the traditional Renaissance themes of economic, political and cultural developments in Italy and Europe from 1300-1550 as the framework for detailed examination of European interactions - economic, ideological, religious - with Asia, the Middle East and the Americas. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

420-3 Reformation. Concentrates on the movement of religious reforms in the 16th Century. Emphasis on its roots in the past, particularly in earlier expressions of popular piety and to the wider social and political effects in the 16th and 17th centuries. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

422-3 Intellectual History of Modern Europe-1600-1815. The first semester will cover the Age of Reason, the Enlightenment, and Early 19th Century Romanticism. The second semester will cover the period from Marx and Darwin to the Contemporary World.

422B-3 Intellectual History of Modern Europe Since 1815. The first semester will cover the Age of Reason, the Enlightenment, and Early 19th Century Romanticism. The second semester will cover the period from Marx and Darwin to the Contemporary World.

425A-3 Twentieth Century Europe 1914-1945. Political, social,

cultural and economic development of the major European states during the present century.

425B-3 Twentieth Century Europe Since 1945. Political, social, cultural and economic development of the major European states during the present century.

426-3 Cities and Culture in Europe 1870-1914. Cultural and social history focusing on four European cities (Paris, Berlin, Vienna, St. Petersburg) in the Fin-de-Siècle period (1870-1914). Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

427-3 World War I. The first World War (1914 - 1918) from a variety of perspectives, with emphasis on cultural, social and political. Seminar-type format with discussions of topics such as the war's causes, nature of trench warfare, the home front, and political and cultural impact of the war. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

429-3 Political Violence in the Modern World. This course will look at various forms of state and political violence in the 19th and 20th centuries. We will start with the "Reign of Terror" in the French Revolution, then look at the rise of terrorism in the later 19th century. The course will also cover state violence in the 20th century such as WWI, the Shoah, and the GULag. We will examine the "logic" and justification of both state and non-state political violence. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

430-1 History and Practice of Social Justice Leadership. This course offers a theoretical, historical, and practical approach to social justice leadership through workshops and lectures, interactive exercises and reflections, and small group dialogue. Students will read social justice history and theory with the goal of becoming leaders in social justice activities in their communities.

437-3 Lesbian and Gay History in the Modern United States. (Same as WGSS 437) This course explores the social, political, and cultural history of lesbians, gay men, and other sexual and gender minorities in the United States from the turn of the twentieth century to the present. Themes to be taken up in the class include: the emergence of heterosexuality and homosexuality as distinct categories of identity; the intersection between sexual identity and identities of race, class, gender, and ethnicity; the relationship between homosexuality and transgenerism; the movement for gay liberation; the creation of lesbian and gay urban and rural subcultures; representations of homosexuality in popular culture; anti-gay backlash; and AIDS.

442-3 Victorian Britain: Politics, Society, and Culture. An examination of British politics, society, and culture examining political transformations from the Glorious Revolution to the Great War, industrialization and the emergence of a class society, Ireland and the British Empire in British culture, and Victorian culture. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

444-3 The Holocaust. An introduction to Nazi German's systematic mass murder of Europe's Jews and other minorities. Using works of history, literature, and film, we will examine such topics as anti-Semitism, the behavior of "ordinary Germans" during the 30s and 40s, Jewish resistance, Holocaust denial and memory after the Holocaust.

446-3 Cultural Encounter Between China and the West. A study of the history of cultural encounters between China and

the West within the contexts of Eurasian transcontinental and maritime trade, religious and diplomatic missions, military conquests, colonialism, travel and migration. The focus is on the period after 1500.

447-3 Culture and the British Empire. This course will focus on the culture of modern British imperialism. It will examine the impact that the people and commodities of the empire as well as the practices of imperial rule had on modern British culture. The emphasis of the course will be on the implications of "imperial culture" in mediating gender, race, and class relations within the broader empire as well as contemporary Britain. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

448-3 Gender and Family in Modern U.S. History. (Same as WGSS 448) This course explores the history of gender and the family in the United States from the late 19th century to the present. Themes to be explored include: the family and the state, motherhood, race and family life, and the role of the "family" in national politics.

449-3 Race and Media in United States History. (Same as Africana Studies 449 and Mass Communication and Media Arts 449) This course explores the history of race in the modern United States by focusing on moments of racial crisis that garnered media attention. The course asks what these moments reveal about the shifting status of "race", as well as how spectacles have changed with the transformation of modern media.

450A-3 Early America. The evolution of American society from European settlement through the Age of Jefferson, with special emphasis on social and political institutions and thought.

450B-3 Early America. The evolution of American society from European settlement through the Age of Jefferson, with special emphasis on social and political institutions and thought.

451-3 Antebellum America, 1815-1860. The struggle to define the nation in the political, economic and social realms; the emergence of women's rights, slavery, sectional conflict from 1815 to 1860.

452A-3 United States History 1850-1896-Civil War Era. The study of the background to the Civil War, the Civil War, Reconstruction, and the Gilded Age.

452B-3 United States History 1865-1896. The origins of modern America; reconstruction and nationalization; 1865-1896. The study of the background to the Civil War, the Civil War, Reconstruction, and the Gilded Age.

453A-3 United States History, 1896-1921. The history of the United States since the 1890's with emphasis upon politics, political ideas and diplomacy.

453B-3 United States History, 1921-1945. The history of the United States since the 1890's with emphasis upon politics, political ideas and diplomacy.

455-3 The Conservative View in American History. Readings in American conservative thought, from the eighteenth-century to the present day, including traditionalist, neoconservative and libertarian writers. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

456-3 The United States in the 1960s. Examines the roots, events, ideas and legacies of the 1960s through readings in history and literature, and through films and music. Focus will be on the social protest movements of the era and their impact on American society. Fulfills the CoLA Writing-Across-the-Curric-

ulum (WAC) requirement.

457-3 American Environmental History. (Same as Geography 457) An exploration of the attitudes toward and the interaction with the natural resource environment of North America by human settlers. Coverage from the Neolithic Revolution to the present.

458-3 Bantu Diasporas in Africa & the Atlantic World. (Same as AFR 458) This course examines the origins and development of Bantu language and culture groups in Africa and the Atlantic World from the first dispersal of Bantu-speaking people thousands of years ago through the end of slavery in the Americas. Additionally, the course explores the multiple methods and disciplines used to construct histories of Bantu language and culture groups.

459-3 History of American Communism. History of the communist movement in the United States, from the founding of the Communist Party to its weakening in the McCarthy era. Special emphasis on how communists affected labor, civil rights, and peace movements, as well as American culture.

460-3 Slavery and The Old South. (Same as Africana Studies 460) This course examines slavery and southern distinctiveness from the colonial period to 1861. Discussion topics include the plantation system, race relations, women and slavery, and southern nationalism.

461-3 Black Americans on the Western Frontier. (Same as Africana Studies 461) This course examines the history of African Americans in the American West. Taking both a chronological and thematic approach, it begins with a discussion of early black explorers in the age of encounter, and ends with a focus on black western towns established in the United States by the 1880's.

463A-3 History of American Diplomacy-to 1900. General consideration of American foreign policy and the emergence of the United States as world power.

463B-3 History of American Diplomacy Since 1900. General consideration of American foreign policy and the emergence of the United States as world power.

464-3 U.S. Economic and Business History. This course examines the growth of the American economy, economic thought, the evolution of the firm, and the changing place of women and minorities in American business society. It also explores the intersection between business and other institutions in American life, including labor, law, literature, government, education and religion. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

465-3 History of Sexuality in America. (Same as WGSS 465) Comprehensive survey of sexuality from colonial times to the present. Examines social trends, politics, and cultural debates over various forms of sexuality. Students will engage in discussion, research, and writing.

466A-3 History of the American West-Trans-Appalachian Frontier. The American frontier and its impact on American society from the colonial period to the 20th century.

466B-3 History of the American West-Trans-Mississippi Frontier. The American frontier and its impact on American society from the colonial period to the 20th century.

467A-3 History of American Thought to 1865. Major themes include Puritanism, the Enlightenment, Romanticism, Darwinism, Pragmatism, Voices of Discontent, Neo-orthodoxy, liberal-

ism, conservatism and formulating the modern conscience. Approved as Writing-Across-the-Curriculum course.

467B-3 History of American Thought Since 1890. Major themes include Puritanism, the Enlightenment, Romanticism, Darwinism, Pragmatism, Voices of Discontent, Neo-orthodoxy, liberalism, conservatism and formulating the modern conscience. Approved as Writing-Across-the-Curriculum course.

470-3 Continuity and Change in Latin America. An in-depth examination of major topics in the history of Latin America since pre-Columbian times, especially themes that have been prominent in recent scholarship. Lectures will be supplemented by outside readings and class discussion.

471-3 History of Modern Japan. An examination of Japanese History from the early Tokugawa period to the present. Major topics include the creation of the Japanese bureaucracy, commercialization and industrialization, and cultural experimentation.

472-3 African States in Crisis. Main focus on African nationalism and the process of decolonization; major social, political and economic developments in independent Africa and the challenges of nation-building; the super-powers and Africa in the politics of the Cold War.

473-3 Comparative Slavery. (Same as Africana Studies 473) A comparative study of slavery from antiquity to its abolition in the 19th century with the differing socio-cultural, political and economic contexts; organized chronologically, regionally and thematically.

474-3 Andean South America. The political, economic, social, and cultural development of the Andean nations from pre-Columbian times to the present.

475-3 Disease, Public Health, and Empire. The aim of this course is to provide a broad introduction to the history of disease, public health, and medicine in colonial and postcolonial contexts, with an emphasis on the period from the late nineteenth century to the present. We will be studying the historical impact of formal and informal empire on sickness and health over the last century and a half.

476-3 Women in Chinese History. A social, cultural history of women's lives in China from antiquity to the present reconstructed on the basis of official and unofficial records, artistic representations, literary works, and films.

477-3 Democracy and Development in the Caribbean. The relationships of Latin American countries with the United States have profoundly shaped their economic development and their struggles for democracy. Together, we will work to understand the complex effects that proximity to the United States has had on the political and economic experiences of the countries of the Caribbean and how they have been interpreted by later historians.

479-3 The Cultural Revolution. This course explores the origins, major developments, and social, economic, cultural and psychological legacies of the Great Proletarian Cultural Revolution in China from 1966 to 1976 by critically examining relevant official documents, personal memories, oral histories, literary and artistic works, and films and material objects. All required readings are in English. Open to both graduate students and advance undergraduate students. Prior knowledge of modern Chinese history helpful but not required.

480A-3 History of China-Late Imperial China, 1350 to 1890.

An in-depth examination of political, economic, social and cultural history of China from 1350 to 1890. Examines the imperial state, gentry and peasants, commercialization and social change in China from 1350 to 1890.

480B-3 History of China-Twentieth Century China, 1890 to the present. An in-depth examination of political, economic, social and cultural history of China from 1890 to the present. Focuses on nation building, ideology and rural-urban culture in 20th Century China.

483-3 Gandhi and Indian Nationalism. This course will focus on the history of Indian nationalism, with a special emphasis on Gandhian nationalism. It will examine the nature of the particular "imagining" of the Indian nation in late colonial India and its implications for the eventual independence and partition of the Indian sub-continent. The emphasis of the course will be on the relation between anti-colonial nationalism and other social movements for justice and equality.

486-3 Arab-Israeli Conflict. This course focuses on the background to, and current dimensions of, the continuing conflict between Israel, the Palestinians and the rest of the Arab world. Beginning with origins of Zionism in the late nineteenth century, it examines, the foundation of Israel, Palestinian responses, and relations between Israel and its Arab neighbors.

487-3 The U.S. Civil Rights Movement. (Same as AFR 497) This course provides an overview of the history of the Civil Rights Movement while engaging major debates in the field of Black Freedom Studies. Central themes will include the impact of the Cold War, the roles of women, and the relationship of civil rights to black power. We will also discuss the difference between popular memory and historical scholarship as well as the meaning of such discussions for contemporary issues of racial and economic justice.

488-3 Islamic Political Movements. This course examines the use of Islamic ideals and rhetoric in social and political movements in the Middle East from the nineteenth century to the present. It focuses on political parties such as the Muslim Brotherhood in Egypt, the Welfare Party in Turkey, and Hamas in Palestine.

489-3 Women, State and Religion in the Middle East. (Same as WGSS 489) Following an introduction to the question of women in Islamic law and Islamic history, this course will examine the changing status and experiences of women in a number of Middle Eastern countries in the 20th century, focusing on Egypt, Iran, and Turkey. Major themes will include legal, social and political rights, participation in social and economic life, cultural and literary production, and recent secular and Islamist women's movements.

490-1 to 4 Special Readings in History. Supervised readings for students with sufficient background. Registration by special permission only.

491-3 Historiography. Writings of historians from Herodotus to the present.

492-1 Senior Paper. A research paper to be done in conjunction with a regularly scheduled 400-level history course. Students may also complete 492 in conjunction with a 300-level course (excluding History 300, 301 and 392), but only with the instructor's consent. Fulfills the CoLA Writing Across the Curriculum (WAC) requirement. Not for graduate credit. Prerequisite: HIST 392.

493-1 to 6 Topics in History. Topics vary with instructor. May be repeated for a maximum of six semester hours provided registrations cover different topics. Topics announced in advance.

494-3 Quantitative Research in History. An introduction to the application of quantitative data and social science methods to historical research.

495-4 History Honors. Principles of historical method, research, and writing for senior honor students only. Not for graduate credit. Special approval needed from the department.

496A-1-9 Internship in History. Supervised field work in public or private agencies or operation where history majors are frequently employed, such as archives and libraries, government offices, communications media, historic sites, and museums. Only three hours may be applied to the major and six hours toward the M.A. degree. Special approval needed from the instructor.

496B-1-9 Internship in Local History. (Same as ARC 434) Field experience in research and preservation related to regionally and nationally recognized historic sites in southern Illinois. Special approval needed from the instructor.

497-3 Historical Museums, Sites, Restorations and Archives. The development of museums from antiquity to the present, with emphasis on the United States. Additional topics include historical sites such as battlefields, historic buildings, restorations, monuments and archives. Also examines the purposes and functions of the museum and the tasks of professionals employed in museums or interpretative centers. Given in cooperation with the University Museum.

498-3 Oral History, Storytelling and Media. (Same as Radio-Television 455) This course will develop an appreciation of the field of oral history, methodological concerns, and applications. Students will learn about the oral history process, including interview preparation and research, interview technique, the nature and character of evidence, transcribing, and legal and ethical concerns. Restricted to Junior or Senior standing.

499-3 Senior Seminar in History. Seminar for senior undergraduate students to examine in-depth a particular historical topic. Topics will vary with instructors. Students will engage in discussion, and produce a research paper. Not for graduate credit. Open to history majors only. May not be taken more than twice without completion. Fulfills the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: HIST 392.

History Faculty

Allen, Howard W., Professor, *Emeritus*, Ph.D., University of Washington, 1959.

Allen, James S., Professor, Ph.D., Tufts University, 1979.

Ammon, Harry, Professor, *Emeritus*, Ph.D., University of Virginia, 1948.

Argersinger, Jo Ann E., Professor, Ph.D., The George Washington University, 1980.

Argersinger, Peter H., Professor, Ph.D., University of Wisconsin, 1970.

Barton, H. Arnold, Professor, *Emeritus*, Ph.D., Princeton University, 1962.

Batinski, Michael C., Professor, *Emeritus*, Ph.D., Northwestern University, 1969.

Bean, Jonathan J., Professor, Ph.D., The Ohio State University, 1994.

Bengtson, Dale R., Assistant Professor, *Emeritus*, Ph.D., Hartford Seminary Foundation, 1971.

Benti, Getahun, Associate Professor, Ph.D., Michigan State University, 2000.

Brown, Ras Michael, Assistant Professor, Ph.D., University of Georgia, 2004.

Carr, Kay J., Associate Professor, Ph.D., University of Chicago, 1987.

Carrott, M. Browning, Associate Professor, *Emeritus*, Ph.D., Northwestern University, 1966.

Conrad, David E., Professor, *Emeritus*, Ph.D., University of Oklahoma, 1962.

Detwiler, Donald S., Professor, *Emeritus*, Dr. Phil., Göttingen University, Germany, 1961.

Dotson, John E., Professor, *Emeritus*, Ph.D., Johns Hopkins University, 1969.

Fanning, Charles F., Professor, *Emeritus*, Ph.D., University of Pennsylvania, 1972.

Gold, Robert L., Professor, *Emeritus*, Ph.D., University of Iowa, 1964.

Haller, John S., Professor, *Emeritus*, Ph.D., University of Maryland, 1968.

Hurlburt, Holly S., Associate Professor, Ph.D., Syracuse University, 2000.

Lieberman, Robbie, Professor and *Chair*, Ph.D., University of Michigan, 1984.

Murphy, James B., Associate Professor, *Emeritus*, Ph.D., Louisiana State University, 1968.

O'Day, Edward J., Associate Professor, *Emeritus*, A.M., Indiana University, 1956.

Shelby, Lon R., Professor, *Emeritus*, University of North Carolina, 1962.

Sramek, Joseph, Assistant Professor, Ph.D., City University at New York, 2007.

Stocking, Rachel L., Associate Professor, Ph.D., Stanford University, 1994.

Weeks, Theodore, Professor, Ph.D., University of California-Berkeley, 1992.

Werlich, David P., Professor, *Emeritus*, Ph.D., University of Minnesota, 1968.

Whaley, Gray, Associate Professor, Ph.D., University of Oregon, 2002.

Wiesen, S. Jonathan, Associate Professor, Ph.D., Brown University, 1997.

Wilson, David L., Professor, Ph.D., University of Tennessee, 1974.

Yilmaz, Hale, Assistant Professor, University of Utah, 2006.

Zaretsky, Natasha, Associate Professor, Ph.D., Brown University, 2002.

Histotechnology (Certificate Program)

Histotechnology is a structural science that incorporates elements from anatomy, physiology, immunology and chemistry. Histology is the science dealing with the structure, function and chemical composition of cells of normal and abnormal tissue. The histotechnologist prepares tissue specimens for microscopic examination. Histologic techniques utilize the chemical properties of both tissues and dyes to impart color to particular tissue

elements to aid identification and disease diagnosis. Histology is an applied laboratory science, whose practitioners are in great demand in the current job market. A certificate in Histotechnology provides intense training in histotechnology through a combination of lectures, hands-on laboratory experience and clinical internships. Some of the certification requirements can be completed with proper selection of courses as University Core Curriculum substitutes and by using elective courses to fulfill certification requirements. Students are encouraged to discuss their interests with a departmental representative to obtain additional information.

This program admits a limited number of students based on specific selection criteria. Applicants must submit additional application materials to be approved for entry into the Histology certificate program. Students will be evaluated on the number of hours of college credit, and college grade point average as calculated by SIUC. Students begin the professional sequence each fall only. This certificate program requires the successful completion of clinical internships. In accordance with Federal and State guidelines, the clinical sites will require proof of the following: vaccination for measles, mumps, rubella, tetanus, TB, and Hepatitis B; current CPR card; proof of completion of HIPPA and blood-borne pathogens training. Affiliation sites may also require students to undergo a criminal background check and drug screening.

For more information contact Maureen Doran, Histology Program Director, Department of Anatomy, 453-1584 or mdoran@siu.edu.

Courses (HTL)

400-5 Histotechnology Practicum I. Designed to introduce students to the basic procedures used in the Histology laboratory. The student studies the principles and theories of fixation and staining processes. Practice and skill are developed in tissue processing, embedding, sectioning and routine staining. Lecture two hours. Laboratory six hours. Special approval needed from the instructor.

401-5 Histotechnology Practicum II. This course introduces students to advanced aspects of histological procedures used in clinical and research settings. The course will focus on immunohistochemistry, enzyme histochemistry and in situ hybridization procedures. The course will also include specialized techniques for water miscible plastics. Lecture 2 hours. Laboratory 6 hours. Prerequisite: HTL 400 (Histotechnology Practicum I) with a minimum grade of C.

402-3 Special Topics in Histotechnology. The course focuses on 3 microscopy-based methods used in today's research. Topics include confocal/fluorescence microscopy, laser capture microdissection and transmission electron microscopy. Lectures are integrated with hands-on lessons providing students practical experience. Lecture 1 hour, Lab 4 hours. Prerequisite: Histotechnology Practicum I & II (HTL 400 & 401) with a minimum grade of C.

403-2 Laboratory Management and Regulatory Compliance. This course covers the principles of laboratory management and regulatory safety requirements. OSHA's standard for the laboratory safety that incorporates the chemical hygiene plan will be covered. The class will focus on regulations regarding

bloodbornes and other potential infectious materials. HIPPA, Ergonomics, DOT and EPA guidelines will be discussed. Lecture 2 hrs.

404-5 Occupational Histotechnology Internship I. Internships are scheduled at clinical affiliate sites throughout southern Illinois during the daytime hours in accordance with the schedule of the assigned clinical site. The curriculum will include both daily instruction and corresponding laboratory experience. In a hospital setting, the histotechnologist is not isolated; he/she interacts with other areas besides pathology. The internship provides practical hands-on experience that prepares the student for a career as a histotechnologist. Lecture 1 hour, Internship 10 hours. Prerequisites: Histotechnology 400, 401, 402, 403 with minimum grades of C.

405-5 Occupational Histotechnology Internship II. Internships are scheduled at clinical affiliate sites throughout southern Illinois during the daytime hours in accordance with the schedule of the assigned clinical site. The curriculum will include both daily instruction and corresponding laboratory experience. In a hospital setting, the histotechnologist is not isolated; he/she interacts with other areas besides pathology. The internship provides practical hands-on experience that prepares the student for a career as a histotechnologist. Lecture 1 hour, Internship 10 hours. Prerequisites: Histotechnology 400, 401, 402, 403, 404 with minimum grades of C.

Horse Management (See Animal Science)

Hospitality and Tourism

Administration (Major, Courses, Faculty)

The Hospitality and Tourism Administration program is a part of the Department of Animal Science, Food and Nutrition. The Hospitality and Tourism Administration major offers an undergraduate program as preparation for careers in hospitality and tourism management.

The mission of the Hospitality and Tourism Administration undergraduate program is to provide educational, research, and service activities with the goal of enabling students, as well as industry and community professionals, to function in an ever-changing environment. The program integrates many disciplines that address ongoing concerns and needs of the hospitality and tourism industry.

The mission is accomplished through teaching a combination of relevant hospitality theory and practical solution-based examples using appropriate current technology. The purpose is to develop industry professionals able to contribute, through employment and entrepreneurship, to the economic growth of the hospitality and tourism industry.

The Hospitality and Tourism Administration Major is accredited by ACPHA (Accreditation Commission for Programs in Hospitality Administration, P.O. Box 400, Oxford, MD, 21654, phone (416) 226-5527).

Students will be required to take field trips in those courses so designated with the expenses pro-rated for each student. Appropriate uniforms will be required of all students enrolling in those courses that involve preparation of food.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Hospitality and Tourism Administration, College of Agricultural Sciences

University Core Curriculum Requirements 41
 Including: Psychology 102, Economics 113.
Requirements for Major in Hospitality and Tourism Administration 79
Professional Core Requirement 21
 Accounting 210; Information Management Systems 229 or Computer Science 200B; Paralegal 305; Management 304; Marketing 304; Psychology 323 or 420; Educational Psychology 402 or Agribusiness Economics 318 or Mathematics 282 or Psychology 211 or Sociology 308.
Hospitality and Tourism Core Requirement 30
 Hospitality and Tourism Administration (HTA) 202, 206, 360, 371, 380, 400, 430, 435, 440, and 461.
Hospitality and Tourism Specializations (select one) 9-10
Food Service Management: Students in this option will be able to use principles of foodservice and restaurant management to assess, analyze and apply practices within the industry. HTA 335, 373, 460.
Event Planning and Management: Students in this option will be able to use principles of event planning and management to assess, analyze and apply practices within the industry. HTA 250, 460, 465.
Lodging Management: Students in this option will be able to use principles of hotel and lodging management to assess, analyze and apply practices within the industry. HTA 372, 465, 473.
Tourism Management: Students in this option will be able to use principles of travel and tourism administration to assess, analyze and apply practices within the industry. HTA 302, 445, 451.
Approved Electives.....18-19
Total 120

Hospitality and Tourism Administration Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
UCOL 101, MATH 108	3	3
UCC Fine Arts, UCC Science	3	3
PHIL 104, 105	3	3
PSYC 102, HND 101	3	2
HTA 202.....	-	3
<i>Total</i>	15	17
SECOND YEAR	FALL	SPRING
HTA 206, 360.....	1	4
HTA 206,360.....	1	4

SPCM 101, Elective	3	3
ISAT 229/CS 200B, ACCT 210	3	3
ECON 113, PARL 305.....	3	3
UCC Multicultural, PSYC 323.....	3	3
UCC Science.....	3	-
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
HTA 380, 440	3	3
MGMT 304, MKTG 304	3	3
HTA 371A, 430.....	3	3
HTA Specialization, Elective.....	3	3
Elective	3	-
EPSY 402/ABE 318/MATH 282.....	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
HTA 435, 400	3	1
HTA Specialization	3	3
HTA 371B, 461	3	3
Elective, Elective.....	3	3
Elective, Elective.....	3	3
<i>Total</i>	15	13

Certificate in Event Planning and Management

The certificate program is meant to enhance the marketability of students who wish to pursue careers in meeting and event planning. Enrollment in Hospitality and Tourism Administration is not required to complete the certificate program. While the certificate itself does not lead to a degree, all courses can be counted in the Event Planning and Management specialization and approved electives toward the Hospitality and Tourism Administration degree. Students not wishing to pursue a baccalaureate must complete the unclassified undergraduate application.

Requirements for certificate in event planning and management18
 Hospitality and Tourism Administration (HTA) 250, 255, 350, 355, 450, 455.

Courses (HTA)

156-3 Fundamentals of Foods. An introduction to the basic principles and techniques of food preparation.

202-3 Introduction to Hospitality and Tourism. Introduction to the diverse aspects of the hospitality and tourism industries and the interrelationships between them. Historical development of the industries, trends, current issues and career opportunities will be examined.

206-1 Food Service Sanitation. (Same as HND 206) Basic sanitation principles and application in food service. Employee sanitation training, sanitation standards and safety regulations in the food service will be part of the course. Upon completion of the course, students will be eligible for the sanitation certificate national exam.

250-3 Introduction to Professional Event Coordination. Examines the event planning and management process and will

provide the skills and knowledge necessary to bring an event to life. Events of all types and sizes will be explored. Organization, implementation, and evaluation techniques will be analyzed.

255-3 Trade Show Management. Focuses on the planning, production, and management of trade shows. Various aspects of production management will be discussed including facility management, risk management, transportation, marketing, and design principles. The role of the event planner and communication with event personnel and vendors will be examined.

302-3 Dimensions of Tourism. In-depth examination of the components of the travel and tourism industry, motivators to travel, and the various market segments. Also covers analysis of the economic, social, cultural and environmental impacts to tourism. Prerequisite: HTA 202 or consent of instructor.

335-3 Beverage Management. Introduction to beers, wines and spirits. Legal responsibilities of alcohol service. Introduction to responsible beverage service and management. Restricted to hospitality and tourism administration majors only or consent of instructor. Lab fee: \$20.

350-3 Event Entertainment and Production. Focus on entertainment production and management for large and small events. Research and design techniques, as well as coordination of event entertainment will be explored.

355-3 Sports Event Management. Illustrates ways to create and implement successful sporting events and turn them into financially sound productions. Sporting events at all levels, from community to global, will be examined.

360-4 Quantity Food Production. (Same as Human Nutrition and Dietetics 360) Selection and use of institutional foodservice equipment including specifications, cost and care; use of standardized formulas, techniques of quantity preparation, and service of food to large groups. Prerequisites: HTA 206 or concurrent enrollment. Lab fee: \$30.

361-3 Hospitality Development. Development issues in the hospitality industry. Case studies on purchase/construction issues, inflation and recession, fiscal management and expansion of hospitality firms. Family-owned and operated businesses and entrepreneurship will be addressed. Restricted to hospitality and tourism administration majors only or consent of instructor.

363-3 Purchasing. Managerial principles of purchasing in the hospitality industry, with emphasis on functions of purchasing agents, types of markets, and methods of purchasing. Restricted to hospitality and tourism administration majors only or consent of instructor.

371A-3 Field Experience. Opportunity for supervised learning experiences in the student's major. 1st 400 hour internship experience. Major requires 371A and 371B or 371C only. Restricted to hospitality and tourism administration majors only, sophomore status. Special approval needed from the internship coordinator.

371B-3 Field Experience. Opportunity for supervised learning experiences in the student's major. 2nd 400 hour internship experience. Major requires 371A and 371A or 371C only. Restricted to hospitality and tourism administration majors only, sophomore status. Special approval needed from the internship coordinator.

371C-6 Field Experience. Opportunity for supervised learning experiences in the student's major. 6 month internship experi-

ence. Major requires 371A and 371B or 371C only. Restricted to hospitality and tourism administration majors only, sophomore status. Special approval needed from the internship coordinator.

372-3 Front Office Management. Principles and concepts of effective front office management in the lodging industry. Prerequisite: HTA 202 or consent of instructor. Restricted to HTA major.

373-3 Food and Labor Cost Control. (Same as Human Nutrition and Dietetics 373) Examination of the managerial responsibilities of the food and beverage manager in the hospitality operation. Management methods in budgeting, forecasting, cost control, and establishing operational policies and systems. Prerequisites: HTA 206, HTA 360 or concurrent enrollment. Restricted to HTA and HND majors only. Lab fee: \$30.

380-3 Hospitality Human Resources. The study of practices related to the management and development of human resources in the hospitality industry. Contemporary management issues specifically addressing the employment challenges in the hospitality and tourism will be covered. Prerequisite: HTA 202, PSYC 323 or PSYC 420. Restricted to HTA majors.

390-1 to 4 Special Studies in Hospitality and Tourism Administration. Enables students to pursue personal research interests in Hospitality and Tourism. Special approval needed from the instructor.

400-1 Senior Seminar. Discussion of issues affecting hospitality and tourism professionals. Not for graduate credit. Prerequisite: HTA 202. Restricted to senior status.

421A-3 Developments in Hospitality-Food. This course will provide the students with the opportunity for an in-depth study of topics relating to their specific interest in the hospitality field. Any subject area may be repeated. The topic within the subject area will be selected from issues, problems or developments in the hospitality field. Special approval needed from the instructor.

421B-3 Developments in Hospitality-Lodging. This course will provide the students with the opportunity for an in-depth study of topics relating to their specific interest in the hospitality field. Any subject area may be repeated. The topic within the subject area will be selected from issues, problems or developments in the hospitality field. Special approval needed from the instructor.

421C-3 Developments in Hospitality-Travel. This course will provide the students with the opportunity for an in-depth study of topics relating to their specific interest in the hospitality field. Any subject area may be repeated. The topic within the subject area will be selected from issues, problems or developments in the hospitality field. Special approval needed from the instructor.

430-3 Managerial Accounting for the Hospitality Industry. Presents managerial accounting concepts and explains how they apply to the hospitality industry. The contents reflect the uniform system of accounts for the lodging and foodservice industry. Prerequisite: HTA 202, Accounting 210 or Accounting 220. Restricted to HTA major.

435-3 Hospitality Marketing Management. This course concentrates on marketing for hotels, restaurants and tourism-related entities. Industry specific problems and characteristics will be examined. Students will develop a comprehensive marketing

plan for related business. The starting point for the development of hospitality marketing strategy assumes basic marketing knowledge has been derived from completing a previous marketing course. The course is taught in a blended environment, combining traditional and online components. Prerequisite: HTA 202 and MKTG 304 or concurrent enrollment in MKTG 304.

440-3 Hospitality Risk Management. Introduction to risk management, security, liability and contract management applicable to the awareness and/or operations of hotels, restaurants and resorts. Prerequisite: HTA 202, PARL 305, Management 304. Restricted to HTA majors.

445-3 Sustainable Tourism Planning and Development. Focuses on sustainable tourism development as management of all resources in such a way that we can fulfill economic, social, and aesthetic needs while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems. Prerequisite: HTA 302. Restricted to hospitality and tourism administration majors.

450-3 Event Marketing and Sponsorships. Strategic marketing and procurement of sponsors as they relate to events will be examined. Techniques related to association, corporation, and other special events will be analyzed and applied.

451-3 Destination Management. Focuses on the public tourism business examining Chambers of Commerce, Convention and Visitors Bureaus, Tourism Marketing Offices at Regional, State, and Sub-regions levels, as well as, Public Lands and Tourism at Federal and State levels. Employment opportunities in Public Tourism will be presented. Prerequisites: HTA 302, HTA 435 or HTA 445 or concurrent enrollment. Restricted to HTA majors.

455-3 Event Risk Management and Safety. Techniques used to reduce event risk and liability and increase safety for event attendees will be discussed. Crowd control, fire safety, attendee behavior, food and beverage safety, emergency medical services, among others, will be explored.

460-4 Food Service Management. The course includes practical experience in the operational administration of a food service facility. Provides students an opportunity to exercise their ability and creativity to manage a noon luncheon service for the Student Center Old Main Room. The lab involves situations in which students fill the different roles involved with food service management. Prerequisite: HTA 202, HTA 360, HTA 373 or consent. Restricted to HTA majors. Lab fee: \$30.

461-3 Service Organization and Management. (Same as Human Nutrition and Dietetics 461) Managerial aspects of the hospitality industry as related to provision of quality service. Organizational structures, management techniques, decision-making abilities, ethics, leadership, and human resource issues are examined. Prerequisite: HTA 202, HTA 380, MGMT 304 and PSYC 323 or PSYC 420, or consent of instructor.

465-3 Convention Management and Services. This course serves as a primer to the understanding of the role meeting and convention planning business plays in hotel profitability. Students will explore successful procedures, practical insight, and foundational knowledge to succeed in convention management and services. Prerequisites: HTA 202 or HTA 302.

473-3 Hotel Administration. An advanced hotel administration course covering contemporary management issues such as

conference management, hotel security, strategic planning and hotel law. Prerequisite: HTA 372, Management 304 or consent of instructor. Restricted to HTA majors.

Hospitality and Tourism Administration Faculty

- Agbeh, Anthony**, Instructor, M.S., Florida International University, 1983
- Apgar, Gary A.**, Associate Professor and *Interim Chair*, Ph.D., Virginia Polytechnic Institute, 1994.
- Davis, Nicole L.**, Instructor, Ph.D., Southern Illinois University, 2009.
- Girard, T. C.**, Associate Professor, *Emerita*, M.S., University of Wisconsin, 1992.
- Jones, Karen L.**, Professor, Ph.D., Texas A&M University, 1999.
- Karan, Ravi**, Instructor, M.S., Northumbria UK, 2006.
- Smith, Sylvia F.**, Assistant Professor, Ph.D., University of Tennessee, 2007.

Hotel Management

(SEE HOSPITALITY AND TOURISM ADMINISTRATION)

Human Nutrition and Dietetics

(Major, Courses, Faculty)

The Human Nutrition and Dietetics program is a part of the Department of Animal Science, Food and Nutrition. The Human Nutrition and Dietetics major is currently granted accreditation by the Accreditation Council for Education and Dietetics (ACEND) of Academy of Nutrition and Dietetics, 216 W. Jackson Blvd., Chicago, Illinois 60606-6995, phone (312) 899-5400. Successful graduates meet the first step to become a Registered Dietitian® and/or Licensed Dietitian (LD) in the State of Illinois. To become a Registered Dietitian® or Licensed Dietitian in the State of Illinois, the following qualifications apply:

1. Baccalaureate degree or post baccalaureate degree in human nutrition, food and nutrition, dietetics, food systems management, nutrition education or equivalent from an accredited University.
2. 1200 hours of supervised practice.
3. Successful completion of examination.
4. Continuing education.

Job opportunities are available in traditional areas of dietetics (clinical, management and community), and non-traditional fields such as private practice, business, industry, education, product development, government/politics, media, marketing, book publishing, sales, health promotion, sports nutrition, spas, fitness centers and restaurants. Opportunities even exist for consultants and public speakers. More information regarding this major and the profession of dietetics can be found at <http://dietetics.siu.edu>. Students will be required to take field trips in those courses so designated with the expenses pro-rated for each student. Appropriate uniforms will be required of all students enrolling in those courses that involve preparation of food.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Human Nutrition and Dietetics, College of Agricultural Sciences

University Core Curriculum Requirements 41¹
Requirement for Major in Human Nutrition and Dietetics 72

- Agribusiness 318, Educational Psychology 402, or Mathematics 282 3
- Anthropology 104, Economics 113, Geography and Environmental Resources 103, Political Science 114, or Sociology 108 (3)
- Anthropology 202, Philosophy 211 or Sociology 215 (3)
- Chemistry 140A,B (3) + 5
- Health Education 461 (sect. 402 Welshimer) or Educational Psychology 493 3
- Allied Health 105 2
- Marketing 304 3
- Microbiology 201 4
- Philosophy 104 (3)
- Physiology 201 and 208 4
- Psychology 102, and 322 or 323 (3) + 3
- Zoology 115 or 118 (3)
- Human Nutrition and Dietetics 100, 101, 206, 320, 321, 356, 360, 373, 400, 410, 425, 461, 470, 475, 480, 485 (2) + 42
- Electives* 7
- Recommended Electives: Accounting 210, Hospitality and Tourism Administration 460, Health Education 330, 402, 440, 441, 485, Journalism 303, 310, Physiology 301I, Physical Education 381, Spanish 140A,B or 175 and 201, Speech Communication 301I, Workforce Education 321, 384.
- Total* 120

¹The numbers in parentheses are counted as part of the 41-hour University Core Curriculum Requirement.

Human Nutrition and Dietetics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
AGRI 101, CHEM 140A.....	1	4
ENGL 101,102.....	3	3
HND 100, 101.....	1	2
MATH 108, Fine Arts.....	3	3
UCOL 101, PSYC 102.....	3	3
ZOOL 115/118.....	3-4	-
<i>Total</i>	14-15	15
SECOND YEAR	FALL	SPRING
HND 206, 320.....	1	3
PHSL 201.....	3	-
Multicultural.....	3	3
PHSL 208, MICR 201.....	1	4
CHEM 140B, HND 356.....	4	3

SPCM 101, Multicultural	3	3
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
HND 321, HTA 360	3	4
HND 373, 425.....	3	3
HND 475, HTA 461.....	3	3
MGMT 304, 341.....	3	3
PHIL 104, Elective.....	3	1
<i>Total</i>	15	14

THIRD YEAR	SUMMER
HED 415	3
Social Science	3
<i>Total</i>	6

FOURTH YEAR	FALL	SPRING
EPSY 402	-	3
HND 400, 410.....	1	3
AH 105, HND 470	2	4
PSYC 323.....	3	-
HND 485, 480.....	3	3
MKTG 304.....	3	-
<i>Total</i>	12	13

Courses (HND)

100-1 Careers in Dietetics. Analysis of the impact of past, present and future societal influences on the profession of dietetics. Introduction of a variety of career options through readings and guest speakers. Restricted to HND major or consent of instructor.

101-2 Personal Nutrition. (University Core Curriculum) This course integrates nutrition and promotion of health through prevention of disease and will answer questions found daily in the media regarding nutrition. Topics emphasized are functions of basic nutrients, impact of culture, gender, ethnicity, social environments and lifestyle on nutrition and health.

206-1 Food Service Sanitation. (Same as HTA 206) Basic sanitation principles and application in food service. Employee sanitation training, sanitation standards and safety regulations in the food service will be part of the course. Upon completion of the course, students will be eligible for the sanitation certificate national exam.

215-2 Introduction to Nutrition. (Same as Animal Science 215) An up-to-date study of basic principles of nutrition including classification of nutrients (physical and chemical properties) and their uses in order to provide the student a working knowledge of nutrition in today’s environment.

247A-1 The School Lunch Program-Food Purchasing.

247B-1 The School Lunch Program-Quantity Food Production.

247C-1 The School Lunch Program-Nutrition Practices in the School Lunchroom.

256-5 Science of Food. Application of scientific principles including preparation, chemistry, functions, and interrelationships in ingredients and their effects on physical, chemical, and

sensory characteristics of foods. Three lectures and two three-hour laboratories per week. Prerequisite: Chemistry 140A or 200 and 201.

298-1 Multicultural Food Experience. (Multicultural Applied Experience Course) This course is designed to provide multicultural experience in food selection, eating habits, meal patterns and food preparation. Students will interact with community members of various ethnicity throughout the semester. Shopping and cooking projects will provide firsthand experience. Prerequisite: concurrent or prior registration in one of the following: Anthropology 202, History 210, Philosophy 210, 211 or Sociology 215.

320-3 Foundations of Human Nutrition. Principles of human nutrition in relation to intermediary metabolism and the role of vitamins and minerals. Prerequisite: HND 101, Chemistry 140A or CHEM 200 and 201.

321-3 Food and Nutrition Assessments. Demonstration and use of tools and practices in assessing food and nutrition behaviors of individuals and groups in clinical and community nutrition care settings. Prerequisites: HND 320 or equivalent.

356-3 Experimental Foods. Experimental approach to the study of food science including factors influencing the interrelationships of ingredients and their effects on physical, chemical, and sensory characteristics of food. Prerequisites: HND/HTA 206 or sanitation certification, HND/HTA 360. Lab fee: \$10.

360-4 Quantity Food Production. (Same as HTA 360) Selection and use of institutional foodservice equipment including specifications, cost and care; use of standardized formulas, techniques of quantity preparation, and service of food to large groups. Prerequisite: completion or concurrent enrollment in HND 206 or HTA 206. Lab fee: \$30.

371-2 Field Experience. Opportunity for supervised learning experiences in the student’s major. Restricted to food and nutrition majors only, sophomore status. Special approval needed from internship coordinator.

373-3 Food and Beverage Cost Control. (Same as HTA 373) Examination of the managerial responsibilities of the food and beverage manager in the hospitality operation. Management methods in budgeting, forecasting, cost control, and establishing operational policies and systems. Prerequisite: MATH 108. Restricted to HTA or HND majors. Lab fee: \$30.

390-1 to 4 Special Studies in Human Nutrition and Dietetics. Enables students to pursue personal research interests in the human nutrition and dietetics area. Restricted to juniors and seniors only. Special approval needed from the department.

400-1 Senior Seminar. Discussion of issues affecting human nutrition and dietetic professionals. Not for graduate credit. Prerequisite: HND 100. Restricted to senior status.

410-3 Nutrition Education. Principles, techniques and evaluation methods necessary to incorporate nutrition into the educational curriculum of schools, hospitals, out-patient clinics, and health agencies. Prerequisite: HND 321.

420-3 Recent Developments in Nutrition. Critical study of current scientific literature in nutrition. Prerequisite: HND 320.

425-3 Biochemical Aspects in Nutrition. (Same as ANS 425) The interrelationship of cell physiology, metabolism and nutrition as related to energy and nutrient utilization, including host needs and biochemical disorders and diseases requiring specific nutritional considerations. Prerequisite: ANS 215 or HND 320,

CHEM 140B, PHSL 201 and 208.

461-3 Service Organization and Management. (Same as HTA 461) Managerial aspects of the hospitality industry as related to provision of quality service. Organizational structures, management techniques, decision-making abilities, ethics, leadership, and human resource issues are examined. Restricted to HTA or HND major.

470-4 Medical Nutrition. Study of pathophysiology and principles of nutrition therapy for various disease states. Application of nutrition therapy principles. Off campus experience may be required. Prerequisite: HND 320, HND 321, Allied Health 105, Chemistry 140B, Physiology 201 and 208.

475-3 Nutrition Through the Life Cycle. The study of human nutrition during each phase of the life cycle, prenatal through geriatric. Students elect at least two phases for in-depth study. A general review of basic nutrition is included. Prerequisite: HND 320.

480-3 Community Nutrition. Study of the objectives, implementation strategies, and evaluation methods of nutrition programs in community health programs. Integration of nutrition into the health care system at local, state, and federal levels included. Prerequisite: HND 475.

485-3 Advanced Nutrition. This course applies advanced principles of biochemistry and physiology to expand on basic nutrition information and explains the role of nutrients from cellular and mechanistic aspects. Prerequisite: HND 320, 425.

Human Nutrition and Dietetics Faculty

Ashraf, Hea-Ran L., Professor, *Emerita*, Ph.D., Iowa State University, 1979.

Apgar, Gary A., Associate Professor and *Interim Chair*, Ph.D., Virginia Polytechnic Institute, 1994.

Banz, William J., Professor, Ph.D., University of Tennessee, 1995.

Davis, Jeremy, Assistant Professor, Iowa State University, 2008.

Davis, Nicole L., Instructor, Ph.D., Southern Illinois University, 2009.

Endres, Jeannette M., Professor, *Emerita*, Ph.D., St. Louis University, 1972.

Girard, T. C., Associate Professor, *Emerita*, M.S., University of Wisconsin, 1992.

Harper, Jenny M., Professor, *Emerita*, Ph.D., Cornell University, 1941.

Jones, Karen L., Associate Professor, Ph.D., Texas A&M University, 1999.

Konishi, Frank, Professor, *Emeritus*, Ph.D., Cornell University, 1958.

Null, Dawn C., Instructor, M.S., Southern Illinois University Carbondale, 1995.

Roth, Sara Long, Professor, Ph.D., Southern Illinois University Carbondale, 1991.

Smith, Sylvia F., Assistant Professor, Ph.D., University of Tennessee, 2007.

Welch, Patricia, Professor, *Emerita*, Ph.D., Southern Illinois University, 1982.

Industrial Technology (Major, Courses, Faculty)

The industrial technology major has as its objective the training of qualified personnel who can develop and direct the production and distribution of products and services. The major is designed to prepare management-oriented technical professionals in the economic-enterprise system. Industrial technology professionals will be involved with:

1. The application of significant knowledge of theories, concepts, and principles found in the humanities and the social and behavioral sciences, including a thorough grounding in communication skills.
2. The understanding and ability to apply principles and concepts of mathematical and physical sciences.
3. The application of concepts derived from, and current skills developed in, a variety of technical disciplines including, but not limited to, robotics, processes, computer-aided manufacturing, quality control, motion and time study, plant layout, facilities planning, industrial safety, production and inventory control, human relations, and computer-aided drafting.

The industrial technology curriculum is flexible enough to provide the means whereby graduates of two-year occupational programs may obtain a Bachelor of Science degree. A graduate of a two-year industrially-oriented occupational program, such as aviation, construction, drafting, data processing, electronics, machine tool, mechanical, and mining may have an appropriate preparation to pursue a Bachelor of Science degree with a major in industrial technology.

Students with work related experience might receive credit toward the degree via Industrial Technology 258. Additional flexibility in earning credit toward the degree is possible through cooperative work experience provided meaningful employment is available.

A Capstone option may be available in the industrial technology major and is explained in Chapter 3 of this bulletin. Students holding associate degrees of at least 60 semester hours in non-baccalaureate-oriented programs or equivalent certification with a minimum grade point average of 2.25 are qualified. For the industrial technology major, the associate degree or equivalent certification should be in an industry-related field. This option permits qualified students to fulfill their degree requirements by completing 60 semester hours of work approved by the Capstone advisor. Each individual's program of study may differ according to the previous academic work.

The Association of Technology, Management, and Applied Engineering accredits the industrial technology program. For each curriculum, a minimum of 30 hours in industrial technology courses must be taken in residence at Southern Illinois University Carbondale.

Bachelor of Science Degree in Industrial Technology, College of Engineering

INDUSTRIAL TECHNOLOGY MAJOR — MANUFACTURING TECHNOLOGY SPECIALIZATION

The manufacturing technology specialization is designed to prepare graduates for supervisory and technical management positions in manufacturing. Curriculum requirements are

broad based to enable the graduate to obtain employment in manufacturing areas such as quality control, processes, safety, methods analysis, and computer-aided manufacturing/robotics. The Capstone Option feature is available for students and is described in Chapter 3 of this bulletin.

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
English 101, 102	6
Mathematics (substitute Mathematics in major)	3
Speech Communication 101	3
UCOL 101	3
Disciplinary Studies	23
Fine Arts	3
Human Health	2
Humanities	6
Science (substitute Physics in major for 3 hours)	6
Social Science	6
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Industrial Technology with a Specialization in Manufacturing Technology</i>	(6) + 79
Industrial Technology Core Requirements	27-28
Physics 203A,B, 253A,B	(3) + 5
Mathematics 111	(3) + 1
Mathematics 140 or Industrial Technology 307	3-4
Psychology 323 or Industrial Technology 240	3
Industrial Technology 110, 305, 382, 465, 470A	15
Specialization in Manufacturing Technology	50-51
Industrial Technology 208, 375, 390, 392, 445, 450, 470B	21
Technical Electives	20-21
Electives	9
<i>Total</i>	120

Industrial Technology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, IT 101	3	3
MATH 111, ENGL 102	4	3
Core Humanities, MATH 140/IT 307.....	3	4
Core Social Science, Core Biological Science	3	3
UCOL/ENGR 101, Core Fine Arts	3	3
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
IT 208, 392.....	3	3
IT 375, PHYS 203B.....	3	3
PHYS 203A, 253B	3	1
PHYS 253A, SPCM 101	1	3
Core Human Health, Technical Elective	2	3
Technical Elective	3	-
<i>Total</i>	15	13

THIRD YEAR	FALL	SPRING
Free Elective, IT 305	3	3
IT 390, PSYC 323	3	3

Core Humanities, Core Integrative Studies	3	3
Core Social Science, Technical Elective .	3	3
Technical Elective, IT 445	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
IT 455, 450	3	3
IT 470A, 465	3	3
Technical Elective, IT 470B	3	3
Technical Elective, Technical Elective...	3	3
Free Electives	3	3
<i>Total</i>	15	15

Courses (IT)

Safety glasses, a suitable scientific calculator, and textbooks are required for most of the following courses.

105-3 Computer-Aided Drafting. (Same as Engineering Technology 103) Links the components of technical sketching with current CAD software. Sketching to include: orthographic projection, sectional views and dimensioning. Employ these elements with current CAD software in creating drawing entities, managing layers, displaying and modifying drawings, annotating and dimensioning, and file management.

110-3 Geometric Dimensioning and Tolerancing. Geometric dimensioning and tolerancing (GD&T) principles based on industry standards such as ANSI and ASME. Includes terminology, symbol identification feature control frames, modifiers, datums, etc. Selection of datum features, calculation of bonus tolerances, assignment of form, run-out and positional tolerances, and tolerance stack-up.

208-3 Fundamentals of Manufacturing Processes. [IAI Course: IND 913] Introduction to the basic processes, equipment, and material used in manufacturing. Includes plastics, metal removal, materials joining, casting, and some of the newer processes.

209-3 Manufacturing Process Laboratory. (Same as ET 209) Laboratory experiments to familiarize the student with the theory and operation of manufacturing processes. Laboratory. Prerequisite: IT 208 or consent of instructor.

240-3 First-Line Supervision. Analysis of problems of first-line supervisors. Topics include leadership, motivation, communication, grievances, training, discipline, group and individual effectiveness, and labor relations.

258-2 to 30 Work Experience Credit. Credit granted for past work experience while employed in fields related to the student's educational objective. Credit is established by departmental evaluation.

259-2 to 60 Occupational Credit. For occupational credit earned at junior colleges and technical institutes. Credit is established by departmental evaluation.

270-3 Computational Methods for Industrial Technologists. Introduces the student to a problem-oriented computer language that is used to solve relevant problems that occur in industry.

305-3 Industrial Safety. Principles of industrial accident prevention; accident statistics and costs; appraising safety perfor-

mance; recognizing industrial hazards and recommending safeguards. Includes a study of the Occupational Safety and Health Act and the Coal Mine Health and Safety Act.

307-3 Applied Calculus for Technology. Applying mathematical techniques to technology problems, including the analysis, formulation, and problem solutions. Techniques of differentiation, max-min problems, and elementary techniques of integration. Prerequisite: Mathematics 111 or equivalent.

319-2 to 16 Industrial Internship. Industrial experience includes job skills, manufacturing processes, technical information, and labor-management relationships with supervised instruction, conferences, and examinations. Special approval needed from the instructor. Mandatory Pass/Fail.

321-3 Underground Mining. Study of terminology, mining methods, equipment selection, ventilation, haulage, coal handling, and safety parameters associated with underground coal extraction technology.

341-3 Maintenance. Principles and practices of maintenance department organization, preventative procedures, and typical equipment problems. Also, includes related topics such as plant protection, custodial services, and maintenance of powerplants.

342-1 to 12 Industrial Technology Cooperative Education. Supervised work experience in industry with an emphasis on manufacturing. Students will gain first-hand knowledge of the various aspects of Industrial Technology. Work experience is supervised by a faculty. Reports will be required from the student and employer. Hours may count toward technical electives. Mandatory Pass/Fail. Restricted to junior standing.

351-3 Industrial Metrology. Methods and equipment of industrial measurement and inspection. Includes 3-D measuring machines, lasers, and non-destructive testing.

375-3 Production and Inventory Control. Production and inventory control systems. Includes topics in forecasting, master production scheduling, material requirements planning, capacity requirements planning, inventory management, production activity control, and applicable operations research techniques.

386-3 Total Quality. Application of quantitative methods and human resources to improve product quality, enhance productivity, customer satisfaction, manufacturing organizational effectiveness and ability to compete in a global market.

390-3 Cost Estimating. (Same as ET 390) Study of the techniques of cost estimation for products, processes, equipment, projects, and systems. Prerequisite: MATH 111.

392-3 Facilities Planning and Workplace Design. Discusses and applies the tools necessary to design a work area (e.g. facility, department, workstation) from various aspects including time standards development and uses, throughout requirements, ergonomics, lean manufacturing, methods engineering, work environment, safety, material handling, process flow, and cost. Various methods and techniques will be introduced and utilized to analyze the effectiveness and efficiency of a given layout. Prerequisite: IT 208 or consent of instructor.

395-3 Technology Design. An elective project on a technical subject selected by the student with advice from the instructor. Stimulates original thought and creativity. Special approval needed from the instructor.

405-4 Applied Robotics and Control Lab. Laboratory experiments to familiarize the student with writing robotic programs

for performing specific tasks, developing and debugging PLC code, integrating robotic programming and PLC programming in the control of a robotics cell, developing basic programming skills using computer simulation packages; milling and lathing applications of CNC machining. Prerequisite: IT 445 or ET 445 and IT 455 or concurrent enrollment in both.

430-3 Health and Injury Control in A Work Setting. (Same as HED 430) Assesses the health and injury control programs present in a work setting. Emphasis given to employee programs in health, wellness, and injury control that are effective. Field trips to work sites are included.

440-3 Manufacturing Policy. Review of all areas covered by the industrial technology program. Includes problems which simulate existing conditions in industry. Students present their solutions to the class and to the instructor in a formal manner. Prerequisite: IT 375, 382, 392 and 475.

445-3 Computer-Aided Manufacturing. (Same as ET 445) Introduction to the use of computers in the manufacturing of products. Includes the study of direct and computer numerical control of machine tools as well as interaction with process planning, inventory control and quality control. Laboratory. Prerequisite: Industrial Technology 105 or Industrial Technology 110, Industrial Technology 208 or Engineering Technology 209.

450-3 Project Management. This course is designed to provide students with an overview of the project management process followed by an in-depth examination of the activities needed to successfully initiate, plan, schedule, and control the time and cost factors of the project. Prerequisite: none.

455-3 Industrial Robotics. (Same as ET 455) Study of robotics within a wide variety of application areas. Topics covered include classification of robots, sensor technology, machine vision; control systems, including programmable logic controllers (PLCs); robot safety and maintenance; and economic justification of robotic systems. Prerequisite: IT 445 or concurrent enrollment.

465-3 Lean Manufacturing. This course will cover the principles and techniques of lean manufacturing. Major topics covered include lean principles, 5S, value stream mapping, total productive maintenance, manufacturing/office cells, setup reduction/quick changeover, pull system/Kanbans, continuous improvement/Kaizen, lean six sigma, lean simulation, and other modern lean manufacturing techniques and issues.

470A-3 Six Sigma Green Belt. Study the knowledge areas of Six Sigma Green Belt. Topics include six sigma goals, lean principles, theory of constraints, design for six sigma, quality function deployment, failure mode and effects analysis, process management, team dynamics, project management basics, data and process analysis, probability and statistics, measurement system analysis, and process capability.

470B-3 Six Sigma Green Belt II. Study the knowledge areas of Six Sigma Green Belt. Topics include exploratory data analysis, correlation and regression, hypothesis testing, single-factor ANOVA, design of experiments basics, implement and validate solutions, statistical process control, and control plans. Prerequisite: IT 470A or consent of instructor.

475-3 Quality Control. Study the principles and techniques of modern quality control practices. Topics include total quality management, fundamentals of statistics, control charts for

variables and other quality related issues and techniques. Restricted to senior standing.

480-3 Six Sigma Black Belt. Study the knowledge areas of Six Sigma Black Belt. Topics include analysis of variance, fractional factorial experiments, Taguchi robustness concepts, response surface methodology, robust design and process, and other advanced six sigma principles and techniques. Prerequisite: IT 470A, B, or concurrent enrollment or consent of instructor.

485-3 Quality Control II. Study the principles and techniques of modern quality control practices. Topics include fundamentals of probability, control charts for attributes, acceptance sampling systems, reliability and other quality related issues and techniques. Restricted to senior standing.

490-3 Six Sigma. Six Sigma is a data-driven management system with near-perfect-performance objectives that has been employed by leading corporations. Its name is derived from the statistical target of operating with no more than 3.4 defects per one million chances, but its principles can be applied in business of all types to routinely reduce costs and improve productivity. This overview describes what Six Sigma is, and what its techniques and tools are. Prerequisite: IT 475.

492-1 to 6 Special Problems in Industry. Special opportunity for students to obtain assistance and guidance in the investigation and solution of selected industrial problems. Not for graduate credit. Special approval needed from the instructor.

494A-1 Applied Project-Motion and Time Study. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494B-1 Applied Project-Cost Estimating. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494C-1 Applied Project-Materials Handling and Plant Layout. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494D-1 Applied Project-Production and Inventory Control. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494E-1 Applied Project-Quality Control. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494F-1 Applied Project-Manufacturing Policy. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494H-1 Applied Project-Fundamentals of Industrial Processes. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

494I-1 Applied Project-Industrial Safety. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for

graduate credit. Special approval needed from the instructor.

494K-1 Applied Project-Computer-Aided Manufacturing. Selected applied project. Requires the students to apply knowledge learned in various courses to the solution of industrial problems. Not for graduate credit. Special approval needed from the instructor.

Technology Faculty

Besterfield, Dale H., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1971.

Chang, Feng-Chang (Roger), Associate Professor, Ph.D., Ohio State University, 1985.

Chen, Han Lin, Associate Professor, *Emeritus*, M.S., Southern Illinois University, 1958.

Contor, Keith L., Associate Professor, *Emeritus*, M.S., State College of Washington at Pullman, 1960.

Crosby, Garth V., Assistant Professor, Ph.D., Florida International University, 2007.

Cross, Bud D., Visiting Assistant Professor, *Emeritus*, M.S., Southern Illinois University, 1965.

DeRuntz, Bruce D., Professor, Ph.D., Southern Illinois University Carbondale, 2005.

Dunning, E. Leon, Professor, *Emeritus*, Ph.D., University of Houston, 1967.

Dunston, Julie K., Associate Professor, Ph.D., Florida State University, 1995.

King, Frank H., Visiting Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University, 1981.

Marusarz, Ronald K., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1999.

Meyers, Fred E., Associate Professor, *Emeritus*, M.B.A., Capital University, 1975.

Savage, Mandara D., Associate Professor and *Chair*, Ph.D., Iowa State University, 1999.

Spezia, Carl J., Associate Professor, Ph.D., Southern Illinois University Carbondale, 2002; 2005.

Velasco, Tomas, Associate Professor, Ph.D., University of Arkansas, 1991.

Information Systems & Applied Technologies (School, Courses, Faculty)

The School of Information Systems and Applied Technologies in the College of Applied Sciences and Arts offers the following technically related courses. These courses serve as common requirements for various majors. Selected courses are available to students enrolled in other academic units.

Courses (ISAT)

101-3 Introduction to Information Processing. The successful student should be able to demonstrate an understanding of basic terminology, procedures, applications and equipment used in information processing. Topics covered will range from simple computer processing techniques to advanced contemporary applications. Credit cannot be given for both 101 and Information Systems Technologies 109. Lecture three hours.

120-3 Fiscal Aspects of Applied Sciences and Arts I. An individualized program of instruction designed to acquaint stu-

dents enrolled in the various technical programs of the College of Applied Sciences and Arts with applications and procedures common to their area of specialization. Students will be able to demonstrate a basic working knowledge of the standard documents and procedures related to their specific area through the use of business working papers and practice sets. Open to students in the College of Applied Sciences and Arts. Lecture three hours.

121-3 Installing and Upgrading Computer Systems. This course introduces students to the process of installing and upgrading personal computer systems. Topics include identification, selection, and installation of hardware, operating system, peripherals, and basic networking. Introduction to basic electrical measurements and numbering systems are also included. Lecture and Laboratory. Restricted to Information Systems Technologies or Electronic Systems Technologies major.

125-3 Optimizing and Troubleshooting Operating Systems. This course will introduce both Linux and Windows operating systems, from a user and an administrator standpoint. Basic monitoring, optimizing, and troubleshooting tools will be utilized to understand and manipulate a PC. The student will also create a Linux server. Prerequisite: ISAT 121 or concurrent enrollment. Restricted to majors within ISAT.

213-3 Application Programming Projects. This course will enable the student to use advanced techniques in the design and implementation of application programs. The student draws upon knowledge gained in previous courses and develops an understanding of the interrelationship of subject matter. Topics will include structures, classes, overloading, inheritance and exception handling. Prerequisite: Information Systems Technologies 209.

224-3 LAN Installation and Administration. This course takes a lab/lecture approach which leads the student through a series of activities involved in the installation of a local area network (LAN). The student will be introduced to various LAN designs, communication protocols, network certification requirements, as well as procedures for selecting, installing and managing a LAN. Lecture and Laboratory. Prerequisite: ISAT 121.

229-3 Computing for Business Administration. The successful student will acquire an understanding of information systems concepts and of the use of computers to process business data through solving a variety of business related problems. Emphasis on the computer as a management tool. Lecture one hour, lab two hours.

258-1 to 30 Work Experience Credit. Credit granted for job skills, management-worker relations and supervisory experience for past work experience while employed in industry, business, the professions, or service occupations. Credit will be established by departmental evaluation. This credit may be applied only at the 100 and 200 level unless otherwise determined by the school's director. Restricted to majors in the School of Information Systems and Applied Technologies.

259-1 to 60 Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be established by departmental evaluation. This credit may be applied only at the 100 and 200 level unless otherwise determined by the school's director. Restricted to majors in the Information Systems and Applied Technologies.

292-1 Introduction to Microcomputers. A short course introduction to concepts and procedures related to using microcomputer hardware and software. Lecture one hour. Mandatory Pass/Fail.

299-1 to 16 Individual Study. Provides students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Special approval needed from the instructor.

316-3 Information Assurance I. The purpose of this course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and an overview of the Information Security Planning and Staffing functions. Prerequisite: ISAT 224. Restricted to IST or EST major.

325-3 Small Office Networking. This lecture/lab course provides an introduction to the planning installation, and administration of a small office network. Topics covered: an overview of current networking technologies, small to moderate scale network planning and design, an introduction to peer-to-peer and client-server topologies, file storage and back-up, and other topics specific to the small business environment. Restricted to major within ISAT.

335-3 WAN Network Installation and Administration. The installation and integration of multiple network operating systems in a wide area network (WAN). Students will be introduced to a variety of WAN networking devices, protocols, and procedures for installing and configuring a WAN. A variety of applications and hardware will be used to simulate telecommunication and network functions found in typical business enterprise systems. Lecture and Laboratory. Prerequisite: ISAT 224.

340-3 Introduction to Video Game Design and Industry. Introduction to electronic video game development, processes, and game development careers. This course includes an examination of the history of video games, genres and platforms, the game development process with an emphasis on design elements, audio for games, game industry teams and careers, and managerial roles in the game development and publishing industry. Special approval needed from the instructor.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations offered through various workshops, special short courses, and seminars. Hours and credits to be individually arranged. This course may be classified as independent study. Special approval needed from the advisor.

360-3 Network Security. This lecture/lab course focuses on design, documentation and implementation of network security solutions that will reduce the risk of revenue loss and vulnerability. It is designed to enhance skills and knowledge in three key areas of network security; firewalls, intrusion detection systems, and virtual private networks. Prerequisite: ISAT 316. Restricted to IST or EST major.

365-3 Data Applications and Interpretation. (Same as TRM 383) This course will give students an understanding of the ba-

sis principles and techniques involved in the statistical treatment of data, including the selection of data sources, the design of statistical studies, and the analysis, synthesis, and utilization of data. Students will gain experience in using data for decision-making in their respective professions. Information Systems Technologies majors must earn a grade of C or better. Prerequisite: University Core Curriculum Mathematics. Restriction: College of Applied Sciences and Arts.

366-3 Applications of Technical Communication. (Same as TRM 316) This course will increase students' abilities in communicating various workplace documents common to technical disciplines. Oral presentations use computerized presentation software. The course is designed to meet the writing portion of the College's Communication-Across-the-Curriculum initiative. A grade of C or better is required. Prerequisite: ENGL 101 w/C or better. Restriction: College of Applied Sciences and Arts.

381-1 to 9 Special Topics. Intensive study of selected topics relevant to the contemporary information management systems environment. Offered as need exists and as time and interests permit. May be repeated for up to nine hours total. Special approval needed from the advisor.

392-1 to 6 Special Projects. Advanced undergraduate information management systems students will work with current technology to solve problems and develop projects in a team environment. Special approval needed from the instructor.

411-3 Information Storage and Management: Data, Drives and Disaster Recovery. This course will provide students with fundamental understanding of a wide range of data storage devices, techniques, and systems ranging from individual standalone drives to large storage system clusters. Focus will be placed on enterprise storage systems in conjunction with lab exercises. Methods to create secure and recoverable storage systems and forensic discovery. Prerequisite: ISAT 224. Restricted to IST & EST majors.

415-3 Enterprise Network Management. Examines interior gateway protocols (IGPs) and exterior protocols (EGPs). Routing principles of both distance vector and link-state routing protocols; advanced IP addressing techniques; theory behind routing protocols and route redistribution are discussed. Laboratory exercises allow students to acquire the skills necessary to configure and troubleshoot various routing protocols in enterprise networks. Not for graduate credit. Prerequisite: ISAT 335.

416-3 Advanced Enterprise Networking Management. Examines complex networking concepts, troubleshooting tools and techniques, and sophisticated networking configurations. The course focuses on developing skills necessary to implement scalable networks, build campus networks using multi layer switching technologies, create and deploy intranet, and troubleshoot an environment using routers and switches for multi protocol client hosts and services. Not for graduate credit. Prerequisite: ISAT 415.

419-1 to 12 Occupational Internship. Each student is required to secure an internship at a business/industry work site which relates to the student's academic program and career objectives. The student will perform duties and services as assigned by the work supervisor and internship coordinator, and will also complete reports and assignments. Minimum of 4 credit hours required for Information Systems Technologies majors. Grade of C or better required. Not for graduate credit. Prerequisites:

ISAT 365 and 366.

491-3 Seminar. Students will examine a variety of information management systems topics and/or problems. Not for graduate credit. Special approval needed from the instructor.

Information Systems and Applied Technologies Faculty

Bricker, George, Assistant Professor, M.S., Southern Illinois University Carbondale, 2002.

Caldwell, Paul N., Associate Professor, *Emeritus*, M.S. ED., Southern Illinois University, 1965.

Coffman, Michael G., Associate Professor, M.S., Central Missouri State University, 1988.

Cook, F. Roger, Assistant Professor, *Emeritus*, M.S., Southern Illinois University, 1987.

Davis, Diane, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1990.

Devenport, William R., Associate Professor, *Emeritus*, M.S., Southern Illinois University, 1985.

Dotson, Michael, Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1986.

Einig, Raymond G., Jr., Assistant Professor, *Emeritus*, M.S., St. Louis University, 1962.

Evans, Candy Duncan, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1992.

Fisher, Valerie, Assistant Professor, *Emerita*, M.S., Southern Illinois University Carbondale, 1975.

Gonzenbach, Nancy, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1990.

Harre, Paul A., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1995.

Hebel, Martin A., Associate Professor, M.S., Southern Illinois University Carbondale, 1998.

Henry, Janice Schoen, Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1987.

Hertz, Vivienne, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1980.

Imboden, Thomas, Assistant Professor, M.S., DePaul University, 2007.

Jia, Ronnie, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2008.

Kearney, Brian, Assistant Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1990.

Legier, John, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2007.

Magney, John, Assistant Professor, Ph.D., University of Michigan at Ann Arbor, 1977.

Martin, Nancy, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2006.

Morgan, Barbara, Assistant Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1992.

Novak, Mary Ann, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1987.

Preece, Linda, Assistant Professor, M.S., Southern Illinois University Carbondale, 1984.

Rehwaldt, Susan S., Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1982.

Richard, Harold, Associate Professor, *Emeritus*, Ed.D., Pennsylvania State University, 1976.

- Robb, James A.**, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1974.
- Roth, J. Kevin**, Assistant Professor, M.S. & M.A., University of Illinois Urbana-Champaign, 1984.
- Sheets, Leslie P.**, Associate Professor, *Emeritus*, M.S., Southern Illinois University Carbondale, 1976.
- Shih, Stephen C.**, Professor, Ph.D., Pennsylvania State University, 1992.
- Shin, Wangshik**, Associate Professor, *Emeritus*, M.A., Southern Illinois University, 1963.
- Sissom, James D.**, Associate Professor, M.P. Ad., Southern Illinois University Carbondale, 1996.
- Soares, Andrey**, Assistant Professor, Ph.D., Pennsylvania State University, 2009.
- Stitt, Beverly A.**, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1980.
- Tate, Ralph**, Associate Professor and *Interim Director*, M.S., Air Force Institute of Technology, 1991.
- Vaughn, F. Eugene**, Associate Professor, *Emeritus*, M.S. ED., Southern Illinois University Carbondale, 1961.
- Woodward, Belle S.**, Associate Professor, M.A., Webster University, 1997.

Information Systems Technologies (Major, Courses)

Information Systems Technologies is a baccalaureate degree major designed to prepare students for careers in a wide variety of work settings that rely on computerized information technologies to accomplish organizational goals. The curriculum recognizes that graduates must have good computer application skills as well as an understanding of the principles of organizations and systems, including an awareness of technological, economic, political, social and cultural factors. Many courses require significant hands-on computer activities related to applications software, networking communications and computer troubleshooting and maintenance. Students may also choose ten courses from an approved list to reflect their personal interests in Information Systems Technologies.

Significant computer resources are available to students in this program for instructional purposes and for completion of assignments. The courses are based on a nationally recognized model curriculum, *Organizational and End-User Information Systems* by Organizational Systems Research Association (OSRA). Graduates of this program will meet the continuing needs of business and industry for personnel to use computer systems technologies within organizations utilizing end-user information systems. They will be able to supervise the planning and implementation of information systems in work/office environments, and deal with people, and procedures and equipment resources of companies in this country or abroad.

Students entering the Information Systems Technologies degree must be able to keyboard at a competency level adequate enough to complete a variety of computer related tasks and assignments (generally considered at 30 wpm or above). The Capstone Option is available to qualified students entering these programs. More information about the Capstone Option can be found in Chapter 3 of the *Undergraduate Catalog*.

All applicants must satisfy standard University baccalaureate entrance requirements in order to be admitted to the University and be considered for the Information Systems Technologies (IST) major. Enrollment in the Information System Technologies program will be based upon the selective admission criteria. Applicants to the University requesting the IST major will be evaluated for a 2.5 or better cumulative GPA for transfer students with at least 26 hours of transfer-able college credit. High School graduates will be evaluated for an ACT score of 21. Any student transferring from other SIUC programs into the Information Systems Technologies major will be evaluated on post secondary course work and GPA as calculated by SIUC and information obtained from ISAT faculty for students who have taken any department courses.

Information Systems Technologies offers an option for place-bound transfer students to complete the degree by taking advanced career and elective courses online. Refer to the department's website below for detail.

The Information Systems Technologies program has signed a number of Program Articulation Agreements with computer/word/information processing-related community college degree programs in order to facilitate the transfer of community college students to SIUC. These agreements take full advantage of the Capstone Option for admission to the Bachelor of Science in Information Systems Technologies. If you have questions about how these agreements apply to your personal situation, contact the school's program representative or contact the academic advisor in Information Systems Technologies at (618) 453-7200 or <http://isat.siu.edu/>.

Bachelor of Science Degree in Information Systems Technologies, College of Applied Sciences and Arts

INFORMATION SYSTEMS TECHNOLOGIES MAJOR	
<i>University Core Curriculum Requirements</i> ¹	41
To include Philosophy 104 or 105; two from the following:	
Economics 113, Psychology 102 or Sociology 108	
<i>Career Course Requirements</i> ²	21
Information Systems Technologies 209, 232	9
Information Systems and Applied Technologies 120, 121, 125, 224, 229	12
<i>Requirements for Major in Information Systems Technologies</i>	
Required Major Courses	58
Information Systems Technologies 314, 334, 336, 370, 412, 415	18
Information Systems and Applied Technologies 365, 366, 419.....	10
Approved Major Electives (Note: Six hours must be at the 300 or 400 level) ³	30
Total	120

¹Students may meet these requirements through an approved AA/AS degree from an accredited community college.

²Students may meet these requirements through an articulated approved AAS degree from an accredited community college.

³The current approved list is on file in the school office.

Information Systems Technologies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ISAT 121, 125	3	3
ISAT 229	3	-
UCOL 101, SPCM 101	3	3
ENGL 101, 102.....	3	3
UCC Math, Health.....	3	2
ECON 113, PSYC 102 or SOC 108.....	-	3
<i>Total</i>	15	14

SECOND YEAR	FALL	SPRING
ISAT 224.....	3	-
UCC Science, ISAT 120	3	3
IST 209, 232	3	3
ECON 113, PSYC 102 or SOC 108.....	-	3
UCC Fine Arts, Humanities.....	3	3
PHIL 104 or 105, UCC Science	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
IST 334, 370	3	3
IST 336, ISAT 365.....	3	3
ISAT 366, IST 314	3	3
Elective	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
IST 412	3	-
IST 415	-	3
ISAT 419.....	-	4
UCC Multicultural.....	3	-
Elective	9	9
<i>Total</i>	15	16

Courses (IST)

209-3 Introduction to Programming. This course is designed to introduce students to the design and development of logical solutions to business information processing problems. Upon completion, students will be able to develop algorithms, draw flowcharts and process files and tables using an appropriate computer programming language. Lecture two hours and lab one hour. Prerequisite: None. Restricted to Information Systems Technologies and Electronic Systems Technologies majors.

232-3 Systems Analysis & Design Tools. This course is designed to introduce participants to the principles and fundamentals of information systems design. Emphasis will be placed on the various techniques and practices used for problem definition and analysis, information gathering, project management and project presentation. Computer assisted tools will be introduced and utilized. Prerequisite: ISAT 229.

240-3 Desktop Publishing Applications. This course is de-

signed to introduce students to basic and advanced desktop publishing concepts and applications. The student will develop an understanding of terms related to page assembly, topography and other desktop publishing elements. The student will be able to describe basic desktop publishing design principles and apply them to the creation and production of documents including newsletters, flyers and brochures. Lecture and lab. Prerequisite: ISAT 229.

258-1 to 30 Work Experience Credit. Credit granted for job skills, management-worker relations, and supervisor experience for past work experience while employed in industry, business, the professions or service occupations. Credit will be established by school director evaluation. This credit may be applied only at the 100 and 200 level of the information systems technologies degree unless otherwise determined by the school director. Restricted to Information Systems Technologies major.

259-1 to 60 Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be established by school director evaluation. This credit may be applied only at the 100 and 200 level unless otherwise determined by the department chair. Restricted to Information Systems Technologies major.

299-1 to 16 Individual Study. Provides student with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resource and facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member and school director. Special approval needed from the sponsor and school director.

312-3 Programming II. This course is designed to enable the student to use advanced programming techniques in the design and implementation of business application programs. Topics will include object-oriented programming, classes, inheritance, graphic user interfaces, and database access. Lecture 3 hours. Prerequisite: IST 209.

314-3 Ethical and Legal Issues in IT. This course deals with the impact of computers on us as individuals and on our society. Rapid changes in computing technology and in our use of that technology have changed the way we work, play, and interact with other people. These changes have created a flood of new ethical and legal issues that demand critical examination. Restricted to Information Systems Technologies major.

334-3 Database Processing. This course is designed to provide students with an understanding of advanced database processing concepts and various database management systems. Topics will include data modeling, database design, database implementation, database administration, and distributed processing. A grade of C or better is required. Prerequisite: ISAT 229. Restricted to IST major.

336-3 Web-based Applications in Information Systems. This course is designed to assist students in utilizing powerful web application software products and the fundamentals of Hypertext Markup Language (HTML). Students will create complex business documents, informational documents, and entertainment presentations for on-line use within graphical user interface (GUI) environment (web browsers). Students will learn to import and export items; perform net searches; and scan, ma-

nipulate, and create images. Students will utilize critical analysis and thinking skills to examine and evaluate current on-line web pages and become aware of what constitutes a “good” web presence. A grade of C or better is required. Prerequisite: IST 209. Restricted to IST major.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions and health service occupations offered through various workshops, special short courses and seminars. Hours and credit to be individually arranged. Course may be classified as independent study. Restricted to Information Systems Technologies major.

351-1 to 6 Readings. Selected readings in specific information systems topics not ordinarily covered in depth in other courses. Special approval needed from the instructor.

370-3 Introduction to Oracle: SQL and PL/SQL. This course is designed to introduce students to SQL and PL/SQL functions of the Oracle database management system. Students will learn how to create and maintain database objects, and how to store, retrieve and manipulate data. Students will also create PL/SQL blocks of application code that can be shared by multiple forms, reports and data management applications. Prerequisite: IST 334. Restricted to Information Systems Technologies major.

392-1 to 6 Special Projects. Students will work with current technology to solve problems and develop projects in a team environment. Restricted to Information Systems Technologies major. Special approval needed from the instructor.

403-3 Client-Side Web Development. This course is designed to provide students with experience using client-side technologies to add functionality to Web pages. Current languages and techniques will be used, such as XHTML, JavaScript, and XML. Hands-on assignments will be used to provide experience developing interactive Web pages through the usage of dynamic XHTML documents. Not for graduate credit. Prerequisites: IST 209 and IST 336 (each with a grade of C or better).

404-3 Information Technology Project Management. Combines theory and techniques of project management emphasizing information technology applications. The course adheres to the Project Management Body of Knowledge (PMBOK) using case studies to cover the PMBOK process areas. Students will apply project management skills. Course concepts are strengthened by the use of automated project management software. A grade of C or better is required. Not for graduate credit. Prerequisite: IST 232.

405-3 Server-Side Web Development. This course provides a comprehensive introduction to programming tools and skills used to construct web server platforms. Students will gain hands-on experience with server-side technologies, such as PHP, JSP, and Ajax. In addition, web database access will be introduced. Not for graduate credit. Prerequisite: IST 312, IST 334, IST 336. Restricted to IST major.

406-3 Assistive Technologies and Accessible Web Design. This course examines how people with disabilities use computer technology and access electronic information. Topics include the history, characteristics, and service delivery of assistive technologies, web site evaluation and repair, design of universally accessible web resources, and major legislative initiatives applied to ameliorate problems faced by persons with disabilities. Not for graduate credit. Prerequisite: IST 336.

412-3 Planning, Implementing, and Evaluating Information Systems. This course examines planning, implementation, and evaluation of information systems. Topics will detail information systems from the perspective of end-users through various methods, including studying the development and implementation processes, designing strategies to meet end-user needs, and implementing a field-based product. Grade of C or better is required. Not for graduate credit. Prerequisites: IST 232, 334, ISAT 365, 366. Restricted to IST major.

414-3 Trends and Issues in Information Systems. Explores special topics related to the nature, types, role, and impact of information systems in organizations and methodological concepts for understanding information systems in the future. Students will envision, identify, evaluate, select, and recommend computer-based technologies/solutions for organizational problems. Not for graduate credit. A grade of C or better is required. Prerequisite: ISAT 366. Restricted to Information Systems Technologies major.

415-3 Cases in Information Systems Technology. This is the capstone course for the Information Systems Technologies major. Using case studies, this course involves the analysis, synthesis, application and evaluation of advanced concepts related to information systems. Grade of C or better required. This course is writing intensive and reflects the college’s Communication-Across-the-Curriculum initiative. Not for graduate credit. Prerequisites: IST 412, ISAT 365, 366.

426-3 Application Development Environments. This course is designed to allow students to develop computer applications using an object-oriented programming language. Topics will include the usage of an application development environment, subprocedures, menus, database files and graphics. Not for graduate credit. Prerequisite: IST 209 or consent of instructor. Restricted to Information Systems Technologies major.

436-3 Advanced Web-based Application Development. Students will gain hands-on experience with web development using client-side and server-side scripting languages to create dynamic web pages and applications that access databases. This is an advanced programming course that requires good knowledge of HTML, computer programming, database, and SQL. A grade of C or better is required. Not for graduate credit. Prerequisite: IST 405.

441-3 The Information Systems Technologies Profession. This course engages students in research and advanced study related to the Information Systems Technologies (IST) profession. Topics include, but are not limited to: the historical development of the profession; trends and future directions of information systems technologies in the global economy; professional standards and ethics; related professional organizations; and employment opportunities for information systems professionals. Each student is required to complete a separate research report that is related to the student’s career goals. Concurrent enrollment in one semester hour of 350 is required. Restricted to Information Systems Technologies major.

446-3 Software Engineering and Management. Students will be introduced to software engineering concepts, models, and methodologies that will help them develop skills to construct high quality, reliable, and easy to maintain large scale software systems. Topics include: software process models, design methods, quality assurance, configuration management, testing,

maintenance, etc. A grade of C or better is required. Not for graduate credit. Prerequisite: IST 209.

452-1 to 6 Research. The selection, investigation, research and writing on a specific topic approved by a faculty member. Not for graduate credit. Special approval needed from the school.

470-3 Oracle Database Administration. This course is designed to give students a thorough conceptual understanding of the Oracle database architecture. Students will gain the necessary knowledge and skills needed to set up, maintain, and troubleshoot an Oracle database. Basic database administrative tasks will be performed. Not for graduate credit. Prerequisite: IST 370. Restricted to Information Systems Technologies major or consent of school.

491-3 Seminar. Students will examine a variety of information systems technologies topics and/or problems. Not for graduate credit. Special approval needed from the school.

Interior Design (Major, Courses, Faculty)

The Interior Design program is continually responsive to the demands and standards of qualification of the profession and its related fields. The program is accredited by the Council For Interior Design Accreditation (CIDA), 206 Granville Ave., STE. 350, Grand Rapids, MI. 49503, (618) 458-0400. A four-year curriculum is offered resulting in a Bachelor of Science degree in Interior Design that is a CIDA Accredited Professional Level Program.

Students receive a comprehensive, interdisciplinary education in preparation for design and administrative positions in the fields of commercial, contract and residential design. After passing the National Council for Interior Design Qualification (NCIDQ) Exam, graduates of the program will be qualified to practice professionally in a wide range of positions with interior and architecture firms, corporations, government agencies, or independently.

The approach toward interior design education at Southern Illinois University Carbondale provides a comprehensive technical emphasis as the basis for problem solving. At the core of the required course work are classes and studios which provide knowledge of design and the design process including programming, schematic design, design development, and construction documents. Support courses to complement and enhance the core consist of drawing, presentation, furniture, materials, history, lighting, acoustics, mechanical systems, professional practice and topics current to the profession.

The amount of material to be covered, the fast pace of assignments, and the pressure of critical reviews combine to produce a highly charged and energetic atmosphere. Successful students must be able to handle multiple projects simultaneously and demonstrate an ability to manage their time wisely.

To support students in their educational endeavors, sophomores, juniors and seniors are provided dedicated studio space. Program facilities include a resource library, model/furniture shop and a dedicated computer graphics laboratory. The computer graphics laboratory provides access to input/output devices. However, each student is required to purchase or lease a laptop computer and software that meet program specifications prior to the start of the second year for those on the four-year

plan or prior to the start of the first year for those on the three-year plan. Laptop and software specifications will be supplied during the registration process.

While facilities are provided for use, costs for supplies, individual equipment, and required field trips and workshops necessary to the successful completion of the program are borne by the student. Due to the variation in individual materials use, it is impossible to predict the exact costs for each student. A reasonable estimate of additional expenses is in the range of \$1000 to \$2000 per academic year.

The interior design program maintains the right to retain student work for exhibition or for records and accreditation purposes. Students are advised to assemble digital files of their work for their portfolios.

Students are encouraged to participate in profession related student organizations which include the American Society of Interior Designers, International Interior Design Association, Illuminating Engineering Society, and Construction Specifications Institute. Other activities designed to enhance the overall quality of education include the University Honors Programs, travel study programs, workshops, guest lectures, and residence hall living learning communities.

All applicants must satisfy standard University baccalaureate entrance requirements in order to be admitted into the University and included in the interior design applicant pool. Enrollment in the interior design program is based upon enrollment management criteria. High school graduates are evaluated on ACT results and class rank. Transfer and change of major students are evaluated on grade point average as calculated by Southern Illinois University Carbondale.

Prospective students attending another college or university prior to transferring to Southern Illinois University Carbondale should concentrate on completing courses articulated or approved as substitutes for Southern Illinois University Carbondale's University Core Curriculum requirements. Prior to taking courses that appear to equate to the professional sequence, the applicant should consult with the program director or designated representative.

Students must pass all Interior Design and Architectural Studies prefix courses with a grade of *D* or better in order to satisfy prerequisites and to graduate. If a student receives a grade of *F* three times in the same course, the course cannot be taken again. Students cannot repeat Interior Design or Architectural Studies prefix courses in which they received a grade of *C* or better.

Bachelor of Science Degree, College of Applied Sciences and Arts

<i>University Core Curriculum Requirements</i>	41 ¹
As per University requirements for baccalaureate degrees, but must include History 101A,B.	
<i>Requirements for Major in Interior Design</i>	(9) + 83
MATH 111 ²	(3) + 1
PHYS 203A,B	(3) + 3
PHYS 253A,B	2
FDM 241	3
AD 207A,B, or C	3

Required Major Courses

Interior Design 121, 122, 231, 232, 242, 251, 252, 271, 331

351, 361, 372, 374, 382, 391, 392, 432, 451, 471, 481, 491, 492.....	(3)+71
Total	124

¹ ID 231, 232, PHYS 203A and MATH 111 will apply toward nine hours of University Core Curriculum requirements making a total of 41 in that area.

² MATH 108 and 109 substitute for MATH 111.

Interior Design Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ID 121, 122	4	4
ENGL 101, 102	3	3
HIST 101A,B	3	3
MATH 111, SPCM 101	4	3
UCOL 101, Select Core	3	2
<i>Total</i>	17	15
SECOND YEAR	FALL	SPRING
ID 231, 232	3	3
ID 251, 252	4	4
ID 271, 242	3	3
PHYS 203A,B	3	3
PHYS 253A,B	1	1
Select Core, Select Core	3	3
<i>Total</i>	17	17
THIRD YEAR	FALL	SPRING
ID 331, 372	3	3
ID 351, 374	3	3
ID 361, 382	3	3
ID 391, 392	4	4
FDM 241	3	-
<i>Total</i>	16	13
FOURTH YEAR	FALL	SPRING
ID 471, ID 432	3	3
ID 481, AD 207A,B or C	3	3
ID 451	3	-
ID 491, 492	4	4
Select Core	-	6
<i>Total</i>	13	16

Courses (ID)

121-4 Design Communication I. (Same as ARC 121) Introduction to basic drawing and graphic modeling for interior design, architecture, and graphic communication. Instruction in two- and three-dimensional visualization of form and space. Topics: freehand drawing and drafting skills, orthographic projection, shade and shadow, paraline drawing, sketching, drawing and projection composition, and perspective geometry and projection. Restricted to major in Interior Design. Studio Fee: \$48.

122-4 Design Communication II. (Same as ARC 122) Continuation of Design Communication I. This course is a continuation of sketching and black and white drawing techniques. The introduction of color and color presentation techniques with emphasis on advanced interior design and architectural graphics

and presentation composition. Introduction of basic computer graphics tools such as Photoshop. Prerequisite: ID 121. Restricted to major in Interior Design. Studio Fee: \$48.

199-1 to 10 Individual Study. Provides first-year students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

231-3 Architectural History I. (Same as ARC 231) (Advanced University Core Curriculum Course) The study of the influences and the development of architecture from prehistoric to the 19th Century, in particular, the study of structure, aesthetics, and the language of architecture. With 232-Architectural History, satisfies Core Curriculum Fine Arts requirement. Restricted to major in Interior Design.

232-3 Architectural History II. (Same as ARC 232) (Advanced University Core Curriculum Course) Course covers development of modern architecture and urban planning from the nineteenth century to the present, and includes American, British and Continental architecture and urban planning and influences of Eastern Architecture and design. With 231-Arch. History, satisfies Core Curriculum Fine Arts requirement. Prerequisite: ID 231. Restricted to major in Interior Design.

242-3 Building Technology I: Wood. (Same as Architectural Studies 242) Introduction to basic materials and components used in light wood frame construction. A survey of manufacturing methods, sizes, performance characteristics, quality, finishes and applications. Use of vendors' and standard references. Preparation of working drawings in light wood frame construction. Prerequisite: ID 122 and 271. Restricted to major in Interior Design. Studio Fee: \$36.

251-4 Design I: Concept. (Same as ARC 251) Introduction to the basic principles and elements of design by means of practical and abstract applications. Development of two- and three-dimensional solutions and presentations for conceptual design problems. Emphasis is on three-dimensional thinking and communication. Prerequisite: ID 122. Restricted to major in Interior Design. Studio Fee: \$48.

252-4 Design II: Order. (Same as ARC 252) A series of studio exercises to develop an understanding of the use of a model for structuring design information, fundamentals of programming, research, communication skills and the design process. This course is designed to satisfy the writing portion of the Communication-Across-the-Curriculum requirements. Prerequisite: ID 251, ID 271, and ENGL 101. Restricted to major in Interior Design. Studio Fee: \$48.

258-1 to 30 Work Experience Credit. Credit granted for job skills, management-worker relations, and supervisor experience for past work experience while employed in industry, business, the profession, or service occupations. Credit will be established by school director evaluation. Credit may be applied only at the 100- and 200-level for the interior design degree unless otherwise determined by the director. Restricted to major in Interior Design. Special approval needed from the Director.

259-1 to 60 Occupational Education Credit. A designation for credit granted for past occupational educational experiences related to the student's educational objectives. Credit will be

established by school director evaluation. Credit may only be applied at the 100- and 200-level for the interior design degree unless otherwise determined by the director. Restricted to major in Interior Design. Special approval needed from the Director.

271-3 Computers in Architecture. (Same as ARC 271) This course serves as an introduction to various electronic media employed within the practice of interior design and architecture. Creative and effective skills in the use of computers in interior design and architecture applications are consistently stressed. Restricted to major in Interior Design.

299-1 to 16 Individual Study. Provides students with opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

300-1 to 3 Resources in Practice. Participation in the operation of the program resource library provides students the opportunity to become familiar with resources used in the profession. Emphasis is placed on gaining knowledge of practices necessary to competently organize and maintain a professional working resource facility. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

319-1 to 15 Occupational Internship. Student will be assigned to a University approved entity engaged in activities related to the student's academic program and career objectives. Student will perform duties and services as assigned by the sponsor and instructor. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

331-3 Interior Design History. Study of interiors, furnishings, buildings, and the language of interior design from antiquity to the present with the context of aesthetic, philosophical, psychological, socio-economic, and environmental rationales. Prerequisite: ID 232, HIST 101A and B. Restricted to major in Interior Design or Architectural Studies.

350-1 to 32 Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, and design professions offered through various workshops, special short courses, and seminars. Hours and credit to be individually arranged. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

351-3 Furniture Design. Study of furniture through evaluation of historic furnishings as well as contemporary furnishings. Issues include ergonomics, anthropometrics, quality of materials and methods of construction. Prerequisite: ID 232, 242. Restricted to major in Interior Design and Architectural Studies. Special approval needed from the instructor for non-majors.

361-3 Design Programming I. Introduction to the design process used in interior design with emphasis on the study of methods for gathering data and analysis of project information for design synthesis. Co-requisite with ID 391. Prerequisite: ID 252. Restricted to major in Interior Design.

370-1 to 3 Special Topics in Lighting Design. A seminar course

which explores current issues in the area of lighting design. Emphasis is placed on supervised readings, discussion and creative projects directed toward individual research. Prerequisite: ID 382/ARC 482. Restricted to major in Interior Design or Architectural Studies. Special approval needed from the Instructor and Director.

372-3 Interior Construction. The development of interior construction knowledge to solve interior architectural problems in new construction with an emphasis on high-rise structures. Special concern in the adherence to life safety, building, fire and accessibility codes is to be observed in the preparation of working drawings. Co-requisite with ID 374. Prerequisite: ID 242. Restricted to major in Interior Design.

374-3 Materials and Specifications. A study of materials and finishes applicable to the interior environment including production methods, limitations, quality control, application and uses. Emphasis is on specification for commercial interiors and liability issues for designers. Co-requisite with ID 372. Restricted to major in Interior Design.

382-3 Environmental Design III: Lighting and Acoustics. (Same as Architectural Studies 482) This course provides a comprehensive overview of the luminous and sonic environment with emphasis on energy-conscious design. Prerequisite: ID 391, PHYS 203A and B. Restricted to major in Interior Design.

390-1 to 4 Special Project in Interior Design. Investigation of a project-type specialization. Includes application of design process principles with emphasis on programming and preliminary design. Prerequisite: ID 391. Restricted to major in Interior Design. Special approval needed from the Instructor and Director.

391-4 Design III: Context. Interior design of the personal environment at the individual level. Emphasis is on residential design. Co-requisite with ID 361. Prerequisite: ID 232, 252. Restricted to major in Interior Design. Studio Fee: \$48.

392-4 Design IV: Complexity. Interior design of the environment at the multi-user level when client/owner and client/user are different. Emphasis is on public access spaces, e.g., restaurants, stores, museums, professional offices and future facilities. Prerequisite: ID 391. Restricted to major in Interior Design. Studio Fee: \$48.

399-1 to 16 Individual Study. Provides students with opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member. Restricted to Interior Design majors. Special approval needed from the Instructor and Director.

432-3 Interior Design Seminar. Study of the current trends and topics in interior design. Not for graduate credit. Prerequisite: ID 491. Restricted to major in Interior Design.

451-3 Design Programming II. Preliminary stage of senior design project includes project research, data gathering, and analysis. Not for graduate credit. Co-requisite with ID 491. Prerequisite: ID 392. Restricted to major in Interior Design.

471-3 Professional Practice I. (Same as ARC 491 and ARC 591) Introduction to the organization, management, and practice of interior design and architecture as a business and profession. Emphasis is placed on the range of services provided, professional ethics, business management, marketing, contracts and

negotiations, design cost analysis/control, and other aspects of professional practice. Prerequisite: ID 392. Restricted to major in Interior Design.

481-3 Environmental Design II: Energy and Systems. (Same as ARC 481) The study of the influences of energy, human comfort, climate, context, heating, cooling and water on the design of buildings and sites. The design of passive and active environmental systems and strategies for sustainability. Not for graduate credit. Prerequisite: ID 372, ID 392, PHYS 203A and B.

491-4 Design V: Corporate. Interior design of the environment at the corporate or institutional level where client/owner and client/user are significantly different. Emphasis is on design. Furniture systems, particularly in the area of office planning are to be included. Facility types include financial institutions and institutional facilities. Not for graduate credit. Prerequisite: ID 372, ID 374, ID 382, ID 392. Restricted to major in Interior Design. Studio Fee: \$48.

492-4 Design VI: Integration. Completion of an interior design project of large square footage as initiated in Interior Design 451. Emphasis is on design process from schematic design through completion of annotated construction document with estimate of cost. Facility types include health care or recreation, and hospitality. Not for graduate credit. Prerequisite: ID 451, 481, 491. Restricted to major in Interior Design. Studio Fee: \$48.

499-1 to 16 Individual Study. Provides students with opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to the resources and facilities of the entire institution. Each student will work under the supervision of a sponsoring faculty member. Not for graduate credit. Restricted to Interior Design majors. Special approval needed from the instructor and director.

Interior Design and Architectural Studies Faculty

Anz, Craig K., Associate Professor, Ph.D., M.Arch., University of Texas at Arlington, 1991.

Bramlet, James E., Assistant Professor, *Emeritus*, M.A., Western Illinois University, 1970.

Brazley, Michael D., Associate Professor, Ph.D., University of Louisville, 2002, B.Arch., Howard University, 1978.

Davey, Jon, Professor, M.S., Southern Illinois University Carbondale, 1987.

Dobbins, John K., Associate Professor, Head of Master of Architecture Program, M.Arch., M.B.A., University of Illinois, 1986.

Gimenez, Atilio M., Assistant Professor, *Emeritus*, M.Arch., University of Buenos Aires, 1961.

Hays, Denny M., Associate Professor, *Emeritus*, M. Arch., University of Utah, 1971.

Kremers, Jack, Professor, M.Arch., University of Michigan, 1966.

Lach, Norman, Assistant Professor, M.Arch., University of Illinois Champaign, 1974.

Ladner, Joel Brooks, Associate Professor, *Emeritus*, M.Arch., University of Houston, 1984.

LaGarce, Melinda, Associate Professor and *Program Director*, M.F.A., Texas Technology University, 1972.

Morthland, Laura, Assistant Professor, M.I.Arc., University

of Oregon, 2003.

McDonald, Shannon, Assistant Professor, M.Arch., Yale University, 1992.

Owens, Terry A., Associate Professor and *Associate Dean*, M.S., Southern Illinois University Carbondale, 1984.

Poggas, Christy, Assistant Professor, M.S. Ed., Southern Illinois University Carbondale, 1990. B.Arch., University of Arizona, 1975.

Schwartz, Chad J., Assistant Professor, M.Arch., Arizona State University, 2003.

Smith, Peter B., Associate Professor, M. Arch., University of Illinois, 1980.

Swenson, Robert, Associate Professor, M. Arch., Yale University, 1969.

Vera, Maria del C., Assistant Professor, M.Arch., Polytechnic University of Catalonia, Spain, 2006.

Wendler, Walter V., Professor and *Director*, Ph.D., University of Texas, 1991, M.Arch., University of California, Berkeley, 1975.

Wessel, Stewart P., Professor, M.F.A., University of North Texas, 1992.

White, David J., Associate Professor, M.S. Ed., Southern Illinois University Carbondale, 1991.

Wright, James K., Assistant Professor, *Emeritus*, M.Arch., University of Pennsylvania, 1966.

Yeshayahu-Sharabi, Shai Y., Associate Professor, M.Arch., The Ohio State University, 1996.

International Studies (Major, Minor)

The B.A. in International Studies is a multidisciplinary program designed to provide students with a knowledge of comparative global and international issues, an understanding of other cultures, as well as a deeper acquaintance with a particular region. Students will develop intercultural skills, meaningful proficiency in a foreign language, prepare for citizenship, both local and global, and for careers that benefit from an international perspective.

The multidisciplinary program features three components: 1) a study of global and international comparative issues, 2) a regional specialization in one of four broad geographic areas, and 3) foreign language competency. The choices in the regional specialization are interdisciplinary but structured to provide depth in a particular area to balance the broad overview emphasized in the global comparative issues courses. The regional specialization must be chosen from one of the following four geographic areas:

Africa and the Middle East

Asia and the South Pacific

Europe

Latin America and the Caribbean

Because of the program's multidisciplinary nature, courses must be selected in close consultation with the International Studies Advisor. Course descriptions are available under the appropriate department under which the individual courses are listed.

Since the program emphasizes a closer familiarity with a specific region, it is strongly recommended that International Studies majors take part in an overseas study program in the

corresponding region, which can be arranged through the Study Abroad Programs office. Students may substitute study abroad for two appropriate courses in category III (regional specializations). International study opportunities are administered by SIUC'S Study Abroad Programs office, whose website can be accessed at: <http://www.ips.siu.edu/SA/index.html>.

Requirements for graduation (120 hours) include, as detailed below: 41 hours of University Core Curriculum courses, 14 hours of College of Liberal Arts requirements, 16 hours of courses focused on global and international comparative issues, 15 hours of courses focused on the specific region chosen from a) Africa and the Middle East, b) Asia and the South Pacific, c) Europe, or d) Latin America and the Caribbean; proficiency in an appropriate language (Chinese, French, German, Japanese, or Spanish) at the 320B level (14-16 hours), senior project (1 hour), plus 31-33 hours of electives. Admission to the program is open to incoming and current students. Majors must maintain a minimum 2.5 grade point average overall throughout the program. No grade lower than C will be accepted for any course required by the major taken at any institution at any time.

Bachelor of Arts Degree in International Studies, College of Liberal Arts

University Core Curriculum Requirements (3)+38
(note * **recommended** courses)

- Foundation: ENGL 101 and 102 (or ENGL 120), MATH 110 or 113, SPCM 101 12
- Fine Arts 3
- Human Health 2
- Humanities: (foreign language above 201A substitutes for 3 credits) (3)+3
- *HIST 1010A, 1010B, PHIL 103A, 103B
- Science 6
- Social Studies: *ANTH 104, ECON 113, GEOG 103, HIST 112 6
- Integrative Multicultural 3
- Integrative Interdisciplinary: *FL 301i, GEOG 300I, 310I, JRNL 306I, LING 320I, POLS 352I, 372I, SOC 304I, SPCM 301I, WGSS 320I.....3

College of Liberal Arts Requirements (11)+3

Two semesters foreign language (met by **validating credit** or V. below), an English composition course (above the 101/102 level and excluding creative writing), an approved writing-intensive course in the major department (met in V. below).

Requirements for a Major in International Studies¹ 46-48

I. Global and International Studies: Introductory

Seminar - FL105 1

II. Global and International Comparative Issues

(5 courses) 15

Chosen from the following: AFR 472; ANTH 202, 240D or B, 370, 426; CP 461, 462; CCJ 340; ECON 302I, 322, 329, 429; FIN 464; FL 301I; GEOG 300I, 304, 310I, 435, 439; HED 485; HIST 207A/B; JRNL 306I, 401; LING 320I, 341, 426; PHIL 441; POLS 207, 270, 278, 352I, 372I, 373, 375, 403, 456, 476, 480; PSYC 470; SOC 304I, 307, 371, 437, 438, 476; SPCM 301I, 341, 440, 441, 448; WGSS 320I, 426, 446, or approved equivalents.

III. Regional Focus (5 courses) 15

Chosen from **one** of the following regions:

A. Africa and the Middle East: AFR 225, 271, 310A, 314A/B, 320, 375, 410H, 465; ANTH 310A/F, 410H; FR 200, 476; HIST 383, 384, 385, 387A/B, 472, 486, 488, 489; PHIL 476; POLS 467; WGSS 200, 489.²

B. Asia and the South Pacific: CHIN 370, 410, 435, 470; EA 300, 370; HIST 380a/b, 381, 471, 479, 480 a/b; JPN 370, 410, 435; LING 411, 412; PHIL 308i, 475, 477, 478, 479; POLS 461.²

C. Europe: ANTH 310D; ENGL 448, 453, 455, 464, 465; FR 200, 311, 312, 370, 435, 455, 460, 470; GER 337, 370, 381, 435, 460, 481; HIST 312, 320, 324, 326, 328, 334, 336, 337, 338, 340, 406B, 425A/B, 426, 427, 444; LING 411; PHIL 482; POLS 358, 459; SPAN 310A, 335, 370A, 411, 435, 460; WGSS 200, 348, 406B.²

D. Latin America and the Caribbean: ANTH 204, 206, 302, 310C/E/I/J, 430B/F; ECON 419; ENGL 446; FR 476; GEOG 303I; HIST 370, 371, 470, 477; LING 414; PHIL 360; POLS 316, 466; SPAN 310B, 335, 370B, 434, 435.²

IV. Senior project, paper, or presentation - FL 492.....1

V. Language Proficiency (Chinese, French, German, Japanese or Spanish) 14-16

Students must demonstrate proficiency at the third-year level (320B) in a foreign language by earning a minimum C grade in 320B. For languages studied in high school or at the university, up to 8 hours of **Validating Credit** can be received by successfully completing an intermediate or advanced-level course with a grade of B.

(Foreign language above 201a substitutes for 3 Core Humanities credits.)

Electives 31-33
Total **120**

¹ As approved in consultation with International Studies program director.

² Or approved equivalents.

Study Abroad (Optional): Students are strongly encouraged to participate in a study-abroad program for at least one semester. Up to 6 hours of study abroad credits may substitute for two courses from category III: Regional Focus (from that region). Language courses taken abroad will substitute for equivalent courses in the appropriate language at SIUC.

International Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102	3	3
Social Science	3	3
Humanities	-	3
Foreign Language	4	4
SPCM 101, Human Health	3	2
UCOL 101, FL 105	3	1
<i>Total</i>	16	16
SECOND YEAR	FALL	SPRING
Science	3	3
Fine Arts, MATH	3	3
Foreign Language	4	4
Electives	3	3

Global Comparative Issues	3	3
<i>Total</i>	16	16
THIRD YEAR	FALL	SPRING
Regional Focus	6	3
Global Comparative Issues	3	3
Foreign Language	3	3
Electives	3	3
<i>Total</i>	15	12
FOURTH YEAR	FALL	SPRING
Regional Focus	3	3
Global Comparative Issues	3	-
Multicultural, Elective	3	3
Electives	6	7
FL 492	-	1
<i>Total</i>	15	14

Minor

Six courses from categories I and II below: 18

I. Global and International Comparative Issues

(3 courses) 9

II. Regional Focus (3 courses) 9

See lists above.

World Language Proficiency: Students must demonstrate proficiency at the third-semester level (201a or higher), which can be met by **validating credit** or by earning a minimum *C* grade in 201A. For languages studied in high school or at the university, up to 8 hours of validating credit can be received by successfully completing 201a with a grade of B.

Study Abroad (optional): Students are strongly encouraged to participate in a study-abroad program for at least one semester. 3 hours of study-abroad credits from the appropriate region may substitute for one course from category II: Regional Focus.

International Trade

(SEE AGRIBUSINESS ECONOMICS)

Journalism (School, Major, Minor, Courses, Faculty)

The School of Journalism at Southern Illinois University Carbondale occupies a national leadership role in mass communication education at a time of revolutionary change. The technology of communication is changing faster than any time since the invention of movable type. The School of Journalism is keeping pace with these historic changes by expanding coursework in areas including web, video, audio and multi-media skills, while continuing to reinforce knowledge vital to journalists of all eras - clear writing, clear thinking, law, ethics and history.

The program combines a detailed understanding of the practice of journalism in modern society with a broad knowledge of the liberal arts. Students acquire the specific skills necessary to become professionals in advertising, new media production, news, photojournalism, or other communication fields. Students are encouraged to develop in-depth knowledge by completing the requirements of a structured minor in a subject area out-

side the College of Mass Communication and related fields. The curriculum prepares students for positions of responsibility in a broad array of fields in which the ability to communicate is essential. One new specialization - New Media News Production - prepares students to run institutional websites. The School of Journalism also prepares students for graduate studies in mass communication, the social sciences, and the law.

The School of Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communication, University of Kansas, School of Journalism Stauffer-Flint Hall, Lawrence, Kansas 66045, the agency formally recognized by the Council on Postsecondary Accreditation and the U.S. Office of Education. Prospective students should be aware that excellent written and oral language skills are essential for successful careers in the journalism field. With this in mind, the School of Journalism has adopted admission and retention standards that emphasize language facility and academic proficiency.

While most students are best served by one of the following specializations, other programs of study in the major may be designed to meet special needs.

ADVERTISING

Students in the advertising specialization learn to analyze problems in, and identify solutions for, the promotion of goods and services. They develop skills in verbal and visual communication and presentation of materials. Instruction emphasizes branding, online presentation, media sales, consumer research, account planning and creative strategies. Graduates are prepared to enter a wide variety of positions with marketing communications firms (including advertising, sales promotion, public relations and direct marketing agencies), in the communications media and with retail or manufacturing firms.

DIGITAL COMMUNICATION

The Digital Communication specialization curriculum is designed to give students a high level of competence to function as content developers, a strong sense of aesthetics and design, more hands-on technical instruction, and a deep understanding of the principles of networked audio/visual communication used in the print and electronic media.

NEW MEDIA NEWS PRODUCTION

The New Media Producer specialization is designed to give students a high level of competence in skills needed to produce institutional websites. This includes placing audio, video, still photography and the printed word on sites for news organizations, government agencies, nonprofits and corporations. Students learn a strong sense of aesthetics and design and a deep understanding of how to communicate with 21st century technology.

NEWS EDITORIAL

As the communication revolution expands the ways in which news and information can be presented, the need increases for individuals with the ability to prepare and present news and information precisely and accurately for a variety of media. Students in the news specialization receive practical training in the theory and practice of identifying, gathering, processing, interpreting, writing and presenting news for traditional print, broadcast, and for new media. News students are encouraged to take photo, video and audio classes.

PHOTOJOURNALISM

Students in the photojournalism specialization develop the photographic and news reporting skills necessary to communicate visually with a mass audience through contemporary media outlets - both printed and electronic. Photojournalism students receive practical training in gathering, writing, photographing, editing and presenting news and feature stories in which the essential information is photographic. The program remains on the cutting edge by integrating traditional instruction in a digital environment with new media skills in website development, audio and video production. Graduating students are fully aware of the power of photography, are well grounded in the legal and ethical traditions of the profession and are practically prepared to make a significant contribution to contemporary journalism.

Admission Standards

To be admitted to the School of Journalism, applicants must meet the following requirements: Beginning freshmen must meet the University’s regular admission requirements, as described in Chapter 2. Transfer students who have completed fewer than 26 semester hours must meet the requirements for beginning freshmen and have earned an overall collegiate grade point average of at least 2.00 (4.0 scale).

Transfer students who have completed more than 26 semester hours must have earned an overall collegiate grade point average of at least 2.00.

Students currently enrolled or who were previously enrolled at SIUC in another major must meet the same requirements as transfer students. If they have completed more than 26 semester hours they must have an overall grade point average of at least 2.00. Students with fewer than 26 semester hours must meet beginning freshman requirements as well as have a grade point of at least 2.00. Grade point average is calculated for purposes of admission to the School of Journalism by using all grades earned at SIUC and other collegiate institutions. This includes repeated courses.

Retention Policies

Students majoring in journalism must meet these retention requirements to continue their enrollment in the major: Students who have completed 26 semester hours or more must have an accumulative SIUC grade point average of 2.00 or higher.

A grade of C or better is required in all journalism courses in order to be counted toward the major or minor and to satisfy prerequisite requirements. Students may enroll for a maximum of two times in any journalism course. Students who repeat a course in an attempt to earn the required letter grade of C or higher are limited to this two-time enrollment maximum.

Strong skills in the use of the English language are required to enter the first writing course in the School of Journalism: Journalism 302 or 310. Students may demonstrate proficiency in the use of the English language with an English ACTE sub-score of 22 or higher, or by earning a grade of C or higher in English 300. This prerequisite must be successfully completed prior to registration for any course for which the prerequisite is required. Students must pass a grammar test prior to admission to either JRNL 310 or JRNL 302 as well. Information concerning the grammar test is available by contacting the School of Journalism main office.

Students who are unable to meet retention requirements will be placed in probationary status within the School of Journalism. These students will be given one semester to correct their deficiency prior to dismissal. Those who are dismissed from the School of Journalism but are eligible to continue in the University will be placed in Pre-Major advisement or may request permission to enter another collegiate unit.

Other Requirements

Enrollment in Journalism courses may be canceled for students who do not attend the initial class session of the semester. Fees will be assessed for supplies and materials in some courses. Students should inquire about amounts before registering. Subject to the approval of the School’s director, undergraduate students may receive as many as 9 hours of transfer credit toward journalism course requirements.

Academic Advisement

A student planning to major in Journalism should consult the school’s academic advisor as early as possible in order to discuss the degree requirements for the specialization chosen. After admission to the major in journalism, the student will be expected to visit the academic advisor each semester until all major requirements have been completed.

Bachelor of Science Degree, College of Mass Communication and Media Arts

The academic requirements for the Bachelor of Science degree in journalism include (1) 6 hours of journalism: JRNL 201 and JRNL 202, (2) 33 hours in journalism coursework at the 300 level or higher and (2) a minimum of 24 hours in junior-senior level course work in the College of Liberal Arts (excluding speech communication courses), the College of Science or other areas approved by the faculty. Students will also complete a 15-hour minor in an area approved by the School of Journalism. Students who select a minor within the College of Liberal Arts or another approved area may include those hours in their minimum of 24 junior-senior level hours.

The School of Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). As a result, there are ACEJMC requirements that must be met. A major must complete a minimum of 80 semester hours outside of journalism and mass communication courses, with a minimum of 65 of those semester hours in liberal arts courses. The student, with the assistance of the journalism academic advisor, should exercise care in course selection to assure that these requirements are met.

Bachelor of Science Degree in Journalism, College of Mass Communication and Media Arts

University Core Curriculum Requirements 41
Journalism Core Courses 6
 JRNL 201 and JRNL 202
Requirements for a Major in Journalism 33
Specialization Requirements33
Advertising Specialization:33
 JRNL 301, 302, 304, 335, 405, 406, 407, SPCM 281,
 plus three approved JRNL electives.
Digital Communication Specialization:33
 Required Digital Core Courses: MCMA 300 and 301;

Digital Capstone Course: MCMA 495; Interest Area Courses, two of: MCMA 361, MCMA 396, JRNL 335, JRNL 435, CP 344; RT 489.

School of Journalism Emphasis Areas (select one area):
 Editorial Area: JRNL 310, 311, 312
 Persuasive Area: JRNL 301, 302, 307
 School of Journalism Course Requirement: JRNL 332, 434, 436

New Media News Production Specialization:.....33
 JRNL 310, 311, 312, 332, 335, 337, 426, 434, 436, MCMA 396, plus one approved JRNL elective.

News Editorial Specialization:.....33
 JRNL 310, 311, 312, 332, 335, 434, two of either 313, 337, or MCMA 396 and three JRNL electives (two must be at 400 level).

Photojournalism Specialization:33
 JRNL 310, 311, 313, 332, 337, 412, 413, 434, 495, and two JRNL electives.

Minor 15
 Minor must be completed in non-mass communication field. Speech Communication and practicing theater do not satisfy minor requirement.

Approved Non-Journalism Electives 24
 Speech Communication courses may not be used for this requirement.

Internship hours and/or electives by advisement..... 1

Total 120

Journalism Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
UCOL 101, UCC Math.....	3	3
UCC Humanities.....	3	3
UCC Social Science.....	-	3
UCC Human Health.....	2	-
SPCM 101, JRNL 201.....	3	3
<i>Total</i>	14	15
SECOND YEAR	FALL	SPRING
UCC Science.....	3	3
UCC Multicultural, Social Science.....	3	3
UCC Fine Arts, Liberal Arts Elect.....	3	3
JRNL 202.....	3	-
Major Course.....	3	6
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
Major Courses.....	6	6
Liberal Arts Courses.....	6	6
Minor.....	4	3
<i>Total</i>	16	15
FOURTH YEAR	FALL	SPRING
Major Courses.....	6	6
Liberal Arts Courses.....	3	6
Minor.....	6	3
<i>Total</i>	15	15

Minor

A total of 15 hours of journalism courses at the 300 level or higher, at least one of which must be a writing course (302 or 310), constitutes a minor for nonjournalism majors. All courses for minors in Journalism must be completed with a grade of C or higher.

Journalism minors can emphasize any of our specializations, i.e. **Advertising, News Editorial, Photojournalism, Sports Media, or New Media News Production**. The School’s academic adviser is available to assist students in designing a minor emphasis.

Courses (JRNL)

160-3 Mass Communication in Society. Acquaints non-journalism students with the history and development of the American mass media. Examines media roles in society, potential for development, weak points, and the roles consumers can and should play regarding the media. This course may not be applied toward major or minor credit in Journalism.

201-3 Writing Across Platforms. Explores the concept of convergence in media writing while developing a basic understanding of journalism principles and writing skills for newspapers, online news, magazines, public relations, television and radio; develops skills in word usage, grammar, spelling and AP style for print and broadcast. Course Fee: \$42.

202-3 Creativity Across Platforms. Provides the basic understanding of the fundamentals of new media. Introduces students to the different software and tools that are increasingly being used in the news industry in order to tell stories and deliver content via multiple platforms. Students will learn how to create content by utilizing and integrating different content modalities such as text, audio, photographs and video. Course Fee: \$42.

290-3 Writing Concepts for Media Professions. Develops language skills required by the mass media, with an emphasis on grammar and AP and APA style as applied to journalistic problems and media research. Includes study of representative works by masters of journalistic writing. Taught with mastery learning techniques.

301-3 Principles of Advertising/IMC. [IAI Course: MC 912] An introduction to integrated marketing communications elements, including advertising, direct response, sales promotion and marketing public relations, and their functions in today’s communication environment. Explores research, media and message elements involved in the creation of a campaign; governmental regulations; and social and economic considerations.

302-3 Copywriting for Advertising/IMC. Study of the principles and practice in the writing of copy and visual design of persuasive messages such as advertising, sales promotion, direct response, marketing, public relations and others. Includes writing for print and broadcast media, across products and services and oral presentation of materials. Prerequisite: ACTE English subscore of 22 or higher or grade of C or higher in English 300 and Journalism 301. Lab fee: \$42.

303-3 Creating Advertising/IMC Messages. Examination of and practice in the development of persuasive message strategies and the writing and design of messages for all media adver-

tising, direct response, sales promotion and marketing public relations, and oral presentations of IMC materials. Prerequisite: JRNL 301, 302 and ACTE English subscore of 22 or higher, or grade of C or higher in English 290 or Linguistics 290.

304-3 Placing Advertising/IMC Messages in the Media. Examination of the various media systems/types available to carry advertising/IMC creative messages. Emphasis is given to both the development of advertising/IMC media objectives and strategies in the context of a media plan, as well as the steps involved in the actual negotiation of specific media vehicles. Prerequisite: ACTE English subscore of 22 or higher or minimum grade of C in English 290 or Linguistics 290 and Journalism 301 and Marketing 304.

305-3 Direct Response Advertising/IMC. Overview of direct response advertising and its measurability; the media involved; and the strategic, tactical and creative approaches. Introduces topics such as database management, mailing lists, telemarketing, lead generation program, catalog marketing, sales promotion and business-to-business marketing communications. Prerequisite: JRNL 301, 302 and Marketing 304.

306-3 International Media Systems. (University Core Curriculum) An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

307-3 Interactive Advertising/IMC. Explores the development of interactive media and their impact on integrated marketing communication and consumer behavior. Analyses the use of new media in brand building, business-to-business communication, direct response, database marketing, and sales promotions. Includes examination of strategic, planning, and communication aspects of Web sites, online advertising, e-mail marketing, CD-ROMs, interactive presentations, interactive kiosks, and more. Provides principles such as user experience, content organization, navigation development, and interface design necessary to develop persuasive interactive marketing materials. Prerequisite: JRNL 301. Course fee: \$42.

310-3 Writing for the Mass Media. [IAI Course: MC 919] Emphasis on mass media writing styles; basic principles of editing; the techniques of information gathering and reporting; story organization; the use of library and on-line sources; and other basic newsgathering skills. Prerequisite: ACTE English subscore of 22 or higher or grade of C or higher in English 300. Lab fee: \$42.

311-3 Reporting and News Writing. Continues development of news reporting skills for all media. Emphasizes personal interviews, development and use of news sources, analysis of public records, news beats and specialized reporting structures, and the professional working relationship between the writer and other news personnel. Prerequisite: JRNL 310. Lab fee: \$42.

312-3 Editing. [IAI Course: MC 920] Introduces principles and techniques of editing and information management. Course emphasizes the editing of body copy and display type for maximum clarity and impact in a wide variety of news media including print, broadcast, and new media publications. Prerequisite: JRNL 310. Lab fee: \$42.

313-3 Basic Photojournalism. Includes basic camera technique,

digital photo imaging methods and evaluation of pictorial communication effects. Discusses the history and ethics of the profession. Student supplies own materials. Lab fee: \$52.

314I-3 American Politics and the Mass Media. (University Core Curriculum) (Same as Political Science 314I) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

332-3 Journalism Law. Examination of the constitutional law of press censorship, of libel and privacy, of commercial speech and its regulation, of copyright and trademark, of access to government proceedings, and of confidentiality in newsgathering.

335-3 Graphic Communication. Explores the history of visual communication with an emphasis on the integration of text and graphic images through design. Introduces fundamental design principles and the basics of typography, color usage, picture editing, and project management, all within the context of changing communication technology and production methods. Lab fee: \$42.

337-3 Video for Online Journalism. Introduces professional shooting and editing techniques to students interested in producing video stories within integrated new media storytelling for online journalism. Conduct pre- and post-production work to develop, investigate and report online news stories in a converged media environment. Prerequisite: JRNL 311 and 313 or consent. Lab Fee: \$42.

360-3 Magazine Management and Production. The day-to-day operations of a magazine and the techniques involved in producing a magazine. A combination of lectures and workshops in which the professor will deal individually with student projects. Each student will produce an original magazine idea and bring it to, at least, the semi-comprehensive stage of development. Lab fee: \$42.

400-3 History of Journalism. Development of American newspapers, magazines, and radio-television with emphasis on cultural, technological, and economic backgrounds of press development. Current press structures and policies will be placed in historical perspective.

402-3 Advanced Creative Strategies. Examination of and practice in the development of persuasive, strategic campaigns and message strategies for multiple clients. Creation of a professional quality portfolio demonstrating proficiency in both traditional and new media required. Prerequisite: JRNL 302.

403-3 Media Sales. Historical perspective of media and sales philosophies and tactics grounded in sales ethics. Learn and apply relationship selling techniques enabling students to become media advertising consultants. Learn how to effectively work with local clients, agencies and national firm and balance the goals of management with the needs of clients while enhancing communication effectiveness. Prerequisite: JRNL 302 and 304.

404-3 Advanced Media Strategies and Planning. Provides an understanding of the factors that influence media strategy. Emphasis will be placed on advanced concepts such as building reach patterns, calculating effective frequency levels, in order to develop an effective media plan. Introduces media planning for the web and other new media options. Prerequisite: JRNL 304.

405-3 Introduction to Mass Communication Research. Overview of communication research methods including practical training in interpretation and presentation of social science data. Introduction to survey research methods, experimental design, and use of computers for analysis of data. Presentation of data in journalistic forms and social science reports. Not for graduate credit. Prerequisite: JRNL 302 or 310.

406-3 Advertising/IMC Campaigns. Conceptual synthesis and practical application of business, research, media and creative principles used in the formulation of persuasive messages. Includes the development of a complete integrated marketing communications (IMC) campaign for a specific advertiser. Includes all relevant target audience contact points (e.g., advertising, sales promotion, marketing public relations, event marketing, packaging) and both written and oral presentation of the campaign. Prerequisite: JRNL 303, 304, 405.

407-3 Social Issues and Advertising/IMC. Analysis of social issues involving advertising and integrated marketing communications (IMC); economic relationships, government and self-regulation, cultural effects, influence on media content and structure, role in democratic processes, international comparisons and the stereotyping of women, minorities and other audience segments. Restricted to senior standing.

409-3 Specialized Topics in Advertising/IMC. New developments in advertising and integrated marketing communications. Topics change each term. Students should check specific topic and any special requirements and prerequisites before enrolling. Special approval needed from the instructor.

410-3 Multi-Media Publication Project. All journalistic skills and tools will combine to produce a report on a public issue important to southern Illinois. The report will be published both in hard copy and on the web. Students will have an opportunity to hone skills they already have learned or to learn new skills that broaden their repertoire. Prerequisite: JRNL 310 or 413 or consent. Lab fee: \$42.

411-3 Public Policy Reporting. Continued development of reporting skills with emphasis on the reporting of public policy issues and on use of statistics, the analysis of computerized data bases, and advanced techniques for the investigation of complex stories. Prerequisite: JRNL 311 or consent of instructor.

412-3 Images and Sound. Photojournalism course advancing news gathering techniques, visual and interactive journalistic communication, and photographic content and sound. Audio recording, editing, and flash photography skills will be developed and professional and ethical aspects of photojournalism will be emphasized. Prerequisite: JRNL 313 or consent of instructor. Lab fee: \$42.

413-3 Advanced Photojournalism. Emphasis on in-depth photojournalistic reporting. Students research, write and photograph picture stories. Examines ethics, history and social role of photojournalism domestically and internationally. Digital imaging and an introduced to full-motion video. Students must have fully adjustable camera. Prerequisite: JRNL 412. Student supplies own materials. Lab fee: \$64.

414-3 Picture Story and Photographic Essay. Production of photographic stories and essays for newspapers, magazines and news media presentations. Students discuss, research, photograph, design and write several stories and essays, while studying the work of influential photojournalists. Student must sup-

ply own camera equipment. Prerequisite: JRNL 313 or consent of instructor. Lab fee: \$42.

416-3 Critical and Persuasive Writing. The roles and responsibilities of the editor, editorial writer, and opinion columnist with emphasis upon editorial writing and critical thinking. Editorial problems, methods, policies, style and the fundamentals of persuasion and attitude change form the basis for study. Prerequisite: JRNL 311.

417-3 Freelance Feature Writing. Identification, research and application of creative writing techniques in producing feature articles for various media. Students analyze reader appeal as well as feature story structure and methods of marketing features to various audiences and publications. Prerequisite: JRNL 310. Lab fee: \$42.

419-3 Specialized Topics in News Reporting. Develops detailed reporting expertise in such topics as business, environment, education, arts and entertainment, health and medicine, sports, new media, etc. Repeatable up to three times as long as the topic changes. Prerequisite: JRNL 311 or consent of instructor. Lab fee: \$42.

426-3 Online Journalism. Examination of emerging forms of news delivery by computer and related convergence of print and broadcast media. Apply concepts and theories and skills in projects, and web-news content management as a real world setting for the production of professional-level cyber-clips for an online portfolio. Includes the production of news stories via email, cellular and other evolving media environments. Prerequisite: JRNL 310 and MCMA 396.

434-3 Media Ethics. (Same as PHIL 434) Explores the moral environment of the mass media and the ethical problems that confront media practitioners. Models of ethical decision-making and moral philosophy are introduced to encourage students to think critically about the mass media and their roles in modern society.

435-3 Advanced Graphic Communication. Continues development of message design skills. Emphasizes creative solutions to the display of complex content in a wide variety of media. Prerequisite: JRNL 335 or consent of instructor. Lab fee: \$46.

436-3 Multimedia Publication Design. Building upon the basic skills learned in publishing on the WWW, the course continues the exploration of using computer-based technologies for presentation of information to wide audience using the interactive capabilities of the internet and other new media. Focus is on organization of information, design of presentation, use of transaction generated information, and the production of multimedia files in a networked environment. Includes discussion of topics including privacy intellectual property, libel, and other matters of concerns to an interactive publisher. Prerequisite: Mass Communication and Media Arts 396. Course fee: \$42.

450-3 Account Planning and Consumer Research. Introduces the field of account planning. Provides an understanding of how consumer research influences and informs the creative process. Learn to use qualitative research methods that are used in consumer research. Writing creative briefs that are effective and provide insights for the creative team. Prerequisite: JRNL 405.

481-3 Sports Reporting. Sports reporting requires two essential ingredients: the ability to write compelling prose and a good grip on news gathering and reporting techniques. This course emphasizes both and utilizes students' interest in sports to ad-

vance their reporting skills and while preparing them for sports reporting positions in the media industry. Prerequisite: JRNL 310 or RT 310.

488-3 Sports Communication and Promotion. This course will expose students to the rapidly expanding and complex world of sports business, with an emphasis on sports communication and promotion. Topics include, but are not limited to, packaging proposals for event sponsorship, event promotion and management, effective strategies to maximize product and corporate exposure through media partnerships, and client representation.

490-1 to 6 (1 to 3, 1 to 3, 1 to 3) Readings. Supervised readings on subject matter not covered in regularly scheduled courses. Limited to maximum of 3 credits per semester. Not for graduate credit. Special approval: written consent of instructor and director.

494-1 to 6 Practicum. Study, observation, and participation in publication or broadcast activities. A maximum of three credit hours may count toward the major for undergraduates. Special approval needed from the instructor and area head. Mandatory Pass/Fail for undergraduates.

495-1 to 12 (1 to 6, 1 to 6) Proseminar. Selected seminars investigating media problems or other subjects of topical importance to advanced journalism majors. Seminars will be offered as the need and the interest of students demand. Restricted to senior standing.

Journalism Faculty

Atwood, L. Erwin, Professor, *Emeritus*, Ph.D., University of Iowa, 1965.

Babcock, William, Professor, Ph.D., Southern Illinois University Carbondale, 1979.

Barrett, Anita J., Visiting Assistant Professor, M.F.A., Syracuse University, 1995.

Brown, George C., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1963.

Bush, Jerry, Daily Egyptian Newspaper Business and Advertising Director, M.S., Southern Illinois University Carbondale, 2003.

Correll, Linda C., Assistant Professor, M.A., Hunter College/City University of New York, 1968.

Dolan, Mark, Assistant Professor, M.S., Syracuse University, 1995.

Fidler, Eric, Daily Egyptian Faculty Managing Editor, M.S.J., Northwestern University, 1986.

Freivogel, William H., Associate Professor and *Director*, J.D., Washington University, 2001.

Frith, Katherine T., Professor, Ph.D., University of Massachusetts, 1985.

Greer, Phillip, Photojournalist-in-Residence.

Gruny, C. Richard, Assistant Professor, *Emeritus*, J.D., University of Illinois, 1959.

Iyer, Narayanan, Assistant Professor, Ph.D., Indiana University Bloomington, 2009.

Jaehnig, Walter, Associate Professor, *Emeritus*, Ph.D., University of Essex, 1974.

Karan, Kavita, Associate Professor, Ph.D., University of London, 1994.

Kingcade, Carolyn, Lecturer, M.S., Southern Illinois University

Edwardsville, 2006.

Kreher, Vicki, Assistant Instructor, B.S., Southern Illinois University Carbondale, 1986.

Lowry, Dennis, Professor, *Emeritus*, Ph.D., University of Iowa, 1972.

McCoy, Ralph E., Professor, *Emeritus*, Ph.D., University of Illinois, 1956.

Onyebadi, Uche, Assistant Professor, Ph.D., University of Missouri Columbia, 2008.

Recktenwald, William, Senior Lecturer.

Rice, W. Manion, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1967.

Shidler, Jon A., Associate Professor, *Emeritus*, M.S., Roosevelt University, 1980.

Spellman, Robert L., Jr., Associate Professor, *Emeritus*, J.D., Cleveland State University, 1977.

Stone, Gerald C., Professor, *Emeritus*, Ph.D., Syracuse University, 1975.

Veenstra, Aaron, Assistant Professor, Ph.D., University of Wisconsin-Madison, 2009.

Xie, Wenjing, Assistant Professor, Ph.D., University of Maryland, 2009.

Yepsen David, Director of the Paul Simon Public Policy Institute, M.P.A., Drake University, 1985.

Kinesiology (Department with Majors, Courses, Faculty) (Formerly Physical Education)

The Department of Kinesiology offers programs, which qualify graduates for positions as teachers in elementary, middle/junior high, and secondary schools or for alternative careers in private, industrial, and public settings. Whatever the student's career aims may be, the programs provide a full range of intriguing and challenging professional opportunities in diversified curricula. The student can choose a discipline best suited to individual interests, talents, temperament, and future plans. While studying new concepts, the student will observe the work of outstanding teachers, athletic coaches, and clinicians. Which ever direction is selected, the student will study and practice in modern facilities, with the latest equipment and will learn the most recent techniques.

Physical Education Teacher Education Major. The physical education teacher education major consists of courses, which are designed to meet the requirements of the Illinois State Board of Education and are, in most cases, transferable to meet requirements of other states. The laboratory and classroom experiences consist of basic and applied sciences, methods of teaching, and acquisition of physical skills, which include a variety of team and individual sports, exercise, and dance.

Students selecting the Physical Education Teacher Education Major are encouraged to complete a minor in coaching. This addition to the preparation for teaching will enhance a graduate's employment opportunities.

A departmental prerequisite for admission to Physical Education Teacher Education in the college is Kinesiology 313. Additionally, students must also have completed Kinesiology 314 or be currently enrolled.

Exercise Science Major. This program is designed for students who are interested in the study of Exercise Science. Preparation in this program enables the graduate to assess the components of human performance in healthy and clinical populations. Graduates are prepared for careers in public and private health and wellness programs as well as clinical programs for the rehabilitation of cardiac, cancer and pulmonary patients. Graduates have a foundation for continued study in professional programs such as physical therapy, occupational therapy, physician assistant, medicine, chiropractic and podiatry as well as graduate studies in exercise science.

Sport Administration. This major is designed for students who are interested in working in various administrative areas in the realm of sport. Students are exposed to the economic, financial, legal, ethical, managerial, sociological, and psychological aspects of sport. Job opportunities exist at the professional, intercollegiate, interscholastic, community, and youth levels within the growing sport industry.

PHYSICAL EDUCATION TEACHER EDUCATION MAJOR

<i>University Core Curriculum Requirements</i>	42
<i>Requirements for Major in Physical Education Teacher Education</i>	50
Kinesiology 113, 116, 118, 120, 201, 216, 220, 300, 301, 305, 313, 314, 320, 321, 323, 324, 345, 370.	
<i>Professional Education Requirements</i>	31
See Teacher Education Program. *EDUC 317 not required.	
<i>Total</i>	123

Physical Education Teacher Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENG 101, ENG 102.....	3	3
SPCM 101, MATH 113	3	3
KIN 113, PSYC 102.....	2	3
KIN 116, 120	3	3
KIN 118, EDUC 210	2	3
<i>Total</i>	16	15
SECOND YEAR	FALL	SPRING
KIN 201, 220	3	3
KIN 216, 320	3	3
PHSL 201/208, KIN 300	4	3
UCC Fine Arts, UCC Humanities	3	3
UCC Humanities, UCC Multicultural ..	3	3
<i>Total</i>	16	15
THIRD YEAR	FALL	SPRING
KIN 313, 301	3	3
KIN 321, 323	3	3
KIN 314, 370	3	2
UCC Social Science, EDUC 313	3	3
EDUC 311, 314.....	3	2
<i>Total</i>	15	13

FOURTH YEAR	FALL	SPRING
KIN 305, EDUC 401	2	12
KIN 324	2	-
EDUC 308	3	-
EDUC 316.....	3	-
Electives	7	-
<i>Total</i>	17	12

*University Core Curriculum. See Chapter 3 in catalog.

EXERCISE SCIENCE MAJOR

<i>University Core Curriculum Requirements</i>	41
To include Psychology 102 and Zoology 118 or 115 and FN 101.	
<i>Requirements for Major in Exercise Science</i>	67
Kinesiology 201, 300, 313, 320, 321, 324, 342, 355f, 381, 382, 408, 420, 421, 428	
<i>Additional Requirements</i>	27
Accounting 210; Management 304; Chemistry 140a,b; Computer Science 200b; Physiology 101, Physiology 201, 208; Educational Psychology 402.	
<i>Electives</i>	13
<i>Total</i>	121

Exercise Science Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, KIN 201	3	3
PSYC 102, FN 101	3	2
ZOOL 115, ENGL 102.....	3	3
MATH 108, SPCM 101	3	3
UCOL 101; PHSL 201, 208	3	4
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
KIN 300, 320	3	3
KIN 313, CS 200B	3	3
CHEM 140A, B	4	4
KIN 324, Humanities	2	3
ACCT 210, Social Science	3	3
<i>Total</i>	15	16
THIRD YEAR	FALL	SPRING
KIN 321, 382	3	3
KIN 381, 342	3	3
Multicultural, KIN 355F	3	2
MGMT 304, Elective	3	4
UCC Fine Arts, Humanities.....	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
PHYS 101, KIN 428	3	3
KIN 420, EPSY 402	3	3
KIN 421, Electives	3	9
KIN 408	3	-
Elective	3	-
<i>Total</i>	15	15

SPORT ADMINISTRATION MAJOR

<i>University Core Curriculum Requirements</i>	41
To include Kinesiology 210, Psychology 102 and Philosophy 104.	
<i>Requirements for Major in Sport Administration</i>	61
Kinesiology 201, 301, 313, 324, 329, 345, 416, 360, 364, 365, 455.....	
.....	34
<i>Additional Requirements</i>	27
Accounting 210; Computer Science 200b; Economics 240, Management 208 and 304, Marketing 304, Psychology 323, Speech Communication 280	
<i>Electives</i>	18
<i>Total</i>	120

Sport Administration Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102	3	3
PSYC 102, SPCM 101	3	3
UCC Science (Gr I), UCC Fine Arts.....	3	3
UCC MATH, UCC Humanities	3	3
UCOL 101, KIN 201	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
PHIL 104, ECON 240	3	3
UCC Science (Gr II), SPCM 280	3	3
KIN 210, CS 200B	3	3
ACCT 210, KIN 360	3	3
Electives	3	3
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
KIN 345, 301	3	3
KIN 313, 329	3	3
MKTG 304, KIN 324	3	3
PSYC 323, MGMT 304	3	3
Electives	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
KIN 364, 365	3	3
KIN 416, MCMA 396	2	3
EPSY 402, KIN 455	3	6
Electives	7	3
<i>Total</i>	15	15

Admission Requirements:

- Incoming freshmen must rank in the top half of their high school graduating class and have a high school GPA equal to or greater than the minimum university admission requirement.
- Students transferring from another program at SIUC or students seeking admission from another institution should have a minimum overall GPA of 2.50 at the time of application. In addition, they should have completed at least 30 credit hours.

Program Requirements:

- Students must maintain a minimum overall GPA of 2.50.
- Student must earn a C or better in each of the sport administration courses that are aligned with the Sports Management Program Standards (6 courses): KIN 301, 329, 345, 360, 364, and 365.

Internship Requirements (KIN 455):

- Students must have a minimum overall GPA of 2.50.
- Student must have completed a minimum of 90 credit hours and must have senior status, or they should obtain approval from the program coordinator.
- Student should have completed all sport administration courses that are aligned with the Sports Management Program Standards (6 courses): KIN 301, 329, 345, 360, 364, and 365.

Students wishing to gain experience in kinesiology and areas related to kinesiology may pursue work in aquatics and coaching.

Physical Education Minor

A student with a minor in Physical Education in secondary education must complete the following courses:

<i>Required Activity Courses</i>	7
Kinesiology 113, 116 or 120, 118	
.....	7
<i>Required Methods Courses</i>	5
Kinesiology 305, 323	
.....	5
<i>Required Theory Courses</i>	22
Kinesiology 201, 300, 301, 313, 320 or 321, 324, 370	
.....	19
Physiology 201	3
<i>Total</i>	34

Minor in Aquatics

A student must have advanced swimming skill, a current American Red Cross Lifeguarding certificate and a current adult CPR certification to enter the program. If not, the student must obtain them by coursework or workshops.

<i>Required Courses:</i>	10
Kinesiology 307 or 311, 310, 312, 355a, 418	
<i>Electives:</i>	6
Three courses from Kinesiology 307 or 311; 308a, b, c, d, or e; 330c; 494a, b (First Aid Instructor and CPR Instructor certification ¹ .)	
<i>Total</i>	16

Minor in Coaching

Requirements for the minor are listed below:

<i>Required courses</i>	16
Kinesiology 201, 313, 324, 329, 345, 355C.	
The Department of Kinesiology recommends these additional courses: Kinesiology 320 and 321.	

Courses (KIN)

100-2 Introduction to Dance. This course will cover the foundations of basic body mechanics and alignment. The class will introduce the student to basic dance skills shared in performance art dance and provide the student with a foundation for further study in dance.

101-2 Current Concepts of Physical Fitness. (University Core

Curriculum) To foster a thorough understanding of scientific principles of physical fitness and to enhance the ability to utilize physical exercise toward achievement of healthful living. Lab fee: \$3.

102A-2 Aquatics-Swimming I: Orientation to Swimming. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Swimming suits and towels are provided; however, students may provide their own one piece swimming suit (no pockets), towels and cap (optional). Long hair must be tied back. Goggles are recommended for some classes. Prerequisite: course is open only to non-swimmers. Mandatory Pass/Fail grading. A \$4 fee is required for all classes listed.

102B-2 Aquatics-Swimming II. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Swimming suits and towels are provided; however, students may provide their own one piece swimming suit (no pockets), towels and cap (optional). Long hair must be tied back. Goggles are recommended for some classes. Prerequisite: KIN 102A or equivalent skills and safe in deep water. A \$4 fee is required for all classes listed.

102C-2 Aquatics-Skin Diving. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Swimming suits and towels are provided; however, students may provide their own one piece swimming suit (no pockets), towels and cap (optional). Long hair must be tied back. Goggles are recommended for some classes. Special approval needed from the instructor and pass swimming test prior to enrollment. A \$4 fee is required for all classes listed.

102D-2 Aquatics-Scuba Diving. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Swimming suits and towels are provided; however, students may provide their own one piece swimming suit (no pockets), towels and cap (optional). Long hair must be tied back. Goggles are recommended for some classes. Fee and successful completion of National Test required for certification, special sections have extra charge for field trips. Special approval needed from the instructor and pass swimming test prior to enrollment. A \$4 fee is required for all classes listed.

102F-2 Aquatics-Lifeguarding. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Swimming suits and towels are provided; however, students may provide their own one piece swimming suit (no pockets), towels and cap (optional). Long hair must be tied back. Goggles are recommended for some classes. Fee and successful completion of National Test required for certification. Prerequisite: KIN 102B or equivalent skill and pass swimming test first day of class (500 yard continuous swim using front crawl, sidestroke and breaststroke, tread water two minutes-legs only, retrieve a ten pound brick from seven foot depth). A \$4 fee is required for all classes listed.

103A-F-2,2,2,2,2,2 Dance. A. Ballet; B. Ballroom; C. Jazz; D. Modern; E. Square; F. Tap. These courses are designed to provide skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. Prerequisite: KIN 100 or dance experience. A fee of \$4 is required for all classes listed.

104A,B,D,E,F-2,2,2,2,2 Fitness. A. Aerobic Dance; B. Cycling, bicycle required and helmet; D. Strength Training; E. Walking and Jogging; F. Weight Control. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for all classes listed.

105A-2 Individual and Dual Activities-Badminton, three shuttles required. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for all classes listed.

105B-2 Individual and Dual Activities-Bowling, additional lane fee of \$18 per credit hour and bowling shoes required. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity.

105C-2 Individual and Dual Activities-Golf, six plastic golf balls required. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for sections A, D and E. A \$10 fee is required for section C.

105D-2 Individual and Dual Activities-Racquetball, three racquetballs required. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for all classes listed.

105E-2 Individual and Dual Activities-Tennis, three tennis balls and racquet. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for all classes listed.

105F-2 Basic Pocket Billiards. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$10 is required for this section.

106A-E-2,2,2,2,2 Team Activities. A. Basketball; B. Flag Football; C. Soccer; D. Softball; E. Volleyball. These courses are designed to provide an introduction to the fundamental skills and knowledge in the selected activities. Students must wear clothing appropriate for the activity. A fee of \$4 is required for all classes listed.

107-1 to 4 Restricted Physical Education. For physically challenged students as recommended by Student Health Center and consent of instructor. Course not designed for students who can take other physical activity courses. Mandatory Pass/Fail.

113-2 Aquatics. This course provides the opportunity for the student to improve one's ability in swimming skills and strokes. It is designed to prepare the student to be safe in, on and around the water. It prepares the student to react in emergency situations by knowing and having the ability to perform the proper rescue techniques to use while maintaining one's own safety. Prerequisite: KIN 102A or equivalent skill. Restricted to Kinesiology Majors only.

116-3 Team Sports and Activities. This course is designed to introduce students to skills, lead up and modified games, strategies and basic rules of team sports. Emphasis will be on devel-

oping the basic skills through observation and analysis of movement patterns appropriate for various skill level. Restricted to Kinesiology Majors Only. Equipment Fee: \$4.

118-2 Rhythms and Dance. This course is designed to introduce the fundamentals of rhythm, basic dance steps and the elements of dance. Basic skills in square, folk, and social dance as well as basic rhythms and movement analysis will be covered. Lab fee: \$4. Restricted to Kinesiology Majors Only.

120-3 Individual Sports and Activities. This course is designed to introduce students to skills, lead up games, strategies and basic rules of individual sports and activities. Emphasis will be on developing the basic skills through observation and analysis of movement patterns appropriate for various skill level. Restricted to Kinesiology Majors Only. Equipment Fee: \$4.

127A-1 Pre-Clinical Experience I. Observational and clinical experiences designed to provide students with structured exposure to the field of athletic training. This course requires the completion of a minimum of 100 observational and clinical hours under the direct supervision of an Approved Clinical Instructor. Restricted to ATEP Major.

127B-1 Pre-Clinical Experience II. Observational and clinical experiences designed to provide students with structured exposure to the field of athletic training. This course requires the completion of a minimum of 100 observational and clinical hours under the direct supervision of an Approved Clinical Instructor. Restricted to ATEP Major.

160-2 to 8 (2,2,2,2) Dance Concert Production Ensemble. A select group which performs, choreographs, and produces one dance concert per semester and tours as feasible. Prerequisite: audition prior to first registration and consent of instructor each succeeding semester. Participation as an apprentice of Southern Illinois Repertory Dance Theatre for one semester.

170-2 Varsity Sports. The course is designed to teach skills and strategies as well as the rules and practices involved in a selected varsity sport. Prerequisite: Names must appear on an official NCAA squad list. Special approval needed from the instructor. Mandatory Pass/Fail grade.

201-3 Concepts of Physical Fitness. (Advanced University Core Curriculum course) A course designed to provide kinesiology majors with the most recent scientific evidence to promote health related fitness by introducing students to different training programs, their benefits and means of evaluation. Satisfies University Core Curriculum Human Health requirement in lieu of 101 for kinesiology majors. Special approval needed from the Advisor.

202-3 Physical Activities for Children and Youth. Developing activities for motor perceptual development and skill acquisition appropriate for different age levels of children and youth. Tennis shoes required. Dress must permit ease of movement. Restricted to at least sophomore standing.

210-3 Diversity in American Sport. Explores how historical and contemporary forces have shaped opportunities and experiences of various cultural groupings in American sport. The course focuses on diversity issues related to race, ethnicity, gender, social class, sexuality and physical ability/disability. Class utilizes a variety of interactive classroom activities to explore multicultural dynamics in sport and society.

216-3 Teaching Team Sports and Activities. This course is designed to introduce students to the instructional considerations

and teaching techniques related to the teaching of team sports and activities. Emphasis will be on skill progression techniques, practical instructional methods, lesson planning and peer teaching. Prerequisite: KIN 116 and KIN 120.

220-3 Teaching Individual Sports and Activities. This course is designed to introduce students to the instructional considerations and teaching techniques related to the teaching of individual sports and activities. Emphasis will be on skill progression techniques, practical instructional methods, lesson planning and peer teaching. Prerequisite: KIN 116 and KIN 120.

225-3 Introduction to Athletic Training. This course is designed for students pursuing a career in athletic training. The course provides knowledge about the NATA, job opportunities, incidence of injury, basic injury prevention, recognition and treatment. It also provides the student with information concerning the recognition and treatment of illnesses and conditions common to athletes.

226-2 Clinical Applications in Athletic Training. This course is designed to familiarize the beginning athletic training student with all aspects of prophylactic taping, wrapping and use of braces for athletic training injuries. In addition, within the course students will be presented with basic skills, such as: splinting, taping, record keeping, wound care, measurement of vital signs, and illness assessment. Prerequisite: KIN 225 or concurrent enrollment in 225. Fee: \$50.

227A-2 Clinical Experience-Upper Extremity. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Education Program Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

227B-2 Clinical Experience-Lower Extremity. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Education Program. Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

227C-2 Clinical Experience-Equipment Intensive. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Education Program. Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

227D-2 Clinical Experience-General Medical. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Edu-

education Program. Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

227E-2 Clinical Experience-Practicum. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Education Program. Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

227F-2 Clinical Experience-Culminating Experience/Exam Prep. Clinical experience designed to provide students with formal instruction and evaluation of the athletic training clinical proficiencies. This course requires the completion of a minimum of 250 clinical hours under the direct supervision of an Approved Clinical Instructor. Prerequisite: admission to the Athletic Training Education Program. Special approval needed from the Director or Clinical Education Coordinator of the Athletic Training Education Program. Lab fee: \$185.

230-3 Youth Fitness and Sport Training. An exploration and examination of the scientific foundations underpinning the field of youth fitness and sport training. The student will learn to practically apply these principles into sound and developmentally appropriate practice in a manner that will enhance client movement ability, efficiency, and aptitude while preventing injury and maximizing performance.

245-3 Sport and Modern Society. (Same as SOC 233) An examination of the social, cultural, political and economic aspects of contemporary sport. Special attention given to gender, race, and social class issues related to sport.

257-1 to 5 Current Work Experience. The student receives credit for current work experiences. Credit is awarded for many practical experiences and must be related to kinesiology and in process. Prerequisite: at least C average in Kinesiology after 12 hours. Mandatory Pass/Fail.

258-1 to 5 Work Experience. The student receives credit for past work experiences. Credit is awarded for many practical experiences and must be related to kinesiology and already completed. Mandatory Pass/Fail. Prerequisite: at least C average in Kinesiology courses after 12 hours.

300-3 Musculoskeletal Anatomy. A fundamental study of the human body and its parts with special emphasis on bone, muscle and tissues. Lab fee: \$10.

301-3 Foundation, Organization and Administration of Physical Education. This course is designed to examine the historical and philosophical development of physical education. Students will gain a historical perspective of the physical education profession ranging from its earliest origins to its future development. The course will also examine the administrative and legal concerns relevant to the profession of physical education. Students will develop an understanding of the theories and principles involved in the administration and management of a physical education program. Specific concerns to be addressed are: (1) organizational and administrative processes, (2) program facilities and equipment, (3) personnel, (4) budget, (5) legal liabilities, and (6) public relations. The emphasis throughout the course will be a practical application of administrative

concepts for the physical education teacher. Restricted to Kinesiology Majors Only.

302-2 Kinesiology of Normal and Pathological Conditions. Force system, its relation to the mechanics of muscle action. Analysis of muscular-skeletal forces involved in physical activities.

303-2 Kinesiology. Force system, its relation to the mechanics of muscle action. Analysis of muscular-skeletal forces involved in physical education activities.

304-2 Mechanical Basis of Human Movement. Applies body mechanics with application of mechanical laws and principles to performance in physical activities.

305-2 Methods of Teaching Physical Education for Special Populations. An introductory course designed to provide the physical education generalist with the minimal competencies needed to teach the mildly physically challenged students in the mainstreamed or special education setting. The course will also aid the special education classroom teacher in providing appropriate physical education. Prerequisite: KIN 313. Restricted to junior standing.

306-1 Advanced Swimming, Skill and Analysis. Prerequisite: Kinesiology 102B.

307-2 Water Safety Instructor. Methods of teaching swimming and basic emergency water safety. American Red Cross Water Safety Instructor certificate may be earned. Fee and National Test are required for certification. Prerequisite: Kinesiology 102E and concurrent enrollment in KIN 306.

308A-E -2 to 10 (2 per section) Instructor of Aquatics.

A. Handicapped; B. Skin Diving; C. Scuba Diving; D. Canoeing; E. Swimming. Special approval needed from the instructor.

310-2 Aquatics Facilities Management. Learning experiences designed to aid in the development of aquatic specialists who can efficiently work toward satisfactory solutions to the problems inherent in functional design, operation, and maintenance of aquatic facilities that are associated with schools, municipalities, and other organizations.

311-2 Lifeguarding Instructor. The skills, techniques and methods of preparing qualified individuals to prepare persons to become lifeguards at pools and open-water, non-surf beaches. American Red Cross Lifeguard Instructor Certification may be earned. Fee and National Test required for certification. Prerequisite: KIN 102F or equivalent certification. Lifeguarding experience.

312-2 Science and Pedagogy of Swimming. Designed to provide students: (1) a scientific basis for teaching swimming and (2) a necessary background as a future professional in the aquatic field. Prerequisite: KIN 307 or equivalent. Previous teaching or coaching swimming required.

313-3 Motor Behavior. This course will introduce the student who will teach motor skills to people of any age to basic principles and concepts involved in the performance, control, and learning of motor skills. Emphasis will be on acquainting the student with age-related characteristics affecting motor performance, processes involved in the control of movement, and structuring the learning environment to maximize long-term retention of skills. Restricted to Kinesiology Majors Only.

314-3 Methods of Teaching Elementary Physical Education. The purpose of this course is for physical education students to develop knowledge and skills for planning, implementing, and

evaluating appropriate and effective physical education progressions. The course will consist of lectures, class participation in demonstrations of teaching movement, and peer teaching/field experience. Prerequisite: KIN 113, KIN 116, KIN 118 and KIN 120. Concurrent enrollment in KIN 323 is not permitted. Equipment Fee: \$4.

316-3 Advanced Level Sports Skills: Scuba. Special approval needed from the instructor.

320-3 Exercise Physiology. Immediate and long range effects of muscular activity on the systems. Integrative nature of body functions and environmental influence on human performance efficiency. Lab to be arranged. Prerequisite: KIN 201 or consent of instructor and Physiology 201. Lab fee: \$10.

321-3 Biomechanics of Human Movement. The science of human motion is the basis of this course. The anatomical and mechanical principles of human motion will be studied as well as how these principles relate to skillful and efficient movement in humans. Prerequisite: KIN 300 or PTH 207.

322-1 Teaching Practicum. Laboratory experience assisting with a physical education courses or in a school setting. Mandatory Pass/Fail.

323-3 Methods of Teaching Secondary Physical Education. The purpose of this course is for physical education students to develop knowledge and skills for planning, implementing, and evaluating appropriate and effective physical education programs at the secondary school level. The course will focus on knowledge and skills related to effective instructional strategies, efficient management and organizational principles, and effective class control and motivational techniques specific to teaching physical education for secondary school students. Prerequisite: KIN 113, KIN 116, KIN 118 and KIN 120. Concurrent enrollment in KIN 314 is not permitted. Equipment Fee: \$4.

324-2 Essentials of Athletic Training. This course provides basic information regarding prevention, recognition, first aid, taping and wrapping of athletic injuries. The student will be required to successfully demonstrate basic strapping techniques, bandaging, splinting and CPR. The course leads to certification in first aid and CPR. Certification fees payable to the local organization will be collected in class. Lab fee: \$15.

325-3 Therapeutic Modalities. This course provides the athletic training student with the theoretical background of the physiological effects, indications, contraindications, and clinical applications of therapeutic modalities. This course also includes laboratory experiences in the clinical application of therapeutic modalities. Restricted to admission into Athletic Training Education Program or permission of instructor. Course fee: \$50.

326-3 Emergency Care and Prevention of Athletic Injuries. The theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities. Lecture and laboratory sessions. Prerequisite: Kinesiology 300 or Physiology 301.

327-3 Medical Aspects of Athletic Injury. The student will acquire an advanced understanding of the proper prevention and rehabilitation of athletic injuries. The student will also understand medical and surgical procedures and their consequent factors to be considered in treatment programs. Prerequisite: KIN 326.

328A-3 Field Experience I. Designed on an individual basis

for athletic training students as a field experience in a sports medicine setting under the direct supervision of a NATABOC-certified athletic trainer. Field Experience I with fall football (required). Restricted to admission into Athletic Training Education Training Program or permission of instructor. Lab fee: \$185.

328B-3 Field Experience II. Designed on an individual basis for athletic training students as a field experience in a sports medicine setting under the direct supervision of a NATABOC-certified athletic trainer. Field Experience II in various athletic training settings (optional). Restricted to admission into Athletic Training Education Training Program or permission of instructor.

328C-3 Field Experience III. Field experience in an athletic training setting under the direct supervision of a BOC Certified Athletic Trainer. Restricted to admission into the Athletic Training Education Program or permission of instructor.

328D-3 Field Experience IV. Field experience in an athletic training setting under the direct supervision of a BOC Certified Athletic Trainer. Restricted to admission into the Athletic Training Education Program or permission of instructor.

329-3 Principles and Procedures for the Conduct of Interscholastic Athletics. An examination of the history, values, and trends in extracurricular sports programs. A review of regulations and standards as determined by the governing bodies for men's and women's sports and an in-depth study of coaching and administrative procedures.

330A-M - 2-26 (2 per section) Techniques and Theory of Coaching. A. Basketball; B. Football; C. Swimming; D. Baseball; E. Track and Field; F. Wrestling; G. Tennis; H. Gymnastics; I. Golf; J. Badminton; K. Field Hockey; L. Softball; M. Volleyball.

335-3 General Medical Conditions for the Athletic and Physically Active Populations. This course will provide the athletic training student with the knowledge and skill necessary to recognize, manage, and refer general medical conditions and disabilities that occur to athletes and the physically active. Prerequisite: admission into the Athletic Training Education Program and Physiology 301 or consent of instructor. Lab fee: \$20.

341A-3 Assessment of Musculoskeletal Injuries-Upper Body. Assessment of upper body injuries and related illness. This course also includes laboratory experiences in clinical assessment of athletic related injuries and illness. Restricted to admission into Athletic Training Education Program or permission of instructor and Physiology 301. Lab fee: \$50.

341B-3 Assessment of Musculoskeletal Injuries-Lower Body. Assessment of lower body injuries and related illness. This course also includes laboratory experiences in clinical assessment of athletic related injuries and illness. Restricted to admission into Athletic Training Education Program or permission of instructor and Physiology 301. Lab fee: \$50.

342-3 Pharmacology for Sport and Allied Health Professionals. This course is designed to make the allied health and exercise professional aware of the effects of prescription, non-prescription, performance enhancing and street drugs on the performance of physically active persons. Prerequisite: Physiology 201, Chemistry 140A or 200/201.

345-3 Psychological and Social Aspects of Sport and Physical Activity. This course exposes students to psychological and sociological concepts related to sport and physical education con-

texts. Primarily designed for future physical education teachers and coaches, the class examines how psychological and sociological principles relate to teaching and coaching contexts. Restricted to Kinesiology Majors Only.

350A-1-3 Special Topics-Kinesiology. The class will focus on various topics depending on the needs and interests of students and the expertise of faculty. 1 to 3 credit hours; may be repeated three times for a max of 9 hours. Special approval needed from the instructor.

350B-1-3 Special Topics-Exercise Science. The class will focus on various topics depending on the needs and interests of students and the expertise of faculty. 1 to 3 credit hours; may be repeated three times for a max of 9 hours. Special approval needed from the instructor.

350C-1-3 Special Topics-Athletic Training. The class will focus on various topics depending on the needs and interests of students and the expertise of faculty. 1 to 3 credit hours; may be repeated three times for a max of 9 hours. Special approval needed from the instructor.

350D-1-3 Special Topics-Physical Education Teacher Education. The class will focus on various topics depending on the needs and interests of students and the expertise of faculty. 1 to 3 credit hours; may be repeated three times for a max of 9 hours. Special approval needed from the instructor.

350E-1-3 Special Topics-Sport Administration/Coaching. The class will focus on various topics depending on the needs and interests of students and the expertise of faculty. 1 to 3 credit hours; may be repeated three times for a max of 9 hours. Special approval needed from the instructor.

355A-2 to 14 (2 per section) Practicum-Aquatics. Restricted to written consent of instructor.

355B-2 to 14 (2 per section) Practicum-Special populations. Restricted to written consent of instructor.

355C-2 to 14 (2 per section) Practicum-Coaching. Mandatory Pass/Fail. Restricted to written consent of instructor.

355D-2 to 14 (2 per section) Practicum-Athletic Training. Restricted to written consent of instructor.

355E-2 to 14 (2 per section) Practicum-Dance. Restricted to written consent of instructor.

355F-2 to 14 (2 per section) Practicum-Exercise Science. Restricted to written consent of instructor. Fee: \$20.

355G-2 to 14 (2 per section) Practicum-Teaching of Sport. Restricted to written consent of instructor.

360-3 Introduction to Sport Administration. The course will provide students with the foundations and principles of sport administration, including an overview of the structure of the sport industry and basic fundamental knowledge and skills necessary for the successful sport administrator. The course will address essential topics in sport administration, the history of sport administration, management and marketing principles, amateur and professional sport industry & career preparation.

364-3 Legal & Ethical Issues in Sport. This course provides an extensive overview of legal principles and ethical issues in sport. This course will begin with an introduction to the different fields of law & a survey of the broad issues related to sport law (federal amendment, torts, contracts, labor relations). The second half of this course examines the basic philosophical issues concerning ethics and moral reasoning and how these issues relate to sport.

365-3 Business Aspects of Sport. The course will provide students with basic knowledge and understanding of the principles, processes, and strategies related to financing, marketing and managing sport resources. The focus will be on applications of the principles and concepts of sport finance and marketing, and event management to the sport industry. The course will address a variety of current topics associated with the sport industry.

370-3 Measurement, Evaluation and Assessment in Physical Education. The purpose of this course is to introduce students to the theory and practical application of measurement, evaluation and assessment in physical education. The course will provide an overview of multiple assessments of student learning in the psychomotor, cognitive and affective domains and cover basic statistical techniques and the interpretation of performance results.

380-2 Aerobics. A study of theoretical and practical framework within which the concepts of aerobic fitness exist. Both an evaluation and a hands-on experience with the direct and indirect procedures commonly used to determine oxygen uptake capacity and aerobic power. A thorough discussion of the meaning of aerobic fitness as it applies to general fitness of the adult and aging person. Prerequisite: KIN 320. Restricted to junior standing. Special approval needed from the instructor in the semester prior to enrollment.

381-2 Exercise and Nutrition. This course develops the interrelationship of exercise and nutrition. The course begins with an overview of food nutrients and bioenergetics. It then examines optimal nutrition for physical activity, nutritional ergogenic aids, and weight control and disordered eating. Prerequisite: KIN 320. Restricted to junior standing.

382-3 Graded Cardiovascular Testing and Exercise Prescription. A study of the controlled use of exercise to evaluate the cardiovascular function of an adult population and in specific persons of middle and older aged groups. The scientific basis of recommending exercise programs as a preventive rather than a treatment of heart disease will be stressed. Prerequisite: KIN 320. Restricted to junior standing.

400-3 Psychology of Injury. This course will explore the theory and research related to the psychological aspects of injury and injury rehabilitation. The focus is on theory and application. Case studies will be used to explore assessment and intervention approaches relevant for different levels of athletic training, sports medicine and sport psychology professionals.

407-3 Rehabilitation of Athletic Injuries. This course provides the athletic training student with the theoretical background and practical application of principles and techniques of rehabilitation of athletic related injuries. This course also includes laboratory experiences in rehabilitation of athletic injuries. Not for graduate credit. Restricted to admission into Athletic Training Education Program or permission of instructor. Laboratory fee: \$50.

408-3 Advanced Exercise Prescription. Advanced exercise prescription provides an analysis of physical fitness as it relates to the total well-being of the individual. The course contains specific units on fitness parameters, hypokinetic disease, stress, current levels of physical fitness, but emphasizes the creation of training programs. The course contains exercise prescription for healthy, at risk, overweight and chronically ill populations.

Prerequisite: KIN 382 and KIN 320.

412-3 Research and Practice in Applied Sport Psychology.

This course examines current research and practice in applied sport psychology. Emphasis will be placed on moving from theory into practice on sport-specific individual differences, motivational approaches, and interventions.

415-3 Foundations of Sport and Fitness Management. An introduction to broad concepts and issues regarding the management of health clubs, corporate fitness programs; and various components of amateur and professional sport organizations. Students investigate foundational aspects of sport and fitness management, examine requirements for operating successful programs and gain insight into various career opportunities.

416-2 Introduction to Team Building. The purpose of this course is to acquaint students, teachers, coaches and administrators with the "team building model". The course will focus on ice-breakers, trust and communication initiatives, problem solving skills and processing. The goal of this introductory course is for the participants to become familiar and acquire team building skills, to develop a workable team building model and initiate the plan in the classroom or workplace.

418-2 Administration of Aquatics. The study of comprehensive aquatic programs, their implementation and coordination.

420-3 Advanced Exercise Physiology. The general physiological effects of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Prerequisite: Physiology 201 and KIN 320.

421-3 Principles of Skeletal Muscle Action. The neural, physiological and mechanical basis of skeletal muscle action and plasticity in relation to the expression of strength and power. Prerequisite: Physiology 201 and KIN 320.

426-3 Research in Athletic Training. Specifically designed for the student who wishes to become an athletic trainer and gain knowledge in the application and current research in therapeutic modalities.

427-3 Organization and Administration in Athletic Training. This course is designed to study and discuss the concepts of organization and administration in the health care of athletes and physically active individuals. Not for graduate credit. Restricted to admission into the Athletic Training Education Program or consent of instructor.

428-3 Physical Activity and Exercise for Older Adults. (Same as GRON 428) This course is designed to introduce the student to physical changes of the older person with reference to activity and exercise and to teach the student about rational activity and exercise programs for the older person with consideration of the care and prevention of typical injuries that may occur with such programs.

455-1 to 12 Internship in Sports Administration. The internship is a culminating experience directly related to the student's intended employment or area of interest. To enroll students must be of senior status (at least 90 credit hours completed) and have a 2.5 g.p.a or have approval from the instructor. Prerequisites include KIN 301, KIN 329, KIN 345, KIN 360, KIN 364, and KIN 365. All conditions of placement, conduct and evaluation of the internship will be under jurisdiction of the appropriate faculty.

493A-2 to 4 Individual Research. A. Dance. B; Physical Education; C. Measurement; D. Motor Development; E. Physiology

of Exercise; F. History and Philosophy; G. Motor Learning; H. Psycho-Social Aspects; I. Sport Management. The selection, investigation, and writing of a research topic under supervision of an instructor. Written report required. Special approval needed from the instructor.

494A-1 Practicum in Kinesiology. Supervised practical experience at the appropriate level in selected kinesiology activities in conjunction with class work. Work may be in the complete administration of a tournament, field testing, individual or group work with special populations, administration of athletics or planning physical education facilities. Special approval needed from the adviser.

494B-1 Practicum in Kinesiology. Supervised practical experience at the appropriate level in selected kinesiology activities in conjunction with class work. Work may be in the complete administration of a tournament, field testing, individual or group work with special populations, administration of athletics or planning physical education facilities. Special approval needed from the adviser.

Kinesiology Faculty

Ackerman, Kenneth, Assistant Professor, *Emeritus*, M.A., Michigan State University, 1959.

Anton, Phillip M., Assistant Professor, Ph.D., University of Northern Colorado-Greeley, 2006.

Becque, M. Daniel, Associate Professor, Ph.D., University of Michigan, 1988.

Blackman, Claudia J., Assistant Professor, *Emerita*, M.S.Ed., Southern Illinois University, 1968.

Blinde, Elaine M., Professor, *Emerita*, Ph.D., University of Illinois, 1987.

Brechtelsbauer, Kay M., Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1980.

Carroll, Peter, Assistant Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1970.

Dirks, W. Edward, Instructor, *Emeritus*, M.S., Southern Illinois University, 1964; Certificate, Physical Therapy, Ohio State University, 1965.

Good, Larry, Associate Professor, *Emeritus*, Ph.D., Temple University, 1968.

Hartzog, Lewis, Instructor, *Emeritus*, M.E., Colorado State University, 1954.

Illner, Julee Ann, Assistant Professor, *Emerita*, M.S.Ed., Southern Illinois University, 1968.

Knapp, Bobbi, Assistant Professor, Ph.D., University of Iowa, 2008.

Knowlton, Ronald, Professor, *Emeritus*, Ph.D., University of Illinois, 1961.

Long, Linn, Assistant Professor, M.S., *Emeritus*, University of Colorado, 1967.

Okita, Ted, Professor, *Emeritus*, M.A., Northwestern University, 1964.

Olson, Michael, Assistant Professor, Ph.D., Louisiana State University, 2006.

Park, Meungguk, Associate Professor, Ph.D., The Ohio State University, 2005.

Partridge, Julie, Associate Professor, Ph.D., University of Northern Colorado-Greeley, 2003.

Porter, Jared, Assistant Professor, Ph.D., Louisiana State University, 2008.

Vogler, E. William, Professor and *Chair*, Ed.D., University of Utah, 1980.

Wallace, Juliane, Associate Professor, Ph.D., Iowa State University, 2004.

West, Charlotte, Professor, *Emerita*, Ph.D., University of Wisconsin, 1969.

Wilson, Donna, Associate Professor, M.F.A., University of Oklahoma, 1975.

Yoh, Taeho, Associate Professor, Ph.D., Florida State University, 2001.

Landscape Horticulture

(SEE PLANT AND SOIL SCIENCE)

Latino and Latin American Studies

(Minor)

The Latino and Latin American Studies minor is interdisciplinary, designed to provide undergraduates with an enhanced understanding of the culture, history, language, literature, and arts of both Latinos in the United States and the people of Latin America. The minor consists of a minimum of 15 hours that are to be selected from the university's offerings on these topics and organized to reflect each individual student's interests. Through coursework in Latino and Latin American Studies, students may prepare themselves for careers in teaching, government, the media, health care, business, law, and the arts, among others. The requirements for the Latino and Latin American Studies minor are listed below.

LATINO AND LATIN AMERICAN STUDIES MINOR

Successful completion of the Latino and Latin American Studies minor consists of satisfying a language requirement as well as all course requirements.

Language Requirement: A minimum of one year (two courses) or equivalent of Spanish, satisfaction by coursework or exam.

Course Requirement: 15 credit hours, including 6 hours of required core courses and 9 hours of electives (with no more than 3 of the 9 hours of electives from the student's major).

Required Core courses: one of ANTH 204, 310E, 310I, 328B, 328C; one of HIST 370A or 370B.

Electives can be chosen from the following (note that some have prerequisites or restrictions): AFR 360; ANTH 204, 205, 206, 302, 310C, 310E, 310I, 416, 420, 430B, 430F; AD 468; CCJ 203; ECON 419; ENGL 205, 446; HIST 361, 365, 370A, 370B, 371, 470, 474; LING 416; PHIL 211; POLS 215, 366; PSYC 223; SOC 215, 438, SPAN 310B, 370B, 434.

Leisure Services Management/ Leisure Studies

(SEE RECREATION)

Liberal Arts (College, Courses)

Courses (LAC)

100-1 Strategies for Academic Success. Intended for liberal arts students on academic probation, this course is designed to assist students in their re-entry to college. Topics will cover academic, personal and career issues as well as various resources available for students on campus. Course is restricted to College of Liberal Arts students. Special approval needed from the instructor.

250-3 Fine and Performing Arts in University Life. This course links participation in university and community fine and performing arts activities to learning in the liberal arts. Students are required to attend six events and write six papers. Mandatory Pass/Fail.

260-3 Humanities in University Life. This course links participation in university and community humanities lectures and presentations to learning in the liberal arts. Students are required to attend six events and write six papers. Mandatory Pass/Fail.

270-3 Diversity in University Life. This course links participation in university and community multicultural events, lectures, and presentations to learning in the liberal arts. Students are required to attend six events and write six papers. Mandatory Pass/Fail.

280-3 Social Sciences in University Life. This course links participation in university and community social science lectures and presentations to learning in the liberal arts. Students are required to attend six events and write six papers. Mandatory Pass/Fail.

288-1 Study Abroad Orientation. A pre-departure orientation course designed to prepare study abroad/exchange students for maximum learning during their overseas experience. Topics will include logistics, intercultural communication skills, health and safety issues, educational systems abroad and re-entry. Enrollment is restricted to consent of Study Abroad Programs.

300I-3 Social Perspectives on Environmental Issues. (University Core Curriculum) Case studies (e.g., rural village in developing nation; small town in the United States; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

301-2 Professional Development. This course is designed to prepare liberal arts students for the transition from the academic community into the workforce. Students will develop a personal career development strategy, learn how to conduct a job search in their chosen career field, and acquire professional development skills needed to succeed in various work environments.

303-1 to 9 (1 to 3 per semester) Interdisciplinary Studies. Offered in a variety of forms, including lectures, readings, research, or field study. Initiated by at least two faculty members from different departments. Approval by the dean is required during the semester prior to its offering. May be repeated to equal a total of nine credits.

388-1 to 45 Study Abroad. Provides credit toward the undergraduate degree for study at accredited foreign institutions or approved overseas programs. Final determination of credit is

made on the student's completion of the work. One to eighteen hours per semester, one to nine hours for summer, maximum of 45. Requires special approval by Study Abroad Programs. Course may be pass/fail at the discretion of the academic unit.

Linguistics (Department, Major, Courses, Faculty)

Language is both a means of social communication and a unique property of the human mind. As such, linguistics - the scientific study of language - has a broad appeal to students who are interested in the social sciences, the humanities, computer science, or the life sciences. The undergraduate program in linguistics helps students understand the diversity of human modes of communication, the social and psychological origins of language, and the processes by which languages are learned and lost. A major in linguistics thus provides students with a focused but broad-based education in the liberal arts. In addition, the way linguists think about their subject has greatly influenced the development of other disciplines such as anthropology, computer science, language teaching, philosophy, psychology, and sociology. A degree in linguistics will thus be of great value to students intending to pursue careers in those fields.

Graduates of the linguistics program who enter the work force immediately after graduating find employment in a wide variety of settings: as teachers, writers, translators, editors, civil servants, community developers, etc. Graduates who go on to advanced study find themselves well prepared for professional careers in fields such as linguistics, language teaching, educational administration, language planning, language research, speech pathology, lexicography, publishing, and foreign service.

Two tracks are available in the B.A. degree in Linguistics-the first track provides students with a solid grounding in linguistic theory and application, the second track focuses primarily on teaching English to new speakers of the language in an ESL or Bilingual setting. Majors in both tracks are required to obtain a grade of C or better in each of the core courses.

Since the study of linguistics involves familiarity with languages other than one's native language, knowledge of a foreign language is a requirement for a degree in linguistics. This requirement, which also satisfies the foreign language requirement of the College of Liberal Arts, involves either one-year of an uncommon or non-Western language or two years of any foreign language. International students whose native language is not English and who have successfully satisfied the requirement of International Undergraduate Admissions for English language proficiency will also have satisfied the Linguistics Department foreign language requirement by offering English as their foreign language.

The major in linguistics consists of a minimum of 33 semester hours comprising a core of basic courses in general linguistics plus a variety of electives. The core of the linguistics major consists of 21 semester hours in Linguistics 104, 200, 300, 402, 405, 406, and 408. In addition, 12 semester hours of electives must be selected from other linguistics courses, 9 of which must be at the 400-level with the remaining 3 credits of electives at the 300- or 400-level. LING 480A does not count as an elective for the major in linguistics.

The major in linguistics with specialization in English as a New Language (ENL-also known as ESL/Bilingual Education) consists of 33 semester hours comprising a core of basic courses in the structure of the English language and pedagogical methods. The core of the ENL track consists of 21 semester hours in Linguistics 201, 300, 331, 340, 341, 353, and 472. In addition, 12 semester hours of electives must be selected from Linguistics 382, 415, 440, 443, 445, 454, 456, 470, 471, or 497. Linguistics 471 is required for students working toward Bilingual Education certification, but not for students working toward ESL certification. Linguistics 300 is required for students working toward ESL certification, but not for students working toward Bilingual Education certification. Students wishing to earn a state of Illinois teaching certification should also consult the College of Education and Human Services early in their degree program (see Teacher Education Program, College of Education and Human Services in this chapter).

Bachelor of Arts Degree in Linguistics, College of Liberal Arts

University Core Curriculum Requirements 41
 College of Liberal Arts Academic Requirements
 (See Chapter 4) 14
Requirements for Major in Linguistics 33
 Core courses: Linguistics 104, 200, 300, 402, 405, 406,
 and 408 each with a grade of C or better 21
 Electives: 12 credits hours, 9 of which must be at the 400
 level. The remaining 3 may be at the 300- or 400-level. 3 of
 the 12 hours may be taken outside the linguistics department
 with the permission of the department's undergraduate
 advisor..... 12
Foreign Language Requirements (satisfies the College
 foreign language requirement) 6-16
Electives 16-26
Total 120

Theoretical Linguistics Track Suggested Curricular Guide (4 year)

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, 102*.....	3	3
Core Curriculum.....	6	9
LING 200, 104.....	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
Core Curriculum.....	9	9
LING 300, Elective.....	3	3
Foreign Language (LING 480A,B)**.....	3	3
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
LING 402.....	3	-
LING 405, 408.....	-	6
LING Elective.....	3	-

CoLA Writing, CoLA Int'l.....	3	6
Electives	6	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
LING 406.....	-	3
LING Electives.....	6	3
Electives	9	9
<i>Total</i>	15	15

* Non-native English speakers may substitute LING 101/102 for ENGL 101/102.

** Linguistics majors satisfy Foreign Language requirement with one year of LING 480 (less commonly taught languages) or two years of Spanish, German, or French.

Theoretical Linguistics Track Suggested Curricular Guide (2 year transfer)

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
LING 200, 300, 402.....	9	-
LING 104, 405, 408.....	-	9
LING Elective.....	-	3
Foreign Language (LING 480A,B)**	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
LING Electives.....	6	3
LING 406.....	-	3
CoLA Writing, CoLA Int'l.....	3	6
Electives	6	3
<i>Total</i>	15	15

** Linguistics majors satisfy Foreign Language requirement with one year of LING 480 (less commonly taught languages) or two years of Spanish, German, or French.

Bachelor of Arts Degree in Linguistics, Specialization in ESL/Bilingual Education, College of Liberal Arts (Leading to Illinois State Certification in Teaching English as a New Language)

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Requirements</i> (See Chapter 4)	14
<i>Requirements for Major in Linguistics, English as a New Language</i>	33
Core courses: Linguistics 201, 300, 331, 340, 341, 353, 472, each with a grade of C or better.	
Electives: Choose four from the following courses: LING 300, 382, 415, 440 (may be taken twice with different topics), 443, 445, 454, 456, 470, 471, or 497	
<i>Foreign Language Requirements</i> (satisfies the College foreign language requirement).....	6-16
<i>Professional Education Requirements</i>	28
(See Teacher Education Program, College of Education and Human Resources in Chapter 4)	
<i>Electives</i>	16-26
<i>Total</i>	120

ENL Linguistics Track Suggested Curricular Guide (4 year)

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, 102*.....	3	3
Core Curriculum	6	9
LING 331, 201.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Curriculum	9	9
LING 300, Elective.....	3	3
Foreign Language (LING 480A,B)**	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
LING 353	3	-
LING 340, 341.....	-	6
LING Elective.....	3	-
CoLA Writing, CoLA Int'l.....	3	6
Electives	6	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
LING 472.....	3	-
LING Electives.....	3	6
Electives	9	9
<i>Total</i>	15	15

* Non-native English speakers may substitute LING 101/102 for ENGL 101/102.

** Linguistics majors satisfy Foreign Language requirement with one year of LING 480 (less commonly taught languages) or two years of Spanish, German, or French.

NOTE: Students completing the ENL Linguistics track who are seeking teacher certification should select additional teacher education courses as described under the College of Education and Human Services pamphlet for ENL teacher certification.

ENL Linguistics Track Suggested Curricular Guide (2 year)

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
LING 300, 353 & (331 or 340).....	9	-
LING 201.....	-	3
LING 331 & (340 or 341)	-	6
LING elective	-	3
Foreign Language (LING 480A,B)**	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
LING Electives.....	3	6
LING 472.....	3	-

CoLA Writing, CoLA Int'l.....	3	6
Electives	6	3
Total	15	15

**Linguistics majors satisfy Foreign Language requirement with one year of LING 480 (less commonly taught languages) or two years of Spanish, German, or French.

NOTE: Students completing the ENL Linguistics track who are seeking teacher certification should select additional teacher education courses as described under the College of Education and Human Services pamphlet for ENL teacher certification.

Minor

The minor in linguistics (a minimum of 18 hours) draws upon the core courses of the Department of Linguistics. Students are introduced to the structure of language, the historical development of languages, and the relation of language to the rest of culture. A minor in linguistics is of special interest to students in anthropology, computer science, English, foreign languages and literatures, mathematics, philosophy, psychology, sociology, speech communication, and communication disorders and sciences.

Course requirements for the minor in linguistics are 104, 200, and 300, plus at least two LING courses (6 semester hours) at the 400-level and one LING course (3 semester hours) at the 300- or 400-level. LING 480a does not count toward the minor in linguistics.

Courses (LING)

100-3 Speaking and Listening in English as a Second Language. Oral conversational and academic English. An elective for students who do not speak English as their first language. Classes are offered at beginning, intermediate and advanced levels. May be repeated at three different levels for a maximum of 9 credit hours. Mandatory Pass/Fail.

101-3 English Composition I for ESL Students. (University Core Curriculum) [IAI Course: C1 900] The first course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in academic writing in English. To this end, Linguistics 101 teaches students processes and strategies for planning, drafting, revising and editing their English writing for academic audiences. Course assignments focus on writing from primary and secondary sources. ESL equivalent to University Core Curriculum English 101.

102-3 English Composition II for ESL Students. (University Core Curriculum) [IAI Course: C1 901R] The second course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in research writing for academic audiences. Linguistics 102 focuses on writing from secondary sources, teaching students processes and strategies for planning, drafting, revising and editing papers that incorporate published material. All aspects of the research process are addressed, from locating and evaluating relevant sources to incorporating and documenting these sources in papers written for various purposes. Students must earn a grade of C or better in LING 101 or ENGL 101 before beginning LING 102. For

credit in the University Core Curriculum, students must earn a "C" or better in 102. Equivalent to University Core Curriculum ENGL 102. Prerequisite: LING 101 or ENGL 101.

104-3 Grammar in Language. Description and explanation of the major grammatical categories and structures found in a wide variety of languages, including English. Consideration of the role of language structures in such topics as the nature, origin, acquisition, and variation of language. Course is designed to give students insight into the basic concepts of grammar and show their interrelationship, importance, and functioning in human language.

200-3 Language, Society and the Mind. (University Core Curriculum) What distinguishes humans from other animals? This course addresses how language is a uniquely human phenomenon by exploring issues in language and society and psychological aspects of language use. Topics include language in conversation, differences between speakers of different ages/genders/regions/social groups, first and second language acquisition, bilingualism, language meaning and change, and the relationship between language and culture.

201-3 Language Diversity in the USA. (University Core Curriculum) An examination of different varieties of English and the growing presence of other languages in the United States. Local, regional and national perspectives are used to review current patterns of language diversity and to explore the impact of language issues on policies and practices in education, the legal system and the work place.

290-3 Advanced English Composition for ESL Students. This course helps ESL writers refine their writing in English, with a focus on broadening their understanding of the rhetorical expectations of the types of writing done in their professional disciplines, both in academia and in industry. Assignments focus on the exploration of research methods and writing tasks involved in various fields and in the job application process. Students must earn a grade of C or better in LING 102 or ENGL 102 before beginning LING 290. Prerequisite: LING 101 or ENGL 101 and LING 102 or ENGL 102.

298-1 Multicultural Applied Experience. (Multicultural Applied Experience Course) An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail.

300-3 Introduction to Descriptive Linguistics. An introductory survey of descriptive and theoretical linguistics: assumptions, methods, goals, terminology, and data manipulation.

320I-3 Language, Gender and Power. (University Core Curriculum) (Same as WGSS 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of linguistics, anthropology, psychology, sociology and speech communication will be used.

330-3 Language and Behavior. A wide-ranging examination of

the implications of language study for people's view of themselves and their place in the world. Topics deal with the pervasiveness of verbal and non-verbal language in various aspects of modern society.

331-3 Pedagogical Grammar. Explores relationship among language structure, learning and teaching in order to understand the role of grammar in TESOL. Makes students more aware of how the English language works, the kinds of language that ESL learners (K-adult) produce and why they proceed through certain stages, and understand the role and effects of grammatical consciousness-raising on the development of ESL. Prerequisite: LING 300 and LING 353 or consent of department.

340-3 Second Language Acquisition. Introduction to key concepts and major theoretical and methodological issues in SLA research. Examines major developments in SAL in phonology, morphology, lexis, syntax, semantics and discourse and provides students with hands-on experience in describing and accounting for L2 data. An opportunity to design and implement a data-based study in an area of interest to students. Prerequisite: LING 300 or consent of instructor.

341-3 Introduction to Intercultural Communication. (See SPCM 341)

353-3 Methods and Materials in TESOL. Required for IL ESL/Bilingual Approval. Methods/materials to teach ESL/EFL in the United States (K-adult) and abroad. Promotes eclecticism through reflective practice; overview of methods from early grammar translation to cognitive and communicative, integrated skills, technology and content-based approaches. Lecture, readings, discussion, demonstration, material review, lesson planning, micro-teaching. Prerequisite: LING 200 or consent of instructor.

382-3 Course Design for TESOL. Overview of issues and procedures in the design and implementation of courses for TESOL. Particular attention is given to recent developments such as content-based instruction. All major course components such as setting of objectives, syllabus design, content specification and evaluation are considered. In addition, resources available for addressing these issues will be discussed. Prerequisite: LING 300 and LING 353, or consent of instructor.

402-3 Phonetics. Theory and practice of articulatory phonetics.

403-3 English Phonology. Study of English phonology, including phonetics, phonemics and prosodics. Prerequisite: LING 300 or Graduate status or consent of department.

404-3 American Dialects. Regional variation and social stratification of American English. Phonological and syntactic differences among the major dialects of American English. Prerequisite: LING 300 or Graduate status or consent of department.

405-3 Introduction to Phonological Theories. A survey of various phonological theories from the 19th century up to the present, including theoretical issues arising there from and relationships among the theories. Limited data analysis within the perspectives of the different theories. Not for graduate credit. Prerequisite: LING 300 and LING 402 or consent of department.

406-3 Introduction to Historical Linguistics. (Same as Anthropology 406) An introductory survey of historical and comparative linguistics, including terminology, assumptions and methods of investigation. Satisfies the CoLA Writing-Across-

the-Curriculum requirement. Not open to graduate students in Linguistics. Prerequisite: LING 300, LING 405, and 408 or consent of department.

408-3 Introduction to Syntactic Theory. This course is an introduction to the major concepts and issues in generative grammar. Data from English and other languages will be examined and students will be provided with numerous opportunities to solve problems in syntax. Students will also be given an opportunity to carry out an individual project in syntax. Not for graduate credit. Prerequisite: LING 300 or consent of department.

415-3 Sociolinguistics. (Same as ANTH 415) History, methodology, and future prospects in the study of social dialectology, linguistic geography, multilingualism, languages in contact, pidgin and creole languages, and language planning. Prerequisite: LING 300 or Graduate status or consent of instructor.

416-3 Spanish in the U.S.A. (Same as ANTH 416) This course offers a survey of the historical, social, political, linguistic and educational issues surrounding the Spanish language in the United States. Topics to be addressed include Spanish language use and bilingualism, language maintenance and shift, education of Latino populations, Hispanic diversity, and Latino literature.

426-3 Gender, Culture and Language. (Same as WGSS 426 and ANTH 426) This course is designed for students who have had some exposure to gender studies. It will focus on readings in language and gender in the fields of anthropological- and sociolinguistics. Issues to be addressed are the differences between language use by men/boys and women/girls, how these differences are embedded in other cultural practices, and the various methodologies and theories that have been used to study gendered language use.

430-3 to 6 (3,3) Grammatical Structures. Detailed analysis of the structure of particular languages. May be repeated to a total of six hours credit with consent of department. Prerequisite: LING 300 or Graduate status or consent of department.

440-3 to 9 (3 per topic) Topics in Linguistics. Selected topics in theoretical and applied linguistics. May be repeated to a total of nine hours credit under different topics. Not for graduate credit.

442-3 Language Planning. Survey of the field of language planning: definitions and typologies, language problems, language treatment, attitudes and beliefs about language, relations between language planning processes and other kinds of social and economic planning, linguistic innovations and other processes of language change, implementation of language policies. Prerequisite: LING 300 or Graduate status or consent of department.

443-3 Bilingualism. Examines the linguistic, psycholinguistic, sociolinguistic and educational aspects of bilingualism, particularly as pertaining to the care and education of bilingual children. Useful for teachers, speech therapists, doctors, psychologists, counselors, and other working with bilinguals. Practical applications and data-based research. Not for graduate credit. Prerequisite: LING 300 or consent of instructor.

445-3 Psycholinguistics. (Same as PSYC 445) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication,

language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems and language and the brain. Prerequisite: LING 300 or Graduate status or consent of instructor.

450-3 to 6 (3,3) Language Families. A synchronic survey of particular language families or sub-families. May be repeated to a total of six hours credit with consent of department. Prerequisite: LING 300 or Graduate status or consent of instructor.

454-3 Observation and Practice in TESOL. Focused observation of a wide variety of classes in English as a second language and in foreign languages. Some supervised teaching or tutoring. Analysis of textbooks for TESOL. Not for graduate credit. Prerequisite: LING 353 or consent of department.

456-3 Contrastive and Error Analysis. Examination of the interference of other languages into the English of ESL learners on the levels of phonetics, phonology, morphology, syntax, lexicon, semantics, and orthography. Study of written and spoken errors, diagnosis of errors, and development of techniques for correction. Not for graduate credit. Prerequisite: LING 340 or consent of instructor.

470-3 Foundations of Bilingual Education. Required for State of Illinois Bilingual Education Approval. Provides a broad overview of the field of bilingual education, including related terminology; historical, political, social, theoretical, international, economic, cultural, and legal aspects of bilingual education; and educational program models for serving LEP students.

471-3 Bilingual Education Methods and Materials. Required for Illinois Bilingual Approval. Emphasis on US/K-12 schools; methods and materials for: bilingual content, biliteracy, sheltered and multicultural instruction and for ELLS with disabilities; techniques for advocacy for ELLs, writing funding proposals, and conducting program reviews and workshops. Include materials reviews, lesson planning and micro-teaching. Departmental approval required (student must be bilingual).

472-3 Assessment of Language Minority Students. Required for IL ESL/Bilingual Approval. Assessment concepts and terminology; how to select, administer, and interpret standardized tests for English learners in the U.S. (K-adult) and abroad; develop traditional and alternative classroom tests of language and content instruction. Course includes lectures, readings, class discussions, and individual and group projects.

480A-3 to 12 Less Commonly Taught Languages. Elementary course in less commonly taught language. Languages vary. Section (A) corresponds to first semester, section (B) of the same language is a continuation of section (A). Must be taken in (A), (B) sequence when available. Sequence may be repeated with a different language. Students must earn a grade of C or better in LING 480A before beginning LING 480B.

480B-3-12 Less Commonly Taught Languages. Elementary course in less commonly taught language. Languages vary. Section B is a continuation of section A. Must be taken in A,B sequence when available. Sequence may be repeated with a different language. Students must earn a grade of C or better in LING 480A before beginning LING 480B. Prerequisite: LING 480A.

497-1 to 8 Readings in Linguistics. Directed readings in selected topics in linguistics. Not for graduate credit. Special approval needed from the instructor.

Linguistics Faculty

Angelis, Paul J., Associate Professor, *Emeritus*, Ph.D., Georgetown University, 1968.

Baertsch, Karen S., Assistant Professor, Ph.D., Indiana University, 2002.

Brutten, Sheila R., Associate Professor, *Emerita*, M.A., Southern Illinois University Carbondale, 1965.

Chang, Soo Jung, Lecturer, Ph.D., University of Georgia, 2009.

Charkova, Krassimira, Senior Lecturer, Ph.D., Southern Illinois University Carbondale, 2001.

Dotson, John E., Professor, *Emeritus*, Ph.D., Johns Hopkins University, 1969.

Friedenberg, Joan, Professor, *Emerita*, Ph.D., University of Illinois, 1979.

Fuller, Janet M., Associate Professor, Ph.D., University of South Carolina, 1997.

Gilbert, Glenn G., Professor, *Emeritus*, Ph.D., Harvard University, 1963.

Halliday, Laura J., Senior Lecturer, Ph.D., Southern Illinois University Carbondale, 2005.

Kim, Alan Hyun-Oak, Associate Professor, Ph.D., University of Southern California, 1985.

Lakshmanan, Usha, Professor, Ph.D., University of Michigan, 1989.

McPherron, Paul, Assistant Professor, Ph.D., University of California, Davis, 2008.

Montavon, Mary V., Lecturer, *Emerita*, Ph.D., University of Illinois, 2003.

Parish, Charles, Professor, *Emeritus*, Ph.D., University of New Mexico, 1959.

Perkins, Allen Kyle, Professor, *Emeritus*, Ph.D., University of Michigan at Ann Arbor, 1976.

Stockdale, Margaret S., Professor and *Chair*, Ph.D., Kansas State University, 1990.

Management

(Department, Major, Minor, Courses, Faculty)

Management is the art of decision-making, supervision and strategic planning for effective use of physical and human resources to achieve high performance. The curriculum provides a broad exposure to the key functions of management. It helps develop technical, technological and human resource management skills needed in modern enterprises. The management curriculum develops valuable methods, tools, techniques and skills while emphasizing creative thinking and problem solving. Students can satisfy the general requirements of a management major and direct their programs of study toward several career tracks. These specializations include General Management, Entrepreneurship, Global E-Business, Supply Chain Management, Personnel Management, and Management of Health-Care Enterprises.

General Management. Managers make and implement decisions through and with people working together toward common goals. The Curriculum focuses on the organizational and environmental factors that influence individuals and groups,

particularly in work settings. This includes developing leadership, organizational and behavioral skills that support high performance organizations.

Entrepreneurship. Entrepreneurship is the initiation and management of a new venture or revitalizing an existing firm. This specialization explores the special problems associated with starting a new venture and operating an independent, and often small, business venture.

Global E-Business. Many businesses and organizations operate and compete in a global arena centered on web-based E-commerce technologies that involve transacting business and collaborating with customers, employees, and business partners. This Curriculum integrates many traditional information systems courses with important emphases related to managing E-business systems, processes, technologies and models in a worldwide setting.

Supply Chain Management. In today's global competitive environment, organizations must efficiently manage the flow of materials, goods, services, and information throughout the value chain, from suppliers to customers. Customers require high quality products and services at competitive prices, when they want them, where they want them. Supply Chain management ensures the smooth flow of materials and efficient transformation of various inputs into goods and services while maintaining high quality.

Personnel Management. The Personnel Management specialization trains students in managerial strategies and programs for making the most effective use of the skills and abilities of organizational personnel. It considers processes such as employee selection, training, career development, diversity, motivation, team-work, and performance appraisal, as well as the impact of cultural, environmental, social, and legal influences on managerial practice.

Management of Health-Care Enterprises. This specialization focuses on the application of sound principles of management and leadership to the effective operation of health care facilities and health service organizations. It focuses on general principles of individual, group, and organizational effectiveness and the application of those principles to the unique societal, structural, legal, and political challenges faced by the health care field.

Students in the six specializations in management prepare for career opportunities in both profit and non-profit, service and manufacturing organizations. The flexibility provided by our six specializations creates a wide variety of employment opportunities. Additionally, students may seek careers as consultants with any of the various consulting firms.

A specialization in General Management provides students with an excellent background for entry-level positions as management trainees, supervisors, personnel specialists, or human resource coordinators.

A specialization in Entrepreneurship provides training in the basics of small business management, marketing and financial planning and budgeting. These skills are necessary for starting and running small businesses, franchise operations and family concerns.

A specialization in Global E-Business can prepare students

for positions in the national and international arena dealing with electronic commerce and business. These can include web designer, e-business consultant, database and data administration, systems development, and e-business management.

A specialization in Supply Chain Management prepares students for entry-level positions as operations supervisors, operations schedulers, logistics planners, or buyers.

A specialization in Personnel Management prepares students for positions such as Personnel Manager, Recruiter, or Director of Personnel.

A specialization in Management of Health-Care Enterprises can prepare students for many different possible positions in health-care organizations or in companies that do business with health-care organizations. These could include office manager, assistant administrator, or project coordinator.

Students majoring in other areas such as accounting, finance, or marketing can obtain a double major in management that will facilitate upward mobility in their careers.

A major in Management*(as described below) requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for the Management major, and students must earn a minimum 2.0 grade point average for those major courses. Additionally, for prerequisite purposes for all MGMT-numbered courses having a MGMT-numbered course as a prerequisite: a student must have a grade of C or better in each MGMT-numbered prerequisite course including ACCT/MGMT 208.

The Capstone Option for Transfer Students

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) degree or have the equivalent and who have a cumulative 2.0/4.0 gpa on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for the Capstone will work with the College of Business Advisement Office for approval of the Capstone option and will complete a personal contract for a degree completion plan.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both.

Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors who are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed. Starting Fall 2008, the College of Business has implemented a "minor program fee" for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

**Bachelor of Science Degree in Management,
College of Business**

<i>University Core Curriculum Requirements</i>	41
<i>Professional Business Core</i> (See Chapter 4)	45
<i>Requirements for Major in Management*</i>	21
*Minimum grade of C required for all classes in major area.	
Management Core 341, 380, 483.....	9
Specialization (Choose one)	12
General Management:	
Select four: Management 352, 385, 431, 446, 474, 485, 495	
Entrepreneurship:	
Finance 350, Management 350, 471; select one:	
Management 422, 431, 495	
Global E-Business:	
Select four: Management 360, 362, 411, 421, 422, 456, 495	
Supply Chain Management:	
Management 352, 452; select two: Management 456, 495, Industrial Technology 465, 470A, 470B	
Personnel Management:	
Management 385; select three: Management 352, 431, 474, 485, 495, Psychology 223, 307, 420	
Management of Health-Care Enterprises:	
Management 385, Health Care Management 360; select two: Management 474, 485, 495, Health Care Management 381, 385, 388	
<i>Approved Electives</i>	13
<i>Total</i>	120

Management Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCC Fine Arts, UCC Human Health ...	3	2
MATH 108/Approved Elective ⁴ ,		
MATH 140	3	4
UCC Science	3	3
ENGL 101, 102.....	3	3
UCOL 101, PSYC 102 ¹ /SOC 108	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
SPCM 101, ENGL 291	3	3
UCC Humanities, FIN 270.....	3	3
ACCT 220, 230	3	3
MATH 139, ACCT/MGMT 208.....	3	3
ECON 240, 241.....	3	3
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
UCC Humanities, UCC Integrative.....	3	3
BUS 302, MGMT 341.....	2	3
MGMT 345, 380	3	3
FIN 330, MGMT 318	3	3
MGMT 304, MKTG 304	3	3
Approved Elective ⁴	2	-
<i>Total</i>	16	15

FOURTH YEAR	FALL	SPRING
MGMT 483, 481.....	3	3
Specialization ³	3	3
Specialization ³	3	3
300-400 BUS prefix Elective, Approved		
Elective	3	3
Approved Electives ⁴	3	2
<i>Total</i>	15	14

¹Personnel Management specialization should take PSYC 102.
²The combination of Finance 280 (Business Law I) and Finance 380 (Business Law II) may be substituted for Finance 270 and is highly recommended for Accounting majors.
³Major option, Major specialization or Secondary concentration.
⁴120 semester hours are required for graduation. Approved electives should be selected in consultation with academic advisor to meet this requirement.

Minor

For College of Business majors, a minor in Management consists of a minimum of 15 semester hours, including Management 345 and twelve approved credit hours in Management at the 300 level or above. For non-College of Business majors, a minor in Management consists of a minimum of 15 semester hours, including Management 304, 318, 345 and six credit hours in Management at the 300 level or above. An advisor within the College of Business must be consulted before selecting Management as a minor. All prerequisites for the Management minor classes must be satisfied.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

Courses (MGMT)

170-3 Introduction to Business. Survey of business. General knowledge of the modern business world, the composition and functions of the business organization, as well as business as a social institution. Does not satisfy a College of Business requirement. Restricted to freshmen and sophomores.

202-3 Business Communications. (Same as WED 302) Creating and managing written and oral administrative communications including the analysis, planning and practice of composing different types of internal and external communications in various administrative and business contexts. To successfully complete this course, a communication competency examination (additional fee required) must be passed with at least 70% accuracy prior to University course drop date. Prerequisites: ENGL 101 and 102.

208-3 Business Data Analysis. (Same as Accounting 208) [IAI Course: BUS 901] Uses of business data in policy formulation are discussed. Emphasis is placed on the conversion of raw information into statistics which are useful to the decision maker. Problems stress solution to questions typically raised in businesses. Prerequisite: MATH 139.

304-3 Introduction to Management. Basic concepts of the administrative process are considered with emphasis on executive action to develop policy, direction, and control based on traditional and behavioral science approaches to decision making. Restrictions: College of Business majors or minors, junior

standing; or departmental approval required.

318-3 Production-Operations Management. This course is an introduction to the design, planning, and control of manufacturing and service operations. Topical coverage includes operations strategy, process management, project management, Total Quality Management, and Just-in-time/Lean operations, as well as traditional techniques for facility location, layout, and inventory management. Prerequisite: MATH 139 or MATH 140, ACCT/MGMT 208. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

341-3 Organizational Behavior. The study of behavioral issues in management, including analyses of individual, group, and intergroup relations under a broad range of organizational settings. Includes discussion of theory, cases, and managerial applications. Prerequisites: MATH 139, ACCT/MGMT 208, MGMT 304. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

345-3 Computer Information Systems. Integrates topics of management and organization, information, computers, and the systems approach. Emphasizes planning, design, and implementation of information systems to aid in knowledge work. Application of computer technologies to develop, manipulate, and analyze systems including enterprise resource planning systems. Hands-on problem solving in Excel, Access and ERP software. Restrictions: College of Business majors or minors, junior standing.

350-3 Small Business Management. Identification of small business, its importance and relationship to the United States economy, and the opportunities and requirements unique to operation and management. Personal characteristics, interpersonal relationships, organizational systems, and decision-making processes are examined for their contribution to the success or failure of the firm. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

352-3 Management Science. This course is an introduction to mathematical model building. The focus of this course is on modeling business problems and the solution techniques commonly used to solve such models. Topical coverage includes decision theory, mathematical programming, network models, scheduling models, queuing models, and simulation. Prerequisite: MATH 139, MATH 140, ACCT/MGMT 208, MGMT 318, MGMT 345. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

360-3 Database Management. This course provides an introduction to database design and database management in business. It covers analysis, design, and implementation of organizational databases including data modeling, database management systems, data-based information systems design, security, and data quality assurance. Prerequisite: MGMT 345. Restrictions: College of Business majors or minors; or departmental approval required.

362A-E - 3 to 9 Business Applications Programming. An introduction to the principles of computer programming and business applications development tools. **A.** Visual Basic.Net. **B.** ERP Languages. **C.** Java. **D.** Visual C++. **E.** Other. Includes basic programming constructs, language elements, graphical, user interface design, and database programming in integrated development environments. Prerequisite: MGMT 345. Restrictions: College of Business majors or minors; or departmental

approval required.

380-3 Managing Information Systems. Management issues related to information and information technology that confront today's diverse organizations. Topics include integration and use of information systems within organizations and organizational partners, business planning for information systems, legal and ethical considerations with information systems, social and technological trends. Prerequisite: MGMT 345 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

385-3 Personnel and Human Resources Management. (Same as Psychology 322) An introduction to the development, application, and evaluation of policies, procedures, and programs for the recruitment, selection, development and utilization of human resources in an organization. Prerequisites: MATH 139, ACCT/MGMT 208 and MGMT 304. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

411-3 Enterprise Networks and Communications. (Same as Accounting 411) This course focuses on the application of data communications and network technologies for improving business. Coverage includes, but is not restricted to, an introduction to the principles of data transmission technology, various communication architectures and protocols, basic network design principles, Internet and Intranet technologies, data security issues and elements of network management. Not for graduate credit. Prerequisite: MGMT 345 with a grade of C or better. Restrictions: College of Business majors or minors; or departmental approval required.

421-3 Information Systems Analysis and Design. Strategies and techniques for structured analysis and design in the development of information systems. System development using structured tools/techniques for describing process flows, data flows, and data structures. Alternative methods of system development are also discussed. Not for graduate credit. Prerequisite: MGMT 360. Restrictions: College of Business majors or minors; or departmental approval required.

422-3 Business Systems Development. An introduction to web-based, e-business development. Hands-on exercises in Java-Script, Active Server Pages.Net and related tools for web design, client scripting, server scripting, and web database transactions. Not for graduate credit. Prerequisite: MGMT 360. Restrictions: College of Business majors or minors; or departmental approval required.

431-3 Organizational Design and Structures. The study of modern theories of complex organizations. Particular emphasis is placed on open-systems perspectives of administrative theory and the adaptation of the organization to a changing environment. Not for graduate credit. Prerequisite: MGMT 341 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

446-3 Leadership and Managerial Behavior. This course will concentrate on leader and manager behavior at middle and upper organizational levels. Emphasis will be placed on leader and manager effectiveness and the factors that impact effectiveness. Not for graduate credit. Prerequisite: MGMT 341 with a grade of C or better. Restricted to College of Business major or minor.

452-3 Supply Chain Transportation and Logistics. This course

examines the areas of transportation and logistics as they relate to supply chain management. Not for graduate credit. Prerequisite: MGMT 318. Restricted to College of Business major or minor.

456-3 Managing Global E-Business Systems. The organizational and managerial issues affecting global e-business today are addressed. Topics included are corporate strategy and IT architecture in a global marketplace; outsourcing impacts on e-business; legal, social, and ethical issues; information security; and e-business models and IT. Not for graduate credit. Prerequisite: MGMT 345. Restrictions: College of Business majors or minors; or departmental approval required.

471-3 Seminar in Entrepreneurship. Investigation of selected special or advanced topics in seminar format. Topics may include but are not limited to entrepreneurship, small business analysis, or topics related to the ownership and management of a business. Activities will include library and field research, data analysis, report writing, and active participation in seminar presentations and discussions. Designed particularly for the student who has completed the three small business courses numbered 350 and has discussed personal small business or entrepreneurial objectives with the instructor prior to registration. Restrictions: College of Business majors or minors; or departmental approval required.

474-3 Management's Responsibility in Society. Analysis of the cultural, social, political, economic, and immediate environment of the organization. Particular emphasis is given to the manner in which the manager adapts to and is influenced by the environment and its conflicting demands. Not for graduate credit. Restrictions: College of Business majors or minors, senior standing; or departmental approval required.

481-3 Administrative Policy. Development of organizational strategies and policies within environmental and resource limitations. Emphasis upon the application and integration of basic principles from all areas of business by case problem analysis, simulation exercises, and group participation. Not for graduate credit. Prerequisites: MGMT 304, MGMT 318, FIN 330, and MKTG 304. Restrictions: College of Business majors or minors, senior standing.

483-3 Advanced Production-Operations Management. An in-depth study of production and inventory management with a focus on preparation for the American Production and Inventory Control Society (APICS) certification examinations. Topics covered include planning for material and capacity requirements, scheduling, Theory of Constraints, Just-in-Time and Total Quality Management. Not for graduate credit. Prerequisite: MGMT 318. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

485-3 Organizational Change and Development. Analysis of problems in personnel management with emphasis on current trends and techniques. Case problems, special reports and experiential approaches are used as a basis for examining ways of using an organizations' human resources to best advantage. Not for graduate credit. Prerequisite: MGMT 341 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing; or departmental approval required.

491-1 to 6 Independent Study. Utilizes special faculty resources to enable individually, the exploration of an advanced area of study through research by means of data analysis and/or lit-

erature search. Not for graduate credit. Restrictions: College of Business majors, and departmental approval required.

495-3 Internship in Management. Supervised work experience that relates to the student's academic program and career objectives. Not repeatable for credit. Not for graduate credit. Mandatory Pass/Fail. Restrictions: Management majors, junior standing, and departmental approval required.

Management Faculty

Bateman, David N., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1970.

Goodale, John C., Associate Professor, Ph.D., University of Utah, 1996.

Karau, Steven J., Professor, Ph.D., Purdue University, 1993.

Larson, Lars L., Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1971.

Litecky, Charles R., Professor, Ph.D., University of Minnesota, 1974.

McKinley, William, Professor, Ph.D., Columbia University, 1983.

Melcher, Arlyn J., Professor, *Emeritus*, Ph.D., University of Chicago, 1964.

Mote, Jonathan E., Assistant Professor, Ph.D., University of Pennsylvania, 2008.

Mykytyn, Jr., Peter P., Professor and *Chair*, Ph.D., Arizona State University, 1985.

Nelson, H. James, Associate Professor, Ph.D., The University of Colorado, 1999.

Nelson, Kay M., Professor, Ph.D., The University of Texas at Austin, 1995.

Nelson, Reed E., Professor, *Emeritus*, Ph.D., Cornell University, 1983.

Pearson, John M., Associate Professor, D.B.A., Mississippi State University, 1991.

Sekaran, Uma, Professor, *Emerita*, Ph.D., University of California at Los Angeles, 1977.

Stubbart, Charles I., Associate Professor, Ph.D., University of Pittsburgh, 1983.

Tadisina, Suresh, Professor, Ph.D., University of Cincinnati, 1987.

Vicars, William M., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1969.

White, Gregory P., Professor, *Emeritus*, Ph.D., University of Cincinnati, 1976.

Marketing (Department, Major, Courses, Faculty)

Marketing involves a system of interrelated activities used to develop, price, promote and distribute goods and services to customers, creating exchanges that satisfy individual and organizational goals. It is the marketing function that links the production of goods and services with their use. Effective marketing is essential to organizations in their efforts to achieve a competitive advantage that can be sustained. Without this, growth and survival of the organization are threatened.

The bachelor's degree program in marketing encompasses the entire key marketing functions, including those in e-commerce. Graduates may take advantage of challenging and dynamic

career opportunities in large and small businesses, in government, and in non-profit organizations. Careers in the field of marketing cut across many industries and involve a variety of organizations. Some of the career options open to the marketing major include industrial selling and sales management, retailing, advertising, marketing research, distribution, international marketing and marketing management.

A major in Marketing requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for the Marketing major*(as described below), and students must earn a minimum 2.0 grade point average for those major courses.

The Capstone Option for Transfer Students

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) degree or have the equivalent and who have a cumulative 2.0/4.0 gpa on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for the Capstone will work with the College of Business Advisement Office for approval of the Capstone option and will complete a personal contract for a degree completion plan.

Technology Fee and Differential Tuition

The College of Business assesses College of Business majors a technology fee of \$6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both. Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed. Starting Fall 2008, the College of Business has implemented a “minor program fee” for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

Bachelor of Science Degree in Marketing, College of Business

<i>University Core Curriculum Requirements</i>	41
<i>Professional Business Core (See Chapter 4)</i>	45
<i>Requirements for Major in Marketing*</i>	24
*Minimum grade of C required for all classes in major area.	
Marketing Core 305, 329, 363, 390, 493	15
Marketing Electives	9
<i>Approved Electives</i>	10
<i>Total</i>	120

Marketing Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCC Human Health, UCC Fine Arts ...	2	3
ENGL 101, 102.....	3	3
UCC Science.....	3	3
UCOL 101, PSYC 102/SOC 108	3	3
MATH 140, 139.....	4	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
ACCT 220, 230	3	3
ECON 241, 240.....	3	3
ACCT 208/MGMT 208, FIN 270 ²	3	3
UCC Integrative Studies, UCC Humanities.....	3	3
SPCM 101, ENGL 291	3	3
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
MGMT 304, 345	3	3
MKTG 304, 305.....	3	3
FIN 330, MKTG 390	3	3
MKTG Elective.....	-	3
UCC Humanities, Approved Elective ¹ ...	3	2
300-400 BUS prefix Elective, BUS 302 .	3	2
<i>Total</i>	15	16
FOURTH YEAR	FALL	SPRING
MKTG Elective.....	3	3
MGMT 318, 481.....	3	3
MKTG 329, 493.....	3	3
MKTG 363	3	-
Approved Elective ¹	3	5
<i>Total</i>	15	14

¹120 semester hours are required for graduation. Approved electives should be selected in consultation with academic advisor to meet this requirement.

²The combination of Finance 280 (Business Law I) and Finance 380 (Business Law II) may be substituted for Finance 270 and is highly recommended for Accounting majors.

Minor

A minor in Marketing consists of a minimum of 15 semester hours, including marketing 304, 305 and nine credit hours in Marketing at the 300 level or above. All prerequisites for these classes must also be satisfied. Marketing 493, 495 and 499 may not be taken as part of the minor in Marketing. An advisor within the College of Business must be consulted before selecting this field as a minor.

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

Courses (MKTG)

304-3 Marketing Management. An introduction to issues involved in managing the firm's marketing activities in a dynamic environment. Introduces and discusses how concepts such as branding, pricing, promotion, and distribution enhance customer value and satisfaction. Examines how firms leverage technology to improve the efficacy of both traditional and e-commerce marketing activities. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

305-3 Consumer Behavior. Examines the psychological and sociological factors that influence consumption and decision-making. Studies the practical implications of consumer attitudes and behavior for such marketing activities as merchandising, market research, distribution, product development, pricing, branding, and e-commerce. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

329-3 Marketing Channels. The methods and processes used in the distribution of consumer and industrial products and services. Emphasis is upon the ways in which certain basic distribution functions are carried out in the traditional channel system as well as e-commerce. The roles of a variety of sellers and buyers in for-profit and not-for-profit manufacturers, wholesalers, retailers and e-businesses as parts of this system are analyzed. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

336-3 International Business. Business activities of firms and social organizations are examined in an international/global environment. The course examines the fundamental concepts and principles of international/global business. It analyzes the marketing, finance, accounting, managerial, logistics, and production functions of international/global operations. It examines the changing technological environment as it impacts international/global business, including the realm of e-commerce. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

350-3 Small Business Marketing. Deals with principles involved in locating market opportunities and developing growth plans for traditional and electronic commerce businesses. Taught from the point of view of the owner manager. Not approved as an elective for marketing majors. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

363-3 Strategic Promotion Management. The planning and management of marketing communication activities including advertising, personal selling, sales promotion, public relations, packaging and branding. The emphasis in the course is on strategic issues rather than tactical details. A consulting project involving a real client is usually required. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

364-3 Internet Marketing and Social Media. Introduction to digital marketing and marketing on the internet, including email marketing, social networks, search engine advertising

and optimization, blogging, virtual communities, viral and affiliate marketing, mobile marketing, and online B2B communications. Focus is on how firms can use these new mediums to communicate with target audiences, deepen their relationships with online customers, and promote their products/services. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

380-3 Professional Sales. Analysis of professional selling activities and how they fit into the firms promotional efforts. The course examines the dynamics of selling in traditional and e-commerce settings. The course emphasizes preparing the student via video taping to make sales presentations in business settings. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

390-3 Marketing Research and Analysis. The application of traditional and electronic media procedures and theories appropriate to solving marketing problems related to customer and competitive intelligence and marketing information systems. Prerequisites: MATH 139, MKTG 304 with a grade of C or higher, and ACCT/MGMT 208 with a grade of C or higher. Restrictions: College of Business majors or minors, junior standing; departmental approval required.

401-3 Retail Management. Designed to present and integrate basic principles in decision areas such as location, layout, organization, personnel, merchandise control, pricing, sales promotion, traditional and e-commerce marketing strategies, and channel development considerations. A strategic managerial perspective of retail merchandising. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

405-3 Brand Management. This course is about branding, and the ways brands acquire and maintain economic and non-economic value. During our time together, we will explore the origins, power, theory, meaning, relevance and practice of brands, brand development, brand metrics and brand management. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

435-3 International Marketing. Analysis of international operations. Emphasis on the factors influencing marketing to and within foreign countries and the alternative methods of operations open to international firms including e-commerce. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

438-3 Sales Management. Analysis of the sales effort within the marketing system. Philosophies, concepts and judgment criteria of the sales function in relation to the total marketing program. Emphasis on the integration of computer- and internet-based technologies in the strategic development and operations of the sales force. Prerequisite: MKTG 304 and MGMT 304 with grades of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

439-3 Business to Business Marketing. Analysis of emerging structures in resource acquisitions, product and service pro-

cessing and fabrications, channel flow and customer profiling and servicing. Emphasis is on the determination of what constitutes the basis for strategic alliances, partnerships, downsizing, and other structural changes designed to make business to business firms more competitive in the present age of instant communication and e-commerce options. Prerequisite: MKTG 304 and MKTG 329 with grades of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

452-3 Physical Distribution Management. Integration of physical distribution activities of the firm into a system. Transportation and location as elements of the system. Inventories and service as constraints upon the system. Planning, operation, organization, and management of the system. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

463-3 Advertising Management. Deals with advertising from the viewpoint of business management. Discussion of integrated marketing communication and problems of integrating advertising strategy into the firm's total marketing program. Course discusses the role of advertising in different business environments such as technology driven markets and electronic commerce. Prerequisite: MKTG 304 and MKTG 363 with grades of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

489-3 Services Marketing. An exploration of the special challenges of services marketing, including analyzing and developing solutions for new service design and innovation; branding and selling services; service quality and customer satisfaction; infusion of services into manufacturing industries; service delivery and distribution including through intermediaries and electronic channels; self-service technology and smart services; pricing and ROI of services; and service failure and recovery. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

490-3 Marketing Evaluation and Metrics. The course teaches mathematical tools to aid in the decision-making that occurs in many if not most marketing positions. Students will apply basic economic, financial, and accounting techniques to solve marketing problems. Prerequisite: MKTG 304 with a grade of C or better, MATH 139, ACCT 220 and 230, FIN 330, MGMT 208, MGMT 345. Restrictions: College of Business majors or minors, junior standing or higher.

492-3 Marketing College/Career Transition Workshop. MKTG 492 supplements the requirements of the major, by introducing a "life skills" workshop for seniors. This course, coordinated by a faculty member, is built around a series of modules, delivered by seasoned marketing professionals. The goal of the workshop is to make graduates immediately more employable, and immediately more useful upon first employment. Prerequisites: MKTG 305, 329, 363, 390, and 493 (or concurrent enrollment in 493) with grades of C or better.

493-3 Marketing Strategy. Integrates all marketing concepts discussed in core required marketing courses. The course is aimed at developing the student's ability to think comprehensively, and to apply marketing concepts in traditional and e-

marketing problems. Prerequisite: MKTG 305, 329, 363 and 390 with grades of C or better. Restrictions: Marketing major or departmental approval required.

495-3 Internship in Marketing. Provides the student an opportunity to participate in an internship program coinciding with areas of interest. Not for graduate credit. Mandatory Pass/Fail. Prerequisite: MKTG 304, 305 and one additional marketing course pertinent to internship excluding MKTG 350, a 3.0 GPA or better in marketing courses and a 3.0 GPA or better in SIUC upper division College of Business courses. Restrictions: College of Business majors or minors, junior standing or higher. Special approval needed from the instructor and department.

496-3 Field Seminar in International Business. Coursework and field study related to international business issues. Students will complete coursework on campus and then travel to international locations (e.g., Europe, Asia, or South America) for scheduled business visits with companies operating in those locations (both international and domestic businesses). Students will also complete additional report writing upon return from their international trip. Fees: package cost for air transportation, land travel in and between countries, lodging, and some meals, in addition to tuition and on-campus costs. Prerequisite: MKTG 304. Restrictions: College of Business majors or minors, junior standing or higher; or departmental approval required.

497-3 to 9 (3/3/3) Special Topics in Marketing. An exploration of selected current topics in marketing with an emphasis on covering a specific area in great depth. Topics are announced in advance; both students and faculty may suggest ideas. Students may repeat enrollment in the course as the topic varies. Prerequisite: MKTG 304 with a grade of C or better. Restrictions: College of Business majors or minors, junior standing or higher; Special approval needed from the department.

499A-1 to 3 per section Marketing Insights. Provides the student an opportunity to participate in an independent study, or seminar coinciding with areas of interest. May be repeated for credit only when topics vary. Not for graduate credit. Prerequisites: MKTG 304, 305, 363, plus two Marketing electives excluding MKTG 350, a 3.4 SIUC GPA or better in all Marketing courses and a 3.0 SIUC GPA or better in upper division College of Business courses. Restrictions: Marketing major, junior standing or higher, special approval needed from the instructor and departmental chair in the semester prior to enrollment; or departmental approval required.

499B-1 to 3 per section Marketing Insights. Provides the student an opportunity to participate in an independent study, or seminar coinciding with areas of interest. May be repeated for credit only when topics vary. Not for graduate credit. Prerequisites: MKTG 304, 305, 363, plus two Marketing electives excluding MKTG 350, a 3.4 SIUC GPA or better in all Marketing courses and a 3.0 SIUC GPA or better in upper division College of Business courses. Restrictions: Marketing major, junior standing or higher, instructor and department chair approval required in the semester prior to enrollment; or departmental approval required.

499C-1 to 3 per section Marketing Insights. Provides the student an opportunity to participate in an independent study, or seminar coinciding with areas of interest. May be repeated for credit only when topics vary. Not for graduate credit. Prerequisites: MKTG 304, 305, 363, plus two Marketing electives ex-

cluding MKTG 350, a 3.4 SIUC GPA or better in all Marketing courses and a 3.0 SIUC GPA or better in upper division College of Business courses. Restrictions: Marketing major, junior standing or higher, instructor and department chair approval required in the semester prior to enrollment; or departmental approval required.

499D-1 to 3 per section Marketing Insights. Provides the student an opportunity to participate in an independent study, or seminar coinciding with areas of interest. May be repeated for credit only when topics vary. Not for graduate credit. Prerequisites: MKTG 304, 305, 363, plus two Marketing electives excluding MKTG 350, a 3.4 SIUC GPA or better in all Marketing courses and a 3.0 SIUC GPA or better in upper division College of Business courses. Restrictions: Marketing major, junior standing or higher, instructor and department chair approval required in the semester prior to enrollment; or departmental approval required.

Marketing Faculty

Adams, Kendall A., Professor, *Emeritus*, Ph.D., Michigan State University, 1962.

Adjei, Mavis, Assistant Professor, Ph.D., University of Mississippi, 2006.

Bruner, Gordon C., II, Professor, Ph.D., University of North Texas, 1983.

Clark, Terry, Professor and *Chair*, Ph.D., Texas A&M University, 1987.

Fraedrich, John P., Professor, Ph.D., Texas A & M University, 1988.

Hindersman, Charles H., Professor, *Emeritus*, D.B.A., Indiana University, 1959.

Jarvis, Cheryl B., Associate Professor, Ph.D., Indiana University, 1999.

King, Maryon F., Associate Professor, Ph.D., Indiana University, 1989.

Knowles, Lynette L., Associate Professor, Ph.D., Ohio State University, 1990.

Lambert, Zarrel V., Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1966.

Moore, James Ray, Assistant Professor, *Emeritus*, Ph.D., University of Illinois, 1972.

Nasco, Suzanne, Associate Professor, Ph.D., University of Notre Dame, 1999.

Nowlin, Edward L., Assistant Professor, Ph.D., University of Nebraska-Lincoln, 2009.

Summey, John H., Associate Professor, Ph.D., Arizona State University, 1974.

Mass Communication and Media Arts

(College, Courses)

Courses (MCMA)

204-3 Alternative Media in a Diverse Society. (University Core Curriculum) The freedoms guaranteed in the First Amendment have resulted in a multitude of alternatives to the establishment media. These alternative media give voice to a range of communities ignored or suppressed by the dominant culture.

Publications, alternative art spaces, film, radio and television messages and the groups and individuals who create them are examined.

396-3 Publishing on the WWW. The class provides instruction in designing for the WWW. Students learn the basics of HTML, and are provided an opportunity to develop literacy in networked, interactive communication. Students learn the basics of good interface design and apply these skills in interactive multimedia such as interactive news and information display, training development, business marketing applications, asynchronous learning materials, and entertainment products. Lab fee: \$50.

449-3 Race and Media in United States History. (Same as Africana Studies 449 and History 449) This course explores the history of race in the modern United States by focusing on moments of racial crisis that garnered media attention. The course asks what these moments reveal about the shifting status of "race," as well as how spectacles have changed with the transformation of modern media.

497-1 to 6 Special Interdisciplinary Study. Designed to offer and test new and experimental courses and series of courses within the College of Mass Communication and Media Arts. Incorporation course fee: \$25.

499-1 to 3 Independent Study. Supervised research, project, or creative work. The area of study is proposed by the student with the approval of a Mass Communication and Media Arts faculty member. Not for graduate credit. Special approval needed from the instructor.

Mathematics (Department, Major, Courses, Faculty)

Opportunities for mathematics majors have expanded greatly in recent years. Mathematics majors become actuaries, statisticians, mathematical computer scientists, applied mathematicians, operations research analysts and mathematical researchers. Mathematics is growing and changing and holds fascinating challenges for inquiring minds.

As an undergraduate mathematics major at Southern Illinois University Carbondale, you may work toward a Bachelor of Science degree in the College of Science or the College of Education and Human Services, or a Bachelor of Arts degree in the College of Liberal Arts. The classes in the mathematics major curriculum are small and are taught by senior faculty members. A strong support system of college and departmental advisement is available to you at SIUC throughout the year.

A student planning for employment with a bachelor's degree should consider a minor or a second major in some field in which mathematics is applied. Many students earn a double major in mathematics and computer science. All of the bachelor's degree programs in mathematics, including the Bachelor of Science degree in the College of Education and Human Services, have sufficient flexibility to allow you to prepare for alternate career possibilities.

To prepare to major in mathematics at SIUC, you should have a solid high school preparation in algebra, geometry in two and three dimensions, and trigonometry, including a substantial study of functions and graphing. Students transferring to SIUC after two years at a community college should have

completed the calculus sequence and, if possible, linear algebra and a course in a high-level computer programming language.

As a mathematics major at SIUC, you will meet with a Department of Mathematics advisor at least once each semester for planning and departmental approval of courses appropriate to your goals and interests.

A grade of C or better is required in every mathematics course used to satisfy departmental requirements. A student cannot repeat a course or its equivalent in which a grade of B or better was earned without the consent of the department.

Double majors in mathematics and related fields

Special provisions are made for students to earn a double major in mathematics and a field in which mathematics is extensively applied. The courses Math 447, 449, 471, 472, and 475 carry credit in both mathematics and computer science. See Bachelor of Science Degree, College of Science for specific requirements in mathematics for students who also earn a major or minor in computer science.

For students pursuing a double major in math and engineering, physics, or chemistry, the mathematics requirements are Math 150, 250, 251, 305 and five additional mathematics courses numbered above 300, including at least three courses above 400, and including two of the three areas of algebra, analysis, probability and statistics. A mathematics department advisor must approve the courses.

Students majoring in business and administration with a secondary concentration in mathematics may obtain a second major in mathematics. The requirements are Mathematics 150, 221, 250, 251, and five approved mathematics courses at the 300-400 level, of which at least four are at the 400-level. Recommended courses for this program include Mathematics 471, 472, 475A, 483, 484, Management 352, 360, 456; Economics 315, 465; Finance 310, 331, and 341.

Option in Statistics

A student majoring in mathematics in the College of Science or the College of Liberal Arts may choose to concentrate in statistics. For this option, the 300- and 400-level course requirements include: 417; 305 or 472; one of 352, 450, 452, or 455; 380 or 480; 483; and at least two of 473, 481, 484, 485.

Bachelor of Science Degree in Mathematics, College of Science

University Core Curriculum Requirements 41

College of Science Academic Requirements 14¹

Biological Sciences: 6 hours (not University Core Curriculum courses)

Mathematics: completed with the Mathematics major

Physical Sciences: 6 hours (not University Core Curriculum courses)

Supportive Skills: a two-semester sequence in a foreign language, or three years of one foreign language in high school with no grade lower than C.

Requirements for Major in Mathematics 45¹

Mathematics 150, 221, 250, 251 14

Computer Science 202 or approved substitute 4

At least one course from each of the following groups: 12

(One group may be waived for students with a minor in CS)

Group A: Algebra/Discrete Math/Linear Algebra: 319, 349,

419, 421, 447, 449

Group B: Analysis: 352, 450, 452, 455

Group C: Applied Math/Numerical Analysis: 305, 361, 471, 472, 475A

Group D: Probability/Statistics: 380, 480, 483

Five additional courses in mathematics numbered above 299 (excluding 300i, 311, 314, 321, 322, 411, 412, 458) 15
Each student's program must include at least one of 302, 319, 352, and at least 5 mathematics courses at the 400 level and must be approved by a mathematics department advisor.

Courses taken Pass/Fail will not count toward the major.

<i>Electives</i>	20
<i>Total</i>	120

¹A total of nine hours of biological sciences, mathematics, and physical science course work are accounted for in the 41-hour University Core Curriculum requirement.

Mathematics Suggested Curricular Guide, College of Science

FIRST YEAR	FALL	SPRING
MATH 111 ¹	4	-
MATH 150	-	4
CS 202.....	-	4
ENGL 101, 102.....	3	3
UCOL 101.....	3	-
Foreign Language	4	4
<i>Total</i>	14	15

SECOND YEAR	FALL	SPRING
MATH 221, Humanities	3	3
MATH 250, 251	4	3
MATH 302 or 305.....	-	3
Human Health, Social Science	2	3
SPCM 101	3	-
PLB 200 or ZOOL 118	4	-
Biology	-	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
Two 300-400 level Math ³	6	6
Humanities, Social Science	3	3
PHYS 205A, 255A ²	4	-
PHYS 205B	-	3
Elective	2	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Two 300-400 level Math ³	6	6
Multicultural	3	-
Fine Arts.....	-	3
Elective	6	6
<i>Total</i>	15	15

¹Fulfills University Core Curriculum foundation skills

²Fulfills University Core Curriculum science requirement

³Must be approved by a mathematics advisor

Bachelor of Arts Degree in Mathematics, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Liberal Arts Academic Requirements</i>	14
English Composition (beyond the Core requirement).....	3
One approved writing intensive course (consult Liberal Arts advisement).....	3
Foreign Language	8
<i>Requirements for a Major in Mathematics</i>	45 ¹
Mathematics 150, 221, 250, 251,	14
Computer Science 202 or approved substitute	4
At least one course from each of the following groups:	12
(One group may be waived for students who have a minor in Computer Science)	
Group A: Algebra/Discrete Math/Linear Algebra: 319, 349, 421	
Group B: Analysis: 352, 450, 452, 455	
Group C: Applied Math/Numerical Analysis: 305, 471, 472, 475A	
Group D: Probability/Statistics: 380, 480, 483	
Five additional courses in mathematics numbered above 299 (excluding 300I, 311, 314, 321, 322, 411, 412, 458).....	15
<i>Secondary Concentration Requirements</i>	6-9
Six to nine hours approved by the Department of Mathematics in one of the following areas: engineering, computer science, physics, economics, business and administration. A minor in any department of the College of Liberal Arts or the College of Science may be substituted for this requirement.	
<i>Electives to make a total of 120 hours</i>	11-14
<i>Total</i>	120
Each student's program must include at least 5 mathematics courses at the 400 level.	
The selected courses must include at least one of Math 302, 319, 352.	
Courses taken pass/fail will not count toward the major.	
Mathematics majors are required to meet with a departmental advisor for approval of their courses prior to registering each semester.	
¹ A total of nine hours of biological sciences, mathematics, and physical science course work are accounted for in the 41-hour Core Curriculum Requirement.	

Mathematics Suggested Curricular Guide, College of Liberal Arts

FIRST YEAR	FALL	SPRING
MATH 111 ¹ , 150	4	4
CS 202.....	-	4
ENGL 101, 102.....	3	3
UCOL 101.....	3	-
Social Science	3	3
Human Health	2	-
<i>Total</i>	15	14
SECOND YEAR	FALL	SPRING
MATH 221, English Comp	3	3
MATH 250, 251	4	3
Humanities.....	3	3

SPCM 101, MATH 302 or 305	3	3
Science	3	3
<i>Total</i>	16	15
THIRD YEAR	FALL	SPRING
Two 300-400 level Math ²	6	6
Secondary Concentration.....	3	3
Multicultural, Fine Arts	3	3
(Math 300I recommended)		
Foreign Language	4	4
<i>Total</i>	16	16
FOURTH YEAR	FALL	SPRING
Two 300-400 level Math ²	6	6
Secondary Concentration.....	3	-
300-400 level elective	3	8
Additional Science w/lab.....	3	-
<i>Total</i>	15	14

¹Fulfills University Core Curriculum Foundation Skills
²Must be approved by a mathematics advisor

Bachelor of Science Degree in Mathematics, College of Education and Human Services

<i>University Core Curriculum Requirements to include</i>	
ENGL 101 & 102, PSYC 102, Math 300I	41 ¹
<i>Requirements for major in Mathematics</i>	46 ¹
Content Courses	42 ¹
Mathematics 150, 221, 250, and 251 or 305	14 ¹
Computer Science 202 or approved substitute	4
Mathematics 302, 319, 335, 349, and 352 or 452	15
At least three additional 400-level mathematics courses excluding 458 ²	9
Methods Course	4
Math 311	
Professional Education and Certification Requirements	42 ¹
Professional Education Requirements	28
Education 308, 311, 313, 314, 316, 317, 401	
EDUC 210, as prerequisite for admission to TEP.....	3
CI 360.....	3
<i>Electives to make a total of 120 hours</i>	
The student's program must include a course in statistics (Math 282 or 483).....	3
<i>Total</i>	120

¹Three hours of mathematics course work required for the major and 9 hours of coursework required for the TEP are included in the University Core Curriculum
²At least one course in probability and statistics (Math 282 or Math 483) must be included in the student's program.

Unconditional admission into the Teacher Education Program requires a 2.5 average in math 150, 221, 250; and 251 or 305 (in addition to College of Education and Human Services requirements). Retention in the Teacher Education Program and approval for student teaching requires a 2.75 average in the major and departmental approval. Mathematics majors are required to meet with a departmental advisor for approval of their courses prior to registering each semester.

Concentration in Mathematics for Elementary Education

Consult with College of Education and Human Services and with Mathematics advisors about the latest requirements.

Mathematics Suggested Curricular Guide, College of Education and Human Services

FIRST YEAR	FALL	SPRING
MATH 150, 250	4	4
ENGL 101, 102	3	3
Science core ¹ , PSYC 102	3	3
Science core ¹ MATH 221	3	3
UCOL 101, Humanities core ¹	3	3
<i>Total</i>	16	16
SECOND YEAR	FALL	SPRING
MATH 305 or 251, CS 202	3	4
MATH 302, 483	3	4
Human Health ¹ , Elective	2	1
SPCM 101	3	-
EDUC 210, Fine Arts ¹	3	3
EDUC 314, EDUC 311	2	3
<i>Total</i>	16	15
THIRD YEAR	FALL	SPRING
MATH 300I, 352	3	3
MATH 349, 335	3	3
EDUC 313, 308	3	3
Humanities, EDUC 316	3	3
CI 360, Multicultural ¹	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
MATH 311	4	-
MATH 400-level ²	3	-
MATH 400-level ²	3	-
EDUC 317, 401	2	12
MATH 319	3	-
<i>Total</i>	15	12

¹Consult with College of Education and Human Services academic advisor for appropriate course

²Must be approved by mathematics department advisor

Minor

A non-teaching minor consists of Mathematics 150 and 12 hours of mathematics courses at the 200 level or above, including at least three hours at the 400 level (excluding 220, 257, 282, 300I, 311, 314, 321, 322, 411, 412, and 458). All courses used for the minor must be completed with a grade of C or better. The 400-level mathematics courses must be taken at SIUC. The departmental advisor must approve the student's minor program. Elementary and secondary education students interested in adding a certification or endorsement in mathematics should see a mathematics department advisor to obtain a list of specific requirements.

Honors

Mathematics 395 and 495 are used for individual honors work for upper level undergraduates in mathematics.

Placement

In addition to having taken the prerequisite mathematics courses, students are required to present a satisfactory placement score as a condition for registration in mathematics courses. Contact the Department of Mathematics for current information regarding placement.

Courses (MATH)

A hand-held calculator with function keys appropriate to the course is required of each student in 108, 109, 111, 139, 140, 141, 150, 250, 251, and 282. NO calculators are allowed for the final exam in Math 107 and 108. ONLY an approved scientific calculator will be permitted for the final examination in Math 109, 111, 139, 140, 150, and 250. The student should consult the course instructor about which calculators are permitted.

107-3 Intermediate Algebra. Properties & operations of real numbers. Polynomials, factoring, algebraic fractions, exponents, roots, and radicals. First and second-degree equations and inequalities. Functions, graphing, systems of equations and inequalities. Exponential and logarithmic functions. Does not satisfy the University Core Curriculum mathematics requirement and does not count toward the hours required for graduation. Prerequisite: satisfactory placement score.

108-3 College Algebra. (Advanced University Core Curriculum Course) The algebra of functions (polynomials, rational, exponential, logarithmic), graphing, conic sections, solving equations including systems. Credit is not given for both 108 and 111. Prerequisite: Satisfactory placement score AND MATH 107 with a C or better.

109-3 Trigonometry and Analytic Geometry. (Advanced University Core Curriculum Course) Trigonometric and inverse trigonometric functions, complex numbers, conic sections, polar coordinates. Credit is not given for both 109 and 111. Prerequisite: MATH 108 with C or better AND satisfactory placement score. Consult the department of mathematics for the latest placement information. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

110-3 Non-Technical Calculus. (University Core Curriculum) The elements of differentiation and integration. The emphasis is on the concepts and the power of the calculus rather than on technique. It is intended to provide an introduction to calculus for non-technical students. Does not count towards the major in mathematics. No credit hours may be applied to fulfillment of any degree requirements if there is prior credit in Mathematics 140, 141 or 150. Prerequisite: 3 years of college preparatory mathematics including algebra I, algebra II and geometry with C or better. Students must present satisfactory placement scores or obtain the permission of the Department of Mathematics.

111-4 Precalculus. (Advanced University Core Curriculum Course) Intensive review of college algebra and trigonometry necessary for Calculus I. Algebra of rational and transcendental functions, graphing, trigonometric identities, laws of sines and cosines, conics, complex numbers, polar coordinates. Not open to students with credit in 108 or 109. Prerequisite: High

school advanced algebra and trigonometry with at least C and satisfactory placement score or C or better in MATH 107. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

113-3 Introduction to Contemporary Mathematics. (University Core Curriculum Course) [IAI Course: M1 904] Elementary mathematical principles as they relate to a variety of applications in contemporary society. Exponential growth, probability, geometric ideas and other topics. This course does not count towards the major in mathematics. Prerequisite: MATH 107 or high school Geometry and Algebra 2, and satisfactory placement score.

114-4 Algebraic and Arithmetic Systems. Whole numbers, integers, rational numbers, real numbers, numeration systems, algorithms, number theory, metric system, elementary algebra, probability. Successful completion of this course requires a passing grade on a basic skills test of minimal mathematical proficiency. Does not count towards the major in mathematics. Cannot be used to satisfy the University Core Curriculum mathematics requirement. Prerequisite: Intermediate algebra or a second year of high school algebra or equivalent.

120-3 Mathematics Content and Methods for the Elementary School I. (Same as CI 120) Modern approaches to mathematics instruction for the elementary grades. Mathematics content includes problem solving, intuitive set theory, development of whole numbers, integers and rational numbers and the fundamental arithmetic operations. Place value. Prime numbers and divisibility properties. Computation includes students' informal mathematics, mental computation and estimation, algorithms and the appropriate use of calculators. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours laboratory per week. Prerequisite: Three years of college preparatory mathematics including Algebra I, Algebra II and Geometry.

125-4 Technical Mathematics with Applications. (Advanced University Core Curriculum course) Emphasizes the applications of algebra and trigonometry in technical fields. Topics in algebra include functions and graphs, systems of linear equations, quadratic equations, higher degree equations and variation. Topics in trigonometry include the trigonometric functions, laws of sines and cosines, complex numbers, exponential and logarithmic functions. Meets University Core Curriculum requirement in mathematics for Applied Sciences and Arts students. Prerequisite: Mathematics 107 or two years of high school algebra or equivalent, with a grade of C or better. Enrollment restricted to students in the College of Applied Sciences and Arts or permission of department.

139-3 Finite Mathematics. (Advanced University Core Curriculum Course) Set concepts and operations, combinations, permutations, elementary probability theory including Bayes Formula, linear systems of equations, matrix algebra, row reduction, introduction to linear programming and simplex method. This course does not count toward the major in mathematics. Prerequisite: MATH 108 with grade of C or better AND satisfactory placement score. Satisfies UCC Mathematics in lieu of 110 or 113.

140-4 Short Course in Calculus. (Advanced University Core Curriculum Course) Techniques of differentiation, increasing

and decreasing functions, curve sketching, max-min problems in business and social science; partial derivatives; LaGrange multipliers; elementary integration techniques. Not open to students with prior credit in 141 or 150. Does not count toward the major in mathematics. Prerequisite: MATH 108 with grade of C or better AND satisfactory placement score. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

141-4 Short Course in Calculus for Biological Sciences. (Advanced University Core Curriculum Course) [IAI Course: M1 900] Techniques of differentiation and integration. Applications to population and organism growth and other biological science problems. Not open to students with prior credit in 150 or 140. Does not count toward the major in mathematics. Prerequisite: High school advanced algebra and trig or MATH 111 or 108 plus 109 with C or better, AND satisfactory placement score. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

150-4 Calculus I. (Advanced University Core Curriculum course) [IAI Course: MTH 901] [IAI Course: M1 900-1] Major concepts and techniques of single variable calculus with careful statements but few proofs. Differential and integral calculus of the elementary functions; analytic geometry. Only 2 hours credit toward graduation if there is prior credit in 140 or 141. Prerequisite: High school advanced algebra and trig or MATH 111 or 108 plus 109 with C or better, AND satisfactory placement score. Satisfies University Core Curriculum Mathematics requirements in lieu of 110 or 113.

220-3 Mathematics Content and Methods for the Elementary School II. (Same as CI 220) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on rational and irrational numbers. Ordering of numbers. Decimal representations. Percents. Ratio and Proportion. Perimeter and area concepts. Pythagorean Theorem. Concept of square root and nth root. Exponent notation. Elementary geometry. Triangles, quadrilaterals, polygons, angles associated with a polygon. Reflectional and rotational symmetry. Congruence and Similarity. Tessellations. Transformations: translations, rotations, reflections. Measurement of perimeter, area, surface area, volume, mass, temperature. Conversion of measurements. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours lab per week. Prerequisite: MATH 120 or Curriculum and Instruction 120 or equivalent with a grade of C or better.

221-3 Introduction to Linear Algebra. Vector spaces, linear functions, systems of equations, dimensions, determinants, eigenvalues, quadratic forms. Prerequisite: MATH 150 with a grade of C or better.

250-4 Calculus II. (Advanced University Core Curriculum Course) [IAI Course: MTH 902] [IAI Course: M1 900-2] Develops the techniques of single-variable calculus begun in Calculus I and extends the concepts of function, limit, derivative and integral to functions of more than one variable. The treatment is intuitive, as in Calculus I. Techniques of integration, introduction to multivariate calculus, elements of infinite series. Prerequisite: MATH 150 with C or better AND satisfactory placement score. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

251-3 Calculus III. (Advanced University Core Curriculum Course) [IAI Course: M1 900-3] [IAI Course: MTH 903] Further topics in calculus. Definite integrals over solid regions, applications of partial derivatives, vectors and vector operations, derivatives of vector functions, line integrals, Green's Theorem. Prerequisite: MATH 250 with C or better. Satisfies University Core Curriculum Mathematics requirements in lieu of 110 or 113.

257-1 to 12 Concurrent Work Experience. As an instructional aide, the student will do tutoring under the direction of an established teacher and under the supervision of a representative of the Department of Mathematics. Special approval needed from the department. Mandatory Pass/Fail.

282-3 Introduction to Statistics. (Advanced University Core Curriculum Course) Designed to introduce beginning students to basic concepts, techniques, and applications of statistics. Topics include the following: organization and display of data, measures of location and dispersion, elementary probability, statistical estimation, and parametric and nonparametric tests of hypotheses. Prerequisite: MATH 108 with C or better. Satisfies University Core Curriculum Mathematics requirement in lieu of 110 or 113.

300I-3 History of Mathematics. (University Core Curriculum) This course examines how diverse cultures and history from the ancient past to the present have shaped the development of mathematical thought and how developing mathematical ideas have influenced history and society. Particular attention will be given to the evolution of the concepts of number and space; the emergence and applications of calculus, probability theory, non-Euclidean geometries and technology; and to the changes in the concept of mathematical rigor. Does not count towards the mathematics requirements of the mathematics major. Open to all students. Prerequisite: MATH 150.

302-3 Mathematical Communication and the Transition to Higher Mathematics. A course in communicating mathematical ideas with a special emphasis on reading, writing, and critiquing mathematical proofs. Topics covered include logic, proofs, set theory, relations, functions. Additional illustrative topics will be drawn from linear algebra, number theory, complex variables, and geometry. Prerequisite: MATH 221 and MATH 250 with a grade of C or better.

305-3 Introduction to Ordinary Differential Equations I. [IAI Course: MTH 912] Solution techniques for differential equations with emphasis on second order equations, applications to physical sciences, series solutions. Prerequisite: MATH 250 with a grade of C or better.

311-4 Teaching of Secondary Mathematics. The nature and objectives of the secondary mathematics curriculum, particularly the means of introducing new ideas into the high school program. For students preparing to be secondary mathematics teachers. Three lectures and two laboratory hours per week. Does not count toward a mathematics major in the Colleges of Liberal Arts or Science. Prerequisite: MATH 335 and EDUC 313 with at least C and concurrent enrollment in MATH 319.

314-3 Geometry for Elementary Teachers. [IAI Course: M1 903] Congruence, similarity; parallelism, perpendicularity; measurement; area, volume; ratio and proportion; constructions; proof. May not be used to satisfy requirements for a mathematics major. Prerequisite: MATH 114 and one year of high school

geometry and a passing grade on a basic skills test of minimal mathematical proficiency.

318-2 An Introduction to Mathematics Software. This course is an introduction to the use of Maple, a modern computer algebra system, as a computational and experimental tool in mathematics. The preparation of reports using text, graphics and mathematics is emphasized. Topics will include: solving equations, plotting techniques, special packages, programming with Maple V. Prerequisite: MATH 150 with B or better or MATH 250 with C or better.

319-3 Introduction to Abstract Algebra I. Basic properties of groups and rings: Binary operations, groups, subgroups, permutations, cyclic groups, isomorphisms, Cayley's theorem, direct products, cosets, normal subgroups, factor groups, homomorphisms, rings, integral domains. Prerequisite: MATH 302 with C or better.

321-3 Mathematics Content and Methods for the Elementary School III. (Same as CI 321) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: straight-edge and compass constructions. Justification and proof of geometric properties. Three dimensional geometry. Coordinate geometry. Transformations expressed in coordinate notation. Analysis of linear relationships geometrically and algebraically. Modeling various "real-world" situations by linear equations and inequalities. Setting up and solving equations and inequalities. Exploration of statistical data. Representation of data, interpretation of data, misrepresentation of data. Introduction to the fundamental ideas of statistics; measures of spread and central tendency. Introduction to the fundamental concepts of probability. Counting techniques needed for calculating probabilities. Dependent and independent events. Conditional probability. Odds, expected value. Simulation. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours lab per week. Prerequisite: MATH 220 or Curriculum and Instruction 220 or equivalent with a grade of C or better.

322-3 Mathematics Content and Methods for the Elementary School IV. (Same as CI 322) Modern approaches to mathematics instruction for the elementary grades. Mathematics content focuses on: algebra and algebraic thinking, geometry, relations and functions and their applications to real-life problems. Emphasis is placed throughout on reasoning, multiple representations of mathematical concepts, making connections and communication. Two hours lecture and two hours laboratory per week. Prerequisite: MATH 321 or Curriculum and Instruction 321 with a grade of C or better.

335-3 Concepts of Geometry. Introduction to the foundations of Euclidean and non-Euclidean geometry with an emphasis on axiom systems, models, and counterexamples. Topics include metric geometry, betweenness, plane separation, congruence, absolute plane geometry, the critical function, and parallelism. Prerequisite: MATH 302 with C or better, or MATH 250 with C or better and concurrent enrollment in MATH 302.

349-3 Introduction to Discrete Mathematics. Numbers, sets, relations and functions; elementary enumeration; introduction to graph theory; logic, partially ordered sets and Boolean algebra; mathematical induction; recurrence relations. Prerequisite: MATH 221 and MATH 250 with C or better; Corequisite:

MATH 302 or prior completion of MATH 302.

352-3 Theory of Calculus. An introduction to understanding and writing proofs in mathematical analysis, through a careful study of limits, continuity, the derivative, and the integral. Prerequisite: MATH 302 with C or better.

380-3 Elements of Probability. Probability as a mathematical system. Axioms, permutations and combinations, random variables, generating functions, limit theorems, and Monte Carlo procedure. Prerequisite: MATH 250 and Computer Science 202.

390-3 to 6 Topics in Contemporary Mathematics. Content will vary according to the instructor. The seminar will introduce students to new and developing areas of mathematics, such as Chaos, Fractals, Algorithms, Fourier Analysis, Difference Equations, etc. Prerequisite: intended for students who have completed Mathematics 150, 221, 250 and either 251 or 305. Other prerequisites may apply. May be repeated as topics vary.

395-1 to 6 Readings in Mathematics. Supervised reading in selected subjects. Prerequisite: 3.00 grade point average in mathematics. Special approval needed from the chair.

405-3 Intermediate Differential Equations. This course features the study of several sets of differential equations with the aid of computers. The equations are actual applications in biology, chemistry, economics, engineering, finance, medicine and physics. Where possible, problems will be chosen to match student's interests. Students from these areas are particularly welcome. Basic theory of differential equations is cited as needed. Prerequisite: MATH 305 with C or better.

406-3 Linear Analysis. Introduction to function spaces and operators used in quantum mechanics, partial differential equations, etc. Topics include: discrete and continuous models for the vibrating string, separation of variables, eigenfunction analysis, inner product spaces; operators on inner product spaces; the spectral theorem for Hermitian operators on finite dimensional spaces, the Courant-Fisher characterization. Prerequisite: MATH 221 and MATH 305 with C or better.

407-3 Partial Differential Equations. Solution methods for linear partial differential equations arising in engineering and science. Topics include: the heat equation, the wave equation, Laplace's equation, separation of variables, boundary and initial value problems, uniqueness via the energy methods, the maximum principle and characteristics. Solutions to the vibrating string and dissipation of heat in a bar will be discussed. Prerequisite: MATH 251 and MATH 305 with C or better.

409-3 Fourier Analysis. Introduction to the theory, techniques and applications of Fourier analysis. Topics include: Fourier synthesis and analysis equations for periodic and aperiodic functions; convolution; the calculus of Fourier transforms, Fourier series of DFT's; operators and Fourier transforms; FFT and related algorithms; generalized functions such as Dirac's delta and others; selected applications. Prerequisite: MATH 221 and MATH 305 with C or better.

411-1 to 6 (1 to 3, 1 to 3) Mathematical Topics for Teachers. Variety of short courses in mathematical ideas useful in curriculum enrichment in elementary and secondary mathematics. May be repeated as topics vary. Does not count toward a mathematics major.

412-3 Problem Solving Approaches to Basic Mathematical Skills. Content of basic skills at all levels of education and the

development of these skills from elementary school through college; emphasis on problem solving and problem solving techniques; determination of student skills and proficiency level. Credit may not be applied toward degree requirements in mathematics. Prerequisite: MATH 314 or MATH 321 or CI 321.

417-3 Applied Matrix Theory. Selected applications of matrices to physics, chemistry and economics. This material is also useful for engineering and computer science. Topics include matrix representation of symmetry groups, non-negative matrices and the subsidy problem, location of eigenvalues. Prerequisite: MATH 221 with C or better.

418-3 Computer Algebra Systems. This course presents modern computer algebra systems (CAS) as a research tool in mathematics. The use of a CAS in the preparation of reports, theses and dissertations will also be covered. Topics will include: solving differential equations with a CAS; plotting techniques with a CAS; symbolic packages for such areas as abstract algebra, number theory; and combinatorics; programming with a CAS; exporting results to TeX or word processing software; The AMS-LaTeX package. Restricted to graduate standing. Special approval needed from the instructor.

419-3 Introduction to Abstract Algebra II. A detailed study of polynomial equations in one variable. Solvable groups and the Galois theory of field extensions are developed and applied to extensions of the quadratic formula, proving the impossibility of trisecting an angle with only a straight-edge and compass, and to the basic facts about finite fields as needed in coding theory and computer science. Prerequisite: MATH 319 with C or better.

421-3 Linear Algebra. The extension of basic linear algebra to arbitrary scalars. The theory and computation of Jordan forms of matrices (as needed e.g., for certain diffusion equations). Inner products, quadratic forms and Sylvester's Law of Inertia. Prerequisite: MATH 221 with C or better.

425-3 Introduction to Number Theory. Properties of integers, primes, divisibility, congruences, quadratic forms, diophantine equations, and other topics in number theory. Prerequisite: MATH 319 with C or better.

430-3 Introduction to Topology. Study of the real line and the plane, metric spaces, topological spaces, compactness, connectedness, continuity, products, quotients and fixed point theorems. This course will be particularly useful to students who intend to study analysis or applied mathematics. Prerequisite: MATH 352 with C or better.

435-3 Elementary Differential Geometry. Introduction to modern differential geometry through the study of curves in R^3 . Local curve theory with emphasis on the Serret-Frenet formulas; global curve theory including Fenchel's theorem; local surface theory motivated by curve theory; global surface theory including the Gauss-Bonnet theorem. Prerequisite: MATH 221 and MATH 251 with C or better.

447-3 Introduction to Graph Theory. (Same as CS 447) Graph theory is an area of mathematics which is fundamental to future problems such as computer security, parallel processing, the structure of the World Wide Web, traffic flow and scheduling problems. It also plays an increasingly important role within computer science. Topics include: trees, coverings, planarity, colorability, digraphs, depth-first and breadth-first searches. Prerequisite: MATH 349 with C or better.

449-3 Introduction to Combinatorics. (Same as CS 449) This course will introduce the student to various basic topics in combinatorics that are widely used throughout applicable mathematics. Possible topics include: elementary counting techniques, pigeonhole principle, multinomial principle, inclusion and exclusion, recurrence relations, generating functions, partitions, designs, graphs, finite geometry, codes and cryptography. Prerequisite: MATH 349 with C or better.

450-3 Methods of Advanced Calculus. Multivariable calculus fundamental to continuum mechanics, differential geometry, electromagnetism, relativity, thermodynamics, etc. Includes: parametric curves and surfaces, inverse and implicit function theorems, contraction mapping and fixed point theorems, differentials, convergence of multivariate integrals, coordinate systems in space, Jacobians, surfaces, volumes and Green's, Gauss', and Stokes' theorems. Prerequisite: MATH 251 with C or better.

452-3 Introduction to Analysis. A rigorous development of one-variable calculus providing the tools necessary for understanding all other advanced courses in analysis. Topics include: sets, axioms for the real numbers, continuity, limits, differentiation, the Riemann integral, infinite sequences and series of functions. Additional topics may include areas such as Riemann-Stieltjes integration or the analysis of multivariable functions. Prerequisite: MATH 352 with C or better.

455-3 Complex Analysis with Applications. Analysis of differentiable functions of a single complex variable. Introduces mathematical techniques used to analyze problems in the sciences and engineering that are inherently two dimensional. Topics include: the complex plane, analytic functions, the Cauchy-Riemann equations, line integrals, the Cauchy integral formula, Taylor and Laurent series, the residue theorem, conformal mappings, applications. Prerequisite: MATH 251 with C or better.

460-3 Transformation Geometry. Geometry viewed as the study of properties invariant under the action of a group. Topics include collineations, isometries, Frieze groups, Leonardo's Theorem, the classification of isometries of Euclidean and hyperbolic geometries. Recommended elective for secondary education majors in mathematics. Prerequisite: MATH 319 with C or better.

471-3 Optimization Techniques. (Same as CS 471) Introduction to algorithms for finding extreme values of nonlinear multivariable functions with or without constraints. Topics include: convex sets and functions; the arithmetic-geometric mean inequality; Taylor's theorem for multivariable functions; positive definite, negative definite, and indefinite matrices; iterative methods for unconstrained optimization. Prerequisite: MATH 221 and MATH 250 with C or better.

472-3 Linear Programming. (Same as CS 472) Introduction to finding extreme values of linear functionals subject to linear constraints. Topics include: recognition, formulation, and solution of real problems via the simplex algorithm; development of the simplex algorithm; artificial variables; the dual problem and duality theorem; complementary slackness; sensitivity analysis; and selected applications of linear programming. Prerequisite: MATH 221 with C or better.

473-3 Reliability and Survival Models. Introduction to statistical analysis of data on lifetime, including hazard functions and failure distributions; estimation and hypothesis testing in life

testing experiments with complete as well as censored data. Prerequisite: MATH 480 or MATH 483 with C or better.

474-3 Time Series. An introduction to time series: AR, MA and ARIMA models; estimation, time series models. Prerequisite: MATH 480 or MATH 483 with C or better.

475-3 Numerical Analysis I. (Same as CS 475) Introduction to theory & techniques for computation with digital computers. Topics include: solution of nonlinear equations; interpolation & approximation; solution of systems of linear equations; numerical integration. Students will use MATLAB to study the numerical performance of the algorithms introduced in the course. Prerequisites: MATH 221 and MATH 250 with C or better.

476-3 Numerical Analysis II. (Same as CS 476) Continuation of MATH 475. Topics include: solution of ordinary differential equations; computation of eigenvalues and eigenvectors; and solution of partial differential equations. Students will use MATLAB to study the numerical performance of the algorithms introduced in the course. Prerequisites: MATH 305 and MATH 475 with a C or better.

480-3 Probability, Stochastic Processes and Applications I. Introduction to the central topics of modern probability including elementary stochastic processes; random variables and their properties; sum of independent random variables and the Central Limit Theorem; random walks; discrete time finite state Markov chains; applications to random number generators and image and signal processing. Also generating functions, conditional probability, expectation, moments. Prerequisite: MATH 251 with C or better.

481-3 Probability, Stochastic Processes and Applications II. Continuation of MATH 480. Thorough introduction to Markov processes and Martingales, including the laws of large numbers, classification of states, recurrence, convergence to the stationary distribution in Markov chains, birth processes, Poisson processes, stopping times, and the Martingale convergence theorem. Important and current applications will be included. Prerequisite: MATH 480 with C or better.

483-4 Mathematical Statistics in Engineering and the Sciences. Develops the basic statistical techniques used in applied fields like engineering, and the physical and natural sciences. Principal topics include probability; random variables; expectations; moment generating functions; transformations of random variables; point and interval estimation; tests of hypotheses. Applications include one-way classification data and chi-square tests for cross classified data. Prerequisite: MATH 250 with C or better.

484-3 Applied Regression Analysis and Experimental Design. Introduction to linear models and experimental design widely used in applied statistical work. Topics include linear models; analysis of variance; analysis of residuals; regression diagnostics; randomized blocks; Latin squares; factorial designs. Applications include response surface methodology and model building. Computations will require the use of a statistical package such as SAS. Prerequisite: MATH 221 and MATH 483 with C or better.

485-3 Applied Statistical Methods. Introduction to sampling methods and categorical data analysis widely used in applied areas such as a social and biomedical sciences and business. Sampling methods topics include: simple random and stratified sampling; ratio and regression estimators. Categorical data

analysis topics include: contingency tables; loglinear models; logistic regression; model selection; use of a computer package. Prerequisite: MATH 483 with C or better.

490-3 Topics in Mathematics. Selected topics in mathematics chosen from such areas as: a) Financial Mathematics, Mathematical Biology or Actuarial Mathematics; b) Probability, Statistics or Stochastic Processes; c) Mathematical topics not including Statistics, such as Operations Research, Cryptography and High Dimensional computing in Numerical Analysis, etc. May be repeated up to 3 times as topics vary. Special approval needed from the instructor.

495-1 to 6 Special Topics in Mathematics. Individual study or small group discussions in special areas of interest under the direction of a member of the faculty. Special approval needed from the chair and instructor.

Mathematics Faculty

Ban, Dubravka, Associate Professor, Dr. Sci., University of Zagreb, 1998.

Beckemeyer, Imogene C., Assistant Professor, *Emerita*, M.A., Southern Illinois University, 1952.

Bhattacharya, Bhaskar, Professor, Ph.D., University of Iowa, 1993.

Budzban, Gregory, Professor and *Interim Chair*, Ph.D., University of South Florida, 1991.

Burton, T. A., Professor, *Emeritus*, Ph.D., Washington State University, 1964.

Clark, Lane, Professor, Ph.D., University of New Mexico, 1980.

Crenshaw, James, Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1967.

Danhof, Kenneth, Professor, *Emeritus*, Ph.D., Purdue University, 1969.

Dharmadhikari, Sudhakar, Professor, *Emeritus*, Ph.D., University of California at Berkeley, 1962.

Earnest, Andrew, Professor, *Emeritus*, Ph.D., Ohio State University, 1975.

Elston, George, Assistant Professor, *Emeritus*, M.S., University of Wisconsin, 1949.

Feinsilver, Philip, Professor, Ph.D., New York University (Courant), 1975.

Fitzgerald, Robert W., Professor, *Emeritus*, Ph.D., University of California at Los Angeles, 1980.

Foland, Neal E., Professor, *Emeritus*, Ph.D., University of Missouri, 1961.

Gregory, John, Professor, *Emeritus*, Ph.D., University of California at Los Angeles, 1969.

Grimmer, Ronald C., Professor, *Emeritus*, Ph.D., University of Iowa, 1967.

Hall, Dilla, Associate Professor, *Emeritus*, Ph.D., St. Louis University, 1955.

Hooker, John W., Professor, *Emeritus*, Ph.D., University of Oklahoma, 1967.

Hughes, Harry R., Associate Professor, Ph.D., Northwestern University, 1988.

Hundley, Joseph, Associate Professor, Ph.D., Columbia University, 2002.

Hunsaker, Worthen N., Professor, *Emeritus*, Ph.D., Washing-

ton State University, 1966.

Jeyaratnam, Sakthivel, Professor, *Emeritus*, Ph.D., Colorado State University, 1978.

Kammler, David, Professor, *Emeritus*, Ph.D., University of Michigan, 1971.

Kirk, Ronald B., Professor, *Emeritus*, Ph.D., California Institute of Technology, 1968.

Koch, Charles, Assistant Professor, *Emeritus*, Ph.D., University of Illinois, 1961.

Kocik, Jerzy, Associate Professor, Ph.D., Southern Illinois University Carbondale, 1989.

Langenhop, Carl E., Professor, *Emeritus*, Ph.D., Iowa State University, 1948.

Mark, Abraham M., Professor, *Emeritus*, Ph.D., Cornell University, 1947.

McSorley, John, Associate Professor, Ph.D., Oxford University, 1988.

Mohammed, Salah-Eldin A., Professor, Ph.D., University of Warwick (England), 1976.

Moore, Robert A., Associate Professor, *Emeritus*, Ph.D., Indiana University, 1961.

Mugdadi, Abdel-Razzaq, Associate Professor, Ph.D., Northern Illinois University, 1999.

Neuman, Edward G., Professor, *Emeritus*, Ph.D., University of Wroclaw (Poland), 1972.

Olive, David, Associate Professor, Ph.D., University of Minnesota, 1998.

Paine, Thomas B., Assistant Professor, *Emeritus*, Ph.D., University of Oregon at Eugene, 1966.

Panchapakesan, S., Professor, *Emeritus*, Ph.D., Purdue University, 1969.

Parker, George D., Associate Professor, *Emeritus*, Ph.D., University of California at San Diego, 1971.

Patula, William T., Professor, *Emeritus*, Ph.D., Carnegie-Mellon University, 1971.

Pedersen, Franklin D., Associate Professor, *Emeritus*, Ph.D., Tulane University, 1967.

Pericak-Spector, Kathleen, Professor, Ph.D., Carnegie-Mellon University, 1980.

Porter, Thomas D., Professor, Ph.D., University of New Mexico, 1990.

Redmond, Donald, Associate Professor, Ph.D., University of Illinois, 1976.

Schurz, Henri, Professor, Ph.D., Humboldt University, Berlin, 1997.

Spector, Scott J., Professor, *Emeritus*, Ph.D., Carnegie-Mellon University, 1978.

Sullivan, Michael, Professor, Ph.D., University of Texas at Austin, 1992.

Tall, Issa, Assistant Professor, Ph.D., Institute National des Sciences Appliquées, 2004.

Wallis, Walter, Professor, *Emeritus*, Ph.D., University of Sydney, 1968.

Wright, Mary H., Professor, Ph.D., McGill University (Montreal), 1977.

Xiao, Ming Quing, Professor, Ph.D., University of Illinois, 1997.

Xu, Dashun, Associate Professor, Ph.D., Memorial University of Newfoundland, 2004.

Xu, Jianhong, Associate Professor, Ph.D., University of Connecticut 2003.

Yucas, Joseph, Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1978.

Zeman, Marvin, Professor, *Emeritus*, Ph.D., New York University (Courant Institute), 1974.

Mechanical Engineering and Energy Processes (Department, Major [Mechanical Engineering], Courses, Faculty)

The mission of the Department of Mechanical Engineering and Energy Processes is to provide high quality engineering education to students and equip them with lifelong learning skills, which allow them to adapt to a changing work environment throughout their careers. Also, the Department of Mechanical Engineering and Energy Processes supports faculty growth and development through research and creative activities because quality teaching and service to humanity and society cannot be achieved without such activities. Finally, the Department of Mechanical Engineering and Energy Processes supports the ideal of service to department, college, university, professional societies and community as part of the mission. The undergraduate program in mechanical engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The department also offers graduate programs leading to the Master of Science and Doctor of Philosophy degrees. Bachelor of Science Degree in Mechanical Engineering

The fundamental goal of the undergraduate program in Mechanical Engineering is to offer a high-quality education, designed to achieve the following specific educational objectives for our students.

1. To provide students with the education, the skills and the attributes necessary in such areas as mathematics and basic sciences to allow them to successfully compete for quality jobs in all major areas of mechanical engineering and in all functions of mechanical engineering employment.
2. To provide students with communication skills, extensive design experience, familiarity with modern computer and software tools and the ability to work effectively in a team environment. These will ensure successful integration in the team-oriented industrial workplace, and the timely advancement of their careers.
3. To provide quality laboratory training and experiences in all major areas of mechanical engineering.
4. To provide students the broad education necessary to understand the impact of engineering solutions in a global and societal context. To accomplish this objective, the general education component of the curriculum places increased emphasis in the areas of humanities and engineering economics.
5. To equip students with lifelong learning skills, which will allow them to successfully adapt to the evolving technologies throughout their professional careers.
6. To provide students a solid foundation in basic sciences and engineering which will allow them to successfully pursue graduate studies.

7. To provide students the opportunity to experience the unique inter-disciplinary feature of the department which includes the faculty backgrounds and research in the four thrust areas of mechanical systems, thermal sciences, chemical processes and materials engineering. This is a feature characteristic of the program, designed to provide our graduates with a unique advantage.

8. To provide students with an opportunity to support the ideal of service by encouraging them to actively participate in the student chapters of relevant professional societies and extracurricular activities.

Mechanical engineering is one of the broadest fields of engineering. Mechanical engineers learn measurement and instrumentation, computer-aided design, computer simulation, computer control, combustion and engine analysis. They learn to design thermal systems for mechanical and electrical equipment including heating, ventilating, air conditioning and refrigeration. Students learn how to design and produce new materials for advanced engineering applications. Courses are also offered in subjects related to the chemical processes and environmental control industries. Graduates are highly sought after in a variety of industries such as automotive, aerospace and manufacturing.

Bachelor of Science Degree in Mechanical Engineering, College of Engineering

<i>University Core Curriculum Requirements</i>	41 ^A
Foundations	15
ENGL 101, 102, SPCM 101, UCOL 101E or	
ENGR 101, and substitute Mathematics	
Disciplinary Studies	23
Fine Arts	3
Human Health (BIOL 202 or PHYS 201 or	
approved substitute)	2
Humanities	6 ^{B,C}
Social Science	6 ^{B,C}
Science (substitute Physics and Chemistry)	6 ^A
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Mechanical Engineering</i> ...	(9) + 85
Basic Sciences	(6) + 9
CHEM 200, 201, 210	(3) + 4
PHYS 205A,B, 255A,B	(3) + 5
Mathematics Analysis	(3) + 14
MATH 150, 250, 251, 305	(3) + 11
ENGR 351	3
Mechanical Engineering	62
General.....	6
ME 102, 222B, and ME 361	
Engineering Sciences	29
ME 261, 300, 302, 309, 312, 335, and 400;	
CE/ME 250, 350A and 370A	
ME 411, 436, 472, 475, 495A,B	15
Engineering Laboratory	3
ME 401 and 407	
Elective Engineering Courses	9
<i>Total</i>	126

^ACourses required for the major will apply toward nine hours of University Core Curriculum, a total of 41 in that area.

^BEngineering requirements for University Core Curriculum are more restrictive than those of the University as a whole.

^CTransfer students holding an Associate of Arts or Associate of Science degree in a baccalaureate oriented program must have 15 hours of advisor-approved social science and humanities classes. See departmental advisor for approved courses. Students transferring from other programs or institutions will be required to meet the University Core Curriculum requirements for engineering students.

Mechanical Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
BIOL 202 ¹	-	2
CHEM 200, 201	4	-
CHEM 210	-	3
ENGL 101, 102	3	3
ME 102	2	-
MATH 150, 250	4	4
UCOL 101/ENGR 101, Humanities	3	3
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
PHYS 205A, 255A, PHYS 205B, 255B ..	4	4
MATH 251, 305	3	3
SPCM 101, ME 361	3	2
Core Social Science ¹ , ME 300	3	3
ENGR 222B, ME 350A	2	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
ME 250, 261.....	3	3
Core Fine Arts ¹ , Core Social Science ¹ ...	3	3
ME 370A, Core Humanities ¹	3	3
ME 312, 302	3	3
ENGR 335	3	-
ME 309 (FA), ME 400	2	3
<i>Total</i>	17	15

FOURTH YEAR	FALL	SPRING
ME Elective, ENGR 351	3	3
Core Multicultural ¹	3	-
ME 401, 411 (SP)	1	2
ME 436, ME 407 (SP)	3	2
ME 472 (FA), ME Elective.....	3	3
ME 475 (FA/SU), ME Elective.....	3	1
ME 495A, 495B	1	3
<i>Total</i>	17	14

¹See University Core Curriculum.

Mechanical Engineering (ME)

Safety glasses, an electronic calculator, and textbooks are required of all mechanical engineering students.

101-2 Introduction to Mechanical Engineering. Introduction

to engineering fields and to mechanical engineering. Activities which provide the student with tools for greater academic success, professional awareness, teamwork and engineering success are explored. Introduction to design principles and creativity in class projects. Prerequisite: Mathematics 111 or equivalent, working knowledge of word processing and spreadsheet is highly desirable. Restricted to enrollment in mechanical engineering.

102-2 Computer-Aided Engineering Drawing. Manual sketching and computer aided engineering drawing techniques. Lettering; orthographic projections, isometric projection, oblique projections, auxiliary views, dimensioning, sectioning, working drawing.

250-3 Statics. (Same as Civil Engineering 250) Principle of Statics; force systems; equilibrium of particles and rigid bodies; trusses; frames; 2-D centroids; friction; moments of inertia; distributed loads; 3-D centroids; internal forces; shear and bending moment diagrams. Mass moment of inertia. Prerequisite: ME 102 and Mathematics 111.

261-3 Dynamics. Fundamentals of particle and rigid body dynamics. Kinematics and kinetics of a single particle and system of particles. Application of Newton's laws and energy and moment principles in solving problems involving particles or rigid bodies in planar motion. Introduction to kinetics of rigid bodies in three dimensions. Prerequisites: MATH 251, PHYS 205B, ME 250.

300-3 Engineering Thermodynamics I. [IAI Course: EGR 946] Study of the basic principles of thermodynamics. Engineering analysis of physical systems based on the first and second laws. Properties of pure substance (ideal gas behavior, non-ideal gas behavior, and equations of states.) Mixtures of ideal gases. Introduction to cycle analysis. Prerequisite: MATH 250, PHYS 205A,B.

302-3 Engineering Heat Transfer. Fundamentals of heat transfer by conduction, convection and radiation. Applications of theory to engineering systems. Prerequisite: ME 300, Civil Engineering 370A and Mathematics 305.

309-2 Mechanical Analysis and Design. Kinematics and kinetics of interconnected bodies. Principles of kinematics and force analyses of planar machinery. Analytical and numerical techniques for finding displacement, velocity and acceleration. Design of linkage, camfollower mechanisms and gear trains. Prerequisite: ME 261 and Engineering 222B.

312-3 Materials Science Fundamentals. Sub-Microscopic Structure of solids, including electronic states, atomic and molecular, arrangement, structural imperfections and atomic diffusion, and their relationship to macro-mechanical properties. Prerequisites: PHYS 205A, MATH 250, CHEM 200, 201. Lab Supply fee: \$8.

350A-3 Mechanics of Materials. (Same as Civil Engineering 350A) Introduction to the mechanics of deformable bodies. Stress and strain. Torsion. Stresses and deflections in beams and columns. Influences lines. Statically indeterminate beams. Prerequisite: ME 250, MATH 250, and Physics 205A. Lab fee: \$30.

361-2 Engineering Economics. Present, future and annual worth, rate of return and incremental rate of return methods of comparing alternative engineering projects and designs; bonds, depreciation and tax considerations. Application of ba-

sis statistical concepts and spreadsheets for problem solutions. Professional engineering exams include these course materials. Prerequisite: ME 101, MATH 111 or equivalent.

370A-3 Fluid Mechanics. (Same as CE 370A) Fluid properties; Fluid statics. Fluid flow; governing equations. Dimensional analysis and model prototype relationships. Closed conduit flow. Open-channel flow. Introduction to numerical modeling. Prerequisite: ME 261. Lab fee: \$30.

392-1 to 6 Mechanical Engineering Cooperative Education.v Supervised work experience in industry, government or professional organization. Students work with on-site supervisor and faculty advisor. Reports are required from the student and the employer. Hours do not count toward degree requirements. Mandatory Pass/Fail. Restricted to sophomore standing.

393-1 to 12 Internship in Mechanical Engineering. Credit for documented work experience as an intern in an engineering occupation or an engineering-related occupation. Work assignments must have been professional service in the mechanical engineering field. Hours do not count toward degree requirements. Mandatory Pass/Fail. Prerequisite: satisfactory completion of twelve hours of Engineering and/or Mechanical Engineering courses.

400-3 Engineering Thermodynamics II. Combined first and second law analysis; Exergy analysis; Analysis of power and refrigeration cycles. Detailed treatment of gas and vapor cycles including gas and steam cycles; Thermodynamics of combustion and reaction of mixtures; Introduction to thermodynamic property relations, chemical and phase equilibrium. Prerequisite: ME 300.

401-1 Thermal Measurements Laboratory. Study of basic measurements used in the thermal sciences. Calibration techniques for temperature and pressure sensors. Thermal measurements under transient and steady-state conditions. Applications include conduction, convection and radiation experiments. Uncertainty analysis. The handling and reduction of data. Prerequisite: ME 302.

405-3 Internal Combustion Engines and Gas Turbines. Operation and performance characteristics of Otto, Diesel, Wankel engines and gas turbines. Methods of engine testing, types of fuels and their characteristics, fuel metering systems, engine combustion analysis as related to engine performance, fuel characteristics and air pollution, exhaust gas analysis, and air pollution control. Prerequisite: ME 300.

406-3 Thermal Systems Design. Applications of the principles of engineering analysis to the design of thermal systems. Coordination of such systems as heat exchangers, air conditioners, cogeneration cooling towers, and furnaces. Emphasis is placed on application of basic principles of heat transfer and fluid mechanics. Prerequisite: ME 302.

407-2 Mechanical Engineering Measurements and Controls. Laboratory to familiarize students with the use of instruments to measure time, distance, velocity, acceleration, strain, fluid flow and turbulence. Instruments include micrometers, laser distance meters, stroboscopes, oscilloscopes, incremental rotary encoder, LVDT, load cells accelerometers, analog/digital converters, pressure transducers, and related equipment. Application of control principles to mechanical engineering systems. Speed and position control using computer-based instrumentation. Pneumatic control temperature and flow sensing and con-

trol. Automatic control of servo systems. Process control and Programmable Logic Controller (PLC) applications. Not for graduate credit. Prerequisite: ME 436.

408-3 Energy Conversion Systems. Principles of advanced energy conversion systems; nuclear power plants, combined cycles, magnetohydrodynamics, cogeneration (electricity and process steam), and heat pumps. Constraints on design and use of energy conversion systems; energy resources, environmental effects, and economics. Prerequisite: ME 400.

410-3 Applied Chemical Thermodynamics and Kinetics. Designed for students interested in chemical and environmental processes and materials science. Topics covered include application of the Second and Third Laws of Thermodynamics, solution theory, phase equilibria, sources and uses of thermodynamic data, classical reaction rate theory, kinetic mechanisms and the determination of rate-determining steps in chemical reactions. Prerequisite: Chemistry 200, 201, ME 300 or consent of instructor.

411-2 Manufacturing Methods for Engineering Materials. Overview of manufacturing processes with emphasis on the fabrication of materials from the processing and equipment viewpoint. This course presents a broad study of the many manufacturing processes utilized in the production of a wide variety of products and components. Insight into the multitude of processing factors which influence the practical design of manufactured parts to achieve the advantages of maximum economy, accuracy and automation in everyday production. Not for graduate credit. Prerequisite: ME 312 and Civil Engineering 350A.

415-3 Engineering Acoustics. Principles of engineering acoustics and their applications to passive and active noise control techniques. Laboratory experience demonstrates techniques for control and reduction of noise. Prerequisite: ME 436. Special approval needed from the instructor.

416-3 Air Pollution Control. An overview of problems in air pollution likely to influence the Mechanical Engineer. Engineering control theory, procedure and equipment related to control of particulate, gaseous, and toxic air emissions. Restricted to senior standing and College of Engineering or consent of instructor.

421-3 Pneumatic Hydraulic Engineering. Design principles of fluid power engineering. The behavior of fluids in a system. Analysis and design of hydraulic and pneumatics machinery and systems using fluid as a medium for transmission of power and control of motion. Analysis of steady state and dynamic behavior. Critical operations and analysis.

422-3 Applied Fluid Mechanics for Mechanical Engineers. Applications of fluid mechanics in internal and external flows. The mathematical basis for inviscid and viscous flows calculations is developed with application to pipe and duct flows; external flow about bodies; drag determination; turbomachinery; and reaction propulsion systems. Semester design project of a fluid mechanical system. Prerequisite: ME 300, Civil Engineering 370A, and Mathematics 305.

423-3 Compressible Flows. Foundation of high speed fluid mechanics and thermodynamics. One-dimensional flow, isentropic flow, shock waves and nozzle and diffuser flows. Flow in ducts with friction and heat transfer. Prandtl-Meyer flow. Compressibility effects in reaction propulsion systems. Semester design project. Prerequisite: ME 300, Civil Engineering 370A.

435-3 Design of Mass Transfer Processes. Design principles of mass transfer processes. The rate mechanism of molecular, convective and interphase mass diffusion. The design of selected industrial mass transport process operations such as absorption, humidification, water-cooling, drying and distillation. Prerequisite: ME 302.

436-3 Mechanical Engineering Controls. Analysis and design of controls for mechanical engineering systems: mechanical, electrical, thermal, fluid and combinations. Prerequisite: ME 261, 300, Engineering 335, 351.

440-3 Heating, Ventilating, and Air Conditioning Systems Design. Principles of human thermal comfort. Heating and cooling load analysis. HVAC system design. Air conditioning processes. Prerequisite: ME 302.

446-3 Energy Management. Fundamentals and various levels of analysis for energy management of commercial buildings and industrial processes and buildings. Use of energy management systems and economic evaluations are required in course projects. Prerequisite: ME 302.

449-3 Mechanics of Advanced Materials. Mechanical behavior of composite materials, cellular materials, functionally graded materials. Constitutive equations for the linear and nonlinear ranges, failure theories, fracture mechanics. Application to the design of composite and sandwich structures, pressure vessels, shafts, armor under static loading, impact and blast loading. Prerequisite: ME 261, CE 350.

463-3 Introduction to Ceramics. Structure and physical properties, mechanical properties, processing and design of ceramics. Prerequisite: ME 312 or equivalent.

465-3 Introduction to Nanotechnology. Survey of the rapidly developing fields of nanometer science and engineering. Impact on society; principles of self-assembly; production and properties of nano-materials; cell mechanism as a model for assemblers; nano-tools; and nano-systems are explored. Prerequisite: Chemistry 210.

468-3 Friction Science and Applications. Study of systems and materials used for friction applications with a focus on aerospace and ground transportation vehicles. Course covers theories and experimental methods regarding friction and wear, contact mechanics, friction materials, vibration and noise, thermal transport and thermo-elastic phenomena. The course approach uses a materials emphasis. Lectures are complemented by exposure to laboratory methods and equipment. Design of a friction component, system or testing device. Prerequisite: ME 312. Restricted to senior standing or consent of instructor.

470-3 Mechanical System Vibrations. Linear vibration analysis of mechanical systems. Design of mechanical systems to include effects of vibration. Prerequisite: ME 261, Engineering 351, Mathematics 305.

472-3 Materials Selection for Design. Interaction of material design process with material selection criteria. Comparison of materials properties, processes and fabrication. Project work includes design models, materials selection rationale, oral presentation of projects, construction of mock-up models, and theoretical design problems in the area of the student's specialization. Prerequisite: Engineering 222B, ME 312.

475-3 Machine Design I. Design of machines using bearings, belts, clutches, chains and brakes. Develops application of the theory of fatigue, power transmission and lubrication to the

analysis and design of machine elements. Prerequisite: Engineering 351 and Civil Engineering 350A.

477-3 Fundamentals of Computer-Aided Design and Manufacturing. Introduction to the concepts of computer-aided design and manufacturing (CAD/CAM). Subjects include computer graphics, geometric modeling, engineering analysis with FEM, design optimization, computer numerical controls, project planning, and computer integrated manufacturing. (CIM). Students are required to use computer packages for projects. Prerequisite: ME 475 or consent of instructor.

478-3 Finite Element Analysis in CAD. Course to cover a multitude of topics in CAD/CAE with emphasis on finite element modeling and analysis. Overview of CAD/CAM/CAE; FEA software; FEA problems including trusses, beams, frames, thermal analysis, and fluid mechanics; design optimization; rapid prototyping. Students are required to use FEA software for homework assignments and a design project. Prerequisite: ME 302 and ME 475 or consent of instructor.

480-3 Computational Fluid Dynamics. Application of computational fluid dynamics techniques to the solution of problems in engineering heat transfer and fluid flow. Discretization techniques; stability analysis. Introduction to grid generation. Prerequisite: Engineering 351, Civil Engineering 370, Mechanical Engineering 302 or consent of instructor.

492-1 to 5 Special Problems in Engineering. Engineering topics and problems selected by either the instructor or the student with the approval of the instructor. Five hours maximum course credit. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor.

493-3 Materials in Energy Applications. Materials are central to every energy technology. The course will provide information on high performance materials for alternative energy technologies and developing a fundamental understanding of their structure-property-performance relationships. It will include materials for fuel cells, lithium ion batteries, supercapacitors, photovoltaics, solar energy conversion, thermoelectrics, and hydrogen production and storage, catalysts for fuel conversion. Prerequisite: ME 312.

495A-1 Mechanical Engineering Design. Project development skills, feasibility and cost-benefit analysis, ethical issues, professionalism, preliminary design, identification of tasks, assignment of tasks to project team members, coordination of interdisciplinary team effort, development of final proposal, oral presentation of final proposal. Not for graduate credit. Prerequisite or concurrent enrollment in: ENGR 351; ENGR 361 or ME 361; one of the ME 301 or 400; two ME design electives. Restricted to senior standing in Mechanical Engineering (second to last semester).

495B-3 Mechanical Engineering Design. Development of the final design, hardware implementation of the final design (if the project warrants), documentation of all stages of design, project coordination, documentation of the testing and evaluating of the design, cost estimating, scheduling, and written, oral, and poster presentation of the final design. Not for graduate credit. Prerequisite: ME 495A (last semester).

Mechanical Engineering and Energy Processes Faculty

- Abrate, Serge**, Professor, Ph.D., Purdue University, 1983.
- Agrawal, Om P.**, Professor, Ph.D., University of Illinois at Chicago, 1984.
- Blackburn, James W.**, Professor, Ph.D., University of Tennessee, 1988.
- Chen, Juh W.**, Professor, *Emeritus*, Ph.D., University of Illinois, 1959.
- Chu, Tsuchin**, Professor, Ph.D., University of South Carolina, 1982.
- Don, Jarlen**, Associate Professor, Ph.D., Ohio State University, 1982.
- Esmaeeli, Asghar**, Associate Professor, Ph.D., The University of Michigan, 1995.
- Farhang, Kambiz**, Professor, Ph.D., Purdue University, 1989.
- Filip, Peter**, Professor, Ph.D., Technical University, Ostrava, 1989.
- Hippo, Edwin J.**, Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1977.
- Jefferson, Thomas B.**, Professor, *Emeritus*, Ph.D., Purdue University, 1955.
- Kent, Albert C.**, Professor, *Emeritus*, Ph.D., Kansas State University, 1968.
- Koc, Rasit**, Professor and *Chair*, Ph.D., University of Missouri-Rolla, 1989.
- Mathias, James A.**, Associate Professor, Ph.D., Ohio State University, 2001.
- Mondal, Kanchan**, Associate Professor, Ph.D., Southern Illinois University, 2001.
- Muchmore, Charles B.**, Professor, *Emeritus*, Ph.D., Southern Illinois University, 1970.
- Nsofor, Emmanuel C.**, Associate Professor, Ph.D., Mississippi State University, 1993.
- O'Brien, William S.**, Associate Professor, *Emeritus*, Ph.D., West Virginia University, 1972.
- Orthwein, William**, Professor, *Emeritus*, Ph.D., University of Michigan, 1959.
- Rajan, Suri**, Professor, *Emeritus*, Ph.D., University of Illinois, 1970.
- Swisher, James H.**, Professor, *Emeritus*, Ph.D., Carnegie-Mellon University, 1963.
- Szary, Marek L.**, Associate Professor, Ph.D., Technical University of Wroclaw, Poland.
- Tempelmeyer, Kenneth E.**, Professor, *Emeritus*, Ph.D., University of Tennessee, 1969.
- Weston, Alan J.**, Associate Professor, Ph.D., Southern Illinois University, 1991.
- Wiltowski, Tomasz**, Professor, Ph.D., Institute of Catalysis and Surface Chemistry, 1982.
- Wittmer, Dale E.**, Professor, *Emeritus*, Ph.D., University of Illinois, 1980.
- Wright, Maurice**, Professor, *Emeritus*, Ph.D., University of Wales, 1962.

MEDPREP

(Medical/Dental Education Preparatory Program)

MEDPREP is a post baccalaureate program within the Southern Illinois University School of Medicine. MEDPREP is a certificate-granting program. Courses are restricted to MEDPREP students only. Admission to MEDPREP is by direct application to the program. Contact the MEDPREP admissions coordinator for information.

Courses (MEDP)

400A-1 MEDPREP Seminar-Orientation. Seminar on social, professional, and scientific issues of interest to students planning a career in medicine or dentistry. Required of first-year MEDPREP participants. Restricted to MEDPREP students. Must be taken in A,B,C sequence. Mandatory Pass/Fail.

400B-1 MEDPREP Seminar-Medical/Dental Seminar I. Seminar on social, professional, and scientific issues of interest to students planning a career in medicine or dentistry. Required of first-year MEDPREP participants. Restricted to MEDPREP students. Must be taken in A,B,C sequence. Mandatory Pass/Fail.

400C-1 MEDPREP Seminar-Medical/Dental Seminar II. Seminar on social, professional, and scientific issues of interest to students planning a career in medicine or dentistry. Required of first-year MEDPREP participants. Restricted to MEDPREP students. Must be taken in A,B,C sequence. Mandatory Pass/Fail.

401A-1 to 3 per topic MEDPREP Skills-Academic Enrichment. Focus on skills critical for academic success in preprofessional and professional training. Required of all students. Restricted to MEDPREP students.

401B-1 to 3 per topic MEDPREP Skills-Prematriculation (P/F only). Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP students.

401C-1 to 3 per topic MEDPREP Skills-Quantitative Skills (P/F only). Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP students.

401D-1 to 3 per topic MEDPREP Skills-Problem Solving (P/F only). Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP students.

401E-1 MEDPREP Skills-Convocation (S/U only). Focus on skills critical for academic success in preprofessional and professional training. Required of all students. Restricted to MEDPREP students.

401F-1 to 3 per topic MEDPREP Skills-Verbal Reasoning and Writing I. Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP students.

401G-1 to 3 per topic MEDPREP Skills-Verbal Reasoning and Writing II. Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP students.

401H-1 to 3 per topic MEDPREP Skills-Verbal Reasoning and Writing III. Focus on skills critical for academic success in preprofessional and professional training. Restricted to MEDPREP

students.

401I-1 MEDPREP Skills-Career Development Skills (P/F only). Focus on skills critical for academic success in preprofessional and professional training. Required of all students. Restricted to MEDPREP students.

402A-1 to 2 per topic MEDPREP Special Problems-MCAT/DAT Orientation. Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Restricted to MEDPREP students.

402B-1 to 2 per topic MEDPREP Special Problems-Research Seminar. Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Restricted to MEDPREP students.

402C-1 to 2 per term; up to 12 total MEDPREP Special Problems-Clinical Experience, mandatory P/F. Seminars, workshops, lectures, and field experiences related to preparing the student for school and careers in medicine/dentistry. Restricted to MEDPREP students.

402D-3 MEDPREP Special Problems-Problem-Based Learning (P/F only). Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Restricted to MEDPREP students.

402E-1 to 2 per topic MEDPREP Special Problems-Independent Readings. Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Restricted to MEDPREP students.

402F-1 to 2 per topic MEDPREP Special Problems-Independent Research. Seminars, workshops, lectures, and field experiences related to preparing the student for medical/dental school and careers in medicine or dentistry. Restricted to MEDPREP students.

403A-1 to 3 MEDPREP Biology Applications-Medical Genetics. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403B-1 to 3 MEDPREP Medical Pharmacology. Content may be supplemental (to concurrent biological sciences courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403C-1 to 3 MEDPREP Biology Applications-Cardiovascular Physiology. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration) or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403D-1 to 3 MEDPREP Biology Applications-Embryology. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403E-1 to 3 MEDPREP Biology Applications-Medical Immunology. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403F-1 to 3 MEDPREP Biology Applications-Hormonal Regulation. Content may be supplemental (to concurrent biological

science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403G-1 to 6 MEDPREP Biology Applications-Biology Applications. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403H-1 to 6 MEDPREP Biology Applications-Neural Science. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

403I-1 to 3 MEDPREP Biology Applications-Biology Problem Solving. Content may be supplemental (to concurrent biological science courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404A-1 to 3 per topic MEDPREP Chemistry Applications-Inorganic Chemistry Applications. Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404B-1 to 3 per topic MEDPREP Chemistry Applications-Inorganic Chemistry (For Dental Students). Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404C-1 to 3 per topic MEDPREP Chemistry Applications-Organic Chemistry Applications. Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404D-1 to 3 per topic MEDPREP Chemistry Applications-Organic Chemistry for Dental Students. Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404E-1 to 3 per topic MEDPREP Chemistry Applications-Biochemistry. Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

404F-1 to 3 per topic MEDPREP Chemistry Applications-Chemistry Problem Solving. Content may be supplemental (to concurrent preprofessional chemistry courses), additional (permitting acceleration), or preparational for the MCAT/DAT. Restricted to MEDPREP students.

405A-1 to 6 per topic MEDPREP Physics Applications. Content may be supplemental (to concurrent preprofessional physics courses), additional (permitting acceleration), or preparational for the MCAT. Restricted to MEDPREP students.

405B-1 to 3 per topic MEDPREP Physics Applications-Physics Problem Solving. Content may be supplemental (to concurrent preprofessional physics courses), additional (permitting acceleration), or preparational for the MCAT. Restricted to MEDPREP students.

MEDPREP Faculty

- Bardo, Harold R.**, *Director*, Counselor Education/Educational Psychology, Ph.D., Southern Illinois University, 1972.
- Chaklos, Mary S.**, Instructor, Chemistry and Biochemistry, Ph.D., Southern Illinois University, 1979.
- Henry, Paul**, Associate Professor, Counselor Education/Educational Psychology, Ph.D., Southern Illinois University, 1982.
- Herrold, Linda K.**, Instructor, *Assistant Dean*, Student Affairs, School of Medicine, Mathematics, M.S., Southern Illinois University, 1990.
- Jackson, Evelyn W.**, Associate Professor, *Emerita*, Education/Reading, Ph.D., Southern Illinois University, 1975.
- Jones, Kathleen A.**, Instructor, Biological Sciences, M.S., Southern Illinois University, 1990.
- McGlenn, Shirley**, Instructor, *Emerita*, Zoology, M.S., Southern Illinois University, 1975.
- Metz, Anneke**, Instructor, Biochemistry, Ph.D., University of Texas Austin, 1998.
- Paul, Gina**, Associate Professor, Education/Reading, Ph.D., Southern Illinois University, 2001.
- Szary, Barbara**, Instructor, Immunology, Ph.D., Institute of Immunology and Experimental Therapy, Poland, 1977.

Microbiology (Department, Major, Courses, Faculty)

Microbiology is the study of microorganisms, a large and diverse group of organisms that exist as single cells or cell clusters. The science of microbiology includes the study of microbial growth, biochemistry, genetics and ecology and the relationship of microorganisms to other organisms including humans. As a basic biological science, microbiology provides some of the most accessible research tools for probing the nature of life processes. Our sophisticated understanding of the chemical and physical principles governing life has developed from studies of microorganisms. As an applied biological science, microbiology deals with many important practical problems in medicine, agriculture, biodegradation and food industries, and is at the heart of biotechnology industries. Students pursuing a major in microbiology will have an opportunity to take coursework related to these important areas. Chemistry is also an integral part of modern microbiology. Therefore, general and organic chemistry are required for the microbiology major. A minor in chemistry can be achieved by completing both the chemistry requirements and MICR 425 with grade of C or better. All 300 and 400 level courses must be taken at SIUC. In addition, opportunities for undergraduate re-search in microbial biochemistry, genetics and diversity, as well as in immunology and molecular biology are available for outstanding undergraduate students. The microbiology major, chemistry minor and undergraduate research options are strong assets for students who seek careers in health care professions or industrial microbiology, or who seek graduate training in microbiology or related disciplines.

The following program of study prepares students for research or teaching positions after the bachelor's degree or for advanced study in graduate programs in microbiology, molecular biology or cell biology. A grade of C or better must be earned in Microbiology 301 and 302 to fulfill degree requirements. Transfer courses used for Microbiology 301 and 302 equivalent

cies must have a C grade or better. An overall grade point average of 2.00 or better for all microbiology courses is required to satisfy degree requirements. A student cannot repeat a course or its equivalent in which a grade of B or better was earned without the consent of the department.

Bachelor of Science Degree in Microbiology, College of Science

<i>University Core Curriculum Requirements</i>	41
<i>College of Science Academic Requirements</i>	6
Supportive skills coursework consisting of a minimum of six semester hours selected from: Computer Science 200B or 201; English 291, 491; Mathematics 282 or Plant Biology 360; any two-semester sequence of one of the following foreign languages: 200-level French, German, Japanese, Russian or Spanish.	
<i>Requirements for Major in Microbiology</i>	66
Biology 200A ¹ , 200B	(3) ¹ + 5
Microbiology 301, 302, 403, 460, 480, 481 and 495	22 ²
Microbiology electives	12
Senior level work consisting of lecture courses selected from: 421, 423, 425, 441, 453, 454, 470, 477	
Chemistry 200 ¹ , 201, 210, 211, 340, 341 and 442.....	(3) ¹ + 15
Mathematics 141 or 150	4 ²
Physics 203A,B and 253A,B	8 ²
<i>Electives</i>	9
<i>Total</i>	122

¹These courses satisfy the University Core Curriculum requirements for science (required Core hours listed in parentheses).

²These courses satisfy the College of Science requirements for biological sciences, physical sciences, and mathematics.

Microbiology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
BIOL 200A,B	4	4
CHEM 200, 201	5	-
CHEM 210, 211	-	5
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
CHEM 340, 341, Humanities	5	3
MATH 141, CS 201	4	3
MICR 301, 302	4	3
SPCM 101, CHEM 442	3	3
ENGL 102.....	-	3
<i>Total</i>	16	15
THIRD YEAR	FALL	SPRING
Human Health, Interdisciplnry	2	3
Humanities, MATH 282	3	3
MICR 460, 403	3	3
PHYS 203A, 253A	4	-
PHYS 203B, 253B	-	4
Social Science, Fine Arts	3	3
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
MICR 421,423,425,454 (select 2).....	6	-
MICR 441,453,470, 477 (select 2)	-	6
MICR 495	-	1
MICR 480, 481	4	4
Multicultural	3	-
Social Science, Elective.....	3	3
<i>Total</i>	16	14

Minor

A minor in microbiology consists of 16 semester hours, to include 301, 302, and other courses determined by the student in consultation with the microbiology advisor.

Certificate Program in Histotechnology See Histotechnology in this chapter.

Courses (MICR)

201-4 Elementary Microbiology. (Advanced University Core Curriculum course) [IAI Course: L1 903L] Basic concepts of microbiology, classification, metabolic activity and the effect of physical and chemical agents on microbial populations. Host-parasite interactions. Infectious agents, methods of transmission and control. Three hours lecture and three hours laboratory per week. Spring semester. Satisfies the University Core Curriculum Science Group II requirement in lieu of PLB 115 or ZOO 115. Lab fee: \$20.

301-4 Principles of Microbiology. Structure, metabolism, growth, genetics, molecular biology, and applied aspects of microorganisms with emphasis on pure culture methods of study of bacteria and viruses. Three hours lecture, three hours laboratory. Fall semester. Prerequisite: One year of college chemistry and BIOL 200A or ZOO 118 or equivalent. Lab fee: \$20.

302-3 Molecular Biology. Molecular structure, dynamics, and genetics of living cells and viruses with particular attention to the transfer of biological information. Spring semester. Prerequisite: CHEM 200, 201, 210 and 211, and BIOL 200A.

403-3 Medical Microbiology Lecture. (Same as MBMB 403) A survey of the more common bacterial, mycotic and viral infections of humans with particular emphasis on the distinctive properties, pathogenic mechanisms, epidemiology, immunology, diagnosis and control of disease-causing microorganisms. Three hours lecture. Spring semester. Prerequisite: MICR 301, or consent of instructor.

405-3 Clinical Microbiology. (Same as MBMB 405) This course will be offered in Springfield only. A comprehensive course for health science professionals covering the biology, virulence mechanisms, and identification of infectious agents important in human disease and host-defense mechanisms. Clinical applications emphasized. Three hours lecture. Prerequisite: MICR 301, or consent of instructor.

421-3 Biotechnology. (Same as MBMB 421) Topics covered will include the genetic basis of the revolution in biotechnology, medical applications including genetic screening and therapeutic agents, industrial biotechnology and fermentation, and agricultural applications. Three hours lecture. Fall semester. Prerequisite: MICR 302, or consent of instructor.

423-3 Geomicrobiology. (Same as Molecular Biology, Microbiology and Biochemistry 423 and GEOL 423) The course will focus on the role that microorganisms play in fundamental geological processes. Topics will include an outline of the present understanding of microbial involvement of weathering of rocks, formation and transformation of soils and sediments, and genesis and degradation of minerals. Elemental cycles will also be covered with emphasis on the interrelationships between the various geochemical cycles and the microbial trophic groups involved. Prerequisite: MICR 301 and Chemistry 210 and 211. Recommended: Geology 220, 221 or 222.

425-3 Biochemistry and Physiology of Microorganisms Lecture. (Same as MBMB 425) Chemical composition, cellular structure, and metabolism of microorganisms. Fall semester. Prerequisite: CHEM 340 or CHEM 339.

441-3 Viruses and Disease. (Same as MBMB 441) An intensive, lecture-based course in virology which will emphasize principles of molecular virology, the ubiquity of viruses in nature, evolutionary relationships between viruses, co-evolution between virus and host, and the pathogenic consequences of some viral infections (e.g., AIDS, hepatitis, cancer, etc.). Prerequisites: Microbiology 460 or MBMB 460 or consent of instructor.

453-3 Immunology Lecture. (Same as MBMB 453) Principles of molecular and cellular immunology. Particular emphasis is given to molecular mechanisms involved in activation and maintenance of the immune response at the basic science level. The role of the immune system in medical diagnostic procedures and in human health is also discussed. Spring semester. Prerequisite: MICR 403, or consent of instructor.

454-4 Soil Microbiology. (Same as PLSS 454) A study of microbial numbers, characteristics, and biochemical activities of soil microorganisms with emphasis on transformation of organic matter, minerals, and nitrogen in soil. Prerequisite: MICR 301 or PLSS 240. Lab fee: \$15.

455-2 Medical Immunology. (Same as MBMB 455) This course will be offered in Springfield only. A survey of the components of the immune system and how they interact with each other to produce responses that are important in the control or mediation of human disease. Two hours lecture. Prerequisite: MICR 301 or consent of instructor.

460-3 Bacterial and Viral Genetics. (Same as MBMB 460) The genetic mechanisms and regulatory events that control gene transfer, lambda phage infection, recombination, and metabolic pathways including a brief introduction to bioinformatics, genome analysis and global regulatory functions. Three hours lecture. Fall semester. Prerequisite: MICR 301 and 302, or consent of instructor.

470-3 Prokaryotic Diversity Lecture. (Same as MBMB 470) A consideration of the major groups of prokaryotes with special emphasis on their comparative physiology and ecology. Three hours lecture. Spring semester. Prerequisite: MICR 301 or consent of instructor.

477-3 Microbial Ecology. (Same as MBMB 477) Concepts of ecology applied to microorganisms; methods in microbial ecology; interactions of microbes with their living and non-living environment; microbial habitats and functions. Roles and regulation of microbes in natural and man-made environments, from cellular to community level. Prerequisite: MICR 301 or instructor's consent (based on proven background in both mi-

crobiology and ecology).

480-4 Molecular Biology of Microorganisms Laboratory. (Same as MBMB 480) Genetic and biochemical analyses of microorganisms using a variety of techniques in molecular biology, molecular genetics and biotechnology. Six hours laboratory per week plus two hours of supervised unstructured laboratory work in most weeks. Fall semester. Prerequisite: MICR 301 and 302 with a C grade or better and two (or concurrent enrollment in two) of the following: MICR 421, 423, 425 or 460. Lab fee: \$60.

481-4 Diagnostic and Applied Microbiology Laboratory. (Same as MBMB 481) Enrichment and isolation of prokaryotes from natural samples, diagnostic methods for the identification of pathogenic bacteria, and the nature of the immune response. Six hours laboratory per week plus two hours supervised unstructured laboratory work in most weeks. Spring semester. Prerequisite: MICR 301 and 302 with a C grade or better and two (or concurrent enrollment in two) of the following: MICR 403, 453 or 470. Lab fee: \$60.

490-1 to 3 Undergraduate Research Participation. Investigation of a problem either individually or as part of a research group under the direction of a member of the faculty. Not for graduate credit. Prerequisite: MICR 301 or equivalent and a 3.0 or better grade point average in Microbiology. Special approval needed from the instructor.

495-1 Senior Seminar. Readings, discussions, and presentations of current research topics on microbiology. Restricted to senior standing in Microbiology or Biological Sciences. Graded P/F only.

Microbiology Faculty

Achenbach, Laurie A., Professor and *Associate Dean*, Ph.D., University of Illinois, 1988.

Bender, Kelly S., Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2003.

Cho, Kyu Hong, Assistant Professor, Ph.D., University of Illinois, 2001.

Clark, David P., Professor, *Emeritus*, Ph.D., University of Bristol England, 1976.

Fisher, Derek J., Assistant Professor, Ph.D., University of Pittsburgh, 2006.

Fix, Douglas F., Associate Professor and *Chair*, Ph.D., Indiana University, 1983.

Haddock, John D., Associate Professor, Ph.D., Virginia Polytechnic Institute and State University, 1990.

Konjufca, Vjollca, Assistant Professor, Ph.D., University of Arkansas Fayetteville, 2002.

Madigan, Michael T., Professor and Distinguished Scholar, *Emeritus*, Ph.D., University of Wisconsin, 1976.

Martinko, John M., Associate Professor and Distinguished Teacher, *Emeritus*, Ph.D., State University of New York at Buffalo, 1978.

Rouhandeh, Hassan, Professor, *Emeritus*, Ph.D., Kansas State University, 1959.

Rusch, Antje C., Assistant Professor, Ph.D., University of Bremen, Germany, 2000.

Mining and Mineral Resources Engineering

(Department, Major [Mining Engineering], Courses, Faculty)

Mining engineers engage in planning, design, development and management of surface and underground mining operations for extraction of the earth's mineral deposits. The Mining Engineering Program prepares graduates to meet the challenges of the mining industry with emphasis on the coal and aggregate industries. The Geological Engineering specialization permits students to gain a broader background in mine geology and exploration.

The missions of the Department are: to provide quality engineers to meet current trained manpower needs for exploration and extraction of regional minerals resources in an environmentally acceptable manner; advance the mining engineering discipline by engaging in basic and applied research, with emphasis on solving regional problems; and to transfer and apply new technical knowledge to enhance the competitive position of the state and national minerals industry.

The fundamental goal of the undergraduate program in Mining Engineering is to offer a high-quality education, designed to achieve the following specific educational objectives:

1. Develop operations and practice-oriented engineers capable of assuming management and leadership positions in the minerals industries.
2. Provide graduates with strong communications skills, extensive design experience, familiarity with modern computer-aided design tools and classical techniques, and the ability to work effectively in a team environment.
3. Provide a broad-based education within the curriculum so that the graduates understand the impacts of engineering solutions in a global and societal context.
4. Develop graduates with lifelong learning skills that will enable them to successfully adapt to evolving technologies throughout their professional careers.
5. Provide graduates with a solid foundation in mining engineering, the required mathematics, and in basic and engineering science so that they may successfully pursue graduate studies in engineering, business, or law.

Coursework in the program includes such areas as surface and underground mining systems, mine ventilation, ground control and rock mechanics, mineral and coal processing, material handling systems, engineering economics, mine environment, health and safety engineering, probability and statistics applications, and computer-aided mine design. Facilities include modern, well-equipped rock mechanics, mine ventilation, mineral processing, material handling, mine environment, and computer laboratories.

After completing the program, the graduate may work in an engineering or management position for mining industries, environmental companies, construction industries, oil companies, equipment manufacturers, research organizations, or government agencies. The coursework also provides strong preparation for further study at the graduate level. The undergraduate

program in mining engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Bachelor of Science Degree in Mining Engineering, College of Engineering

MINING ENGINEERING MAJOR

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
English 101, 102	6
Mathematics (substitute Mathematics in major)	3
Speech Communication 101	3
University College 101	3 ⁴
Disciplinary Studies	23
Fine Arts	3
Human Health (Biology 202, Physiology 201 or approved substitute)	2
Humanities	6
Science (substitute Physics and Chemistry)	6 ¹
Social Science	6 ^{2,3}
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Mining Engineering</i>	(9) + 8 ⁷
Basic Sciences	(6) + 12
Physics 205a; 255a	(3) + 1
Chemistry 200, 201	(3) + 1
Geology 220, 302	7
Basic Science Elective	3 ⁵
Mathematics 150, 250, 251, 305, Mining Engineering 417	(3) + 14
Engineering	61
General: Mechanical Engineering 102, Engineering 361 ..	4
Engineering Topics	57
Engineering Science:	
Civil Engineering 250, 350a, 370a	9
Engineering 335	3
Mechanical Engineering 261	3
Engineering Elective	3 ⁶
Mining Coursework:	
Mining Engineering 270, 310, 315, 317, 320, 420, 425, 431, 440, 455, 475	32
Mining Specialization Elective	3 ⁷
Capstone Design:	
Mining Engineering 460	3
<i>Total</i>	128

¹Courses required for the major will apply toward 9 hours of University Core Curriculum, making a total of 41 in that area.

²Engineering requirements for Core Curriculum Social Science and Core Curriculum Sciences are more restrictive than those of the University as a whole.

³Transfer students holding an associate degree in a baccalaureate-oriented program must have a sequence of courses in social science or humanities terminated by a junior level course. See departmental advisor for an approved course. Students transferring are required to: (a) complete a course sequence in humanities or social sciences which includes a junior level course or (b) meet the Core Curriculum requirements for engineering students.

⁴Transfer students with a standard interdisciplinary course or an equivalent to a standard interdisciplinary course are exempt from UCOL 101 and can use their standard interdisciplinary class instead.

⁵The Basic Science elective must be one of the following courses: CHEM 210, PHYS 205b, 255b, 205c, 255c, GEOL 310, 315, 325, 419, 420, 436, 470

or their equivalent if transferring from a junior college.

⁶The Engineering elective must be one of the following courses: CHEM 210, PHYS 205b, 255b, 205c, 255c, ECE 222, MNGE 421, 450, 535, 545, or any Mining Graduate Level Course or their equivalent if transferring from a junior college.

⁷The Mining Specialization elective must be one of the following courses: MNGE 421, 450, 535, 545, or any Mining Graduate Level Course. Junior College Required Programming only for Junior College transfer students where programming was required.

Mining Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Human Health, UCOL 101	2	3
ENGL 101, PHYS 205A	3	3
ME 102, PHYS 255A	2	1
GEOL 220, SPCM 101	3	3
MNGE 270, 315	3	3
MATH 150, 250	4	4
<i>Total</i>	17	17
SECOND YEAR	FALL	SPRING
Core Social Science, Core Humanities ..	3	3
ENGL 102, CE 350A	3	3
MATH 251, 305	3	3
MNGE 320, 310	1	3
ENGR 361, MNGE 317	2	1
CE 250, GEOL 302	3	4
<i>Total</i>	15	17
THIRD YEAR	FALL	SPRING
Core Humanities, Core Social Science ..	3	3
CHEM 200, CE 370A	3	3
CHEM 201, MNGE 417	1	3
MNGE 431, 455	4	3
ME 261, Basic Science Elective	3	3
ENGR 335	3	-
<i>Total</i>	17	15
FOURTH YEAR	FALL	SPRING
MNGE 420, Core Multicultural	4	3
MNGE 425, Engineering Elective	4	3
MNGE 440, 460	4	3
MNGE 475	-	3
Core Fine Arts, Mining Specialization Elective	3	3
<i>Total</i>	15	15

Bachelor of Science Degree in Mining Engineering, College of Engineering

MINING ENGINEERING MAJOR – GEOLOGICAL ENGINEERING SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Foundation Skills	15
English 101, 102	6
Mathematics (substitute Mathematics in major)	3
Speech Communication 101	3

University College 101	3 ⁴
Disciplinary Studies	23
Fine Arts	3
Human Health (Biology 202 or Physiology 201 or an approved substitute)	2
Humanities	6
Science (substitute Physics and Chemistry)	6 ¹
Social Science	6 ^{2,3}
Integrative Studies	3
Multicultural	3
<i>Requirements for Major in Mining Engineering</i>	(9) + 88 ¹
Basic Sciences	(6) + 17
Physics 205a, 255a	(3) + 1
Chemistry 200, 201	(3) + 1
Geology 220, 223, 310, 315, 419	15
Mathematics 150, 250, 251, 305, Mining Engineering 417	(3) + 13
Engineering	58
General: Mechanical Engineering 102, Engineering 361 ..	4
Engineering Topics	54
Engineering Science:	
Civil Engineering 250, 350, 370	9
Engineering 335, Mining Engineering 492	4
Mechanical Engineering 261	3
Mining Coursework:	
Mining Engineering 270, 310, 315, 320, 420, 425, 431, 440, 455	29
Approved Technical Electives	6
Capstone Design:	
Mining Engineering 460	3
<i>Total</i>	129

¹Courses required for the major will apply toward 9 hours of University Core Curriculum, making a total of 41 in that area.

²Engineering requirements for Core Curriculum Social Science and Core Curriculum Sciences are more restrictive than those of the University as a whole.

³Transfer students holding an associate degree in a baccalaureate-oriented program must have a sequence of courses in social science or humanities terminated by a junior level course. See departmental advisor for an approved course. Students transferring are required to: (a) complete a course sequence in humanities or social sciences which includes a junior level course or (b) meet the Core Curriculum requirements for engineering students.

⁴Transfer students with a standard interdisciplinary course or an equivalent to a standard interdisciplinary course are exempt from UCOL 101 and can use their standard interdisciplinary class instead.

Mining Engineering – Geological Engineering Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Human Health, UCOL 101	2	3
ENGL 101, PHYS 205A	3	3
ME 102, PHYS 255A	2	1
GEOL 220, SPCM 101	3	3
MNGE 270, 315	3	3
MATH 150, 250	4	4
<i>Total</i>	17	17

SECOND YEAR	FALL	SPRING
Core Social Science, Core Humanities...	3	3
ENGL 102, CE 350A	3	3
MATH 251, 305	3	3
MNGE 320, 310	1	3
ENGR 361, MNGE 317	2	1
CE 250, GEOL 302	3	4
<i>Total</i>	15	1
THIRD YEAR	FALL	SPRING
CHEM 200, CE 370A	3	3
CHEM 201, MNGE 417	1	3
MNGE 431, 455	4	3
ME 261, Core Social Science	3	3
GEOL 310, Core Humanities	4	3
ENGR 335.....	3	-
<i>Total</i>	18	15
FOURTH YEAR	FALL	SPRING
MNGE 420, Core Multicultural	4	3
MNGE 425, Core Fine Arts	4	3
MNGE 440, 460	4	3
GEOL 436, 315.....	4	4
MNGE 475.....	-	3
<i>Total</i>	16	16

Courses (MNGE)

Safety glasses, an electronic calculator, and textbooks are required of all mining engineering students.

270-3 Introduction to Mining Engineering. Importance of mining to a country's economy; stages of mining; prospecting and exploration, development and extraction; unit operations of mining; surface mining systems; underground mining methods; novel mining methods; mineral processing; marketing of minerals.

310-3 Underground Mining. Underground mining access openings; underground mining equipment types and functions; advancing, sinking, and production blast rounds; underground mining methods, planning, and layout considerations. Prerequisite: MNGE 270 or consent of instructor.

315-3 Surface Mining. Surface mining methods, equipment, and sequences; surface mining tools; surface mine blast design basics; truck-shovel fleet design, sizing, and selection. Prerequisite: MNGE 270 or consent off instructor.

317-1 Ore Minerals. Introduction to the rocks and minerals that are commonly mined including such considerations as typical grade and tonnage relations, an overview of how the minerals and rocks are made into economic products, and the value and use of those products. Class includes basic mineral identification. Prerequisites: MNGE 270, GEOL 220 and knowledge of element symbols and formulas from chemistry or similar background with consent of instructor.

320-1 Mine Surveying Laboratory. Introduction to surveying; horizontal and vertical angles; using a level; land surveying; analysis of survey data for engineering design. Laboratory. Prerequisite: Mathematics 111 and ME 102, or consent of instructor.

392-1 to 6 Mining Engineering Cooperative Education. Super-

vised work experience in industry, government or professional organizations. Students work with on-site supervisor and faculty adviser. Reports are required from the student and the employer. Hours do not count toward degree requirements. Mandatory Pass/Fail. Restricted to sophomore standing.

401-1 Mining Environmental Impacts and Permits. Socio-economic impacts of mining industry. Analyzing the markets for coal and its products. Mining operations and related environmental impacts. Mining permits. Prerequisite: MNGE 270 or consent of instructor.

405-1 Field Trip. Visit several mining operations and prepare a report. Not for graduate credit. Prerequisite: MNGE 270 and Geology 390.

417-3 Statistics, Probability and Modeling. Basic concepts of probability and statistics, analysis of engineering data, fitting data to distribution functions. Modeling of engineering systems and optimization. Project management techniques and system simulation. Prerequisites: MATH 250 or consent of instructor.

420-4 Mineral and Coal Processing. Principles of processing minerals, aggregates and coal, including unit operations of comminution, classification, solid-solid separation, dewatering and tailings disposal. Laboratory investigations of the fundamental principles governing unit operations including size reduction, mineral liberation, classification, mineral recovery, and dewatering. Laboratory. Prerequisite: MNGE 270, Chemistry 200, Physics 205A, Mathematics 250, Civil Engineering 370 or concurrent enrollment. Special approval needed from the instructor.

421-3 Mineral Processing Plant Design. Engineering design of unit operations used for minerals, aggregates and coal processing including crushing, grinding, industrial screening, classification, gravity separation, flotation and dewatering. Overall plant performance optimization and flow sheet design. Prerequisite: MNGE 417 or concurrent enrollment and MNGE 420. Special approval needed from the instructor.

425-4 Mine Ventilation Systems Analysis and Design. Thermodynamic principles in mine ventilation. Study of the theories and practice of natural and forced mine ventilation. Fan and mine characteristics. Ventilation network analysis. Mine ventilation design and problem analysis. For undergraduate credit only. Laboratory. Prerequisite: MNGE 310 and Civil Engineering 370, or consent of instructor.

430-3 Economics of Mineral Resources. Investment decision making criteria; economic viability of mining projects, financing mining projects; sensitivity and risk analyses. Prerequisite: MNGE 270, Engineering 361, or consent of instructor.

431-4 Rock Mechanics: Principles and Design. Analysis of stress and strain, elementary elasticity, stress distribution around openings, engineering properties of rocks, artificial support and reinforcement, slope stability. Laboratory. Prerequisite: Civil Engineering 350. Special approval needed from the instructor for graduate students and non-majors.

435-3 Application of Operations Research to Mining. Mine systems analysis, operations research and statistics in decision making, production engineering, optimization, linear programming, simulation. Prerequisite: MNGE 270, knowledge of linear algebra, or consent of instructor.

440-4 Material Handling Systems. Analysis and design of material handling systems such as belt conveying, hoisting and

pumping. Mine power systems design. AC and DC motor applications. Material handling systems economics. Prerequisite: MNGE 310 or 315 and Engineering 335, or consent of instructor.

450-3 Industrial Minerals. Mining, Processing and Utilization aspects of key industrial minerals with special emphasis on the aggregates industry. Prerequisite: MNGE 270, 420 or consent of instructor.

455-3 Mine Environment, Health and Safety Engineering. Analysis of mine environmental impacts and their mitigation, safety problems and rules and regulations, hazards and accidents. Sealing and recovery of mines. Design of mine emergency plans, safety methods, and health hazard control plans. Acid mine drainage, minerals waste disposal environmental remediation. Prerequisite: MNGE 310, 315, consent of instructor. Mining industrial experience will be accepted in lieu of prerequisites.

460-3 Senior Design. Projects in planning and design of surface and underground mining systems. Evaluate and design mining subsystems; integrate subsystems and procedures into a preliminary mine design; and optimize operations from exploration to closure. Two lectures and two two-hour laboratories per week. Prerequisite: MNGE 310, 315, 420, 425, 431, or consent of instructor.

475-3 Analysis and Design of Mine Excavations. Rock classification; design of shafts, slopes, tunnels, and underground chambers; support requirements; design of slopes; design of mining systems from ground control point of view; design of impoundments. Prerequisite: MNGE 310, 315, and 431. Special approval needed from the instructor for graduate students and non-majors.

492-1 to 5 Special Problems in Mining Engineering. Topics and problems selected either by the instructor or the student with the approval of the instructor. Five hours maximum course credit. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor.

Mining Engineering Faculty

Chugh, Yoginder P., Professor, Ph.D., Pennsylvania State University, 1971.

Harpalani, Satya, Professor and *Chair*, Ph.D., University of California, Berkeley, 1985.

Mohanty, Manoj, Professor, Ph.D., Southern Illinois University, 1997.

Paul, Bradley C., Associate Professor, Ph.D., University of Utah-Salt Lake, 1989.

Sinha, Atmesh K., Professor, *Emeritus*, Ph.D., University of Sheffield, 1963.

Spearing, Anthony, Associate Professor, Ph.D., University of Silesia, Poland, 1993.

Mortuary Science and Funeral Service (Major, Courses)

The mission of the Mortuary Science and Funeral Service program is to challenge students to achieve academic and professional excellence; prepare students to acquire entry level positions in the funeral service profession; provide quality in-

struction and stay current with trends of the profession; cultivate and maintain excellent relations with local, state, and national organizations; enhance University and community relations; and work toward the continued improvement of the Mortuary Science and Funeral Service program as an ongoing process.

This program is the only mortuary science and funeral service program offered in a public university in the state of Illinois. The initial program was developed in response to a request from the Illinois Funeral Directors Association. The Mortuary Science and Funeral Service program at SIUC is accredited by the American Board of Funeral Service Education (ABFSE), 3414 Ashland Ave., Suite G, St Joseph, MO 64506, (816) 233-3747. Web:<www.abfse.org> Graduates meet licensing requirements established by the Illinois Department of Financial and Professional Regulation. This program in mortuary science and funeral service is recognized by other state licensing boards.

The program is designed to accept students directly from high school or to accommodate students transferring from other accredited post-secondary institutions. Thirty students will be selected to begin the professional sequence each fall semester. Enrollment in the program is limited due to variety of circumstances, including rules of accreditation, limitations of facilities/internship sites, and faculty-student ratio.

To be considered for admission to the program, a Mortuary Science and Funeral Service application must be completed. The application packet will be sent to a prospective student following admission to the University. It is important that all application procedures be completed as soon as possible. Selection will be based on a candidate's high school rank, grades in high school mathematics and science courses, and ACT results. For transfer students, the grade point average as calculated by SIUC and the earned college level credits will be used for selection criteria. Recommendations from funeral directors, essay responses, and professional references are also required of all applicants. Decisions on who is selected into the professional sequence will be made beginning in January on a rolling basis.

Prospective students attending another college or university prior to transfer-ring to SIUC should concentrate on completing courses articulated or approved as substitutes for SIUC's University Core Curriculum requirements. Prior to taking courses that appear to equate to the professional sequence, the applicant should consult with an advisor within the Mortuary Science and Funeral Service program.

The Mortuary Science and Funeral Service program has a Linkage Agreement with Southeastern Illinois College, Rend Lake College and Shawnee College. If you have questions about this agreement, contact the community college advisor or SIUC School of Allied Health at (618) 453-7287.

In addition to the professional course work, the student will be responsible for the University Core Curriculum as well as a number of courses, which will lead to an understanding of the psychological, sociological and theological implications of life and death. Each student will serve a semester-long internship at an approved off-campus facility. The expenses related to the internship courses are the responsibility of the student. The Internship Coordinator and/or Program Director will assign the internship location. Prior to participation in the internship, students may be required to undergo an "Internship Site

Required" criminal background check and drug screening. Faculty members in the professional courses are licensed funeral directors and embalmers with experience in the profession. The program's Advisory Committee is composed of mortuary science and funeral service professionals.

The student is required to complete the Hepatitis B vaccine series before participating in the laboratory classes. The vaccine may be acquired at the SIUC Student Health Center, a local health department, or through a private physician. The cost of this vaccine is the responsibility of the student and documentation showing completion of the vaccine series must be presented to the advisor prior to registration. In addition to the Hepatitis B vaccine requirement, a laboratory uniform, personal protective equipment and instruments must be purchased.

In accordance with accreditation standards, each student will be required to take the National Board Examination prior to graduation. The expense for the exam is the responsibility of the student. The annual passage rate of first-time takers on the National Board Examination (NBE) for the most recent three-year period for this institution and all ABFSE accredited funeral service education programs is posted on the ABFSE web site: <<http://www.abfse.org>>. Since laws governing the profession are enacted at the state level, licensing and qualification requirements vary among states. Prospective students should contact the licensing body of the state in which they wish to attempt licensure. Career opportunities are excellent and to date all graduates who desire placement within the profession have been offered entry-level employment.

The Mortuary Science and Funeral Service program can be completed at Southern Illinois University Carbondale or in combination with other institutions of higher education.

The specific goals and objectives for the mortuary science and funeral service program may be found at <www.sah.siu.edu/MSFS/Mission.html>.

Bachelor of Science Degree in Mortuary Science, College of Applied Sciences and Arts

University Core Requirements..... 41
 ENGL 101 and 102, MATH 113, SPCM 101, ZOOL 115/118, CHEM 106, PSYC 102, SOC 108, MUS 103, Humanities Elective PHIL 104, PHSL 201, HIST 202 and SOC 304i or other approved Integrative Studies.
Requirements for Major 74
 MSFS 101, 108, 240, 245, 256, 257, 270, 302, 325A,B, 340, 351, 352, 355, 360, 401, 410, 411, 412, Allied Health 241, Information Systems and Applied Technologies 120 and Information Systems Technologies 208.
Approved Career Electives 5
Total..... 120

Mortuary Science and Funeral Service Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ZOOL/PLB 115/118, MATH 113.....	3	3
PSYC 102, ISAT 120.....	3	3
ENGL 101, CHEM 106.....	3	3
UCOL 101, MSFS 108.....	3	3

MSFS 101, Fine Arts	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
ENGL 102, SPCM 101	3	3
SOC 108, IST 208.....	3	3
MSFS 256, MSFS 257.....	3	3
MSFS 240, MSFS 245.....	3	4
AH 241, Humanities	4	3
<i>Total</i>	16	16
THIRD YEAR	FALL	SPRING
MSFS 302, PHIL 104.....	4	3
MSFS 325A, MSFS 325B.....	4	4
MSFS 355, UCC Health	3	2
MSFS 270, MSFS 340.....	2	3
Multicultural, Elective.....	3	5
<i>Total</i>	16	17
FOURTH YEAR	FALL	SPRING
MSFS 360, MSFS 410.....	4	5
MSFS 351, MSFS 411	4	5
MSFS 352, MSFS 412	3	2
MSFS 401	2	-
<i>Total</i>	13	12

Courses (MSFS)

101-3 Orientation to Funeral Service. Students will trace the history of funeral services from ancient times through contemporary practices with emphasis on the development of funeral practices in the United States. Students study the customs of various cultures throughout the world including customs in the United States. They will demonstrate a knowledge of funeral service organizations and will discuss current topic areas of the profession. Lecture three hours. Restricted to MSFS majors.

108-3 Funeral Service Psychology. Designed to provide the student with an overview of psychology in funeral service as applied to death, grief and mourning. Students will examine interpersonal and public relations as they affect the funeral service practitioner. This course is writing intensive and reflects the College’s Communication-Across-the-Curriculum initiative. Lecture three hours. Prerequisite: PSYC 102, ENGL 101 and MSFS 101.

230-4 Mortuary Anatomy. The student will study the structure and function of the human body as a whole including: general organization, structural organization, tissues, skeletal system, nervous system, circulatory system, physiology of circulation, glands, respiratory system, digestive system, genitourinary system, integument and special senses. Lecture three hours. Prerequisite: ZOOL 115/118. Restricted to MSFS majors.

240-3 Mortuary Regulations. The student will have knowledge of the federal, state and local regulations pertaining to the funeral profession. Studies will include the Occupational Safety and Health Administration regulations, Americans with Disabilities Act, Uniform Anatomical Gift Act, the Federal Trade Commission requirements, Rules and Regulations for the Con-

trol of Communicable Disease and other such regulations governing funeral service. Lecture three hours. Restricted to MSFS majors.

245-4 Restorative Art. Students will build upon knowledge of the anatomical structures of the cranial and facial areas of the human skull gained through anatomy. Students will develop a knowledge of facial proportions, modeling, expressions, and materials and techniques necessary to rebuild the human face. Laboratory assignments will include bone and tissue restoration, facial modeling, hair restorations, and others. Prerequisite: AH 241. Lab fee: \$150.

256-3 Introductory Microbiology. The student will survey microbiology: morphology, physiology, populations of microbial organisms, microbial destruction, immunology, and pathogenic agents. Lecture three hours. Prerequisite: Plant Biology 115 or Zoology 115 or 118 and Chemistry 106. Restricted to major.

257-3 Pathology. Students will be introduced to the study of the cause, course and effects of diseases upon the human body, with stress on ways in which tissue changes affect the embalming process. Lecture three hours. Prerequisite: MSFS 256 and Allied Health 241.

270-2 Computers in Funeral Service. The student will be given the opportunity to enhance their understanding of the applications of computers to the funeral profession. This course is designed to instill an appreciation for computer as an effective funeral home management tool. Lecture 2 hours. Restricted to MSFS majors.

299-1 to 16 Individual Study. Provides students with opportunity to explore studies that fit a particular need or interest. Enrollment provides access to the resources of the facilities of the entire institution. Each student will work under the supervision of a sponsoring staff member. Restricted to MSFS majors.

302-4 Restorative Color and Cosmetics. The student will learn advanced procedure and techniques for restoration and cosmetology. Special attention will be placed upon pigments, visual aspects of color and color schemes, lighting, complexion types and materials, corrective shaping, rouging, waxing and powdering. Lecture three hours. Laboratory two hours. Prerequisite: MSFS 245. Lab fee: \$50.

325A-4 Embalming Theory and Practice I. The student will be introduced to techniques of embalming through a study of the body, sanitation, embalming agents, instruments and methods of embalming. The student studies the theory, practices and techniques of sanitation as well as restoration and preservation of deceased human remains. Laboratory experiences consist of embalming deceased remains and of other related activities. Lecture three hours. Laboratory two hours. Prerequisite: MSFS 240 and proof of Hepatitis B vaccine or Titre test. Restricted to Mortuary Science and Funeral Service majors. Lab fee: \$50.

325B-4 Embalming Theory and Practice II. The student will study the anatomy of the circulatory system, the autopsied case, the cavity embalming, the contents of the thoracic and abdominal cavities and various embalming treatments. Laboratory experience is a continuation of 325A. Lecture three hours. Laboratory two hours. Must be taken in A,B sequence. Prerequisite: MSFS 240 and proof of Hepatitis B vaccine or Titre test. Restricted to Mortuary Science & Funeral Service majors. Lab fee: \$50.

340-3 Mortuary Law. Deals with the statutory laws and prac-

tices pertaining to funeral service. The student will trace the laws that govern the funeral director and the embalmer and their legal responsibilities to the consumer. Knowledge will be gained concerning the legal status of a dead human body, necessities of disposition, methods of disposition, rights and parties undertaking responsibility of disposition, custodial rights of the dead human remains, contract laws, right of disposition, control of the funeral, general rules of priority pertaining to next of kin, mental anguish, photographs, confidentiality, negligent acts by the funeral director and/or embalmer, mutilation laws, injury to invitees, injury to pallbearers, Clergy and staff, physical impact, collection against an estate, primary obligor, estate liability, cremation, authorization, commingling of remains, personal effects, storage and shipping of remains. Lecture three hours. Restricted to MSFS majors.

350-1 to 32 Mortuary Science and Funeral Service Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations offered through various workshops, special short courses, and seminars. Hours and credit to be individually arranged. Mandatory Pass/Fail. Restricted to MSFS majors.

351-4 Funeral Service Management. The student will learn skills necessary to effectively manage a funeral home. Included are the funeral director's responsibilities from the first call to the completion of the funeral service. Topics include completing pre-need and post-need forms, human resource management, financial management, facilities management, maintenance of records, religious ceremonies and professional ethics. Lecture four hours. Prerequisite: MSFS 240 and Information Systems and Applied Technologies 120.

352-3 Funeral Service Merchandising and Marketing. The student will learn the fundamentals of merchandising, product mix and pricing of funeral service merchandise (i.e., caskets, burial vaults, urns, etc.). Other topics include developing a funeral home marketing plan and applying small business marketing techniques to funeral homes. Lecture three hours. Co-requisite: MSFS 351.

355-3 Embalming Chemistry. The student will study the chemistry of the body, sanitation, toxicology, chemical changes in deceased human remains, disinfection, and embalming fluids. Laboratory experiences in 325A will complement lecture material. Lecture three hours. Co-requisite: MSFS 325A. Prerequisite: Chemistry 106.

360-4 Advanced Embalming Procedures. The student will study the proper procedures of embalming and other necessary preparations of special cases. Studies will include techniques and procedures used for embalming unique cases such as decomposition cases, burn victims, car accident victims and other traumatic faces of death. Students will be required to submit several written research papers and present oral presentations of specific topics throughout the semester. Lecture four hours. Prerequisite: MSFS 325B.

401-2 Funeral Service Counseling. The student will be taught specific counseling procedures when counseling the bereaved family. Specific attention will be paid to the counseling and communication techniques and skills that will assist individual family members with handling grief and the mourning process. In addition, students will explore the concepts of pre-need and

after-care services. Prerequisites: MSFS 108 or Psychology 102 or consent of school.

410-5 Funeral Service Internship-Management. Students will be assigned to a University approved funeral home learning in actual practice situations: functional organization, procedures, and policies of the establishment. The course is 14 weeks in length. Not for graduate credit. Prerequisite: all other requirements of the MSFS major must be met including a grade point average of at least 2.0 in major. Co-requisites: MSFS 411 and 412.

411-5 Funeral Service Internship-Embalming. Students will be assigned to a University approved funeral home to be given the opportunity to learn embalming techniques by active participation in the preparation room under the direct supervision of a licensed embalmer. The course is 14 weeks in length. Not for graduate credit. Restriction: all other requirements of the MSFS major must be met including a grade point average of at least 2.0 in major. Co-requisites: MSFS 410 and 412. Special approval needed from the advisor.

412-2 Funeral Service Seminar. Formal discussions are held to evaluate the experiences and progress of the participants in the internship program. The student will participate in mock funeral arrangements and will evaluate themselves on style, knowledge and confidence via video tape. The second part of the seminar is a review for the National Board Examination. In accordance with accreditation standards, each student will be required to take the National Board Examination prior to graduation. The expense for the exam is the responsibility of the student. Mandatory Pass/Fail. Not for graduate credit. Co-requisites: MSFS 410 and 411.

415-3 On Dying and Death. Students will study the processes of death, grief, and bereavement. Emphasis on the practical aspects of coping with the many problems concerning death. Not for graduate credit.

Museum Studies (Minor)

Museum studies is available as an undergraduate interdisciplinary minor. The purpose of the minor is to introduce students to various aspects of museum work, to acquaint them with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis will be placed on actual work situations in such diverse museum functions as exhibition, curation, cataloging, acquisition, education and administration.

Minor

The museum studies minor consists of 18 hours, with 12 hours of required core courses and 6 hours of electives.

Core Courses: 12 hours selected from Anthropology 450a,b; Art 207 and 447; History 497; Political Science 446.

Electives: 6 hours selected from Anthropology 304, 442 or 460; Art 499; Political Science 441; Geology 440; History 490, 493 or 496; or courses listed above which are not used for the core.

Music (School, Major, Courses, Faculty)

The School of Music is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, Virginia.

Admission and Advisement. All students who plan to major in Music will first be admitted as Pre-Music students provided they meet the University's admission policy. Beginning freshmen and transfer students are required to audition in person or by recording prior to admittance to the desired specialty in music. Following a successful audition, students will be granted the status of music major and be allowed to register for classes in the desired specialty.

Students admitted to the program in the Pre-Music status and unsuccessful in the audition process will have to complete additional preparation, which may extend the time to graduation beyond four academic years. This preparation is to include the following courses with a grade of C or better: Music 101, 102, 030a,b and two hours chosen from Music 031, 040 or 036a,b. Music credits earned at other accredited institutions will apply toward requirements, but the transferring student remains subject to evaluation by the appropriate music faculty for proper placement in the music curriculum.

All pre-music and music majors will be advised by the School of Music advisor for the purpose of completing the courses required.

All Music majors must maintain satisfactory membership in one of the following ensembles: Music 011, 013, 014, 017, 020, or 022 every term in residence. Students are exempt from this requirement during the session of student teaching. Piano performance and piano pedagogy majors may substitute Music 341 during the junior and senior years. Students who are unable to meet the major ensemble entrance requirements for one semester will be placed on probation by the School of Music. Students who are denied entrance into a major ensemble a second time will be reviewed by the undergraduate committee for possible continued probation or suspension from all music degree programs. The choice of major ensembles must be compatible with the student's applied field. Instrumental music education students must enroll in Music 011 for a minimum of one semester. Students also may elect additional large or small ensembles, not to exceed three in any one session. Students enrolled as Music Education majors are required to attend Lab Ensemble every semester in residence.

Each student with a major or minor in music must designate a principal applied field and complete the credits specified within the selected specialization. Changes in the principal applied field are permissible so long as the student accumulates the required credit total and meets the required level of proficiency.

Credits in one's principal applied field are based on private lessons with a member of the faculty; weekly participation in Studio Hour and Convocations (Tuesday, at 10:00 a.m.); and recorded attendance each semester at seven campus recitals or concerts, approved for that purpose by the School of Music faculty. The student may not be a participant. Students who fail to fulfill either the Studio Hour or attendance at campus recitals or concerts requirement will receive a grade of Incomplete, which can be removed only by making up the deficiency during

the ensuing semester. A student who wishes to attempt the performance specialization in applied music must have prior approval of the appropriate faculty jury, and thereafter enrolls for and receives two lessons per week for 4 credits per semester.

A student may elect private instruction in a second field or fields, but this is for one credit per semester since the studio hour and recital attendance requirements pertain only to the principal applied field.

Students not majoring or minoring in music may elect private applied music instruction if: 1) they can exhibit sufficient ability; 2) they are participating simultaneously in one of the University performing groups; and 3) faculty loads will allow. Registration is at one credit per semester, with no studio hour or recital attendance requirement. Those wishing such instruction should arrange for an interview and audition with the appropriate instructor.

Students specializing in music education should apply for admission to the Teacher Education Program as soon as they have accumulated 30 semester hours of credit. After being admitted, they must complete a series of specific requirements in order to qualify for student teaching and for the Illinois teaching certificate. Additional information is given under Education, Professional Education Experiences, and Curriculum and Instruction in this chapter.

Upper Division Examination, 240 Level Exit Examination and Undergraduate/Graduate/History/Harmony Examination

All Bachelor of Music degree students must pass an upper division examination in order to be admitted to the 340 level of applied music. It is normally taken before finishing 60 hours of academic study and in the second semester of Music 240. The upper division examination for transfer students is normally taken at the end of the first semester at Southern Illinois University Carbondale. All Bachelor of Arts degree students must pass a 240 level exit exam prior to registering for Music 487, 488 or 489 Senior Project. The exam is normally taken in the second semester of Music 240. The Upper Division and 240 exit examinations consist of an applied music jury performance. The upper division examination consists of an applied music jury performance before the entire music faculty. Students will provide a complete repertoire list at the time of the jury.

As part of the University Assessment program, majors in music must take the Undergraduate/Graduate/History/Harmony exam in their final semester of coursework.

Financial Information

Special grants and awards are available to students enrolled in the School of Music who are qualified and in need of financial assistance. Opportunities for employment in the student work program are excellent. In addition, there are scholarships (tuition awards) and loan programs available through the Office of Student Work and Financial Assistance.

A \$30 instrument maintenance fee is assessed every student enrolled in applied music or using a school instrument each semester. Students are responsible for purchase their own textbooks, solo literature, and incidental supplies for music lessons and classes. Such costs normally range from \$50 to \$100 per semester.

MUS 015.....	1	1
Major Ensemble	1	1
<i>Total</i>	18	18

THIRD YEAR	FALL	SPRING
Humanities Group	3	3
MUS 308.....	2	-
MUS 357A,B.....	3	3
MUS 316, 372.....	1	3
MUS 331A,B.....	1	1
MUS 340.....	4	4
MUS 398.....	-	1
MUS 015.....	1	1
MUS 016.....	1	1
<i>Total</i>	16	17

FOURTH YEAR	FALL	SPRING
Integrative Studies, SPCM 101.....	3	3
Health.....	2	-
MUS 322, 335.....	3	2
MUS 440.....	4	4
MUS 498.....	-	1
MUS 430A,B.....	2	2
MUS 015.....	1	1
MUS 016.....	1	1
MUS 321.....	-	2
<i>Total</i>	16	16

MUSIC MAJOR – PERFORMANCE SPECIALIZATION, GUITAR

Music 140-440, principal field, 8 semester	28
Major performing ensembles	6
Music 107	1
Music 498	2
Music 250	3
Music 407, 421, 461 or any of 470 series	6
Approved music electives	5
<i>Total</i>	51

MUSIC MAJOR – PERFORMANCE SPECIALIZATION, KEYBOARD (PIANO, ORGAN AND HARPSICHORD)

Music 030 not required	
Music 140-440, principal field, 8 semesters	28
Major performing ensembles	6
Music 498	2
Music 461	3
Music 407, 421, or any of 470 series	7
Music 341	2
Approved music electives	2
MUS 365f.....	1
<i>Total</i>	51

Performance Specialization Keyboard Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
UCOL 101, MATH (except 107 or 114)..	3	3
MUS 104 A,B.....	1	1

MUS 105 A,B.....	3	3
MUS 102.....	-	2
MUS 140 (applied)	4	4
Major Ensemble	1	1
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Social Science Group 1, 2.....	3	3
Health	2	-
MUS 204 A,B.....	1	1
MUS 205 A,B.....	3	3
MUS 240 (applied)	4	4
Major Ensemble	1	1
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
Humanities Group 1, 2	3	3
MUS 308, 321.....	2	2
MUS 357A,B.....	3	3
MUS 341.....	1	1
MUS 316, 398.....	1	1
MUS 340 (applied)	4	2
MUS 479AM, 479J.....	2	2
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
Integrative Studies, SPCM 101.....	3	3
MUS 322, 498.....	3	2
MUS 407, 421, or any 470 series.....	4	3
MUS 465F, 461.....	1	3
MUS 440 (applied)	4	2
<i>Total</i>	15	13

MUSIC MAJOR – PERFORMANCE SPECIALIZATION, VOICE

Music 140-440, principal field, 8 semesters	28
Major performing ensembles	4
Music 498	2
Music 407, 421, 461, or any of 470 series	5
Approved foreign language, 2 semesters	8
Music 401, 402	2
Music 363	2
<i>Total</i>	51

Performance Specialization Voice Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
UCOL 101, MATH (except 107 or 114)..	3	3
MUS 104 A,B.....	1	1
MUS 105 A,B.....	3	3
MUS 102.....	-	2
MUS 030A,B.....	1	1
MUS 140 (applied)	4	4
Major Ensemble	1	1
<i>Total</i>	16	18

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Social Science Group 1, 2.....	3	3
MUS 204 A,B.....	3	3
MUS 205 A,B.....	1	1
MUS 030 C,D.....	1	1
MUS 363.....	1	1
MUS 240 (applied).....	4	4
Major Ensemble.....	1	1
<i>Total</i>	17	17

THIRD YEAR	FALL	SPRING
Humanities Group 1, 2.....	3	3
Foreign Language.....	4	4
MUS 308.....	2	-
MUS 357A,B.....	3	3
MUS 316, 398.....	1	1
MUS 340 (applied).....	4	4
Major Ensemble.....	1	1
<i>Total</i>	18	16

FOURTH YEAR	FALL	SPRING
Integrative Studies, SPCM 101.....	3	3
Health.....	2	-
MUS 322, 321.....	3	3
MUS 407, 421, or any 470 series.....	3	2
MUS 401, 402.....	1	1
MUS 498.....	-	2
MUS 440 (applied).....	4	4
Major Ensemble.....	1	1
<i>Total</i>	17	16

MUSIC MAJOR – PIANO PEDAGOGY SPECIALIZATION

Music 140-440, principal field, 8 semesters.....	16-22
Major performing ensembles.....	6
Music 398-1, and 498-2 or 398-2.....	2-3
Music 398-1,1 or Music 398-1 and Music 498-2.....	2-3
Music 110-4, 210, 211, 310, 311, 410-4.....	16
Approved music electives.....	5-11
<i>Total</i>	51

MUSIC MAJOR – MUSIC THEORY/COMPOSITION SPECIALIZATION

Music 140-340, principal field, 6 semesters.....	12
Major performing ensembles.....	6
Music 280.....	4
Music 380.....	4
Music 480, 407, 447 or 481.....	6
Music 421.....	2
Music 470 series.....	6
Approved music electives, 300 level or above.....	11
<i>Total</i>	51

¹University Core Curriculum substitute.

²Exceptions for Music 030 and consequent credit hour adjustment in key board performance, piano pedagogy and instrumental music education specialization.

Music Theory/Composition Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH (except 107 or 114).....	3	-
UCOL 101, Health.....	3	2
MUS 104 A,B.....	1	1
MUS 105 A,B.....	3	3
MUS 102.....	-	2
MUS 140 (applied).....	2	2
MUS 030A,B.....	1	1
Major Ensemble.....	1	1
<i>Total</i>	17	15

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Social Science Group 1, 2.....	3	3
MUS 204A,B.....	1	1
MUS 205A,B.....	3	3
MUS 030C,D.....	1	1
MUS 280.....	2	2
MUS 240 (applied).....	2	2
Major Ensemble.....	1	1
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
Humanities Group 1, 2.....	3	3
Approved Music Elective.....	3	3
MUS 308, 321.....	2	3
MUS 357A,B.....	3	3
MUS 380.....	2	2
MUS 340 (applied).....	2	2
Major Ensemble.....	1	1
<i>Total</i>	16	17

FOURTH YEAR	FALL	SPRING
Integrative Studies, SPCM 101.....	3	3
Approved Music Elective.....	3	2
MUS 322, 421.....	3	2
MUS 480, 407, 447 or 481.....	3	3
MUS 470 series.....	3	3
MUS 398.....	-	1
<i>Total</i>	15	14

Bachelor of Music Degree, College of Liberal Arts

MUSIC MAJOR – MUSIC EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Must include PSY 102 and MUS 357a.	
<i>Requirements for Major in Music</i>	64
Theory: Music 104A,B; 105A,B; 204A,B; 205A,B; 308; 321 or 322.....	20
History-Literature: Music 102, 357A,B.....	5
Major performing ensembles.....	7
Music 140-340, principal applied field, 6 semesters.....	12

Music 398 half recital	1
Music 304	2
Music 305	2
Music 306	2
Music 324, Arranging	1
Music Education Specialization (Instrumental emphasis)	12
Music 030	2
Music 032A,B, 033A,B, 034, 035	6
Music 316, 318	3
Music 031	1
or	
Music Education Specialization (Choral/General emphasis)	12
Music 030	4
Music 036A, 035, elective technique class	3
Music 316, 317	3
Music 363A,B	2
Professional Education Requirements	27
See Teacher Education Program.	
MUS 304, 305, 306 as EDUC 316 substitute	
Total	132

**Music Education Specialization
(Choral/General) Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH Group.....	-	3
UCOL 101.....	3	-
MUS 104 A,B.....	1	1
MUS 105 A,B	3	3
MUS 102.....	2	-
MUS 140.....	2	2
MUS 030 A,B.....	1	1
MUS 036A	1	-
Major Ensemble	1	1
EDUC 210.....	-	2
Total	17	16

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Humanities Group 1, 2	3	3
MUS 204 A,B	1	1
MUS 205 A,B	3	3
MUS 240	2	2
MUS 030 C,D.....	1	1
MUS 363 A,B.....	1	1
Major Ensemble	1	1
EDUC 314, 311.....	2	3
Total	17	18

THIRD YEAR	FALL	SPRING
Social Science Group.....	3	-
Human Health Group	-	2
MUS 308, MUS 321	2	2
MUS 357 A,B.....	3	3

MUS 340.....	2	2
MUS 398.....	-	1
MUS 304, 306	2	2
Tech Class Group (incl. MUS 035).....	1	1
MUS 316.....	-	1
Major Ensemble	1	1
EDUC 313, 308.....	3	3
Total	17	18

FOURTH YEAR	FALL	SPRING
Multicultural Group	3	-
PSYC 102	3	-
SPCM 101	3	-
MUS 305	2	-
MUS 317.....	2	-
MUS 324.....	1	-
Major Ensemble	1	-
EDUC 317, 401	2	12
Total	17	12

Students should make formal application for admission to the Teacher Education Program in the Fall semester of their second year.

Students are strongly encouraged to complete University Core Curriculum Requirements prior to the Fall semester of their fourth year; students then should adjust the Curricular Guide by moving MUS 398 to the Fall semester of the fourth year, with additional principal applied field study also strongly encouraged.

**Music Education Specialization (Instrumental)
Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH Group.....	-	3
UCOL 101.....	3	-
MUS 104 A,B.....	1	1
MUS 105 A,B	3	3
MUS 102.....	2	-
MUS 140.....	2	2
MUS 030 A,B.....	1	1
MUS 031.....	1	-
Major Ensemble	1	1
EDUC 210.....	-	2
Total	17	16

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Humanities Group 1, 2	3	3
MUS 204 A,B	1	1
MUS 205 A,B	3	3
MUS 240	2	2
MUS 033 A,B.....	1	1
MUS 035,034.....	1	1
Major Ensemble	1	1
EDUC 314, 311.....	2	3
Total	17	18

THIRD YEAR	FALL	SPRING
Social Science Group.....	3	-
Human Health Group.....	-	2
MUS 308, MUS 321	2	2
MUS 357 A,B	3	3
MUS 340.....	2	2
MUS 398.....	-	1
MUS 304, 306	2	2
MUS 032 A,B.....	1	1
MUS 316.....	-	1
Major Ensemble	1	1
EDUC 313, 308.....	3	3
<i>Total</i>	17	18

FOURTH YEAR	FALL	SPRING
Multicultural Group.....	3	-
PSYC 102	3	-
SPCM 101	3	-
MUS 305	2	-
MUS 318.....	2	-
MUS 324.....	1	-
Major Ensemble	1	-
EDUC 317, 401	2	12
<i>Total</i>	17	12

Students should make formal application for admission to the Teacher Education Program in the Fall semester of their second year.

Students are strongly encouraged to complete University Core Curriculum Requirements prior to the Fall semester of their fourth year; students then should adjust the Curricular Guide by moving MUS 398 to the Fall semester of the fourth year, with additional principal applied field study also strongly encouraged.

Bachelor of Arts Degree, College of Liberal Arts

The Bachelor of Arts degree is a liberal arts degree individually tailored to meet the educational goals of each student pursuing it. Two areas of specialization are available: Open Studies and Music Business. Both specializations have a common core of 18 to 19 hours of music literature and music theory courses.

Of the 56 to 57 hours required to complete the Open Studies Specialization, the required courses are Music 357a,b, 488 and 11-16 hours of approved music electives. In addition, at least one year of foreign language is required. This can be met by one of the following: (a) passing an 8-hour 100-level sequence in one language; (b) by earning 8 hours of 100-level credit in one language by proficiency examination; or (c) completing three years of one language in high school with no grade lower than C. The 29 to 34 cores of elective hours necessary to complete the degree program are selected by the student with the approval of the student's faculty sponsor and the undergraduate committee. At least 40 hours toward the B.A. Open Studies Specialization must be at the 300-400 level. This planning should be done during the first semester of the student's admittance to the School of Music with undergraduate committee approval secured no later than the end of the second semester. Changes may be made if agreed upon by the student, the undergraduate

committee and the student's faculty sponsor. The B.A. degree does not provide the necessary prerequisites for graduate study in a Master of Music degree program.

Of the 55 to 56 hours required to complete the Music Business Specialization, 18 to 19 hours are in specific music courses, 14 to 15 hours in music electives, and 27 hours of accounting, economics, finance and marketing courses.

Bachelor of Arts Degree, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
Including Music 357a as University Core Curriculum substitute	
<i>Requirements for Major in Music</i>	80
Theory: Music 104A,B; 105A,B	8
Literature and History: Music 102, 357A,B	(3) + 5 ¹
Major performing ensembles	4
Applied Music 140-240, principal field, 4 semesters	7-8
Specialization (see below)	55-56
<i>Total</i>	121

MUSIC MAJOR – OPEN STUDIES SPECIALIZATION

Music 030A,B	2
Music 488	2
Approved Music Electives	9-14
Foreign Language	8
Elective Core	29-34
<i>Total</i>	55-56

Open Studies Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH (except 107 or 114).....	3	-
UCOL 101, Health	3	2
MUS 104 A,B.....	1	1
MUS 105 A,B.....	3	3
MUS 102.....	2	-
MUS 140 (applied)	2	2
MUS 030A,B.....	1	1
Major Ensemble	1	1
<i>Total</i>	19	13

SECOND YEAR	FALL	SPRING
Science Group 1, 2.....	3	3
Foreign Language	4	4
Social Science	3	3
MUS 240 (applied)	2	2
Approved Elective	3	3
Major Ensemble	1	1
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
Humanities Group 1, 2	3	3
MUS 357A,B.....	3	3
Approved Music Elective	3	3
Approved Elective	6	6

Major Ensemble	1	1
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
Multicultural (UCC)	3	-
SPCM 101	-	3
MUS 488	-	2
Approved Music Elective	3	6
Approved Elective Area	9	3
Major Ensemble	1	1
<i>Total</i>	16	15

MUSIC MAJOR – MUSIC (BUSINESS) SPECIALIZATION

Required Music Courses		
Music 030	2	
Music 031A	1	
Music 323 or three of the following: 032A, 032B, 033A,B, 034, 035, 036A, 036B	3	
Music 307	2	
Music 174	3	
Music 487	4	
Approved Music Electives	16	
Required Business Courses ²		
Accounting 220, 230	6	
Management 304	3	
Economics 240	(3) ³	
Finance 280	3	
Marketing 304, 363, 401, 438	12	
<i>Total</i>	55	

¹University Core Curriculum substitute.

²Up to six hours in related areas may be substituted for Required Business Courses with the approval of the undergraduate committee.

³University Core Curriculum substitute (for Economics 113).

Music (Business) Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102	3	3
UCOL 101	3	-
Health, MUS 174	2	3
MUS 104A,B	1	1
MUS 105A,B	3	3
MUS 102	-	2
MUS 030A,B	1	1
MUS 140 (applied)	2	2
Major Ensemble	1	1
<i>Total</i>	16	16

SECOND YEAR	FALL	SPRING
Science Group 1, 2	3	3
MATH (except 107 or 114), Soc Sci	3	3
ECON 240	3	-
ACCT 220, 230	3	3
FIN 280	-	3
MUS 031	1	-
MUS 240 (applied)	2	2

Major Ensemble	1	1
Approved Music Elective	-	1
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
Humanities Group 1, 2	3	3
MKTG 304, MGMT 304	3	3
MUS 357A,B	3	3
MUS 307	-	2
MUS 323	3	-
Approved Music Elective	3	4
Major Ensemble	1	1
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
Integrative Studies, SPCM 101	3	3
MKTG 363, 438	3	3
MKTG 401	3	-
MUS 487	-	3
Approved Music Elective	6	5
Major Ensemble	1	1
<i>Total</i>	16	15

Bachelor of Fine Arts in Musical Theater Degree, College of Liberal Arts

The BFA in Musical Theater is a professional degree program designed to prepare students for a career in musical theater performance. All students must audition to enter the program. At the completion of their 3rd semester, BFA candidates must pass a barrier jury to continue in the program¹. Those students not passing their jury will receive advisement as to other options in music and theater. BFA Musical Theater students are required to audition for all musicals and plays², and attend the required number of plays and concerts each semester³. The degree requires 135 credit hours for graduation, 97 of which must be in music, theater and dance. BFA MT students are waived from the College of Liberal Arts foreign language requirements, and are required to meet only 4 semesters of music ensemble. BFA MT students are required to maintain a cumulative GPA of 2.5, and 3.0 cumulative in their music, theater and dance courses.

¹The evaluation of the barrier jury based on five criteria: 1. meeting academic standards; 2. attitude and commitment to training; 3. singing; 4. acting; 5. dance.

²Candidates must audition for all Department of Theater productions, but do not have to accept roles if they conflict with course commitments or undermine classroom achievement. Prior commitments (ie. choir, classes, other productions) must be made clear at auditions listing those conflicting dates. Candidates are not permitted to audition for or accept roles or other assignments in productions outside of SIUC without approval from the BFA Area Coordinator.

³Candidates must attend 7 concerts/plays each semester. Either 4 plays and 3 concerts, or the reverse. One production per semester may be a professional production.

<i>University Core Curriculum Requirements</i>	41
Including THEA 220, Theater Insight as a UCC substitute	
<i>Requirements in Music</i>	35
MUS 020 or MUS 022 Concert Choir (1,1,1,1)	4

MUS 030 A,B,C, or D (1,1).....	2
MUS 104A Aural Skills	1
MUS 104B Aural Skills	1
MUS 105A Basic Harmony	3
MUS 105B Basic Harmony	3
MUS 140X (1,1)	2
MUS 240X (1,1)	2
MUS 340X (1,1,1,1)	4
MUS 402 Musical Theater Workshop (2,2,2)	6
MUS 471 History of Musical Theater	3
MUS 489 Senior Project.....	2
<i>Requirements in Theater</i>	40
THEA 203B Stage Diction and IPA	3
THEA 205 Stage Make-up	2
THEA 217 Beginning Acting	3
THEA 218A Beginning Stagecraft	3
THEA 220 Theater Insight (included in UCC req. above) ..	0
THEA 300/400 Practicum	2
THEA 303A Movement for the Actor	3
THEA 303B Voice for the Actor.....	3
THEA 311A Play Analysis (WAC).....	3
THEA 317A Intermediate Acting.....	3
THEA 317B Intermediate Acting.....	3
THEA 322 Summer Theater.....	3
THEA 354A Theater History	3
THEA 403A Adv. Movement for the Actor	3
THEA 424 Audition Technique	3
<i>Requirements in Dance</i>	12
KIN 103 A,C and F Dance (2+2+2)	6
THEA 323 Musical Theater Dance (1,1,1)	3
THEA 423 Musical Theater Dance (1,1,1)	3
<i>Approved Electives</i>	9
MUS/THEA	
Total	135

Musical Theater Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, Math.....	3	3
MUS 101	3	-
MUS 020/022.....	1	1
MUS 140X	1	1
MUS 030A,B.....	1	1
KIN 103A,C	2	2
KIN 103F, THEA 218A.....	2	3
THEA 220 (UCC Fine Arts), 217	3	3
THEA 203B	-	3
<i>Total</i>	16	17

FIRST YEAR	SUMMER
THEA 322	3
<i>Total</i>	3

SECOND YEAR	FALL	SPRING
ENGL 101, ENGL 102.....	3	3
SPCM 101, MUS 402	3	2
MUS 020/022.....	1	1

MUS 240X	1	1
MUS 104A,B	1	1
MUS 105A,B	3	3
THEA 205.....	-	2
THEA 300/400.....	1	-
THEA 303A,B.....	3	3
THEA 323.....	1	1
<i>Total</i>	17	17

THIRD YEAR	FALL	SPRING
Humanities.....	3	3
Social Science	3	3
MUS 340X	1	1
THEA 354A, MUS 402.....	3	2
THEA 424, MUS/THEA Electives.....	3	3
THEA 317A,B.....	3	3
THEA 323, 423.....	1	1
<i>Total</i>	17	14

FOURTH YEAR	FALL	SPRING
Human Health, Multicultural.....	2	3
Science	3	3
MUS 340X/440X.....	1	1
MUS 489, 402.....	2	2
THEA 403A, *471.....	3	3
THEA 311A, 300/400	3	1
THEA 423	1	1
MUS/THEA Electives	2	1
<i>Total</i>	17	15

*MUS 471 is offered spring semester in even numbered years. Replace with MUS/THEA electives or UCC, if necessary.

Minor

The minor in music includes Music 102, 030A,B, 104A,B, 105A,B, 357A,B; two semesters of performing ensembles, two hours; and two semesters of 040 or 140, four hours for a total of 24 credits. Students must comply with the studio hour and recital requirements listed above. Students wishing to pursue the minor curriculum must make a declaration of intent at the Music Advisement Office before registering for classes.

Courses (MUS)

011-1 to 4 Marching Salukis. Fall semester only. Open to all students with experience in bands. Performs at all home football games, and one or two away. Counts as a major ensemble, one of which must be taken each semester by resident music majors. Not more than four hours count toward undergraduate degree. Prerequisite: Experience in bands. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

012-1 to 8 (1,1,1,1,1,1,1,1) Pep Band. A select group which performs at all home basketball games. Not more than eight hours count toward undergraduate degree. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

013-1 to 8 (1,1,1,1,1,1,1,1) Symphonic Band. Open to all students with experience in bands. Performs standard literature.

Two or three concerts per year. Counts as major ensemble, one of which must be taken each semester by resident music majors. Prerequisites: experience in bands and audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

014-1 to 8 Concert Wind Ensemble. A select group which performs advanced contemporary literature. Three concerts and tour per year. Counts as major ensemble, one of which must be taken each semester by resident music majors. Not more than eight hours count toward undergraduate degree. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

015-1 to 8 Jazz Ensemble. For students experienced with popular literature. Concerts and tours when feasible. Counts as major ensemble for jazz majors in junior and senior year, one of which must be taken each semester by resident music majors. Not more than eight hours count toward undergraduate degree. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

016-1 to 8 (1,1,1,1,1,1,1,1) Jazz Combos. A select group, performing literature scored for this instrumentation. Two or three concerts per year and tour as feasible. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

017-1 to 8 Symphony. Open to all experienced string, woodwind, brass, and percussion players. Plays standard and advanced orchestral literature, performs three or four concerts per year. Counts as a major ensemble, one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

018-1 Civic Orchestra. Open to all students who wish to perform major orchestral literature. Prerequisite: audition prior to first registration. Counts as major ensemble for music pre-majors studying at the 040 level. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

020-1 to 8 Choral Union. Open to qualified students who desire to perform major choral-orchestral literature. Two concerts per year. Counts as a major ensemble, one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

021-1 to 8 (1,1,1,1,1,1,1,1) Chamber Choir. Open to all experienced singers. Emphasis on contemporary literature. Three or four concerts per year and tours as feasible. Does not count as a major ensemble. Prerequisite: audition required. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

022-1 to 8 Concert Choir. A select group which performs advanced choral literature of all eras. Three or four concerts per year and tours as feasible. Counts as a major ensemble, one of which must be taken each semester by resident music majors. Prerequisite: audition prior to first registration. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

023-1 to 8 (1,1,1,1,1,1,1,1) Vocal Jazz Ensemble. Open to all experienced singers. Emphasis on light, popular literature. Two or three appearances per year. Does not count as a major ensemble. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

030A,B,C,D-1,1,1,1 Piano Class. A.Level 1, B. Level 2, C. Level

3, D. Level 4. Designed to develop functional command of basic keyboard skills needed in the further study of music and the teaching of music. Take in sequence unless assigned advanced placement by instructor. Restricted to major or minor in music, elementary education, early childhood education, Musical Theater or consent of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

031A-1 Voice Class. Designed to develop functional command of basic vocal skills needed in teaching music. Special approval needed from the instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

032A,B-1,1 String Techniques Class-A. Upper Strings, B. Lower Strings. Designed to develop essential techniques and principles which can be used in teaching young string pupils. Restricted to music major or minor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

033A,B-1,1 Woodwind Techniques Class-A. Clarinet, Saxophone, B. Flute, Double Reeds . Designed to develop essential techniques and principles which can be used in teaching young woodwinds pupils. Students may begin on one instrument and shift to another at midterm, or they may continue with the same instrument with the consent of the instructor. Restricted to music major or minor or consent of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

034-2 (1,1) Brass Techniques Class. Trumpet, French horn, trombone, tuba. Designed to develop essential techniques and principles which can be employed in teaching beginning brass pupils. Students may begin with one instrument and shift to another at midterm or they may continue with the same instrument with the consent of the instructor. Restricted to music major or minor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

035-1 Percussion Techniques Class. Designed to develop basic techniques and principles which can be employed in teaching young percussion pupils. Restricted to music major or minor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

036A,B-1,1 Guitar Class-A. Level 1, B. Level 2. Designed to develop basic techniques and principles which can be employed in teaching music. Restricted to major or minor in music, elementary education, or early childhood education, or consent of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

040A-V,X - 1-4 Applied Music. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio class and be concurrently enrolled in one of the performing groups. **Prerequisite for A-V:** satisfactory completion of beginning class instruction offered in that area, or the equivalent, and consent of instructor. **Prerequisite for X:** acceptance to the BFA in Music Theater and consent of instructor. Applied music (x) not available to students pursuing other degrees in music. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Tuesdays at 10:00. Those with prior approval by their applied jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one

credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

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| (a) Flute | (m) Viola |
| (b) Oboe | (n) Cello |
| (c) Clarinet | (o) Double bass |
| (d) Bassoon | (p) Voice |
| (e) Saxophone | (q) Piano |
| (f) Horn | (r) Organ |
| (g) Trumpet | (s) Harpsichord |
| (h) Trombone | (t) Guitar |
| (i) Euphonium | (u) Recorder |
| (j) Tuba | (v) Coaching |
| (k) Percussion | (x) Musical Theater Voice |
| (l) Violin | |

101-3 Music Fundamentals. Rudiments of music for those with little or no musical background. One lecture and one piano laboratory session per week. Provides basic music vocabulary and keyboard competency for Curriculum and Instruction 325, 326. Restricted to PMUS, Music Major or Minor, or consent of instructor.

102-2 Survey of Music Literature. Characteristic forms and styles. Analysis and listening. Examples from the leading composers of each era. Restricted to music major or minor.

103-3 Music Understanding. (University Core Curriculum) [IAI Course: F1 900] A study of the historical development of Western Music and the listening skills necessary to perceive the expressive aspects of each style.

104A,B-1,1 Aural Skills. A laboratory course designed to complement MUS 105A. Practice in recognition and singing of basic pitch and rhythm materials, and their realization in standard musical notation. For those planning a major or minor in music, take A and B in sequence or with prior consent of instructor, concurrently. Prerequisite: grade of C or better in MUS 104A for registration in B section.

105A,B-3,3 Basic Harmony. [IAI Course: (A) MUS 901] Study of traditional diatonic tonal materials and standard notational practice. Includes keyboard skills. For those with performing experience and planning a major or minor in music. Take A and B in sequence. Prerequisite: concurrent registration in MUS 104 or equivalent aural skill, grade of C or better in MUS 105A prior to enrollment in MUS 105B.

106-3 The History of Rock and Roll. A history and appreciation of the musical and cultural melting pot of 1950's rock & roll and early 1960's pop. Includes overview of the African American roots and female ancestors and influences on blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. Cultural influences, racial background and gender identification are relevant.

107-1 Applied Harmony for Fretted Instruments. Application of basic harmonic functions to the fretted instruments including guitar. Concurrent enrollment in MUS 140-540A-Y.

110A,B-2,2 Introduction to Piano Pedagogy. Introduction to a broad range of studies that influence the development of effective piano teaching. Seminar discussions, lectures, observation of piano teaching, piano studies, readings, listening projects

and written essays deal with the history of piano pedagogy and performance, studies of teaching and learning concepts of music education and educational psychology, piano literature, keyboard musicianship and practical aspects of teaching.

112-1 Jazz Fundamentals. Introduction to the grammar, vocabulary and structures of the jazz language. Topics include basic chord construction, modes of major and minor scales, basic substitution and function, voicing and connecting chords, poly-chord nomenclature, symmetrical altered and synthetic scales, and five part harmony. Prerequisite: none.

113-1 Functional Jazz Piano. Designed to develop techniques and concepts for the studio jazz performer. Realization of jazz harmonies, comping, shell voicing, two-hand voicings, and stylistic trends will be explored. Prerequisite: MUS 112 with a C or higher.

140A-V,X - 1-4 Applied Music. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio class and be concurrently enrolled in one of the performing groups.

Prerequisite for A-V: three or more years of prior study or performing experience, or two semesters of C or better at 040 level and consent of instructor. **Prerequisite for X:** acceptance to the BFA in Music Theater and consent of instructor. Applied music (x) not available to students pursuing other degrees in music. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Tuesdays at 10:00. Those with prior approval by their applied jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

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| (a) Flute | (m) Viola |
| (b) Oboe | (n) Cello |
| (c) Clarinet | (o) Double bass |
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| (g) Trumpet | (s) Harpsichord |
| (h) Trombone | (t) Guitar |
| (i) Euphonium | (u) Recorder |
| (j) Tuba | (v) Coaching |
| (k) Percussion | (x) Musical Theater Voice |
| (l) Violin | |

174-3 Commercial Music. Introductory course for students interested in the commercial aspects of the music industry. Lectures given by outstanding executives and performers in the various segments of the industry such as management, cash flow, contracts, the recording of music and video, and publishing. Designed to clarify the qualifications student must develop to be successful in the commercial music world. Restricted to music major. Field trip fee: \$200.

203-3 Diversity and Popular Music in American Culture. (University Core Curriculum) [IAI Major Course: F1 905D] A study of the development of American popular music, particularly in

relation to the different cultural groups which spawned it.

204A-1 Advanced Aural Skills. Continuation of MUS 104. Designed to complement MUS 205A. Prerequisite: MUS 104B with a grade of C or better.

204B-1 Advanced Aural Skills. Continuation of MUS 204A. Designed to complement MUS 205B. Prerequisite: MUS 204A with a grade of C or better.

205A-3 Advanced Harmony. The study of 19th Century Western European tonal materials, including keyboard skills. Prerequisite: MUS 104B and 105B with a grade of C or better and concurrent registration of MUS 204A.

205B-3 Advanced Harmony. The study of 19th Century Western European tonal materials, including keyboard skills. Prerequisite: MUS 204A and 205A with a grade of C or better and concurrent registration of MUS 204B.

210-2 Analytic Techniques for the Pianist. Studies the process by which piano teachers analyze piano music and performance. Extensive projects in piano music analysis, sight-reading, interpreting and memorizing piano compositions, lecture/discussions, reading and listening assignments and observation of studio and piano class teaching provide increasing readiness for piano teaching as it relies on analytic and problem-solving techniques.

211-2 Piano Literature Seminar. A survey course that acquaints students with piano music for teaching at all levels of advancement from baroque, classical, romantic and contemporary music style periods. Piano literature, sight-reading, recorded music listening assignments, score study, writing assignments and lecture/performance presentations in class include studies of piano methods, piano music editions, collections and publishers highlighting the keyboard literature of sixteen major composers.

230-2 Marching Band Techniques. Course designed to develop skills, obtain knowledge and study the application of methods, techniques and systems related to the administration of a high school/college marching band program. The course will present a logical and systematic approach for music educators to develop traditional and contemporary marching and music styles and fundamentals. A specific system of conceiving, writing and teaching marching band shows will be presented.

231A-1 Beginning Jazz Improvisation. Traditional jazz song forms, basic chord progressions, style and rhythm as it relates to improvised jazz performance. Prerequisite: permit required.

231B-1 Beginning Jazz Improvisation. Traditional jazz song forms, basic chord progressions, style and rhythm as it relates to improvised jazz performance. Prerequisite: MUS 231A with C or higher.

240A-V, X - 1-4 Applied Music. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio class and be concurrently enrolled in one of the performing groups. **Prerequisite for A-V:** two semesters of C or better at previous level, or consent of applied jury. Special approval needed from the instructor. **Prerequisite for X:** Restricted to acceptance to the BFA in Music Theater. Special approval needed from the instructor. Applied music (x) not available to students pursuing other degrees in music. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Tuesdays at 10:00. Those with

prior approval by their applied jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

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| (a) Flute | (m) Viola |
| (b) Oboe | (n) Cello |
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| (e) Saxophone | (q) Piano |
| (f) Horn | (r) Organ |
| (g) Trumpet | (s) Harpsichord |
| (h) Trombone | (t) Guitar |
| (i) Euphonium | (u) Recorder |
| (j) Tuba | (v) Coaching |
| (k) Percussion | (x) Musical Theater Voice |
| (l) Violin | |

250-3 The History and Literature of the Guitar and Related Fretted Instruments. A survey of the history and literature of the guitar and related fretted instruments from the Renaissance to the present with emphasis on interpretation.

257-1 to 12 Intern-Work Experience. Practical experience in music retailing, wholesaling, and publishing under the supervision of professional firms. Open only to candidates for the Bachelor of Arts degree with emphasis in music (business). Restricted to music (business) specialization. Special approval needed from the instructor.

280-2 to 4 (2,2) Beginning Composition. Application of contemporary compositional techniques. Prerequisite: MUS 105B or consent of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

303I-3 Women, Blues and Literature. (Same as Africana Studies 303I) (University Core Curriculum) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions - instrumental and vocal, musical and literary - from fiction and poetry to jazz, R&B, and rap. In-depth analysis of blues music and literature.

304-2 General Music in the Schools, K-12. Administration K-12 general music program, including non-performance classes. Topics: teaching methods for children, including the child's voice, Orff/Kodaly methodologies, methods for gen music classrooms in upper grades, technology, music for special learners, multicultural music and classroom planning, organization and management. Half-day obs/participation in schools per week. Restricted to admission to Teacher Education Program. Co-requisite: EDUC 313.

305-2 Instrumental Music in the Schools, 4-12. Administration of the school instrumental music program, 4-12. Topics: history/philosophy of instrumental music education, beginning/secondary programs, methods/materials, facilities, equipment, structure and management of instrumental programs, marching band techniques, and classroom planning, organization, and management. 30 hours observation/participation in schools

and laboratory. Prerequisite: MUS 304. Restricted to admission to Teacher Education Program.

306-2 Vocal/Choral Music in the Schools, 6-12. Administration of the school vocal/choral music program, 6-12. Topics: history/philosophy of choral music education, vocal development, choral methods and literature, rehearsal techniques, literacy in the rehearsal, management of choral ensembles, and classroom planning, organization, and management. 30 hours observation/participation in schools and laboratory. Prerequisite: MUS 304. Restricted to admission to Teacher Education Program.

307-2 Computers and Music. An introduction to essential computer tools for musicians. Topics covered will include music notation software, searching the Internet for musical resources, and midi keyboard basics. Prerequisite: MUS 102, 104B, 105B.

308-2 Tonal Counterpoint. Basic contrapuntal principles and skills, especially as applied to 18th and 19th century styles. Extensive writing practice, and analysis of stylistic models. Introduction to major contrapuntal forms. Prerequisite: MUS 205A with a grade of C or better.

310-2 Piano Technique Seminar. An exhaustive study of three classics on the subject of piano technique by authors Reginald Gerig, Paul Roes and Abby Whiteside. This historical perspective is practically applied in a weekly routine of technical and theoretical studies at the piano. The course provides a foundation from which to deal with all aspects of piano technique development in teaching.

311-2 Advanced Piano Literature Seminar. In-depth study of an extensive catalogue of piano works for specific selection and design of a sequential curriculum of piano literature for teaching. Piano literature sight-reading, recorded music listening assignments and score study culminate in a final course project that details specific piano works for teaching baroque, classical, romantic and contemporary literature to students of elementary, intermediate and advanced abilities. Prerequisite: MUS 211.

316-1 Introduction to Conducting. An introductory conducting course designed to teaching beginning rehearsal techniques. Restricted to music major or minor and junior standing.

317-2 Choral Conducting and Methods. Score reading, baton techniques, and rehearsal techniques, organization and management problems of school choral groups. Prerequisite: MUS 316. Restricted to music major or minor and junior standing.

318-2 Instrumental Conducting. Score reading, baton techniques, and rehearsal management. Supervised application in ensemble. Prerequisite: MUS 316. Restricted to music major or minor and junior standing.

321-2 Form and Analysis. Comprehensive study of harmonic and formal structures and typical stylistic traits of 18th and 19th century music. Prerequisite: MUS 205B with a grade of C or better.

322-3 Principles of 20th Century Music. Comprehensive study of harmonic techniques and other stylistic traits of major 20th century idioms. Prerequisite: MUS 321.

323-3 Instrumentation. A study of musical instruments history, construction, major manufacturers, cost, accessories, conventional ranges, transposition, traditional and expanded performance techniques, problems/idiosyncrasies, performance roles, commercial/recording applications and sources for information.

324-1 Instrumental and Choral Arranging. Practice in scoring

of transcriptions, arrangements, and original compositions for standard instrumental groups and choral ensembles. Prerequisite: MUS 205.

331A-1 Advanced Jazz Improvisation. Continuation of topics studied in beginning jazz improvisation, with the addition of more complex harmonies, asymmetrical forms, reharmonization, and modern jazz devices. Prerequisite: MUS 231B with a C or higher.

331B-1 Advanced Jazz Improvisation. Continuation of topics studied in beginning jazz improvisation, with the addition of more complex harmonies, asymmetrical forms, reharmonization, and modern jazz devices. Prerequisite: MUS 331A with a C or higher.

335-2 Jazz Styles and Analysis. Transcription based analysis focused on the jazz masters. Chord/scale relationships, digital patterns, complex upper structures, target notes, chord substitutions, notation, and in-class performance/lectures will be stressed. Prerequisite: permit required.

340A-V,X - 1-4 Applied Music. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio class and be concurrently enrolled in one of the performing groups. **Prerequisite for A-V:** two semesters of C or better at previous level, or consent of applied jury and consent of instructor. **Prerequisite for X:** acceptance to the BFA in Music Theater and consent of instructor. Applied music (x) not available to students pursuing other degrees in music. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Tuesdays at 10:00. Those with prior approval by their applied jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

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|----------------|---------------------------|
| (a) Flute | (m) Viola |
| (b) Oboe | (n) Cello |
| (c) Clarinet | (o) Double bass |
| (d) Bassoon | (p) Voice |
| (e) Saxophone | (q) Piano |
| (f) Horn | (r) Organ |
| (g) Trumpet | (s) Harpsichord |
| (h) Trombone | (t) Guitar |
| (i) Euphonium | (u) Recorder |
| (j) Tuba | (v) Coaching |
| (k) Percussion | (x) Musical Theater Voice |
| (l) Violin | |

341-1 to 8 (1 or 2 per semester) Accompanying Laboratory. Experience, under supervision, in accompanying soloists and groups. Counts as a major ensemble for music majors studying at the 340 level or above specializing in keyboard performance and piano pedagogy only. Prerequisite: studying at the MUS 340 level or above or with permission of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

357A,B-3,3 Music History. (Advanced University Core Curriculum course) [IAI Course: F1 901] Study of musical examples

and techniques evolving from the ancient period to the present. May take A or B in either order. Prerequisite: MUS 102 with a grade of C or better. Restricted to junior standing. Satisfies the College of Liberal Arts Writing Across-the-Curriculum music major requirement. Both A and B satisfy University Core Curriculum Fine Arts requirement in lieu of 103.

363A,B-1,1 Pronunciation and Diction for Singers-A. English and Italian, B. German and French. Establishment of proper pronunciation as applied to vocal literature. Prerequisite: one or more semesters of private or class voice instruction.

364-2 The Alexander Technique of Body Control. A controlled discipline to counteract tension habits that are harmful to correct use of the body, particularly as they relate to music, speech, dance, and theater.

365A-1 to 64 (1 per section) Chamber Music-Vocal. Groups of two to sixteen performers as organized and sponsored by individual faculty members. Includes duo-piano teams, and piano in combination with other performers. Regular weekly rehearsals of appropriate music and public performance as feasible. **Section G** counts as a major ensemble for music majors specializing in guitar and for juniors and seniors with non-performance specializations whose principal instrument is the guitar. Instrumentalists and singers experiment with new musical techniques and styles. Small ensembles and/or one large ensemble will rehearse weekly. Each subject may be repeated up to 8 hours. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

(a) Vocal

(b) String

(c) Woodwind

(d) Brass

(e) Percussion

(f) Keyboard

(g) Guitar

(h) 20th Century

372-3 Survey of Jazz History. In-depth study of the history of jazz through careful examination of historical lineage and perspective, recorded output and important stylistic characteristics of each major period. Biographical backgrounds of major composers and performers will be considered as they contribute to the evolution of musical styles. Prerequisite: none.

375-3 Introduction to Audio Engineering. (Same as Radio and Television 375) Introduces basic principles of sound and how audio can be captured and manipulated utilizing current recording technology. The course incorporates concepts of signal flow, microphone selection and placement, signal processing and mixing. The objective is for the student to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals. Restricted to junior Music major. Lab Fee: \$55.

376-3 Advanced Audio Engineering. (Same as RT 376) This course further develops the skills introduced in RT 375. Advanced methods will be practiced, including use of signal processing, routing, mixing and mastering. The objective is to have command of a larger format in-line console, and record/mix a multi-track session in Pro Tools, utilizing various microphone techniques, plug-ins, aux sends/returns, patchbay and automation. Prerequisite: MUS 375 or permission of instructor. Lab fee: \$55.

380-2 to 4 (2,2) Composition. Original composition in a contemporary language, intermediate in scope and form. Individual instruction and weekly seminar. Prerequisite: MUS 280 or consent of instructor. Technology and Instrument Repair/Replace-

ment Fee: \$15/credit hour.

398-1 to 2 (1,1) Partial Recital. Preparation and presentation of a partial recital in any applied field. Prerequisite: prior or concurrent registration in MUS 340 and approval of applied jury.

400-1 to 2 (1,1) Performance Techniques. Individual instruction in any secondary applied field. Designed to provide added depth of preparation for teaching instrumental and vocal music. Prerequisite: completion of MUS 340 level or the equivalent in some field of applied music. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

401-1 to 12 (1 to 2 per semester) Opera Workshop. Open to all appropriately experienced singers, actors, dancers, instrumentalists and theater technicians. Study of opera/operetta repertoire and performance techniques. Special approval needed from the instructor.

402-1 to 12 (1 to 2 per semester) Musical Theater Workshop. Open to all appropriately experienced actors, singers, dancers, instrumentalists and theater technicians. Study of musical theater/musical revue repertoire and performance techniques. Special approval needed from the instructor.

403-1 to 16 (1 to 2 per semester) Lyric Theater Ensemble. A select group which performs operatic or musical theater literature, usually in the form of a fully mounted production each semester. May be repeated for credit. Prerequisite: audition or consent of instructor. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

407-2 Modal Counterpoint. Study of Renaissance contrapuntal techniques. Extensive writing practice, and analysis of stylistic models. Prerequisite: MUS 308.

410-2 Piano Pedagogy Practicum. Provides undergraduate and graduate piano pedagogy majors with the opportunity for supervised practice piano teaching. Course activities include lesson-planning, conducting and evaluating studio piano and class piano lessons, and a survey of important educational issues that impact on effective piano teaching. Special approval needed from the instructor.

420-1 to 2 (1,1) Instrument Repair. A shop-laboratory course dealing with the selection, tuning, adjustment, maintenance, and repair of musical instruments. Prerequisite: two semesters of instrumental techniques courses or consent of instructor.

421-2 Advanced Analysis. Structure, form, and design in music as the coherent organization of all of its factors. Analysis of works chosen from a variety of styles and genres. Prerequisite: MUS 321.

430A-2 Jazz Arranging. Step-by-step approach to jazz arranging techniques from lead sheet construction through full big band arrangements. Students will write and arrange for combos, trombone section and rhythm, saxophone section and rhythm, and full big band with all projects to be played by student ensembles. Prerequisite: permit required.

430B-2 Jazz Arranging. Step-by-step approach to jazz arranging techniques from lead sheet construction through full big band arrangements. Students will write and arrange for combos, trombone section and rhythm, saxophone section and rhythm, and full big band with all projects to be played by student ensembles. Prerequisite: MUS 430A with a C or higher.

440A-Y - 1-4 Applied Music. Offered at six levels in the areas listed below. May be repeated for credit as long as passing grade is maintained. Students must attend the weekly studio

class and be concurrently enrolled in one of the performing groups. **Prerequisite for A-W,Y:** two semesters of B or better at previous level, or consent of applied jury and consent of instructor. **Prerequisite for X:** acceptance to the BFA in Music Theater and consent of instructor. Applied music (x) not available to students pursuing other degrees in music. Music majors and minors enroll for two credits on their principal instrument, taking one half-hour private lesson and studio class, Tuesdays at 10:00. Those with prior approval by their applied jury for the specialization in performance enroll for four credits, taking two half-hour private lessons and the student class each week. Non-music majors or minors, and those music majors taking a second instrument, enroll for one credit, taking one private or class lesson per week. Six hours of individual practice per week required for each lesson. For shorter sessions, credit is reduced or lesson time is increased proportionately. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

(a) Flute	(m) Viola
(b) Oboe	(n) Cello
(c) Clarinet	(o) Double bass
(d) Bassoon	(p) Voice
(e) Saxophone	(q) Piano
(f) Horn	(r) Organ
(g) Trumpet	(s) Harpsichord
(h) Trombone	(t) Guitar
(i) Euphonium	(u) Recorder
(j) Tuba	(v) Coaching
(k) Percussion	(w) Conducting
(l) Violin	(x) Musical Theater Voice
	(y) Collaborative Piano

447A-2 Electronic Music. Introduction to classical studio equipment and techniques; use of voltage controlled equipment. Individual laboratory experience available. Enrollment limited. Must be taken in A,B sequence. Prerequisite: MUS 280 or consent of instructor.

447B-2 Electronic Music. Emphasis upon creative projects, more sophisticated sound experimentation, and analysis. Enrollment limited. Must be taken in A,B sequence. Prerequisite: MUS 447A.

450-3 Topics in Ethnomusicology. Courses in this series are designed for advanced undergraduate and graduate students in music and related disciplines to the issues, theories, and interdisciplinary research methodologies of ethnomusicology. Restricted to junior/senior/graduate music major or consent of instructor.

450A-3 Women in Music. (Same as WGSS 450A) Explores the creative contributions of women in music, examining women's participation across a range of genres, cultural/geographic areas, and time periods. Restricted to junior/senior/graduate music major or consent of instructor.

450B-3 Music and Social Change. Examines music as a force in movements for social change as well as music outside of formally identified movements serving this purpose. Seeks out musical sources and cultural meanings, along with connections between music in movements across time, space, culture, and genre. Restricted to junior/senior/graduate music major or consent of instructor.

452A-3 Traditions of Uppity Women's Blues. (Same as Africana Studies 452A and WGSS 452A) Examines the tradition of "up-

pity" women's blues from the so-called "classic" blues singers of the 19th century (Gertrude "Ma" Rainey, Bessie Smith, Ida Cox, etc.) to the contemporary blues of Saffire, Denise LaSalle and others. Explores ways blues women challenge conventions of gender and sexuality, racism, sexism, classism and homophobia. Restricted to upper level music major. Special approval needed from the department.

452B-3 Blues and Boogie Woogie Piano Styles. (Same as Africana Studies 452B) Traces the history, culture, and stylistic developments of blues and boogie woogie piano. Explores socio-cultural contexts and examines key players, pieces, and musical styles. Restricted to upper level music major. Special approval needed from the department.

453-2 to 4 (2 per semester) Advanced Topics in Choral Music. Practicum in the selection, rehearsal, and performance of appropriate literature. Study of techniques for achieving proficient performance and musical growth. For experienced teachers and advanced students.

454-2 to 4 (2 per semester) Advanced Topics in Instrumental Music. Practicum in the selection, rehearsal, and performance of appropriate literature. Study of techniques for achieving proficient performance and musical growth. Designed for experienced teachers and advanced students.

455-2 to 4 (2 per semester) Advanced Topics in Elementary School Music. Practicum in the selection and use of materials for the elementary school program. Study of techniques for achieving balanced musical growth. For experienced teachers and advanced students.

456A-2 Music for Exceptional Children. Theories and techniques for therapeutic and recreational use of music with physically and mentally handicapped children. Includes keyboard, autoharp, guitar, and tuned and untuned classroom instruments. Take in sequence.

456B-2 Music for Exceptional Children. Applications for the gifted, emotionally disturbed, and culturally disadvantaged child. Take in sequence. Prerequisite: MUS 456A.

457-2 Conducting the Middle/High School Band. This course is designed to further develop the skills learned in Introduction to Conducting and Advanced Conducting. Emphasis will be placed on advanced conducting techniques and score study. Topics will include middle/high school band literature, error detection, rehearsal planning, and teaching techniques. Prerequisites: MUS 316, MUS 317, and/or MUS 318.

458-2 Survey of Wind Literature. The study of wind literature from its beginning in the music of Gabrieli through the classical wind serenades of Mozart to the composers of today. The course will include music written for wind chamber groups, as well as music for wind ensemble and the traditional concert band. Restricted to junior/senior/graduate music major or consent of instructor.

461-3 Applied Music Pedagogy. Specialized problems and techniques employed in studio teaching of any particular field of music performance. Study of music literature appropriate for the various levels of performance. Opportunity, as feasible, for supervised instruction of pupils. Meets with appropriate instructor, individually or in groups.

468-2 to 4 (2,2) Music Productions. Practicum in the techniques for staging operas and musicals.

470-3 History of Opera. The development of the music, libretti

and staging of opera from the late Renaissance to the present. Prerequisite: MUS 357B, or consent of instructor.

471-3 History of Musical Theater. The development of the music, book, lyrics and staging practices of musical theater from its late 19th Century beginnings to present, with a detailed study of selected contributors and their works. Satisfies the College of Liberal Arts Writing-Across-the-Curriculum music major requirement. Restricted to BFA or MM Opera/Music Theater majors only, or consent of instructor.

472-3 Chamber Music Literature. A study of literature for the principal types of chamber music groups.

475-3 Baroque Music. The development of vocal and instrumental music in the period 1600-1750, from Monteverdi to Bach and Handel. Oratorio and Cantata, the influence of opera, sonata, suite, and concerto. Prerequisite: MUS 357A with a grade of C or better, or graduate standing.

476-3 Classical Music. Development of the sonata, symphony, concerto, and chamber music in the 18th and early 19th centuries, with emphasis on the music of Haydn, Mozart, and Beethoven. Prerequisite: MUS 357B with a grade of C or better, or graduate standing.

477-3 Romantic Music. Development of the symphony and sonata forms, chamber music, and vocal music in the 19th and early 20th centuries. Rise of nationalism and impressionism. Prerequisite: MUS 357B with a grade of C or better, or graduate standing.

478A-3 Modern Music I. Examine important works and figures from Western Music in the first half of the 20th Century. Topics included will be Atonality, Serialism, Impressionism, Expressionism, Nationalism, Ballet and Theater Music, Neo-Classicism, Experimentalism, and Jazz. A strong emphasis will be placed on the social and political context in which the music was created. Prerequisite: MUS 357B with grade of C or better or instructor consent.

478B-3 Modern Music II. Examine important works and figures from Western Music in the second half of the 20th Century. Included will be atonality, serialism, avant-garde, minimalism, electronic music, experimental instruments and indeterminacy. Emphasis placed on the social, economic and political context. Students will examine the compositional philosophies and techniques of the era. Prerequisite: MUS 357B with grade of C or better or consent of instructor.

479A-I -2 to 8 (2 per topic) Solo Performance Literature. Topics presented will depend upon the needs of the students and upon instructors scheduled. (A) piano literature I, including an introductory study of harpsichord music. (B) organ literature, in relation to the history of the instrument. (C) song literature-German. (D) guitar and lute literature. (E) solo string literature. (F) solo wind literature. (G) Examination of the emergence and development of percussion literature in Eurocentric music, 1900 to present, including the aesthetic, political, economic, and social factors. Restricted to Music major. (H) song literature-French, Italian, 20th Century/other Art song. (I) piano literature II. Special approval needed from the instructor.

480-2 to 4 (2,2) Advanced Composition. Original composition involving the larger media. Individual instruction. Prerequisite: two semesters of MUS 380 with a grade of C or better and approval of composition jury. Technology and Instrument Repair/Replacement Fee: \$15/credit hour.

481-1 to 4 Readings in Music Theory. Assigned readings and reporting of materials pertaining to a particular phase of music theory in historical perspective. Approximately three hours' preparation per week per credit (adjusted for shorter sessions). Prerequisite: MUS 321 and 322 or prior consent of instructor.

482-1 to 4 Readings in Music History and Literature. Assigned readings and reporting of materials pertaining to a particular phase of history or literature. Approximately three hours preparation per week per credit. Prerequisite: MUS 357A and B, or prior consent of instructor.

483-1 to 4 Readings in Music Education. Assigned readings and reporting of materials pertaining to a particular phase of music education. Approximately three hours preparation per week per credit (adjusted for shorter sessions). Special approval needed from the instructor.

487-2 to 4 Music Business Senior Project. This capstone course offers an opportunity for students to pursue original projects or investigations of music business topics. The details and parameters of each project/investigation are dependent on the students' individual focus area. Each project is planned to occupy typically three hours preparation per week credit hour. Not for graduate credit. Restricted to senior standing. Special approval needed from selected music business instructor.

488-2 Liberal Arts-Music Senior Project. This capstone course offers an opportunity for students to pursue original projects or investigations which combine music with their approved Elective Core area. The details and parameters of each project/investigation are established one-on-one with the appropriate School of Music faculty and completed with that instructor's guidance. Project proposals must be submitted and approved to the Chair of the Undergraduate Committee by posted deadlines. Each project will result in a major paper, project, lecture recital or presentation. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor.

489-2 Music Theater Senior Project. Designed as a capstone course for the bachelor of arts in music theater, student will prepare audition materials for a voice, acting and dance jury. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor.

498-2 to 4 (2,2) Recital. Preparation and presentation of a full solo recital in any applied field. Prerequisite: prior or concurrent registration in MUS 440 and approval of applied jury.

499-1 to 8 Independent Study. Original investigation of selected problems in music and music education with faculty guidance. Project planned to occupy approximately three hours preparation per week per credit (adjusted for shorter sessions). Not more than three hours toward 30 required for graduate degree. Special approval needed from the selected instructor.

Music Faculty

Allison, Robert, Associate Professor, D.M.A., University of Illinois, 1988.

Barta, Michael, Professor, M.M., Franz Liszt Academy of Music (Hungary), 1977.

Beattie, Donald, Associate Professor, M.Mus., University of Colorado, 1977.

Benyas, Edward, Professor, M.M., North-western University, 1994.

Best, Richard, Professor, *Emeritus*, North-western University.

Bottje, Will Gay, Professor, *Emeritus*, D.M.A., Eastman School of Music, 1955.

Breznikar, Joseph, Professor, M.Mus., University of Akron, 1977.

Brown, Philip, Associate Professor, M.M.E., University of North Texas, 1983.

Carter, Clarence, Assistant Professor, *Emeritus*, M.Mus., Southern Illinois University Carbondale, 1973.

Chi, Meng-Chun, Assistant Professor, D.M.A., Rutgers, 2003.
Davenport, Susan, Assistant Professor, D.M.A., Texas Tech University, 2001.

Delphin, Wilfred, Professor, *Emeritus*, D.M.A., University of Southern Mississippi, 1976.

Dillard, David, Assistant Professor, D.M.A., University of Michigan, 2004.

Fink, Timothy, Associate Professor, M.F.A., Southern Illinois University Carbondale, 1993.

Fligel, Charles, Associate Professor, *Emeritus*, M.M., University of Kentucky, 1966.

Ginther, Kathleen, Lecturer, D.M.A., Northwestern University, 1996.

Grizzell, Mary Jane, Assistant Professor, *Emerita*, M.Mus., Eastman School of Music, 1943.

Hagemeier, Billie, Assistant Professor, D.M., Indiana University, 2005.

Hanes, Michael, Professor, *Emeritus*, M.M.E., Southern Illinois University, 1965.

Hartline, Elisabeth, Assistant Professor, *Emerita*, M.Mus., Northwestern University, 1936.

Hussey, George, Professor, *Emeritus*, M.A.Ed., Washington University, 1963.

Johnson, Maria, Associate Professor, Ph.D., University of California, 1992.

Kato, Yuko, Assistant Professor, D.M.A., Manhattan School of Music, 2007.

Lee, Junghwa, Assistant Professor, D.M.A., Eastman School of Music, 1999.

Lenz, Eric, Assistant Professor, D.M.A., University of Alabama, 2002.

Lord, Suzanne, Associate Professor, *Emerita*, D.M.A., Louisiana State University, 1996.

Mackey, Melissa, Associate Professor, D.M.A., University of Southern California, 2003.

Mandat, Eric P., Professor, D.M.A., Eastman School of Music, 1986.

McHugh, Catherine, Professor, *Emerita*, Ed.D., Columbia University, 1959.

Mellado, Daniel, Associate Professor, *Emeritus*, Ph.D., Michigan State University, 1979.

Mochnick, John, Professor, *Emeritus*, D.M.A., University of Cincinnati, 1978.

Morehouse, Christopher, Assistant Professor, D.M.A., University of Cincinnati, 2005.

Poulos, Helen, Associate Professor, *Emerita*, D.M., Indiana University, 1971.

Resnick, Robert, Professor, *Emeritus*, M.Mus., Wichita State University, 1949.

Romersa, Henry, Visiting Associate Professor, *Emeritus*, M.M.E., Oberlin College, 1955.

Roubos, Robert, Professor, *Emeritus*, D.M.A., University of Michigan, 1966.

Simmons, Margaret, Professor, *Emerita*, M.M., University of Illinois, 1976.

Stemper, Frank, Professor, Ph.D., University of California, 1981.

Stover, Pamela, Assistant Professor, Ph.D., Indiana University, 2003.

Transue, Paul, Assistant Professor, D.M.A., Eastman School of Music, 1999.

Underwood, Jervis, Professor, *Emeritus*, Ph.D., North Texas State University, 1970.

Wagner, Jeanine, Professor and *Director*, D.M.A., University of Illinois, 1987.

Webb, Marianne, Professor, *Emerita*, M.Mus., University of Michigan, 1959.

Weiss, Robert L., Jr., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1984.

Werner, Kent, Associate Professor, *Emeritus*, Ph.D., University of Iowa, 1966.

Native American Studies (Minor)

The Native American Studies minor is interdisciplinary, designed to provide undergraduates with an enhanced understanding of the culture, history, language, literature, and arts of Native Peoples of the Americas. The minor consists of a minimum of 18 hours that are to be selected from the university's offerings on these topics and organized to reflect each individual student's interest. Through coursework in Native American Studies, students may prepare themselves for careers in teaching, government, the media, health care, business, law and the arts, among others. The requirements for Native American studies minor are listed below.

NATIVE AMERICAN STUDIES MINOR

Successful completion of the Native American Studies minor consists of satisfying all course requirements.

Course Requirement: 18 credit hours, including 6 hours of required core courses and 12 hours of electives, of which 3 hours may be selected from a special interest or related course; for example, Africana Studies.

Required Core classes: one of ANTH 310E/470E, 310I/470I, 310K/470K; one of HIST 366.

Electives can be chosen from the following (note that some have prerequisites or restrictions): AD 317I, 428, 468; ANTH 201, 205, 206, 302, 310E/470E, 310I/470I, 310K/470K, 328A/428A, 328B/428B, 328C/428C, 420, 424, 430A, 430B, 430F; ENGL 332; HIST 361, 403; SOC 215.

Natural Resource Economics

(SEE AGRIBUSINESS ECONOMICS)

Nursery Management

(SEE PLANT AND SOIL SCIENCE)

Nutrition

(SEE FOOD AND NUTRITION)

Outdoor Leadership

(SEE RECREATION)

Outdoor Recreation

(SEE FORESTRY AND/OR RECREATION)

Paralegal Studies (Major, Courses, Faculty)

The program leads to the Bachelor of Science degree in paralegal studies. It prepares the graduate to function as a paraprofessional in the legal profession and as a legal assistant in private practice, legal aid offices, or the law-related operations of business, industry, education, or government. Paralegals may not provide legal services directly to the public except as permitted by law.

With the exception of PARL 305, Introduction to Law, the required paralegal courses are restricted to paralegal majors or minors and by consent of the Paralegal Studies director or academic advisor. Optional paralegal courses are restricted to consent of the Paralegal Studies director or academic advisor. The paralegal studies program is approved by the American Bar Association.

In overall philosophy, the SIUC Paralegal Studies program is based on the proposed *Curriculum for the Training of Law Office Personnel*, as stated by the American Bar Association Standing Committee on Paralegals. The Paralegal Studies program provides an initial general education through the College of Liberal Arts Core Curriculum requirements. The Paralegal Studies program’s goals and objectives are to promote critical and analytical thinking; to teach general legal terminology specific to the various areas of legal instruction; to teach professional oral and written communication skills, including through legal research and writing; to exemplify professionalism and high ethical standards of the legal profession; to prepare students to practice as professional paralegals within law offices, corporations, or administrative agencies; and to perform professional procedural and substantive legal activities in assisting and under the supervision of an attorney. Our program embraces a range of social sciences, humanities, and communication skills that give students a grasp of the social and ethical contexts of the legal profession, encourages the spirit of inquiry, and develops confidence.

The program provides two curricula paths, general and pre-law specialization, to provide for professional competency and an intellectual background for the students’ future professional lives, including an understanding of law and its function in society. The Paralegal Studies program is also a great steppingstone for those who wish to go on to law school. Students must meet a minimum 2.25 grade point average requirement for transfer admission. Paralegal majors can satisfy the CoLA Writing-Across-the Curriculum requirement by passing Paralegal Studies 300A and B, with a grade of C or higher. Paralegals cannot provide legal advice, except as directed by an attorney, nor can they establish a client relationship or represent a client in court.

Students majoring in Paralegal Studies must complete core and elective requirements listed below; must complete PARL 300A, 300B, and PARL 310 with a grade of C or higher; and must complete a minimum of 34 hours of required paralegal courses, at least 15 hours of which must be earned at Southern Illinois University Carbondale.

Qualified students may be admitted to the Capstone Option with a major in paralegal studies. The Capstone Option is explained in Chapter 3.

Bachelor of Science Degree, College of Liberal Arts - Paralegal Studies - General

University Core Curriculum, including UCOL 101 for incoming freshmen 41
 Or *University Core Curriculum*, for all but incoming freshmen 38
College of Liberal Arts Academic Requirements
 (See Chapter 4) 8
Requirements for Major in Paralegal Studies 51-52
 Core Paralegal Courses 34
 Paralegal Studies 300A,B 305, 310, 320, 330, 350, 360, 370, 380, 405
 Administration related courses 17-18
 Introduction to computers 3
 Accounting 210, 220. or AH 105 2-3
 Approved Business/Computer Course 12
Electives 19-23
Total 120

Paralegal Studies General Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
Science	3	3
UCOL 101, Social Science	3	3
Humanities.....	3	3
Mathematics.....	3	-
Fine Arts.....	-	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Multicultural, PARL 295.....	3	3
Human Health, Social Science	2	3
SPCM 101, PARL 305	3	3
Foreign Language	4	4
Intro to Computers	3	-
ACCT 210 or approved subs.....	-	2-3
<i>Total</i>	15	15-16

THIRD YEAR	FALL	SPRING
PARL 300A,B	3	3
PARL 310, 330	3	3
PARL 350	-	3
Business/computer related course	6	3
Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
PARL 320.....	3	-
PARL 360, 380	3	3
PARL 370	-	3
PARL 405	-	4
Business/computer related course	3	-
Electives	6	5
<i>Total</i>	15	15

Bachelor of Science Degree, College of Liberal Arts – Paralegal Studies – Pre-Law Specialization

Paralegal Studies students opting for the pre-law specialization must take nine (9) additional 300-400 level Liberal Arts hours from any Liberal Arts program in the catalog, plus one 3-hour course from a select list (provided by the program) of law-related courses. These twelve hours are taken for the pre-law specialization, instead of the twelve hours of approved business/computer courses required for students pursuing the general paralegal studies program path.

University Core Curriculum, including UCOL 101 for incoming freshmen 41
 Or *University Core Curriculum*, for all but incoming freshmen 38

College of Liberal Arts Academic Requirements
 (See Chapter 4) 8
Requirements for Major in Paralegal Studies 51-52

Core Paralegal Courses	34
Paralegal Studies 300A,B, 305, 310, 320, 330, 350, 360, 370, 380, 405	
Administration related courses	17-18
Introduction to computers	3
Accounting 210, 220, or AH 105	2-3
300-400 level Liberal Arts Courses	9
(Core curriculum Liberal Arts courses at the 300-400 level and Liberal Arts minor courses at the 300-400 level may be used)	
One of a specific selection of law-related courses	3
(See academic advisor for selection list)	
<i>Electives</i>	19-23
<i>Total</i>	120

Paralegal Studies – Pre-Law Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
Science	3	3
UCOL 101, Social Science	3	3
Humanities.....	3	3
Mathematics.....	3	-
Fine Arts.....	-	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Human Health, Social Science	2	3
SPCM 101, PARL 305	3	3
Foreign Language	4	4

Intro to Computers	3	-
ACCT 210 or approved substitutes	-	2-3
LAC 300 ¹ or 400	-	3
PARL 295.....	3	-
<i>Total</i>	15	15-16

THIRD YEAR	FALL	SPRING
PARL 300A,B	3	3
PARL 310, 330	3	3
Multicultural, PARL 350	3	3
LAC 300 ¹ or 400	3	3
Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
PARL 320.....	3	-
PARL 360, 380	3	3
PARL 370	-	3
PARL 405.....	-	4
Law-related course.....	3	-
Electives	6	4-5
<i>Total</i>	15	14-15

¹For the purposes of this program core curriculum courses at the 300 level can be used to meet the 9 hour upper division liberal arts requirements.

Minor

A minor in Paralegal Studies requires 15 hours from among any of the following Paralegal Studies courses: PARL 300A, 300B, 305, 310, 315, 320, 325, 330, 335, 345, 350, 355, 360, 365, 370, 375, and 380. Please note that it is possible to complete a minor with 15 hours entirely from Paralegal Studies semester-based distance education courses. Students who transfer in any or all of the above, must still complete at least 9 hours from the above list at SIUC. Prerequisite eligibility for PARL 300B requires a C or higher in PARL 300A. Students must have a special approval restriction removed by Paralegal Studies to register for PARL courses. The paralegal minor is not approved by the American Bar Association and is not intended to prepare a student for a career as a paralegal.

Courses (PARL)

295-3 Basic Paralegal Skills. This course will promote a necessary understanding of basic skills, including, but not limited to, the grammar, punctuation, sentence structure, analytical progression and transition for legal writing; reading comprehension; proofreading; legal vocabulary; listening skills; taking instruction and directions; typing speed; editing forms; and use of office machines.

300A-3 Legal Analysis, Research and Writing I. After examining the litigation process and the structure of the federal and state court systems, students will be introduced to case and statutory analysis and to an understanding of the role of paralegals in the litigation process. They will learn how to analyze and synthesize written opinions and will complete several writing projects. This course meets the CoLA Writing-Across-the-Curriculum requirement. Special approval needed from the instructor.

300B-3 Legal Analysis, Research and Writing II. Students will continue to develop their analytical skills and will learn how to conduct effective legal research. Students will use the results of their research in connection with several additional writing projects, including memoranda of law and appellate briefs. Employment opportunities for paralegals and their professional responsibilities will be stressed throughout the course. This course meets the CoLA Writing-Across-the-Curriculum requirement. Prerequisite: PARL 300A, grade of C or better. Special approval needed from the director.

305-3 Introduction to Law. (Same as Women, Gender, and Sexuality Studies 305) This course will provide a basic background of the United States legal process. It will provide an introduction to civil and criminal processes, legal terminology, a history of common law, and cover various areas of substantive law. Ethics, regulations, and professional responsibilities involved in the legal profession will be discussed, along with the basic legal concept and legal analysis. Students will learn to read and brief legal cases.

310-3 Civil Procedure. Students will examine the lawyers' and paralegals' roles in handling civil cases, and the means by which the objectives of litigation may be achieved. Strategy and mechanics of civil procedure will be explored in depth, and students will be required to prepare a complaint, discovery requests, and initial appellate documents. Special approval needed from the director.

315-3 Introduction to Criminal Law. (Same as CCJ 310) The nature and theories of law and social control; legal reasoning and case analysis; simple legal research; statutory construction; principles and history of punishment; constitutional, historical and general legal principles applicable to the criminal law. Prerequisite: Minimum six hours of other paralegal courses.

320-3 Estates and Trusts. Students will study the more common forms of wills and trusts and the fundamental principles of law applicable to each; the course will analyze the administration of estates under the Illinois Probate Act. Special approval needed from the director.

325-3 Basic Contract Law for Paralegals. This course will introduce students to basic principles of contract law, and assist them in developing skills for drafting simple contracts.

330-3 Legal Forms of Business Organizations. Includes a review of the lawyer's role in the formation of business entities, including sole proprietorships, partnerships, and corporations, with a survey of the fundamental principles of law applicable to each and the preparation of documents necessary to the organization and operation of each. The student will be prepared to draft articles of incorporation and other legal documents relevant to the role of a paralegal in a modern law office. Special approval needed from the director.

335-3 Basic Property Law for Paralegals. This course will introduce students to basic principles of Property Law and assist them in developing skills for drafting documents for the purchase, sale, and transfer of real estate; understanding a variety of types of estates in real property and rights associated with real property; and other real estate-related matters.

340-1 to 6 Internship in Paralegal Studies. This course involves a supervised on-the-job training and experience in public or private offices typically employing paralegals. Student must work 150 hours per semester for 3 hours of credit. Only three hours

of internship credit shall be applicable to major requirements. Prerequisite: completion of PARL 300A and B with a grade no lower than C. Special approval needed from the coordinator of the paralegal studies program.

345-3 Basic Labor and Employment Law for Paralegals. This course will introduce students to the basic principles of Labor and Employment Law and deals with the definition of employer and employees and the nature of the employment relationship, and the course deals with the laws relating to employment in the union setting and employment discrimination.

350-3 Family Law. This course is a review of the law as it relates to the various aspects of domestic relations including marriage, divorce and separation, alimony, child custody and support, taxes, and illegitimacy and adoption. Special approval needed from the director.

355-3 Criminal Law and Procedure for Paralegals. This course, presented in a semester-based distance education format, covers causes of action of criminal liability on the misdemeanor and felony level. Some constitutional law issues raised by a criminal practice will also be addressed. Students will study the procedures of the criminal system from arrest through post-trial motions, sentencing, and appeal. Students will be required to complete several writing projects. Special approval needed from the department.

360-3 Torts. This course will provide an introduction to the broad area of civil wrongs and their appropriate remedies. Tort law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance and commonly employed defenses. Special approval needed from the director.

365-3 Paralegal Ethics and Professional Responsibility. This course is an in-depth review of the canons of professional responsibility, conduct, and ethics concerning the legal profession, including case study projects. The emphasis is on the duty of paralegals and lawyers to act so as to serve a client's interests best, to do so in an ethical manner, and to advance the interests of justice. Paralegal students can take this course as an elective. Paralegal students and practicing paralegals must be aware of, understand, and abide by the ethical rules that govern their conduct.

370-3 Bankruptcy and Creditor's Rights. This course will provide an introduction to bankruptcy and the debtor-creditor relationship. The main purpose of this course is to give a basic understanding of the laws that apply to debtors and creditors, as a foundation to unraveling the intricacies of the bankruptcy process. Special approval needed from the director.

375-3 International Law. Meets a need for increased global awareness in education, business, and society. The study of International Law looks at systems of values common to diverse societies, with a focus on treaties and laws regulating the relationships and trade between the United States and foreign nations and agreements between countries and their effects on American society. Topics may include, but not be limited to, human rights, group rights, and treatment of aliens. Romano-Germanic civil law and Anglo-American common law will be presented, as will cross-border disputes. The course will also address laws and policies governing the European Union and its business practices. Students will be introduced to sources of international law and where to begin research, depending on

what is at issue; litigation and arbitration for civil and criminal proceedings, including the extradition process; various parties who could become involved in an international dispute, including military, diplomats, and businesses; and develop practical skills for applying international law to businesses of varied sizes and diverse backgrounds.

380-3 Technology in the Law Office. This course will introduce the paralegal student to various law office technology, such as case management programs, database development, and billing. Topics and hours will vary, and will be announced in advance. Special approval needed from the director or instructor.

400-3 Advanced Paralegalism. A course that shall review the many areas that will assist a student in a paralegal career, including; interviewing and investigation in the law office, use of computer in the office, office administration, lawyer and paralegal ethics, job opportunities, professionalism. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor. Lab fee: \$20.

405-4 to 7 Advanced Internship. This course has two components. The first is in class and will assist students in preparing for their careers, including investigating potential employers, job interviews, how to perform their anticipated employment functions. Skills training will include interviewing, use of computers in the office, administration, ethics, and professionalism. The class will coordinate with the internship component, supervised on-the-job training and experience in public or private offices. Students must complete 150 hours for each three hours of credit for the internship component. Only four credit hours applicable to major requirements. Not for graduate credit. Prerequisite: completion of PARL 300A and B with a grade no lower than a "C". Special approval needed from the paralegal studies coordinator. Lab fee: \$20.

Paralegal Studies Faculty

Clemons, John, Lecturer, J.D., DePaul University College of Law, 1975.

Craig, Clyde, Lecturer, L.L.B., St. Louis University School of Law, 1964.

Hughes, Kenneth, Lecturer, J.D., Southern Illinois University School of Law, 1982.

Murray, Richard, Lecturer, J.D., Southern Illinois University School of Law, 1982.

Poteete, Caryl, Lecturer, J.D. Southwestern University School of Law, Los Angeles, CA, 1992; M.A., University of Illinois, 2006.

Silver, Daniel, Lecturer and *Interim Director*, J.D., Southern Illinois University School of Law, 1993.

Ting, Timothy, Lecturer, J.D., Southern Illinois University School of Law, 2008.

Park Administration

(SEE RECREATION)

Park Management

(SEE FORESTRY)

Peace Studies

(Minor)

The Peace Studies minor is interdisciplinary, designed to provide undergraduates with a better understanding of the causes of war and violence, the history of war and peace, and alternatives to violence in thought and practice. The minor consists of a minimum of 18 hours that are to be selected from the university's offerings on these topics and organized to reflect each individual student's interests. Through coursework in Peace Studies, students may prepare themselves for careers in teaching, government, media, law, non-profit organizations and NGOs, and the arts, among others. The requirements for the Peace Studies minor are listed below.

Course Requirements

18 credit hours, including 6 hours of required core courses and 12 hours of electives. The 18 hours must be spread over at least three different departments.

Required Core courses: HIST 358I or CP 358I and PHIL 309I.

Electives can be chosen from the following list. Other courses may substitute, but only with the express approval of a member of the Peace Studies faculty coordinating committee:

AFR 360, 472; ANTH 330, 370, 410O; CP 470A; CCJ 418, 340, 370 (or POLS 370); HIST 340, 355, 361, 456, 457, 496; LING 320; PHIL 375; POLS 324, 332, 375; RT 489; SOC 424, 435, 437, 438; SPCM 301, 341, 448, 463, 464; WGSS 300, 320I, 401.

Philosophy (Department, Major, Minor, Courses, Faculty)

Philosophy is a critical, speculative, and reflective discipline concerned with the exploration of ideas. The questions with which it deals can be found in every human pursuit and subject matter. Among the subjects it embraces are the nature of truth and reality, the possibility of knowledge, the quest for moral values and political justice, and the nature of mind, language, art, and reason. The field of logic is a formal study of the art of exact thinking. Given this breadth, philosophy can be related to almost any subject or profession.

Recent studies have shown that strong liberal arts majors are in much demand in the world outside the University. While preprofessionals may enter the job market with higher salaries, those with liberal arts majors tend to rise higher in their professions. This is because a liberal arts degree indicates a capacity for thinking, learning, writing, and breadth of understanding. Philosophy is a strong liberal arts major, and majors in philosophy rank in the highest percentages for GRE, LSAT, and GMAT scores. In addition to academic work, philosophy contributes toward careers in law, medicine, business, government, journalism, religion, computers, and education.

The Department of Philosophy at SIUC is a pluralistic department, representing a variety of traditions, such as analytic philosophy, phenomenology, American philosophy, Asian philosophy, and feminism. It has faculty who specialize in the history of philosophy, logic, ethics, metaphysics, political and legal philosophy, the philosophy of science, the philosophy of technology and the philosophy of religion, among others.

The student electing to major in philosophy should consult the department's director of undergraduate studies. Majors

may request to take a graduate level seminar (for undergraduate credit) as a substitute for three credit hours at the 400-level. Philosophy majors will satisfy the College of Liberal Arts Writing-Across-the-Curriculum requirement by passing Philosophy 304 and 305a or b. A minor is not required for a major in philosophy, though it is recommended that the student take foreign languages such as Greek, Latin, French or German.

Bachelor of Arts Degree in Philosophy, College of Liberal Arts

University Core Curriculum Requirements 41
College of Liberal Arts Academic Requirements
 (See Chapter 4) 14
Requirements for Major in Philosophy 33
 Logic requirement: Philosophy 105 or 320 3
 Ethics requirement: Philosophy 104 or 340 3
 History of Philosophy requirement: Philosophy 304 and 305A,B..... 6
 Six hours from 300 level courses in addition to 304 and 305A or B..... 6
 At least nine hours of 400-level courses 9
 Electives for major in Philosophy 6
Electives 32
Total 120

Philosophy Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Curriculum	6	9
UCOL 101.....	3	-
ENGL 101, 102.....	3	3
PHIL 104, 105.....	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Core Curriculum	9	12
PHIL 304	3	-
PHIL 305A	3	-
PHIL 300-level Elective	-	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
CoLA 300/400 Electives	12	9
PHIL 300-level Elective	3	-
PHIL 400-level Elective.....	-	3
PHIL 310	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
CoLA 300/400 Electives	9	9
PHIL Electives	3	3
PHIL 400-level Electives	3	3
<i>Total</i>	15	15

Bachelor of Arts Degree in Philosophy, Pre-Law Specialization

University Core Curriculum Requirements 41
College of Liberal Arts Academic Requirements
 (See Chapter 4) 14
Requirements for Major in Philosophy-Pre-law specialization 33
 PHIL 104

Philosophy Minor

A minor in philosophy requires 15 hours, a maximum of 6 of which may be selected from philosophy courses offered in the University Core Curriculum and below the 300-level, 6 of which must be selected from the courses listed above for the major. Philosophy 304 and 305A or B are recommended.

Courses (PHIL)

102-3 Introduction to Philosophy. (University Core Curriculum) [IAI Course: H4 900] Introduction to fundamental philosophical issues across a broad spectrum. Problems in metaphysics, epistemology and ethics will be among the areas explored. Emphasis throughout is upon developing in the student an appreciation of the nature of philosophical questioning, analyzing and evaluating arguments and reflecting on the nature of human existence.

103A-3 World Humanities. (University Core Curriculum) [IAI Course: HF 904N] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (A) The first semester will cover the early civilization of the Near East, the classical world of Greece and Rome, early China and India.

103B-3 World Humanities. (University Core Curriculum) [IAI Course: H9 900] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (B) The second semester will look at the integrative civilizations of Buddhism, Medieval Christianity and Islam, and Modern Europe.

104-3 Ethics. (University Core Curriculum) [IAI Course: H4 904] Introduction to contemporary and perennial problems of personal and social morality, and to methods proposed for their

resolution by great thinkers past and present.

105-3 Elementary Logic. (University Core Curriculum) [IAI Course: H4 906] Study of the traditional and modern methods for evaluating arguments. Applications of logical analysis to practical, scientific and legal reasoning, and to the use of computers.

106-3 Philosophy of Self-Cultivation. An introduction to the history of the relation between mind and body. It focuses on how the relation of mind and body can help bring about well being or the good life. The course incorporates a physical activity component: walking, jogging, table tennis, for example.

210-3 The American Mind. (University Core Curriculum) [IAI Course: HF 906D] This course will survey the diverse traditions, ideas and ideals that have shaped American culture in the past and today. Major works from Native American, African American, feminist, Puritan, Quaker and American Zen Buddhist writers may be used as well as those from such intellectual movements as the Enlightenment, Transcendentalism and Pragmatism.

211-3 Philosophy and Diversity: Gender, Race and Class. (University Core Curriculum) This course is a philosophical introduction to diverse perspectives within modern American culture. It will address through reading and discussion important contemporary moral and social issues from the perspective of nontraditional orientations including African American, Native American and American feminism. The resources of philosophy and other related disciplines such as psychology, sociology and literature will be used to develop a culturally enriched perspective on important contemporary issues.

300-3 Elementary Metaphysics. An introduction to some of the basic issues in metaphysics, understood as the study of ultimate reality. The approach is systematic and contemporary rather than historical. Topics include space, time, individual substance, realism, anti-realism, idealism, personal survival, the nature of persons, free will, and God.

301-3 Philosophy of Religion. An analysis of problems in the psychology, metaphysics, and social effects of religion. Among topics discussed are the nature of mystical experience, the existence of God, and problems of suffering, prayer, and immortality.

303I-3 Philosophy and the Arts. (University Core Curriculum) [IAI Course: H9 900] An interdisciplinary examination of (1) literary and other artistic works which raise philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

304-3 Ancient Philosophy. (Advanced University Core Curriculum course) The birth of Western philosophy in the Greek world, examining such Pre-Socratics as Anaximander, Heraclitus, Pythagoras, and Parmenides; focusing upon the flowering of the Athenian period with Socrates, Plato, and Aristotle. The course will conclude with a discussion of the Hellenistic systems of Stoicism, Epicureanism, and the Neo-Platonic mysticism of Plotinus of the Roman period. Fulfills CoLA Writing-Across-the-Curriculum requirement. Satisfies University Core

Curriculum Humanities requirement in lieu of 102.

305A-3 Modern Philosophy-Metaphysics and Epistemology. (Advanced University Core Curriculum course) A survey course covering the major figures and themes in the development of modern philosophy up to Kant. Concentration on the Rationalist and Empiricist traditions and the simultaneous development of modern science. Either 305A or 305B fulfills the CoLA Writing-Across-the-Curriculum requirement. 305A or B satisfies the University Core Curriculum Humanities requirement in lieu of 102.

305B-3 Modern Philosophy-Moral and Political Philosophy. (Advanced University Core Curriculum course) A survey course covering the major figures and themes in the development of modern philosophy up to Kant. Concentration on the Rationalist and Empiricist traditions and the simultaneous development of modern science. Either 305A or 305B fulfills the CoLA Writing-Across-the-Curriculum requirement. 305A or B satisfies the University Core Curriculum Humanities requirement in lieu of 102.

306-3 Nineteenth Century Philosophy. Survey of 19th century European philosophy, focusing on the development of idealism and romanticism. Readings include selections from Fichte, Schelling, Hegel, and others.

307I-3 Philosophy of Science, Nature and Technology. (University Core Curriculum) Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

308I-3 Asian Religions: A Philosophical Approach. (University Core Curriculum) [IAI Course: H4 903N] This course examines three major areas of Asian religious traditions from a philosophical perspective: South Asia, East Asia, and Buddhist traditions. Since it is not possible to be all inclusive, concentration will be on those with continuing significant spiritual, philosophical, social, political, aesthetic and literary influence. More specifically, it is an introduction to some of the major Asian religious traditions, such as Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism, approached through philosophical reflection. Emphasis is on classical traditions, since this provides a solid foundation upon which students are then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

309I-3 Philosophy of Peace, Law, and Justice. (University Core Curriculum) An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

310-3 Advanced Critical Thinking. A course designed to improve students' critical reading, thinking and writing skills and to help students planning to attend law school prepare for the LSAT exam. Uses LSAT guides on Logical Reasoning and Logic games as texts.

320-3 Deductive Logic. An introduction to first order logic, including the Boolean connectives, conditionals, and identity. The emphasis is on the concept of logical consequence and the related concepts of tautological and analytic (semantic) conse-

quence. Other topics include truth functional and non-truth functional connectives, truth-tables, informal proofs, proofs of non-consequence, derivations using a Fitch natural deduction system, and translations to and from English.

340-3 Ethical Theories. (Advanced University Core Curriculum course) [IAI Course: H4 904] Nature of ethics and morality, ethical skepticism, emotivism, ethical relativism, and representative universalistic ethics. Bentham, Mill, Aristotle, Kant, Blanshard, and Brightman. Satisfies University Core Curriculum Humanities requirement in lieu of 104.

344-3 The Biomedical Revolution and Ethics. Changes in biology and medicine have brought into sharp focus such problems as allocation of scarce medical resources, use of human subjects in experiments, abortion, euthanasia, genetic screening, truth-telling in medical practice, moral rights of patients and other matters. This course brings ethical principles to bear on these issues.

351-3 The Mission of the University. This course focuses on the idea and practice of University education and its particular mission (or missions). This class investigates the mission of the University in three ways. First, it examines the history of the University. Second, it investigates the meaning of the University, primarily, by studying key philosophical texts that deal directly with the nature of the University and its vocation. Third, it provides a forum for collaboratively generating our own mission of the University. Prerequisite: minimum of one 100 level course in the humanities.

360-3 Latin American Philosophy. The course deals with philosophy in Latin America from the 19th century to the present. Central themes of the course include: identity theory, philosophy and culture, and political philosophy.

371-3 Introduction to Contemporary Phenomenology. Introductory survey of individual thinkers and questions in the contemporary phenomenological tradition: Husserl, Sartre, Merleau-Ponty, Levinas, and Ricoeur.

375-3 Ecology and Ethics. An exploration of several views of the relationship between human beings and the natural world. This course will examine the changing paradigms of environmental studies for insights about our epistemological and moral approaches to nature. Both classical and contemporary literature on nature will be used. Such topics as the Gaia hypothesis, ecofeminism, deep ecology, and the use of nature for human purposes will be addressed.

385-3 Mystical Literature and Meditation. This course will introduce and explore the profound tradition of literature that has nourished religious, ethical, as well as philosophical and literary, developments in Western and Eastern cultures, but has often been overlooked, not only by the sciences, but also by the humanities: the tradition of mystical literature. In addition to reading primary sources representative of Western and Eastern mystical traditions, this course will include a weekly lab during which the student will be exposed to meditative techniques and actual meditative practices. Finally, this course will integrate guest speakers/practitioners, audio and visual supports pertaining to the course, and work on the Web, allowing students to broaden their connections to others who also share an interest in this field of study and practice. Prerequisite: at least one course (three hours) in the humanities on the 100 or 200 level.

389-3 Existential Philosophy. Surveys the two main sources of existentialism, the philosophies of Kierkegaard and Nietzsche, with occasional reference to thinkers such as Sartre, Heidegger, Buber, Marcel, and others.

400-3 Philosophy of Mind. An investigation of the philosophic issues raised by several competing theories of mind, focusing on the fundamental debate between reductionistic accounts (e.g., central state materialism, identity theories of the physical and mental) and views which reject such proposed reductions. Traditional and contemporary theories will be examined. Designed for students in the life and social sciences with little or no background in philosophy as well as philosophy students.

405-3 Democratic Theory. (Same as POLS 405) An examination of various species and aspects of democratic thought, including the liberal tradition and its impact upon the United States. Prerequisite: POLS 114 or consent of instructor.

415-3 Logic of Social Sciences. (Same as SOC 415) An examination of the theoretical structure and nature of the social sciences and their epistemological foundations. The relationship of social theory to social criticism; theory and praxis. Historical experience and social objectivity. Social theory as practical knowledge.

420-3 Symbolic Logic. An introduction to first order logic with an emphasis on quantification. Topics include the semantics of the quantifiers, first-order validity, quantifier equivalences, functions, informal proofs, proofs of non-consequence, derivations using a Fitch natural deduction system, translations to and from English, soundness and completeness, the axiomatic method, first order set theory, and mathematical induction. Prerequisite: PHIL 320 or consent of the instructor.

434-3 Media Ethics. (Same as JRNL 434) Explores the moral environment of the mass media and the ethical problems that confront media practitioners. Models of ethical decision-making and moral philosophy are introduced to encourage students to think critically about the mass media and their roles in modern society.

441-3 Philosophy of Politics. (Same as POLS 403) The theory of political and social foundations; the theory of the state, justice, and revolution. Classical and contemporary readings such as: Plato, Aristotle, Hobbes, Locke, Rousseau, Marx, Dewey, Adorno and others. Prerequisite: Philosophy 340 or Philosophy 102 or consent.

445-3 Philosophy of Law. Study of contemporary philosophical essays on topics at the intersection of law and philosophy, such as abortion on demand, capital punishment, plea bargaining, campus speech codes, legalization of addictive drugs, and animal rights, and of what systematic philosophers, such as Thomas Hobbes, John Locke, John Stuart Mill, Karl Marx, and H.L.A. Hart, have written about the nature of a legal system and the appropriate realm of legal regulation.

446A-Feminist Philosophy. (Same as WGSS 456A) A general survey of feminist theory and philosophical perspectives.

446B-Special Topics in Feminist Philosophy. (Same as WGSS 456B) A special area in feminist philosophy explored in depth, such as Feminist Ethics, French Feminism, Feminist Philosophy of Science, etc.

446C-3 Women Philosophers. (Same as WGSS 456C) Explores the work of one or more specific women philosophers, for example Hannah Arendt, Simone DeBeauvoir, etc.

460-3 Philosophy of Art. We will examine several important theories that define art by focusing in on only one aspect, for example, imitation, expression, form, institutional setting, or even indefinability. What role does imagination play in each of these accounts, and does this tell us something important about how people experience their world?

468A-3 Kant-Theoretical Philosophy.

468B-3 Kant-Practical Philosophy.

468C-3 Kant-Aesthetics, Teleology and Religion.

469-3 Hellenistic and Roman Philosophy to Augustine. The career of philosophy during the Hellenistic, Roman and Early Medieval period, especially as a means of personal salvation, exploring such figures and movements as: Epicurus, Stoicism, the Middle Academy, Skepticism, Gnosticism, Plotinus, Early Christianity, Augustine, and Boethius. Prerequisite: PHIL 304 or consent of instructor.

470A-3 Greek Philosophy-Plato. Survey of Plato's dialogues mostly selected from those of the middle period (Meno, Phaedo, Symposium, Republic, Phaedrus), perhaps along with some from the early period (especially Protagoras) and late period (Sophist, Timaeus). Prerequisite: PHIL 304 or consent of instructor.

470B-3 Greek Philosophy-Aristotle. A general survey of the Aristotelian philosophy including his theory of nature, metaphysics, ethics and political philosophy. Readings will consist of selections from the corpus. Prerequisite: PHIL 304 or consent of instructor.

471A-3 History of Medieval Philosophy. An examination of some of the most important figures and themes in medieval philosophical thought. Medieval debates in the area of metaphysics, natural philosophy, epistemology, ethics and politics will be explored in reading the works of such figures as Augustine, Boethius, Abelard Avicenna, Averroes, Maimonides, Bonaventure, Thomas Aquinas, Duns Scotus, Ockham and Nicholas of Cusa. Prerequisite: PHIL 304 or consent of instructor.

471B-3 The Medieval Thinker. An examination of the thought of one of the central and most influential figures of the medieval world. Possible subjects of the course are Augustine of Hippo, Al-Ghazali, Moses Maimonides, Bonaventure, Thomas Aquinas, Duns Scotus, Dante Alighieri or William Ockham. Prerequisite: PHIL 304 or consent of instructor.

472A-3 The Rationalists-Descartes. A study of the Philosophy of Rene Descartes, concentrating on his major writings, Meditations, Discourse on Method and Principles of Philosophy, as well as his philosophical correspondence. May include study of Descartes' relation to the later Rationalists. Prerequisite: PHIL 305 or consent of instructor.

472B-3 The Rationalists. Study of the philosophy of one or more of Spinoza, Leibniz, Arnauld, Malebranche, Wolff. May include study of the relation of these philosophers to Descartes. Prerequisite: PHIL 305 or consent of instructor.

473A-3 The Empiricists-Locke. Study of the principles of British empiricism as represented by Locke. May also include study of Berkeley. Prerequisite: PHIL 305 or consent of instructor.

473B-3 The Empiricists-Hume. Study of the principles of British empiricism as represented by Hume. May also include study of Berkeley. Prerequisite: PHIL 305 or consent of instructor.

475-3 Topics in Asian Philosophy. Extended examination of one or two major texts, figures or philosophical schools in Asian

philosophy. Topics vary; students are advised to consult with the instructor.

476-3 Islamic Philosophy. An understanding of medieval Islamic philosophy and theology focusing on the period of time from Al-Kindi (9th Century) to Averroes (12th Century).

477-3 Indian Philosophy. An examination of several major traditions and texts of Indian philosophy, such as the Upanishads, the Bhagavad Gita, Vedanta, Nyaya, and contemporary philosophy, with an emphasis on their social and historical contexts.

478-3 Buddhist Philosophy. An examination of several major philosophical traditions or figures in Buddhism, such as Madhyamika, Yogacara, Zen, Mind-Only, and the Kyoto school, emphasis on their social and historical contexts.

479-3 Chinese Philosophy. An examination of several major traditions of Chinese philosophy, such as Confucianism, Taoism, Mohism and Maoism, Neoconfucianism, emphasis on their social and historical contexts.

480-3 History of Analytic Philosophy. An introduction to the works of several major 20th Century philosophers in the analytic tradition, including several of the following: Frege, Russell, Moore, Wittgenstein (early and later), members of the Vienna Circle, Ayer, Ryle, Quine, Putnam, Davidson. Includes discussion of challenges to the tradition that have developed within it.

482-3 Recent European Philosophy. Philosophical trends in Europe from the end of the 19th Century to the present. Phenomenology, existentialism, the new Marxism, structuralism, and other developments. Language, history, culture and politics.

486-3 Early American Philosophy. From the Colonial period to the Eve of World War I. This course will trace the transplantation of European philosophy to the New World. Puritanism, Quakerism, the theory of the American Revolution, the philosophical basis of the Constitution, transcendentalism, idealism, Darwinism and pragmatism and such figures as: Jonathan Edwards, John Woolman, Thomas Jefferson, James Madison, Ralph Waldo Emerson, Josiah Royce, Charles Sanders Peirce, and William James.

487-3 Recent American Philosophy. From World War I to the Present. The major American philosophers of the 20th Century, covering such issues as naturalism, emergentism, process philosophy, and neopragmatism. Figures include: John Dewey, George Herbert Mead, George Santayana, Alfred N. Whitehead, C. I. Lewis, W. V. Quine, and Richard Rorty.

490-1 to 8 Special Problems. Hours and credits to be arranged. Courses for qualified students who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics. Special approval needed from the department.

491-1 to 6 Undergraduate Directed Readings. Supervised readings for qualified students. Open to undergraduates only. Additional hours beyond three (3) must have approval of the Director of Undergraduate Studies. Special approval needed from the instructor.

499-3 Senior Thesis. A paper on a topic agreed to by the student and a faculty thesis director. The paper should be of sufficient length to manifest the student's mastery of a philosophical area and logical and critical skills. Not for graduate credit. Special approval needed from the instructor and department.

Philosophy Faculty

Alexander, Thomas, Professor, Ph.D., Emory University, 1984.

Anderson, Douglas, Professor, Ph.D., Pennsylvania State University, 1984.

Auxier, Randall E., Professor, Ph.D., Emory University, 1992.

Beardsworth, Sara, Associate Professor, Ph.D., University of Warwick, 1994.

Berger, Douglas L., Associate Professor, Ph.D., Temple University, 2000.

Clarke, David S., Jr., Professor, Emeritus, Ph.D., Emory University, 1964.

Eames, Elizabeth R., Professor, *Emerita*, Ph.D., Bryn Mawr College, 1951.

Gatens-Robinson, Eugenie, Associate Professor, Emerita, Ph.D., Southern Illinois University, 1984.

Gillan, Garth J., Professor, *Emeritus*, Ph.D., Duquesne University, 1966.

Hahn, Robert A., Professor, Ph.D., Yale University, 1976.

Hickman, Larry A., Professor, Ph.D., University of Texas at Austin, 1971.

Kelly, Matthew J., Associate Professor, *Emeritus*, Ph.D., University of Notre Dame, 1963.

Manfredi, Pat A., Associate Professor, Ph.D., University of Notre Dame, 1982.

Plochmann, George Kimball, Professor, *Emeritus*, Ph.D., University of Chicago, 1950.

Price, Thomas W., Lecturer, M.A., Southern Illinois University, 1989.

Schedler, George E., Professor and *Chair*, Ph.D., University of California at San Diego, 1973; J.D., Southern Illinois University, 1987.

Steinbock, Anthony J., Professor, Ph.D., SUNY, Stony Brook, NY, 1993.

Stickers, Kenneth W., Professor, Ph.D., De Paul University, 1982.

Tyman, Stephen, Associate Professor, University of Toronto, 1980.

Youpa, Andrew, Associate Professor, Ph.D., University of California, Irvine, 2002.

Physical Education

(SEE KINESIOLOGY)

Physical Therapist Assistant

(Major, Courses)

The physical therapist assistant program is accredited by the Commission on Accreditation in Physical Therapy Education. It is designed to prepare the graduate to work under the supervision of a physical therapist to treat disabilities resulting from birth defects, disease, or injury. Physical therapy helps the patient to develop strength, mobility, coordination, and skills needed to manage pain. Successful completion of the program provides graduates with the educational requirements necessary to take state licensing examinations for physical therapist assistants.

Students are provided hands-on experience in exercise, phys-

ical agents, and other therapeutic techniques in actual practice in the University's Sports Medicine and Physical Therapy Department. They will work with physical therapists and physical therapist assistants performing therapeutic techniques and carrying out the patient's physical therapy plan of care. While the regular semesters will utilize classroom, laboratory and clinical education experiences, the final summer semester requires two full-time, six-week internships at two separate facilities away from the University campus. In accordance with Federal and State guide-lines, the clinical sites will require proof of the following: vaccination for measles, mumps, and rubella, tetanus, TB, and Hepatitis B, current CPR card, and proof of completion of HIPAA and blood borne pathogens training as well as a criminal background check and drug testing.

The program is served by an advisory committee made up of practicing physical therapists, physical therapist assistants, students and educators who provide expertise to assure a curriculum which will prepare graduates to meet the physical therapy needs of the public.

Increasing numbers of elderly and chronically ill persons and the rapid expansion of health care programs in both urban and rural areas have created a demand for physical therapy personnel. Employment opportunities are available in hospitals, rehabilitation centers, extended care facilities, outpatient clinics and schools. Physical therapy provides a unique service and requires a close interpersonal relationship with the patient.

To be considered for enrollment into the physical therapist assistant program, prospective students must first obtain admission into the University. Since enrollment is limited, a program application is also required and should be completed the beginning of the spring semester for entry the following fall. Selection into the program is based upon evaluation of applications in relationship to other applicants. Classes are admitted only in the fall semester.

The physical therapist assistant program has Linkage Agreements with Southeastern Illinois College, Rend Lake College, John A Logan College, Frontier College, Lakeland College, Southeast Missouri State University, Olney College, Wabash Valley College, and Shawnee College. If you have questions about a link-age agreement, please contact the appropriate Community College advisor or SIU's School of Allied Health at (618) 453-8869.

Associate in Applied Science Degree in Physical Therapist Assistant, College of Applied Sciences and Arts

Requirements for Major in Physical Therapist Assistant

Zoology 115, Allied Health 241 or Physiology 201 and 208	7
Psychology 102	3
English 101	3
Speech Communication 101	3
Allied Health 105	2
Health Education 334	3
Kinesiology 320 and 321	6
Psychology 301, or 303, or 304, or 305	3
Physical Therapist Assistant 107, 123A, B, 203, 204, 205, 207, 208, 210A*, B*, 212A*, B*, 213, 214, 220A*, B*, 230A*,	

B*, 233A*, B*, 234, 321A#, B#, 322 43
 Total 73

A minimum of C/Pass is required in all PTH courses.

* A and B are co-requisites. They must be taken together and completed with a minimum grade of C/Pass.

A is a prerequisite to B. A must be successfully completed with a minimum grade of C before the student can progress to the B sequence internship.

Courses (PTH)

107-3 Introduction to Physical Therapy. Students will be able to describe the history, professional, ethical, and legal aspects of the physical therapy profession, as well as the relationship of physical therapy to total health care. Students will accurately write progress notes and monitor patients’ vital signs. Course includes clinical experience. Restricted to PTH majors.

123A-2 Physical Agents I Theory. Students will be able to describe the theories and physiological effects of physical therapy interventions such as superficial and deep heat, cryotherapy, hydrotherapy, massage and laser therapy. Co-requisite: PTH 123B. Restricted to PTH majors.

123B-1 Physical Agents I Application. Students will be able to safely and effectively apply physical therapy interventions such as superficial heat and deep heat, cryotherapy, hydrotherapy, massage, and laser therapy. Co-requisite: PTH 123A. Restricted to PTH majors.

199-1 to 10 Independent Study. Provides first year students with the opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to program and clinical resources. Each student will work under the supervision of a faculty or staff member. Restricted to PTH majors. Special approval needed from the instructor.

203-2 Pathology. Students will be able to describe the fundamental basis of diseases including inflammation, cardiovascular diseases, vascular diseases, orthopedic conditions, repair of bone and soft tissue injuries. Emphasis is placed on those conditions treated through physical therapy interventions. Prerequisite: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

204-2 Physical Therapist Assistant Practicum I. Students will be able to carry out routine physical therapy interventions with select patients. They will be able to demonstrate skill in the application of heat, cold, radiant energy, range of motion therapeutic exercise, activities of daily living, hydrotherapy and massage. Students will also assist in maintaining records and equipment. Course includes clinical experience. Restricted to PTH majors.

205-2 Physical Therapy Science. Students will be able to describe selected medical and surgical conditions from the stand point of etiology, clinical signs and symptoms, and their impact on physical therapy interventions. Prerequisite: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

207-3 Human Neuromusculoskeletal Anatomy. Students will be able to describe and identify the structure, function, and integration of the component parts of the skeletal, muscular, and nervous systems of the human body.

210A-2 Introduction to Therapeutic Exercise Theory. This

course is an introduction to therapeutic exercise theory. Students will apply basic neuroanatomy and theoretical concepts related to therapeutic exercise and identify treatment interventions and special tests associated with specific orthopedic conditions. Co-requisite: PTH 210B. Prerequisite: PTH 207 with a minimum grade of C. Restricted to PTH majors.

210B-1 Introduction to Therapeutic Exercise Application. This course is an introduction to therapeutic exercise application. Students will be able to palpate anatomical landmarks, perform length tests and manual muscle tests to individual muscles and muscle groups. Students will also learn to select, instruct, and perform exercises to improve flexibility and muscle performance. Co-requisite: PTH 210A. Prerequisite: PTH 207 with a minimum grade of C. Restricted to PTH majors.

212A-3 Physical Rehabilitative Theory. Students will be able to understand and explain the need for and concepts involved in physical rehabilitation interventions that assist patients in obtaining a state of optimal function. Co-requisite: PTH 212B. Restricted to PTH majors.

212B-1 Physical Rehabilitative Application. Students will be able to demonstrate competency in performing physical rehabilitative patient care skills and interventions that assist patients in obtaining a state of optimal function. Interventions covered include: range of motion, goniometry, transfers, chest physical therapy, and utilization of assistive devices. Co-requisite: PTH 212A. Restricted to PTH majors.

217-3 Physiology of Exercise. Students will be able describe fundamental physiological responses to exercise, focusing on therapeutic exercise and the neuromuscular system. Prerequisite: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

220A-2 Neurologic Therapeutic Exercise Theory. Students will understand the principles of advanced therapeutic exercise for patients with neurologic dysfunction. Theories behind motor control, motor reflexes, motor learning, sensory integration, motor development, and utilization of synergies are covered. Students will be able to identify the need for adaptive equipment for individuals with neurologic dysfunction. Co-requisite: PTH 220B. Prerequisites: PTH 210A with a minimum grade of C and PTH 210B with a pass. Restricted to PTH majors.

220B-1 Neurologic Therapeutic Exercise Application. Students will be able to demonstrate through supervised application, advanced therapeutic exercise interventions such as sensory integration, motor reflexes, motor development, and utilization of synergies for specific clinical neurological conditions. Co-requisite: PTH 220A. Prerequisites: PTH 210A with a minimum grade of C and PTH 210B with a pass. Restricted to PTH majors.

230A-1 Advanced Therapeutic Exercise Theory. This course is a progression of PTH 210A designed to present advanced theoretical concepts related to therapeutic exercise. Students will apply neuroanatomy and therapeutic principles to the spine, peripheral joints, connective tissue, vestibular, sensototensory and neuromuscular systems. Co-requisite: PTH 230B. Prerequisites: PTH 210A with a minimum grade of C and PTH 210B with a pass. Restricted to PTH majors.

230B-1 Advanced Therapeutic Exercise Application. This course is a progression of PTH 210B designed to develop advanced competencies in therapeutic exercise. Students will perform techniques related to spinal stabilization, movement

impairments, soft tissue and joint mobilization, muscle energy, proprioceptive neuromuscular facilitation, and proprioceptive/vestibular systems. Co-requisite: PTH 230A. Prerequisites: PTH 210A with a minimum grade of C and PTH 210B with a pass. Restricted to PTH majors.

233A-2 Physical Agents II Theory. Students will understand and describe the physiological effects, indications, and contraindications for electrotherapy, traction, and intermittent compression. Students will also explain the different theories and mechanics of pain. Co-requisite: PTH 233B. Restricted to PTH majors.

233B-1 Physical Agents II Application. Students will be able to demonstrate the safe and effective application of: compression units, traction, electrical currents, electrical muscle stimulation, and electrotherapy for pain and healing functions. Students will administer standardized questionnaires, graphs, behavioral scales or visual analog scales for pain. Co-requisite: PTH 233A. Restricted to PTH majors.

234-3 Physical Therapist Assistant Practicum II. Students will be able to perform the skills acquired in Practicum I as well as more complex interventions with selected patients. They will demonstrate skills in therapeutic exercise, application of physical agents, and record keeping. Course includes clinical experience. Prerequisites: PTH 107, 123A, 203, 204, and 212A with a minimum grade of C; PTH 123B and 212B with a pass.

299-1 to 14 Independent Study. Provides second-year students with the opportunity to develop a special program of study to fit a particular need not met by other offerings. Enrollment provides access to program and clinical resources. Each student will work under the supervision of a faculty or staff member. Restricted to PTH majors. Special approval needed from the instructor.

319-1 to 15 Occupational Internship. The students will be assigned to a University approved organization engaged in activities related to the student's academic and career objectives. The student will provide duties/services as assigned by the program director or supervising faculty member. Reports and assignments are required to be completed by the student. Restricted to PTH majors. Special approval needed from the instructor.

321A-4 Clinical Internship. Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. First six week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisites: PTH 220A, 220B, 230A, 230B, 233A, 233B, 234 with a minimum grade of C. Restricted to PTH majors.

321B-4 Clinical Internship. Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. Second six-week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisites: PTH 321A with a minimum grade of C. Restricted to PTH majors.

322-2 Clinical Seminar. Students will be able to discuss with the program director or faculty member their internship patient care experiences and case study or presentation. Students will also evaluate their clinical internship experience as well as their academic preparation at SIU. Co-requisites: PTH 321A and 321B. Prerequisites: PTH 220A, 220B, 230A, 230B, 233A,

233B, 234 with a minimum grade of C. Restricted to PTH majors.

350-1 to 32 Technical Careers Subjects. Students will be given the opportunity to develop in-depth competency and skill development through the exploration of innovative techniques and procedures used in the health care professions through various workshops, special short courses, and seminars. This course may be classified as an Independent Study. Restricted to PTH majors. Special approval needed from the instructor.

Physics (Department, Major, Courses, Faculty)

As the most basic of the physical sciences, physics can serve as the building block for many different careers. Using their understanding of physical principles, physicists have been at the forefront of many of the most exciting discoveries of the twentieth century and will continue to lead the way to many exciting discoveries in the future. They have contributed to a wide range of areas, including, but not limited to, biology, chemistry, communication, computer science, electronics, engineering, finance, managerial consulting, geophysics, medical physics, and transportation.

The SIUC Physics department focuses on applied physics. Therefore the department seeks to provide undergraduate students with the skills necessary to apply their basic understanding of physics to real-world problems for which the solutions are of near-future concern. With this in mind, the physics department at SIUC offers a first-rate undergraduate program with four different specializations in applied physics-biomedical physics, computational physics, materials and nanophysics, and the traditional physics curriculum. These specializations are targeted to high-demand areas of science and take advantage of the expertise of our faculty. Members of the physics faculty are involved in a wide range of physics research projects, both theoretical and experimental, including low temperature physics, surface physics, materials physics, superconductivity, magnetism, synchrotron radiation, infrared spectroscopy, solid-state physics, quantum mechanics, quantum computation, computational physics, and statistical mechanics. Participation in faculty research projects by students is strongly encouraged and can be very useful to students since it provides them with faculty mentors, and experience applying learned skills to real-world physics problem-solving.

Physics is an exciting field; its graduates are in high demand and enjoy high salaries and job security. Employment opportunities in physics are varied and abundant, from industrial research and development to teaching. Physicists are employed by all sectors of society, including health care, various corporations, government, and universities. Students who wish to learn more are encouraged to contact the physics department directly or visit the department web site at <http://www.physics.siu.edu>.

A minimum GPA of 2.0 in all physics and mathematics course work is needed in order for a student to receive a degree in Physics. In terms of credit hour requirements toward a degree in Physics, a course will be counted only once. A student may not repeat a course or its equivalent in which a grade of B or better was earned without the consent of the department.

**Bachelor of Science Degree in Physics, College of Science
Physics, Materials and Nanophysics, and Computational Physics**

<i>University Core Curriculum Requirements</i>	41
<i>College of Science Requirements</i>	9 ¹
Biological Science (not University Core)	3 ¹
Supportive Skills	6
Choose six hours from the following:	
One to two semesters of any foreign language offered at Southern Illinois University Carbondale	
English 290 or 291 or Management 202 (select only one)	
Computer Science 105, 201, 202, Engineering 222 (select one)	
<i>Requirements for Major in Physics</i>	72 ¹
Chemistry 200, 201, 210, 211	10 ¹
Mathematics 150, 250, 251, 305, 221	17
Mathematics 405 or 406 or 407 or 409 or 475	3
Physics 205a, 255a, 205b, 255b, 205c, 255c, 301, 310, 320, 420, 430, 440, 445, 450	38
Physics electives chosen from: 100, 328, 390, 424, 425, 428, 431, 432, 458, 475, 470, 490, CS 220, CS 475	0-10 ²
Total	122

¹Three of these hours count toward the 41 hours required for the core curriculum.

²This number depends on the physics degree concentration option, if chosen.

Physics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
PHYS 100	-	1
PHYS 205A, 255A	-	4
MATH 150, 250	4	4
CHEM 200, 201	5	-
CHEM 210, 211	-	5
UCOL 101S.....	3	-
Human Health	2	-
Total	17	17

SECOND YEAR	FALL	SPRING
PHYS 205B, 255B	4	-
PHYS 205C, 255C	-	4
MATH 251	3	-
SPCM 101, PHYS 301.....	3	3
PHYS 310	-	4
MATH 305	3	-
Core Humanities	3	-
PHYS 320	-	3
Total	16	14

THIRD YEAR	FALL	SPRING
PHYS 420, Biological Science.....	3	3
PHYS 445	-	4
PHYS 430, 440	3	3
PHYS Elective.....	3	3

Supportive Skills.....	3	3
MATH 221	3	-
Total	15	16

FOURTH YEAR	FALL	SPRING
Fine Arts.....	3	-
Core Social Science	3	3
PHYS/MATH Elective.....	3	3
PHYS 450	-	3
Biological Science, Humanities	3	3
Multicultural	3	-
Total	15	12

Physics Specialization Options

Computational Physics 12
For students interested in computational/numerical methods in physics.

Required: 9 hours of computer science¹, PHYS 475, and 3 hours of MATH 475.

Materials and Nanophysics 9
For students interested in applications of physics to nano- scale devices and materials.

Required: PHYS 425, 450, and 475

Biomedical Physics 12
For students interested in the applications of physics in biology and medicine.

Required: PHYS 475, BIOL 200a, 200b, CHEM 340, 341, 350, 351

¹Can include CS 202, 220, and 475 which is cross-listed as MATH 475. (See the suggested curricular guide.)

Computational Physics Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
PHYS 100	-	1
PHYS 205A, 255A	-	4
MATH 150, 250	4	4
CHEM 200, 201	5	-
CHEM 210, 211	-	5
UCOL 101S.....	3	-
Human Health	2	-
Total	17	17

SECOND YEAR	FALL	SPRING
PHYS 205B, 255B	4	-
PHYS 205C, 255C	-	4
MATH 251	3	-
SPCM 101, PHYS 301.....	3	3
PHYS 310	-	4
MATH 305	3	-
CS 202, PHYS 320	3	3
Total	16	14

THIRD YEAR	FALL	SPRING
PHYS 420, Biological Science.....	3	3
PHYS 430, 440	3	3

PHYS 475, 445	3	4
CS 220.....	3	-
MATH 221, Core Humanities.....	3	3

Total 15 13

FOURTH YEAR **FALL** **SPRING**

Core Social Science	3	3
MATH 475	3	3
Fine Arts, PHYS 450.....	3	3
Biological Science, Humanities	3	3
Multicultural, Supportive Skills 2	3	3

Total 15 15

Materials and Nanophysics Suggested Curricular Guide

FIRST YEAR **FALL** **SPRING**

ENGL 101, 102.....	3	3
PHYS 100	-	1
PHYS 205a, 255a	-	4
MATH 150, 250	4	4
CHEM 200, 201	5	-
CHEM 210, 211	-	5
UCOL 101S.....	3	-
Human Health	2	-

Total 17 17

SECOND YEAR **FALL** **SPRING**

PHYS 205B, 255B	4	-
PHYS 205C, 255C	-	4
MATH 251	3	-
SPCM 101, PHYS 301.....	3	3
PHYS 310	-	4
MATH 305	3	-
Core Humanities, PHYS 320.....	3	3

Total 16 14

THIRD YEAR **FALL** **SPRING**

PHYS 420, Biological Science.....	3	3
PHYS 445	-	4
PHYS 430, 440	3	3
PHYS 425	-	3
PHYS Elective.....	3	-
Supportive Skills.....	3	3
MATH 221	3	-

Total 15 15

FOURTH YEAR **FALL** **SPRING**

Core Social Science	3	3
PHYS 475, Fine Arts.....	3	3
PHYS Elective, PHYS 450.....	4	3
Biological Science, Humanities	3	3
Multicultural	3	-

Total 16 12

**Bachelor of Science Degree in Physics, College of Science
Biomedical Physics**

University Core Curriculum Requirements 41

College of Science Requirements 9¹

Biological Science (not University Core) 3¹

Supportive Skills 6

Choose six hours from the following:

One to two semesters of any foreign language offered at ..

Southern Illinois University Carbondale

English 290 or 291 or Management 202 (select only one)

Computer Science 105, 201, 202, Engineering 222 (select one)

Requirements for Major in Biomedical Physics 72¹

Biology 200a, 200b

Chemistry 200, 201, 210, 211, 340, 341, 350, 351

Mathematics 150, 250, 251, 305

Physics 205A, 255A, 205B, 255B, 205C, 255C, 301, 310, 320, 420, 430, 445

Physics electives chosen from: PHYS 100, 328, 390, 424, 425, 428, 431, 432, 458, 475, 470, 490, CHEM 451A, 451B²

Total 122

¹Three of these hours count toward the 41 hours required for the core curriculum.

²Substitutions must be approved by the chair of the department.

Biomedical Physics Suggested Curricular Guide

FIRST YEAR **FALL** **SPRING**

ENGL 101, 102.....	3	3
PHYS 205a, 255a	-	4
MATH 150, 250	4	4
CHEM 200, 201	5	-
CHEM 210, 211	-	5
UCOL 101S.....	3	-
Human Health	2	-

Total 17 16

SECOND YEAR **FALL** **SPRING**

PHYS 205B, 255B	4	-
PHYS 205C, 255C	-	4
MATH 251	3	-
SPCM 101, PHYS 301.....	3	3
PHYS 310	-	4
MATH 305	3	-
Core Humanities, PHYS 320.....	3	3

Total 16 14

THIRD YEAR **FALL** **SPRING**

BIOL 200A, 200B	4	4
PHYS 420, 445	3	4
CHEM 340, 341	5	-
CHEM 350, 351	-	5
Supportive Skills 1.....	3	-

Total 15 13

FOURTH YEAR	FALL	SPRING
PHYS 430, Fine Arts.....	3	3
PHYS 475	3	-
CHEM 451A, 451B.....	3	3
Multicultural, Humanities	3	3
Core Social Science	3	3
Supportive Skills 2	-	3
<i>Total</i>	15	15

Physics Minor

A minor in physics requires 17 hours and must include Physics 203A,B, and 253A,B, or 205A,B, and 255A,B, as well as 205C and 255C and 5 hours from any 300- or 400-level physics course except Physics 470.

Courses (PHYS)

100-1 Undergraduate Seminar. Lectures and discussions by students, faculty and invited guests on topics in physics. Will include discussions on employment opportunities, graduate school admission and undergraduate research. Graded: Pass/Fail.

101-3 Physics that Changed the World. (University Core Curriculum) [IAI course: P1 901L] This course will survey some of the most important developments in physics which have occurred over the past two millennia. Along the way, students will be introduced to fundamental physical principles such as energy conservation. Topics will include early astronomy, laws of motion, electricity, magnetism, waves, quantum mechanics and relativity. Lab fee: \$20.

102-1 Everybody's Einstein. A non-mathematical presentation of Einstein's relativity theories on a popular level. No prerequisite.

103-3 Astronomy. (University Core Curriculum) Fundamental concepts of the physical sciences are used in the exploration of the observable universe. Studies include the history and techniques of astronomy, planets, stars, black holes, galaxies and cosmology. Lectures are supplemented by outdoor astronomical observations and/or indoor laboratory exercises. Lab fee: \$20.

201-1 Introduction to Physics. Vectors (definitions, operations, etc.). Kinematics in one and two dimensions (including projectile motion). Newton's Laws of Motion. One hour of lecture and one hour of problem discussion per week. This course will be required for students wishing to enroll in PHYS 205A if they either: - have a score in a Physics placement test indicative of their need for having a course in these topics; or - if they have had no previous Physics classes.

203A-3 College Physics. (Advanced University Core Curriculum course) [IAI Course: P1 900] Mechanics, heat, and sound. Prerequisite: completing with grade C or better Math 109 or 111 or 125 or 140 or 150. Physics 203 A or B with Physics 253 satisfies a Science Group I Core Curriculum requirement in lieu of Physics 101 or 103.

203B-3 College Physics. (Advanced University Core Curriculum course) Electricity, magnetism, light, aspects of modern physics. Prerequisite: Physics 203A. Physics 203 A or B with Physics 253 satisfies a Science Group I Core Curriculum requirement in lieu of Physics 101 or 103.

205A-3 University Physics. (Advanced University Core Curriculum course) [IAI course: P2 900] Designed to meet requirements of physics, engineering and chemistry majors. Mechanics, heat and waves. Prerequisites: MATH 150 with grade C or better; and, either one year of high school physics and a satisfactory grade on a placement test, or, satisfactory completion of PHYS 201. With PHYS 255A satisfies the UCC Science Group I requirement instead of PHYS 101 or 103. Not for graduate credit.

205B-3 University Physics. (Advanced University Core Curriculum course) Designed to meet requirements of physics, engineering and chemistry majors. Electricity, magnetism and optics. Prerequisites: both MATH 250 and PHYS 205A with grade C or better. With PHYS 255B satisfies the UCC Science Group I requirement instead of PHYS 101 or 103. Not for graduate credit.

205C-3 University Physics. (Advanced University Core Curriculum course) Designed to meet requirements of physics, engineering and chemistry majors. Concepts in modern, atomic, molecular, nuclear and quantum physics and relativity. Prerequisites: PHYS 205A,B with grade C or better or PHYS 203A,B both with grades C or better, or consent of instructor. Not for graduate credit.

253A-1 College Physics Laboratory. (Advanced University Core Curriculum course) [IAI Course: P1 900L] One two-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in 203A,B respectively; if the corresponding lecture course is dropped, the laboratory course must also be dropped. With 203A or B, satisfies the University Core Curriculum Science Group I requirement in lieu of Physics 101 or 103. Lab fee: \$25.

253B-1 College Physics Laboratory. (Advanced University Core Curriculum course) [IAI Course: P1 900L] One two-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in 203A,B respectively; if the corresponding lecture course is dropped, the laboratory course must also be dropped. With 203A or B, satisfies the University Core Curriculum Science Group I requirement in lieu of Physics 101 or 103. Lab fee: \$25.

255A-1 University Physics Laboratory. (Advanced University Core Curriculum course) [IAI Course: P2 900L] One two-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in 205A,B,C respectively; if the corresponding lecture course is dropped, the laboratory course must also be dropped. With 205A or B, satisfies the University Core Curriculum Group I requirement in lieu of Physics 101, 103. Lab fee: \$25.

255B-1 University Physics Laboratory. (Advanced University Core Curriculum course) One two-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in 205A,B,C respectively; if the corresponding lecture course is dropped, the laboratory course must also be dropped. With 205A or B, satisfies the University Core Curriculum Group I requirement in lieu of Physics 101, 103. Lab fee: \$25.

255C-1 University Physics Laboratory. (Advanced University Core Curriculum course) One two-hour laboratory per week. Prerequisite: completion of or concurrent enrollment in 205A,B,C respectively; if the corresponding lecture course is dropped, the laboratory course must also be dropped. With

205A or B, satisfies the University Core Curriculum Group I requirement in lieu of Physics 101, 103. Lab fee: \$25.

301-3 Theoretical Methods in Physics. Introduction to theoretical methods of general usefulness in intermediate and advanced undergraduate physics, with particular emphasis on applications of vector algebra and calculus, complex numbers, matrices, ordinary differential equations and Fourier series to selected topics in physics. Required of all physics majors prior to or concurrently taking 310 or 320. Prerequisite: PHYS 205A, Mathematics 250 with a grade of C or better.

302-3 Astronomy - Honors. Current knowledge of the universe and the gathering of that knowledge. Includes properties of the solar system and theories of its origin, the structure and evolution of stars. Supplemented by occasional hours of evening observation. Prerequisite: one of PHYS 203A, 204A, 205A, plus Mathematics 111, or consent of instructor.

310-4 Mechanics I. Motions of systems of particles and rigid bodies, gravitation, Lagrangian and Hamiltonian dynamics. Prerequisite: PHYS 301 or MATH 305 or concurrent enrollment, PHYS 205A, and PHYS 205B with grade of C or better.

320-3 Electricity and Magnetism I. The theory of electric and magnetic fields; electrostatic fields in vacuum and in material media, special methods for the solution of electrostatic problems, energy, and force relations in electrostatic fields; stationary electric fields in conducting media, electric currents, magnetic fields, magnetic properties of matter. Prerequisite: PHYS 301 or Mathematics 305 or concurrent enrollment, and PHYS 205A,B and Mathematics 251 with grade of C or better.

328-2 Light. Light propagation, reflection, refraction, interference, diffraction, polarization, and optical instruments. Prerequisite: PHYS 203B or 205B with grade of C or better.

345-3 Thermodynamics and Statistical Physics. Thermal behavior of macroscopic matter, the laws of thermodynamics; basis for thermodynamics in statistical mechanics; basic methods and applications of classical and quantum statistical mechanics. Elementary kinetic theory of matter. Prerequisite: PHYS 301, Mathematics 251 with grade of C or better.

390-1 to 4 Undergraduate Research. An introduction to investigations in physics. Individual work under the supervision of a physics faculty member on a special topic in physics. Not for graduate credit. Special approval needed from the instructor.

420-3 Electricity and Magnetism II. Induced electromotive force, quasisteady currents and fields, Maxwell's equations, electromagnetic waves and radiation, with applications. Prerequisite: PHYS 320 with grade of C or better.

424-4 Electronics for Scientists. Coordinated two-hour lecture and four-hour laboratory study of electronics. Emphasis is on overall modern electronics and its applications in the experimental research laboratory setting. Topics include DC and AC circuit theory, measurement techniques, semiconductor active devices, operational amplifiers and feedback, digital circuits, Boolean algebra, microprocessors and large scale integration, digital to analog/analog to digital conversion, and data acquisition. Prerequisite: PHYS 203B or 205B and Mathematics 111 with a grade of C or better.

425-3 Solid State Physics I. Structure of a crystalline solid; lattice vibrations and thermal properties; electrons in metals; band theory; electrons and holes in semiconductors; optoelectronic phenomena in solids; dielectric and magnetic properties;

superconductivity. Prerequisite: PHYS 310, 320, and 430 with grade of C or better.

428-3 Modern Optics and Lasers. Properties of electromagnetic waves in space and media, polarization and interference phenomena and devices, electro- and magneto-optic effects, optical gain, and lasers. Prerequisite: PHYS 420 with grade of C or better.

430-3 Quantum Mechanics I. An introduction to quantum phenomena, wells, barriers, Hydrogenic atoms, angular momentum and identical particles. Prerequisite: PHYS 205C, 310, and 320 with grade of C or better. Prior or concurrent enrollment in PHYS 420 is desirable.

431-3 Atomic and Molecular Physics I. Atomic spectra and structure; molecular spectra and structure. Prerequisite: PHYS 430 with a grade of C or better.

432-3 Nuclear Physics I. Basic nuclear properties and structure; radioactivity, nuclear excitation, and reactions, nuclear forces; fission and fusion. Prerequisite: PHYS 430 with grade of C or better.

440-3 Applications of Quantum Mechanics. Applications of quantum mechanics to include time-independent and time-dependent perturbation theory, variational methods, introduction to solid-state physics and materials. Prerequisite: PHYS 430 with grade of C or better.

445-4 Thermodynamics and Statistical Mechanics. Laws of thermodynamics; Principles and Applications of Classical and Quantum Statistical Mechanics; Introduction to Kinetic Theory of Matter. Prerequisites: PHYS 205C and PHYS 301 both with grade of C or better; MATH 251 with a grade of C or better.

450-3 Modern Physics Laboratory. Introduces students to experimental research and encourages them to develop and carry out experiments. Prerequisite: PHYS 205C and PHYS 255C with grade of C or better. Lab fee: \$50.

458-2 Laser and Optical Physics Laboratory. Properties of laser beams and resonators, fluorescence and two photon spectroscopy, diffraction, Fourier transformation and frequency filtering, electro- and magneto-optic modulation, fiber propagation and related experiments. Prerequisite: PHYS 428 with grade of C or better.

470-1 to 3 Special Projects. Each student chooses or is assigned a definite investigative project or topic. Prerequisite: PHYS 310, 320 or consent of instructor.

475-3 Special Topics in Physics. These courses are advanced special topics in physics designed to enable undergraduate and graduate students to become well-versed in a particular and current research area of physics with the intention of preparing them for future research and/or industrial applications. They are offered as the need arises and interest and time permit. Students are required to give presentations. Special approval needed from the instructor.

490-1 to 4 Advanced Undergraduate Research. Advanced undergraduate research under the supervision of a physics faculty member. A presentation of the results will be made at the end of the term. Not for graduate credit. Prerequisite: PHYS 310, 320 or consent of instructor and undergraduate advisor.

Physics Faculty

- Ali, Naushad**, Professor and *Chair*, Ph.D., University of Alberta, 1984.
- Aouadi, Samir**, Professor and *Assistant Chair*, Ph.D., University of British Columbia, Vancouver British Columbia, 1995.
- Byrd, Mark**, Associate Professor, University of Texas, Austin, 1999.
- Cutnell, John D., Professor, Emeritus**, Ph.D., University of Wisconsin, 1967.
- Gruber, Bruno J.**, Professor, *Emeritus*, Ph.D., University of Vienna, Austria, 1962.
- Henneberger, Walter C.**, Professor, *Emeritus*, Ph.D., Göttingen University, Germany, 1959.
- Johnson, Kenneth W.**, Professor, *Emeritus*, Ph.D., Ohio State University, 1967.
- Kolmakov, Andrei**, Associate Professor, Kurchatov Institute, Moscow, Russia, 1996.
- Malhotra, Vivak**, Professor, Ph.D., Indian Institute of Technology, Kanpur, 1978.
- Malik, F. Bary**, Professor, *Emeritus*, Ph.D., Göttingen University, West Germany, 1958.
- Masden, J. Thomas**, Associate Professor, *Emeritus*, Ph.D., Purdue University, 1983.
- Migone, Aldo**, Professor, Ph.D., Pennsylvania State University, 1984.
- Sanders, Frank C.**, Associate Professor, *Emeritus*, Ph.D., University of Texas, 1968.
- Saporoschenko, Mykola**, Professor, *Emeritus*, Ph.D., Washington University, 1958.
- Silbert, Leonardo**, Assistant Professor, Ph.D., University of Cambridge, England, 1998.
- Talapatra, Saikat**, Assistant Professor, Ph.D., Southern Illinois University, 2002.
- Watson, Richard E.**, Professor, *Emeritus*, Ph.D., University of Illinois, 1938.

Physiology (Department, Major, Courses, Faculty)

The Department of Physiology offers training in mammalian, cellular and comparative physiology, pharmacology, and human anatomy. Students majoring in physiology are encouraged to gain research experience under faculty supervision. The undergraduate major provides general rather than specialized training in physiology. To become a professional physiologist usually requires the completion of an advanced degree in the field. An undergraduate major in physiology would provide an excellent foundation for those planning a career in teaching or research or a medical field such as medicine, dentistry, veterinary science, nursing or medical technology. Students considering a major in Physiology should discuss their program with the Program Director for Undergraduate Studies in Physiology. A grade of *C* or better is required in every Physiology course used to satisfy departmental requirements for a degree in Physiology. A student cannot repeat a course or its equivalent in which a grade of *B* or better was earned without the consent of the department.

Bachelor of Science in Physiology Degree, College of Science

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Requirements</i>	6
Supportive Skills to include foreign language (two semesters at 200 level) ² ; or two from the following: English 290 or 291 or 391 or 491; Plant Biology 360 or Mathematics 282; Computer Science 200, 201	
<i>Requirements for Major in Physiology</i>	(11) +58 ¹
Physiology 310	5
Physiology 410A,B	8
Physiology electives (11 hours at the 300 or 400-level)	(2) + 9 ¹
Biology 200A	(3) + 1 ¹
Biology 305, 306, 308, 309 (any two)	6
Chemistry 200, 201, 210, 211, 340, 341, 342, 343, 350, 351 ..	
.....(3) + 20 ¹	
Physics 203A,B; 253A,B	8
Mathematics 150 ³	(3) + 1 ^{1,3}
<i>Electives</i>	15
Total	120

¹Total of eleven hours of biology, chemistry, mathematics and physiology elective course work are accounted for in the 41-hour Core Curriculum requirement.

²If two years of a foreign language are taken to complete this requirement, the total hours will be 16. The elective hours are reduced by 10 hours.

³Prerequisite is Mathematics 111. The elective hours are reduced by 4 hours for students who place into a course lower than calculus.

Physiology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 200, 201	4	-
CHEM 210, 211	-	4
ENGL 101, 102	3	3
MATH 108, 109	3	3
Social Science	3	3
UCOL 101, Elective	3	2
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
BIOL 200A, 300-level	4	3
MATH 150, PHSL Elective	4	3
PHSL 492	-	1
CHEM 340, 341	5	-
CHEM 342, 343	-	5
SPCM 101, Humanities	3	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
PHYS 203B, 253B	-	4
PHYS 203A, 253A	4	-
Fine Arts, CHEM 350, 351	3	5
Humanities, Multicultural	3	3
PHSL 310, 301	5	4
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
BIOL 300-level	3	-
PHSL 410A, B	4	4
PHSL 492, PHSL Elective	1	3
Supportive Skill	3	3
Electives	3	3
<i>Total</i>	14	13

Physiology Minor

A minor in physiology requires completion, with at least a C grade, of Physiology 410 (8 hours) and 8 hours of 300 or 400-level courses offered by the department.

Junior-Senior Honors Program

Juniors who have shown outstanding ability in biology courses and related subjects in their freshman and sophomore years may apply for acceptance into the honors program. Honors students do independent study in the physiological sciences (Physiology 491) during their junior and senior years.

Courses (PHSL)

201-3 Human Physiology. (University Core Curriculum) [IAI Course: L1 904] A course which relates the normal function of the human body to the disruptions which occur in a variety of disease states. Three lecture hours per week. Not open to students who have taken 310. With 208 (if not used for health) satisfies University Core Curriculum Science Group II requirement.

208-1 Laboratory Experiences in Physiology. (Advanced University Core Curriculum course) [IAI Course: L1 904L] Laboratory course which provides experiences with small animal experimentation and measurements made on the human subject. One two-hour laboratory per week. Prerequisite: completion of, or current enrollment in, PHSL 201. With 201 (if not used for health) satisfies the University Core Curriculum Science Group II requirement. Lab fee: \$20.

240A-4 Anatomy & Physiology for Nursing. A-B Sequence. Functional architecture of the human body. Tissues, skeletal, muscular and nervous systems. Three hour lectures and one three-hour laboratory per week. Not for major credit. Prerequisites: ZOOL 118 and CHEM 140A. Restricted to Pre-Nursing and Nursing majors. Lab fee: \$25.

240B-4 Anatomy & Physiology for Nursing. A-B Sequence. Functional architecture of the human body. Continuation of A. Endocrine, Circulatory, Respiratory, Digestive and Urinary systems. Three hours lectures and one three-hour laboratory per week. Not for major credit. Prerequisites: PHSL 240A. Restricted to Pre-Nursing and Nursing majors. Lab fee: \$25.

257-1 to 6 Concurrent Work Experience. Under exceptional circumstances, and with prior approval of the departmental chair, credit may be granted for practical experience or other work directly related to physiology. Mandatory Pass/Fail.

258-1 to 6 Previous Work Experience. Under exceptional circumstances, and after petition to the departmental chair, credit may be granted for practical experience or other work directly related to physiology. Mandatory Pass/Fail.

259-2 to 8 Occupational Education Credit. Under special circumstances, advanced training in a paramedical or other field

directly related to physiology can be used as a basis for granting credit in physiology. Such credit is sought by petition to the chair of department and requires approval of dean of the College of Science.

301-4 Basic Human Anatomy with Laboratory. Lectures, demonstrations and observations of the prosected body, plus experiences in the anatomy laboratory. Course is designed for students in nursing, mortuary science, biological science, and related disciplines. Three lecture hours and one two-hour laboratory per week. Lab fee: \$20.

310-5 Principles of Physiology. (Advanced University Core Curriculum course) Beginning course in human physiology designed for majors in physiology and other biological sciences, and recommended to pre-medical and other students considering biological sciences and health professions. Three lectures per week, one hour discussion and one two-hour laboratory. Prerequisite: BIOL 200A; CHEM 200 & 210. Satisfies the University Core Curriculum Human Health requirement in lieu of 201. Lab fee: \$20.

320-3 Reproduction and Sexuality. (Same as WGSS 321) Comprehensive course examining the physiological basis of mammalian reproduction and the behavioral aspects of sexuality. Human sexuality and reproductive function is the primary focus. Topics include hormonal control, anatomy, ovulation, sexual response and behavior, fertilization, pregnancy and parturition. Human specific topics include reproductive medicine, STDs, paraphilias, birth control and infertility. Prerequisite: BIOL 200A.

401A-5 Advanced Human Anatomy with Laboratory. A-B sequence. Laboratory dissection of the human body with lectures as needed. Primarily for students majoring in physiology, biological sciences, anthropology or pre-medical fields. Prerequisite: PHSL 301. Enrollment by consent of instructor. Lab fee: \$20.

401B-5 Advanced Human Anatomy with Laboratory. A-B sequence. Laboratory dissection of the human body with lectures as needed. Primarily for students majoring in physiology, biological sciences, anthropology or pre-medical fields. Prerequisite: PHSL 301. Enrollment by consent of instructor. Lab fee: \$20.

410A-4 Mammalian Physiology. Physical and chemical organization and function in mammals, with emphasis on the human. Physiology of blood and circulation, respiration, digestion, metabolism, excretion, endocrines, sensory organs, nervous systems, muscle and reproduction. Primary course for all students majoring in physiology or related sciences. Four lectures per week. May be taken in any sequence. Prerequisite: CHEM 210, 211; PHYS 203B AND PHYS 253B OR PHYS 205B AND PHYS 255B; PHSL 310.

410B-4 Mammalian Physiology. Physical and chemical organization and function in mammals, with emphasis on the human. Physiology of blood and circulation, respiration, digestion, metabolism, excretion, endocrines, sensory organs, nervous systems, muscle and reproduction. Primary course for all students majoring in physiology or related sciences. Four lectures per week. May be taken in any sequence. Prerequisite: CHEM 210, 211; PHYS 203B AND PHYS 253B OR PHYS 205B AND PHYS 255B; PHSL 310.

420A-3 Principles of Pharmacology. Examines basic principles

of pharmacology (pharmacokinetics) and the action of various classes of drugs on living organisms. Drug classes covered include those affecting most organ systems of the human body, such as the nervous, cardiovascular, gastrointestinal and renal systems as well as drugs used for antibiotic and cancer chemotherapy. Three lectures per week. Prerequisite: PHSL 310 or 410, Chemistry 340 and 342 (or equivalent).

420B-3 Principles of Pharmacology. Examines basic principles of pharmacology (pharmacokinetics) and the action of various classes of drugs on living organisms. Drug classes covered include those affecting most organ systems of the human body, such as the nervous, cardiovascular, gastrointestinal and renal systems as well as drugs used for antibiotic and cancer chemotherapy. Three lectures per week. Prerequisite: PHSL 310 or 410, Chemistry 340 and 342 (or equivalent).

430-3 Cellular and Molecular Physiology. This course will examine the molecular and cellular aspects of physiology, with special emphasis on the experiments used to examine the regulation of gene expression, protein activities, and cellular functions in eukaryotes. Topics include: mechanisms regulating gene expression, signaling pathways, cancer biology, and the use of experimental model organisms. Required of Physiology majors. Prerequisite: BIOL 200 A & B or CHEM 350 & 351.

433A-3 Comparative Physiology. (Same as ZOO 433A) Variations of the physiological processes in animal phyla, and comparison of these with human physiology. Osmotic and ionic regulation; digestion, nutrition, and metabolism; excretion; respiration; defense and resistance. Three lectures per week. Prerequisite: BIOL 200A.

433B-3 Comparative Physiology. (Same as ZOO 433B) Variations of the physiological processes in animal phyla, and comparison of these with human physiology. Muscles and movement; circulation; nervous systems and sensory information; coverings and support; endocrine regulation; reproduction. Three lectures per week. Prerequisite: BIOL 200A.

440A-3 Biophysics. Biomathematics, biomechanics and biotransport. Three lectures per week. Prerequisites: MATH 141 or 150; PHSL 310; PHYS 203 A&B and 253 A&B or PHYS 205 A&B and 255 A&B. May be taken in B,A sequence with consent of instructor.

440B-3 Biophysics. Bioelectrics and bio-optics applied to physiological problems. Three lectures per week. Prerequisites: MATH 141 or 150; PHSL 310; PHYS 203 A&B and 253 A&B or PHYS 205 A&B and 255 A&B. May be taken in B,A sequence with consent of instructor.

450-3 Advanced Human Sexuality. (Same as WGSS 449) Advanced, comprehensive course intended to supplement and expand the critical examination of topics covered in PHSL 320, Reproduction and Sexuality. The objectives of this class are to examine the physiological and behavioral basis of human reproduction and sexuality. Examining how humans reproduce from a physiological perspective including all aberrations and clinically relevant dysfunctions, as well as, the spectrum of human sexual behaviors including typical and atypical sexual behavior, paraphilias and diversity of human relationships. Prerequisite: PHSL 320.

460-2 Electron Microscopy. Lecture course designed to introduce the student to the theory and principles of electron microscopy. Two lecture hours per week. Restricted to senior standing

or permission of instructor.

462-3 Biomedical Instrumentation. (Same as ECE 462) Diagnostic and therapeutic modalities related to engineering. Cardiovascular, neural, sensory and respiratory instrumentation. Special approval needed from the instructor.

470-3 Biological Clocks. Study of the temporal aspects of diverse physiological and behavioral functions which possess diurnal and sectional periodicity. Species covered will include many eukaryotic organisms including plants, but will mainly stress mammals. Oscillations in sleep-wake cycle, locomotion, reproduction, hormonal secretion and numerous other processes will be explored. In addition, the effects of biological clocks in humans and the effect of jet lag and depression will be examined. Prerequisite: PHSL 310.

490-1 Senior Seminar. Readings, writings, presentations and discussions of current topics in physiology. One hour per week. Not for graduate credit. Restricted to senior standing or consent of instructor.

491-3 to 8 Independent Research for Honors. Supervised readings and laboratory research in physiology directed by a member of the physiology faculty. Undergraduate honors students only. By special arrangement with the instructor in the physiology department with whom the student wishes to work.

492-1 to 8 Special Problems in Physiology. Supervised readings and laboratory research in physiology directed by a member of the physiology faculty. Open to undergraduate students only. By special arrangement with the instructor in the physiology department with whom the student wishes to work. No more than 3 hours may be counted as electives towards the major in physiology.

Physiology Faculty

Arbogast, Lydia A., Professor, Ph.D., Indiana University, 1988.

Banerjee, Chandra M., Professor, *Emeritus*, M.D., University of Calcutta, 1959; Ph.D., Medical School of Virginia, Richmond, 1967.

Bany, Brent, Associate Professor, Ph.D., University of Western Ontario, 1997.

Bartke, Andrzej, Professor, *Emeritus*, Ph.D., University of Kansas, 1965.

Browning, Ronald A., Professor, *Emeritus*, Ph.D., University of Illinois Medical Center, Chicago, 1971.

Cai, Xiang, Assistant Professor, Ph.D., Sun Yat-Sen University of Medical Sciences, China, 2000.

Collard, Michael W., Associate Professor, Ph.D., Washington State University, 1987.

Dunagan, Tommy T., Professor, *Emeritus*, Ph.D., Purdue University, 1960.

Ellsworth, Buffy S., Assistant Professor, Ph.D., Colorado State University, 2002.

Ferraro, James S., Associate Professor, Ph.D., The Chicago Medical School, 1984.

Hales, Dale B., Professor and *Chair*, Ph.D., University of Colorado Health Sciences Center, 1983.

Hales, Karen H., Assistant Professor, Ph. D., University of Colorado Health Sciences Center, 1985.

Hayashi, Kanako, Assistant Professor, Ph.D., Iwate University, Japan, 2002.

Huggenvik, Jodi I., Associate Professor, Ph.D., Washington State University, 1985.
Kang, Song Ok, Instructor, M.S., University of Illinois, 2002.
Macklin, Lauren N., Instructor, M.S., Southern Illinois University Carbondale, 2011.
MacLean, James A., Assistant Professor, Ph.D., University of Missouri, 2000.
Murphy, Laura L., Professor, *Emerita*, Ph.D., Medical College of Georgia, 1983.
Myers, J. Hurley, Professor, *Emeritus*, Ph.D., University of Tennessee, Health Science Center at Memphis, 1969.
Narayan, Prema, Associate Professor, Ph.D., University of Minnesota, 1984.
Patrylo, Peter, Associate Professor, Ph.D., Rutgers University/UMDNJ-RWJMS, 1991.
Pierson, Todd, Instructor, N.D. Southwest College of Naturopathic Medicine, 2001.
Raymer, Angela M., Instructor, M.S., Southern Illinois University Carbondale, 1999.
Shanahan, Michael F., Professor, *Emeritus*, Ph.D., University of Michigan, 1976.
Steger, Richard W., Professor, *Emeritus*, Ph.D., University of Wyoming, 1974.
Strader, April, Associate Professor Ph.D., University of Wisconsin, 2002.
Wade, David R., Associate Professor, *Emeritus*, Ph.D., Cambridge University, England, 1967.
Yau, William M., Professor, *Emeritus*, Ph.D., Medical College of Virginia, 1971.
Zaczek, Denise J., Instructor, Ph.D., Southern Illinois University, 2003.

Plant and Soil Science (Major, Courses, Faculty)

The plant and soil science major is administered through the Plant, Soil and Agricultural Systems department. The program includes concentrations in agronomy (crop and soil science) and horticulture science. There are many widely varied opportunities for students with an interest in plants or soils. Students may choose a general option within the department and select most of their upper division credits from a wide choice of electives throughout the College of Agricultural Sciences and the University. If interests are more specialized, students may elect the science option and specialize in one particular area, or may elect a specialization which will combine a broad background in plants and soils with selected business courses and business related electives. A specialization in environmental studies would familiarize the student with environmental problems relating to plants and soils.

Students selecting the landscape horticulture specialization can prepare for interesting careers in landscaping or gardening in parks, playgrounds, residential or industrial areas, road and street parkway improvement and maintenance, and in other public and private work to make the environment more pleasing and useful.

Opportunities for individual program development within the various options may be realized through work experience, internships, special studies, and seminars; however, no more than 30 hours of such unstructured coursework may be counted

toward the degree. Students in all specializations are urged to make use of them to meet the goals and needs of their respective programs.

Students in all specializations must complete the plant and soil science core. These courses are Plant and Soil Science 200 or 220, 240, one hour of 381, PLSS 409 and, Agricultural Systems 118 or 418 or an acceptable substitute.

There may be extra expenses for field trips, manuals, or supplies in some courses.

Technology Fee

The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of \$4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

Bachelor of Science Degree in Plant and Soil Science, College of Agricultural Sciences **SPECIALIZATIONS**

	General Science Business		
<i>University Core Curriculum</i>			
<i>Requirements</i>	43 ⁴	43 ⁴	43 ⁴
Foundation Skills			
English 101 and 102.....	6	6	6
Mathematics 125			
(may substitute for 113).....	3	—	3
Mathematics 108 ¹	—	3	—
Speech Communication 101.....	3	3	3
UCOL 101I ⁵	3	3	3
Disciplinary Studies			
Fine Arts.....	3	3	3
Human Health.....	2	2	2
Humanities.....	6	6	6

SPECIALIZATIONS

	General Science Business		
Science ⁴			
Chemistry 140a substitutes for Chemistry 106.....	4	—	4
Chemistry 200 and 201 substitutes for Chemistry 106.....	—	4	—
Plant Biology 200 substitutes for Plant Biology 115.....	4	4	4
Social Science			
Agribusiness Economics 204 substitutes for one Social Science requirement.....	3	3	3
Psychology 102.....	—	—	3
Anthropology 104, Geography 103, History 110, 112, Political Science 114, Psychology 102 or Sociology 108.....	3	3	—
Integrative Studies			
Multicultural: Diversity in the U.S.....	3	3	3
Interdisciplinary.....	3	3	3
<i>Requirements for Major in Plant and Soil Science</i>	58	73	69

Course in one other major other than General Agriculture or Plant and Soil Science.....	3	3	3
Agricultural Systems 118 (or approved substitute).....	3	3	3
Physics 203a ² and b (or approved substitute).....	—	6	—
Plant Biology 320 or PLSS 409	3-4	3-4	3-4
Chemistry 140b	4	—	4
Chemistry 210, 211, 340, 341, 350.....	—	13	—
Mathematics 109, 140.....	—	7	—
Plant and Soil Science 200 or 220, 240, 381-1.....	9	9	9
Other PLSS courses at 300- and 400- level ³	21	21	21
Other Agriculture electives	15	8	10
Accounting 210, Management 301 or 304, Marketing 304 or Agribusiness Economics 360, Agribusiness Economics 333 or Agriculture 323.....	—	—	11-12
Business electives and supporting courses	—	—	4-5
Electives	18-19	3-4	7-8
Total	120	120	120

¹Mathematics 111 may be substituted.

²Physics 205a may be substituted.

³PLSS electives must include 18 hours of structured coursework at the 300-or 400-level, with no less than 12 hours at the 400-level.

⁴The UCC requires 41 hours of courses. Chemistry and Plant Biology are 4 hour courses, but only 3 hours count toward core requirements.

⁵Required for first semester students.

Plant and Soil Science, General Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 140A, PLB 200.....	4	4
Computer Requirement	3	-
UCOL 101I, Social Science.....	3	3
ENGL 101,102.....	3	3
Human Health, ABE 204.....	2	3
Fine Arts.....	-	3
Total	15	16
SECOND YEAR	FALL	SPRING
Multicultural, PLSS 200.....	3	3
Humanities.....	3	3
Agriculture Elective.....	4	3
MATH 113, SPCM 101	3	3
CHEM 140b.....	-	4
PLSS 220 or 240.....	4	-
Total	17	16
THIRD YEAR	FALL	SPRING
PLB 320 or PLSS 409	3-4	-
Agriculture Elective	3	6

PLSS Upper Level Courses	6	6
AG Elective (no PLSS or AGSE)	-	3-4
Total	12-13	15-16

FOURTH YEAR	FALL	SPRING
PLSS 381	1	-
PLSS Upper Level Course	3	6
Open Electives.....	10	8
Total	14	14

Plant and Soil Science, Science Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 200, 201	4	-
CHEM 339, 341	-	5
ENGL 101, 102.....	3	3
MATH 108, 109	3	3
Computer Requirement	3	-
UCOL 101I, PLB 200.....	3	4
Total	16	15

SECOND YEAR	FALL	SPRING
PHYS 203A,B	3	3
CHEM 210, 211	-	4
PLSS 200 or 220.....	4	-
ABE 204, Math 140	3	4
SPCM 101, PLSS 240.....	3	4
Agriculture Elective	3	-
Total	16	15

THIRD YEAR	FALL	SPRING
PLB 320 or PLSS 409	3-4	-
Agriculture Elective	3	2
PLSS Upper Level Courses	3	3
Human Health	2	-
Multicultural, CHEM 350	3	4
Fine Arts.....	-	3
Agri Elective (no PLSS or AGSE)	-	3-4
Total	14-15	15-16

FOURTH YEAR	FALL	SPRING
PLSS 381	1	-
Upper Level Courses.....	6	8
Social Science	-	3
Humanities.....	3	3
Open Electives.....	4	-
Total	14	14

Plant and Soil Science, Business Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 140A, PLB 200	4	4
Computer Requirement	3	-
UCOL 101I, ABE 204	3	3

ENGL 101, 102.....	3	3
Human Health, Humanities.....	2	6
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
Multicultural, Social Science.....	3	3
Fine Arts.....	-	3
MATH 113, SPCM 101	3	3
Required Business Course.....	3	-
PLSS 200 or 220.....	-	4
CHEM 140b, PLSS 240.....	4	4
Agriculture Elective, Fine Arts	3	3
<i>Total</i>	16	17

THIRD YEAR	FALL	SPRING
PLB 320 or PLSS 409	3-4	-
Required Business Courses	3	2
Agriculture Elective.....	4	3
PLSS Upper Level Courses	3	6
Agricultural Elective (no PLSS or AGSE)	-	3-4
<i>Total</i>	13-14	15-16

FOURTH YEAR	FALL	SPRING
PLSS 381	-	1
PLSS Upper Level Courses	6	6
Required Business Course.....	-	3
Elective Business Courses.....	4	-
Electives	4	3
<i>Total</i>	14	13

Bachelor of Science Degree in Plant and Soil Science, College of Agricultural Sciences

SPECIALIZATIONS
Landscape Environmental Horticulture Studies Turf

<i>University Core Curriculum Requirements</i>			
<i>Requirements</i>	43 ³	43 ³	43 ³
Foundation Skills			
English 101 and 102.....	6	6	6
Mathematics 125 (may substitute for 113).....	3	—	3
Mathematics 1081 substitutes for 110 or 113.....	—	3	—
UCOL 101	3	3	3
Speech Communication 101.....	3	3	3
Disciplinary Studies			
Fine Arts	3	3	3
Human Health.....	2	2	2
Humanities	6	6	6
Science ³			
Chemistry 140a substitutes for Chemistry 106	4	—	4
Chemistry 200 and 201 substitutes for Chemistry 106 ...	—	4	—
Plant Biology 200 substitutes for Plant Biology 115.....	4	4	4

Social Science			
Agribusiness Economics 204 substitutes for one Social Science requirement.....	3	3	3
Anthropology 104, Geography 103, History 110, 112, Political Science 114, Psychology 102 or Sociology 108	3	3	3
Integrative Studies			
Multicultural: Diversity in the U.S.....	3	3	3
Interdisciplinary.....	3	3	3
<i>Requirements for Major in Plant and Soil Science</i>	59-61	72-74	65-68

SPECIALIZATIONS

Landscape Environmental Horticulture Studies Turf

Biology 307	3	3	—
Plant Biology 320 or PLSS 409, PLSS 401 and 403a,b and 420	3-4	7-8	—
PLSS 409	—	—	3
Chemistry 140b	4	—	4
Chemistry 210, 211, 339, 341 and 350.....	—	12-13	—
Agricultural Systems 371, 374	4	—	—
Agricultural Systems 118	3	3	3
Agribusiness Economics 401.....	—	3	—
Agribusiness Economics 333 or Speech Communication 280	—	—	3
Geography 471 & 434 or Civil Engineering 310	—	7	—
Political Science 445 or Geography 320 ² or 426	—	3-4	—
Mathematics 109 ¹ and 140.....	—	7	—
Plant and Soil Science 220, 240, 381-1, 420, 447, 468.....	—	21	—
Plant and Soil Science 200, 220, 240, 381-1	12	—	—
Plant and Soil Science 220, 240, 381-1, 359-3	—	—	12
Plant and Soil Upper Level 322, 325, 327, 328a, b, 359, 422, 423, 424, 428, 429, 430, 432, 434 ⁴	23-24	—	—
Plant and Soil Science Upper Level 322, 401, 403c, 420, 421, 422, 445, 447, 468, 475.....	—	—	29
Business/Agriculture electives ⁵	10	6	—
Restricted Electives	—	—	11-14
<i>Electives</i>	16-18	0-5	9-12
<i>Total</i>	120	120	120

¹Mathematics 111 may be substituted.

²Requires permission from Plant and Soil Science chair.

³The University Core Curriculum requires 41 hours of courses. Chemistry and Plant Biology are 4 hour courses, but only three hours count toward University Core Curriculum requirements.

⁴At least 17 hours must be chosen from structured courses. At least 12 hours must be at the 400 level.

⁵One course must be selected from ABE 333, MKTG 304, 350, MGMT 350

or ACCT 210. Remaining courses may be from above or any College of Agricultural Sciences courses.

⁶Required for first semester students.

**Landscape Horticulture Specialization
Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
CHEM 140A, PLB 200	4	4
Computer Course, MATH 113.....	3	3
UCOL 101I, Multicultural	3	3
Human Health, ABE 204.....	2	3
ENGL 101, 102.....	3	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
PLSS 200 or 220, Fine Arts	4	3
Electives, SPCM 101.....	4	3
CHEM 140b, PLSS 240.....	4	4
Humanities.....	3	3
Agriculture Elective		3
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
PLB 320 or PLSS 409	3-4	-
PLSS Upper Level.....	6	6
BUS/AGR Elective	-	4
Social Sciences.....	3	3
PLSS Electives	3	3
<i>Total</i>	15-16	16

FOURTH YEAR	FALL	SPRING
PLSS Upper Level.....	6	5-6
BUS/AGR Elective	6	-
PLSS 381	-	1
Electives	3	7-8
<i>Total</i>	15	13-15

**Environmental Studies Specialization
Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
PLB 200, ABE 204	4	3
CHEM 200, 201, BIOL 307.....	4	3
CHEM 339, 341	-	5
Computer Requirement	3	-
UCOL 101I, ENGL 101.....	3	3
Human Health	2	-
<i>Total</i>	16	14

SECOND YEAR	FALL	SPRING
Humanities, ENGL 102.....	3	3
CHEM 210, 211	4	-
MATH 108, 109	3	3
PLSS 240, SPCM 101.....	4	3
PLSS 200 or PLSS 220	3-4	-

Agriculture Elective	-	4
<i>Total</i>	17-18	13

THIRD YEAR	FALL	SPRING
PLB 320 or PLSS 409	3-4	-
ABE 401, PLSS 401 and 403a,b	4	3
MATH 140, CHEM 350.....	4	4
GEOL 426.....	-	4
Fine Arts, Humanities	3	3-4
<i>Total</i>	14-15	15-16

FOURTH YEAR	FALL	SPRING
PLSS 420, 468	4	3
PLSS 381, 447	1	3
GEOG 434 or CE 310.....	3-4	-
Social Science, GEOG 471	3	3
Multicultural, Major Course	3	3
<i>Total</i>	14-15	13

Turf Specialization Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 140A,B	4	4
PLB 200	-	4
AGSE 118	3	-
UCOL 101, Fine Arts	3	3
ENGL 101, 102	3	3
PLSS 359	-	1
<i>Total</i>	13	15

SECOND YEAR	FALL	SPRING
Multicultural, SPCM 101	3	3
Humanities, Social Science	3	3
General Electives/Social Science	3	3
MATH 108 or 125, PLSS 359	3	1
PLSS 220, 240	4	4
Restricted Electives	-	2
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
PLB 409	3	-
Restricted Elective	6	6
PLSS Upper Level Courses	6	5
General Elective	-	3
PLSS 359	-	1
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
PLSS 381	-	1
PLSS Upper Level Courses	9	9
ABE 333 or SPCM 280.....	3	-
General Elective	-	3
Humanities, Human Health	3	2
<i>Total</i>	15	15

Plant and Soil Science Minor

A minor in plant and soil science is also available to those interested in field crop production, horticulture, or soils. A total of 16 hours of credit is required with at least 12 hours taken at the University. One course may be selected from 200, 220, or 240; and at least eight hours from 300- or 400-level structured courses. The chair should be consulted for assistance in selecting this field as a minor.

Certification

Professional standards are needed for those whose activities affect the well being of the general public. Such standards have been in use in medicine, law, engineering, etc. for many years. A certification program that identifies professionals for educational, scientific and service activities with public and private agencies is in the public interest. Certification assures that a student meeting these requirements is highly qualified in their discipline. It is becoming more common that employers require a student be certified as a condition of employment. The American Society of Agronomy through ARCPACS maintains and publishes a registry of certified professionals in several disciplines. Students may be certified as agronomist, crop scientist (specialist), soil scientist, (specialist, classifier), or horticulturist by completing a program approved by ARCPACS: Federation of Certifying Boards in Agriculture, Biology, Earth and Environmental Sciences. Students with any of the above specializations may complete the certification academic requirements, although those with a science specialization will find they can complete the program with a few hours beyond the number required for a bachelor's degree. Most of the certification requirements can be completed with proper selection of courses as University Core Curriculum substitutes and by using elective courses to fulfill certification requirements. Students are encouraged to discuss their interests with a departmental representative to obtain additional information.

AREA OF CERTIFICATION¹

	Agronomist	Crop Sci.	Soil Sci.	Horticulturist
Biological science elective.....	2	4	—	—
Plant Biology 320 or PLSS 409 ...	3-4	3-4	3-4	3-4
Chemistry 210, 211, 339, 341, 350,	9	9	9	9
Economics elective	3	3	—	—
Agribusiness Economics 333	—	—	—	3
Engineering elective	—	—	3	—
Geology 220	—	—	3	—
Plant and Soil Science 305	—	—	—	4
Plant and Soil Science 200 or 220, 240, 381	9	9	9	9
Pest management/plant protection (weed science, plant pathology/ entomology, pest control, Plant and Soil Science 420	6	6	—	6
Mathematics (including statistics requirement) 140 and 282	7	7	7	—
Other PLSS courses ⁴ :				
Crop sciences.....	3	12	3	—
Soil sciences	3	3	11	—
Agronomy electives.....	9	3	3	—
Horticulture				
Plant and Soil Science 322, 423, 424, 432, 436, 437	—	—	—	12
Plant and Soil Science 442, 445, 446, 447, 448	—	—	—	3
Plant and Soil Science 325, 327, 328a, 328b, 422, 428, 429, 430, 434	—	—	—	6
Plant and Soil Science 405, 433, Plant Biology 400, 409, Plant and Soil Science 401 and 403b, Agricultural Systems 1185.....	—	—	—	6
Agriculture electives	13-14	8-9	16-17	15-16
Total	120	120	120	120

¹Meets academic requirements for certification by ARCPACS: Federation of Certifying Boards in Agriculture, Biology, Earth and Environmental Sciences (includes Agronomy, Crop Science, Soil Science, Horticulture and other disciplines).

²The UCC requires 41 hours of courses. CHEM and PLB are 4 hour courses, only 3 hours count toward UCC requirements.

³ Mathematics 111 may be substituted.

⁴PLSS electives must include 18 hours of structured coursework at the 300- or 400- level with no less than 12 semester hours at the 400 level.

⁵Agricultural Systems 118 or equivalent computer course is a departmental requirement.

⁶Required for first semester students.

AREA OF CERTIFICATION¹

	Agronomist	Crop Sci.	Soil Sci.	Horticulturist
<i>University Core</i>				
<i>Curriculum Requirements</i>	<i>43²</i>	<i>43²</i>	<i>43²</i>	<i>43²</i>
Physics 203a substitutes				
for Physics 101	3	3	3	—
Chemistry 200 and 201 substitutes				
for Chemistry 106	4	4	4	4
Plant Biology 200 substitutes				
for Plant Biology 115	4	4	4	4
Agribusiness Economics 204				
substitutes for Economics 113.....	3	3	3	3
English 101 and 102	6	6	6	6
Speech Communication 101	3	3	3	3
Mathematics 108 ³	3	3	3	3
UCOL 101F ⁶	3	3	3	3
Other UCC requirements.....	17	17	17	20
<i>Requirements for Major in Plant and Soil Science</i>	<i>77</i>	<i>77</i>	<i>77</i>	<i>77</i>
Courses in two other departments in agriculture (All options must take Agricultural Systems 118. It fulfills additional mathematics requirements for Agronomist and Soil Scientist options)	6	6	6	—

Courses (PLSS)

200-3 Introduction to Crop Science. [IAI Course: AG 903] Production of important field crops of the world with greatest emphasis on U.S. and Midwestern field crops; crop production changes and adjustments, crop distribution over U.S., and crop groups and classifications, special agronomic problems, crop enemies, crop ecology, fertilizer and liming practices, tillage, crop improvement through breeding. Field trip (no cost).

220-4 General Horticulture. [IAI Course: AG 905] Introductory horticulture course that will provide students with a foundation for more advanced horticulture courses and an understanding of the growing and care of plants. The course is designed to acquaint students with the science, art and culture of producing

the various horticultural crops. Special approval needed from the department. Lab fee: \$50.

225-2 Genetics for the Amateur Gardener. An introduction to the essential principles of genetics and plant hybridization utilizing common garden and house plants.

228-2 Floral Arrangements. Theory and practice in the art of flower and plant arrangement for the home, show, and special occasions. History, elements, and principles of design and the use of color. Lab Fee: \$75.

238-2 Home Gardening. Gardening techniques for the home gardener including site selection, garden planning, utilization of compost and mulch, pest management, and container gardening. Both inorganic and organic gardening methods are discussed along with the latest recommended varieties for the small garden. Lab fee: \$25.

240-4 Soil Science. [IAI Course: AG 904] Basic and applied chemical, physical, and biological concepts in soils. The origin, classification and distribution of soils and their relationship to humans and plant growth. Special approval needed from the department. Lab fee: \$15.

257-1 to 10 Work Experience. Credit for on-campus work experience in the areas of plant and soil science, or credit through a cooperative program developed between the department and the Office of Student Work and Financial Assistance. Credit awarded based on 4 hours of work per week during the semester for each hour of credit. Special approval needed from the department. Mandatory Pass/Fail.

300-4 Field Crop Production. Principles of growth and production of field crops and their utilization. Laboratory demonstrating principles including research projects and modern production techniques. Prerequisite: an introductory crops course or consent of instructor.

305-4 Plant Genetics. Principles of genetics and evolution of plants, elementary plant breeding, and the interaction between plant breeding and industry. Special approval needed from the department.

322-3 Turfgrass Management. Principles and methods of establishing and maintaining turfgrass for lawns, recreational areas, public recreation areas, public grounds and higher-management turf. Identification of plant species, soil properties, and management pertinent to variable environments. Prerequisite: a plant biology course. Lab fee: \$50.

324-3 Landscape Annuals. Identification, classification, culture, and use of herbaceous annuals or plants treated as annuals in the landscape. Special approval needed from the department. Lab fee: \$50.

326-3 Landscape Perennials. Identification, classification, culture and use of herbaceous perennials, hardy bulbous plants, and perennial ornamental grasses in the landscape. Special approval needed from the department. Lab fee: \$50.

327-3 Landscape Plant Materials. Identification, usage and adaptability to the landscape of woody (deciduous and evergreen) and ornamental shrubs, trees and vines. Use of plant keys. Special approval needed from the department. Laboratory fee: \$10.

328A-2 Landscape Design. Introduction to the design process and components of landscape design (plant materials, pavement, site structures, water, landform and buildings). A brief history of landscape design is also explored.

328B-2 Landscape Design Studio. Practical application of landscape design beginning with basic graphic presentation and design skills leading to a final design of a real site. Distance learning course includes short video clips of "how to do." Lab fee: \$20.

333-3 From the Vine to its Wine. Introduction to grape growing and the making, using and appreciation of wine for pleasure, health and profit. Discover the science and art of growing, making and using wine. Participatory approach to instruction with emphasis on beginning the novice on a successful journey through the wonderful world of grapes and wine. Includes a Midwest perspective. A three-day tour of the regional industry and a Saturday tour of local establishments required. Must be 21 years of age by September 15 (prior to wine tasting exercises) of semester taken to enroll. Proof of age and signature on informed consent form required at first class meeting. Offered fall semester only. Purchase and use of required textbook mandatory. Lab fee: \$245.

347-3 Urban Soils. A study of the function, structure, and management of soils in urban environments. The emphasis of this class is on urban horticulture: turf, urban forests, and landscape plants in urban settings. The course will focus on the understanding and implementation of basic soil concepts, with an emphasis on sustainability and management of urban soils to minimize maintenance and maximize its utility. Special approval needed from the department. Lab fee: \$80.

359-1 to 6 Intern Program. Supervised work experience program in either an agricultural agency of the government or agribusiness. Restricted to junior standing. Special approval needed from the department. Mandatory Pass/Fail.

370-3 Agroecology-Sustainable Agricultural Systems. An introduction to the biotic, natural resource, environmental, social and economic implications and requirements of sustainable agriculture. Special approval needed from the department.

381-1 to 2 (1,1) Plant and Soil Science Seminar. Discussion of special topics and/or problems in the various areas of plant and soil science. Prerequisite: Speech Communication 101. Restricted to junior standing.

390-1 to 8 Special Studies in Plant and Soil Science. Assignments involving research and individual problems. Special approval needed from the department.

391-1 to 4 Honors in Plant and Soil Science. Independent undergraduate research sufficiently important to three hours per week of productive effort for each credit hour. Special approval needed from the department.

400-2 Trends in Agronomy. A discussion session format will be employed as a means of acquainting students with recent literature and allowing them to remain current with latest developments in their area of specialty. Special approval needed from the department.

401-2 Agricultural Plant Pathology. (Same as Plant, Soil and Agricultural Systems 401) A study of micro- and macro organisms and environmental factors that cause disease in plants of agricultural importance; of the mechanisms by which these factors induce disease in plants; and of the methods for managing diseases and reducing the damage they cause. Special approval needed from the department.

403A-2 Field Crops Diseases. (Same as Plant, Soil and Agricultural Systems 403A) A survey of major diseases of important

field crops in the United States. Disease identification, cycles, and management strategies will be addressed. Not for graduate credit. Special approval needed from the department.

403B-2 Horticultural Crop Diseases. (Same as Plant, Soil and Agricultural Systems 403B) A survey of major diseases of important horticultural crops in the United States. Disease identification, cycles, and management strategies will be addressed. Not for graduate credit. Special approval needed from the department.

403C-1 Turfgrass Diseases. (Same as Plant, Soil and Agricultural Systems 403C) A survey of major diseases of important turfgrasses in the United States. Disease identification, cycles, and management strategies will be addressed. Not for graduate credit. Special approval needed from the department.

403D-1 Tree Diseases. (Same as Plant, Soil and Agricultural Systems 403D) A survey of major diseases of important tree species in the United States. Disease identification, cycles, and management strategies will be addressed. Not for graduate credit. Special approval needed from the department.

405-3 Plant Breeding. (Same as Plant, Soil and Agricultural Systems 405) Principles of plant breeding emphasized together with their application to the practical breeding of agronomic, horticultural, and forest plants. Special approval needed from the department. Field trip costs approximately \$10.

408-3 World Crop Production Problems. (Same as Plant, Soil and Agricultural Systems 408) Ecological and physiological factors influencing production in various areas of the world. Natural limitations on world crop production. Non-agricultural factors influence world crop output. Prerequisite: PLSS 200.

409-3 Crop Physiology. (Same as Plant, Soil and Agricultural Systems 409) Principles of basic plant physiology. Topics include cell structure, photosynthesis, respiration, water and mineral relations, vascular transport and plant growth regulators. Special approval needed from the department. Fee: \$50.

419-3 Plant Molecular Biology. (Same as Plant, Soil and Agricultural Systems 419, Plant Biology 419) A survey of molecular phenomena unique to plant systems. Topics will include: genome organization and synteny between plant genomes, transcriptional and post-transcriptional control of gene expression, signal transduction, epigenetics, plant-pathogen interactions and responses to biotic- and abiotic-stresses. Special approval needed from the department.

420-4 Crop Pest Control. (Same as Plant, Soil and Agricultural Systems 420) Study of field pests of forest, orchard, field, and garden crops; pest control principles and methods; control strategy; and consequences of pest control operations. Special approval needed from the department. Lab fee: \$35.

421-3 Turf Management Issues and Strategies. (Same as Plant, Soil and Agricultural Systems 421) Issues in environment, technology, management, society, politics, business, and sports that interact with turf management. Students will utilize periodicals and other references for preparing papers addressing these issues. Prerequisite: PLSS 322 or permission of instructor. Lab fee: \$25.

422-3 Turfgrass Science and Professional Management. (Same as Plant, Soil and Agricultural Systems 422) Basic concepts of physiology, growth, and nutrition of turfgrasses and their culture. Application of turfgrass science to management of special areas, such as golf courses, athletic fields, sod farms, and to the

turfgrass industry. Prerequisite: PLSS 240 and PLSS 322 or equivalent or consent of instructor. Lab fee: \$50.

423-3 Greenhouse Management. (Same as Plant, Soil and Agricultural Systems 423) Principles of greenhouse management controlling environmental factors influencing plant growth; greenhouses and related structures; greenhouse heating and cooling systems. Prerequisite: PLSS 220 or consent of instructor. Lab fee: \$40.

424-4 Floriculture. (Same as Plant, Soil and Agricultural Systems 424) Production, timing, and marketing of the major floricultural crops grown in the commercial greenhouse. Each student will have an assigned project. Special approval needed from the department. Lab fee: \$40.

425-4 Environmental Physiology of Plants. (Same as PLB 425; Same as PSAS 425) The environmental physiology of plants focuses on the 1) influence of abiotic factors (e.g., light, water, temperature, nutrients, pollutants) on growth, development, and yield; 2) mechanisms by which plants respond to these abiotic factors; 3) use of biotechnology to increase abiotic stress tolerance in model and crop plants. Prerequisite: PLB 320 or PLSS 409. A \$35 laboratory fee will be assessed.

426-4 Genomics and Bioinformatics. (Same as Plant, Soil and Agricultural Systems 426) This course is designed to introduce students from a variety of backgrounds and departments to the scope and methodology of genomic and bioinformatic sciences. Real problems and solutions from genome data analysis are studied in this course to see how high throughput genomics is driving bioinformatics, and changing the biological sciences in revolutionary way. Special approval needed from the department.

427-5 Plant Biochemistry. (Same as Plant Biology 427 and Plant, Soil and Agricultural Systems 427) Exploration of fundamental biochemical pathways in plants with an emphasis upon carbon and nitrogen metabolism. Not for graduate credit. Special approval needed from the department. Lab fee: \$35.

428-3 Advanced Landscape Design I. (Same as Plant, Soil and Agricultural Systems 428) Development of the design process, graphics and verbal communication of landscape projects. Emphasis on large scale projects and residential design. Special approval needed from the department. Lab fee: \$25.

429-3 Advanced Landscape Design II. (Same as Plant, Soil and Agricultural Systems 429) Development of the design process, graphics and verbal communication of landscape projects. Emphasis on construction details, color rendering and portfolio development. Special approval needed from the department. Lab fee: \$25.

430-4 Plant Propagation. (Same as Plant, Soil and Agricultural Systems 430, Plant Biology 430) Fundamental principles of asexual and sexual propagation of horticultural plants. Actual work with seeds, cuttings, grafts, and other methods of propagation. Not for graduate credit. Prerequisite: PLSS 220. Field trip cost approximately \$5. Lab fee: \$40.

431-4 Landscape Construction. (Same as Plant, Soil and Agricultural Systems 431) An introduction course in the basic elements of landscape construction dealing with wood, concrete, masonry, and stone. Emphasis will be placed on safety, interpretation of construction drawings, specifications for specific structures, materials selection, cost estimation, site preparation, and construction techniques. Not for graduate credit. Pre-

requisite: PLSS 220. Lab fee: \$170.

432-4 Garden Center and Nursery Management. (Same as Plant, Soil and Agricultural Systems 432) Principles and practices in both fields and container production or ornamental landscape materials and the marketing of landscape plant materials at the nursery and retail garden center. Business management or both nurseries and garden centers will be included. Not for graduate credit. Special approval needed from the department. Lab fee: \$50.

433-4 Introduction to Agricultural Biotechnology. (Same as ANS 433) (Same as Plant, Soil and Agricultural Systems 433, PLB 433) This course will cover the basic principles of plant and animal biotechnology using current examples; gene mapping in breeding, transgenic approaches to improve crop plants and transgenic approaches to improve animals will be considered. Technology transfer from laboratory to marketplace will be considered. An understanding of gene mapping, cloning, transfer and expression will be derived. Not for graduate credit. Special approval needed from the department.

434-3 Landscape Maintenance Operations. (Same as Plant, Soil and Agricultural Systems 434) Course is designed as a general introduction to landscape maintenance operations. Topics discussed include plant selection, site selection, climatic effects, planting, fertilization, pruning, diagnosis of plant problems, weed control and pest management. Emphasis given to business management practices and cost estimation skills. Not for graduate credit. Special approval needed from the department.

435-1-4 Agricultural Molecular Biotechnology Seminar. (Same as Animal Science 435 and Plant, Soil and Agricultural Systems 435) Molecular biology is rapidly making important contributions to agricultural science through biotechnology. An appreciation of the techniques of molecular biology and their application to plant improvement is important to all in agriculture and biology. The relationships between plant molecular biology and the biotechnology industry will be discussed. Presentations on particular research problems will be made. Graded P/F. Not for graduate credit.

436-4 Successful Fruit Growing. (Same as Plant, Soil and Agricultural Systems 436) Learn how to grow and use temperate fruit trees for your pleasure and/or economic benefit. Learn to use the basic principles of plant-environment interaction to understand and solve common problems found in the culture of tree fruit crops in the landscape, garden or orchard. Master the secrets of fruit growing through emphasis on hands-on experiential laboratories. Focus on midwest culture of tree fruit and nut crops. One-day field trip. Required textbook mandatory. Not for graduate credit. Special approval needed from the department. Lab fee: \$135.

437-4 Vegetable Production. (Same as Plant, Soil and Agricultural Systems 437) Culture, harvesting, and marketing of vegetables; with morphological and physiological factors as they influence the crops. Not for graduate credit. Special approval needed from the department. Lab fee: \$25.

438-3 Plant and Animal Molecular Genetics Laboratory. (Same as PLB 438, PSAS 438, AGSE 438, ZOOL 438) Arabidopsis and Drosophila model organisms, lab-based training in laboratory safety, reagent preparation, phenotype analysis, genetics, DNA and RNA analysis, PCR, cDNA construction, cloning and sequencing of genes. Includes plant and bacterial transformation,

and a population level analysis of genetic variation using RAPD markers in grasses and Alu insertion in humans. Two 2-hr labs and one 1-hr lecture per week. Not for graduate credit. Prerequisite: BIOL 305 or equivalent or consent of instructor. Lab fee: \$30.

439-3 Introduction to Landscape Design Software. (Same as PSAS 439) Introduces students to a popular software program used to create landscape designs. Emphasis is on learning the software program rather than learning the design process. Prerequisite: PLSS 328A and PLSS 328B.

441-3 Soil Morphology and Classification. (Same as Plant, Soil and Agricultural Systems 441) Development, characteristics, and identification of soils, study of profiles; and interpretation and utilization of soil survey information in land use planning. Not for graduate credit. Special approval needed from the department. Field trip costing approximately \$5.

442-3 Soil Physics. (Same as Plant, Soil and Agricultural Systems 442) A study of the physical properties of soils with special emphasis on soil and water relationships, soil productivity, and methods of physical analysis. Not for graduate credit. Prerequisite: PLSS 240.

443-3 Soil Management. (Same as Plant, Soil and Agricultural Systems 443) The soil as a substrate for plant growth. Properties of the soil important in supplying the necessary mineral nutrients, water and oxygen and for providing an environment conducive to plant root system elaboration. Soil management techniques important in optimizing plant growth. Not for graduate credit. Prerequisite: PLSS 240.

445-3 Irrigation Principles and Practices. (Same as Plant, Soil and Agricultural Systems 445) This course will cover basic principles of irrigation sciences; water requirements of crops; soil water relationship; water application methods including flooding, sprinkler, and drip (or trickle) systems; water conveyance, distribution and measurement; evaluation of irrigation efficiency; and irrigation scheduling. Considerations will also include crop production effects and economic aspects of irrigation. Not for graduate credit. Special approval needed from the department.

446-3 Soil and Water Conservation. (Same as Plant, Soil and Agricultural Systems 446) Covers the principles of hydrologic processes and soil erosion. Consideration will be given to the occurrence of soil erosion as it affects humans, food production, and the environment. The methods and technologies for protecting against and controlling of erosion will also be discussed. Not for graduate credit. Special approval from the department.

447-3 Fertilizers and Soil Fertility. (Same as Plant, Soil and Agricultural Systems 447) Recent trends in fertilizer use and the implications of soil fertility build up to sufficiency and/or toxicity levels; the behavior of fertilizer material in soils and factors important in ultimate plant uptake of the nutrients; the plant-essential elements in soils and ways of assessing their needs and additions; tailoring fertilizer for different uses and management systems; implication of excessive fertilization in our environment. Not for graduate credit. Special approval needed from the department.

448-2 Soil Fertility Evaluation. (Same as Plant, Soil and Agricultural Systems 448) A laboratory course designed to acquaint one with practical soil testing and plant analysis methods useful in evaluating soil fertility and plant needs. One hour lecture,

two hours laboratory. Not for graduate credit. Special approval needed from the department. Lab fee: \$15.

454-4 Soil Microbiology. (Same as MICR 454, Plant, Soil and Agricultural Systems 454) A study of microbial numbers, characteristics and biochemical activities of soil microorganisms with emphasis on transformations of organic compounds, nitrogen phosphorus, sulfur, iron, and plant essential nutrients. Not for graduate credit. Prerequisite: PLSS 240 or Microbiology 301. Lab fee: \$15.

455-3 Biology of Plant-Microbe Interactions. (Same as PSAS 455) The molecular basis of host-pathogen interactions and disease development in plants is examined with a critical review of original and current literature focusing on the mechanisms of pathogenesis, virulence, disease development and resistance, and response mechanisms in plants. Special approval needed from the department.

466-4 Vine and Small Fruit Culture. (Same as Plant, Soil and Agricultural Systems 466) Study of the developmental patterns and environmental responses of important vine and small fruit crops; strawberries, brambles, blueberries, grapes and exotic crops. Learn to adapt these crops to profitable culture for the amateur or professional with a Midwest focus. Practical hands-on experience in the classroom and the field. Two one-day field trips required. Required textbooks mandatory. Not for graduate credit. Special approval needed from the department. Lab fee: \$150.

468-3 Weeds - Their Control. (Same as Plant, Soil and Agricultural Systems 468) Losses due to weeds, weed identification and distribution, methods of weed dissemination and reproduction, mechanical, biological, and chemical control of weeds. State and Federal legislation pertaining to weed control herbicides. Herbicide commercialization. Not for graduate credit. Special approval needed from the department. Field trips costing approximately \$5.

470-2 Post Harvest Handling of Horticultural Commodities. (Same as Plant, Soil and Agricultural Systems 470) Fundamental principles of post harvest physiology, handling, and evaluation of horticultural commodities will be covered. Specific details will be given on vegetable, fruit, ornamental, and floricultural commodities. Not for graduate credit. Prerequisite: PLSS 220 and Plant Biology 320. Field trip costing approximately \$30.

475-4 Golf Course Green Installation and Maintenance. (Same as Plant, Soil and Agricultural Systems 475) This course will focus on the requirements, installation, care and maintenance of the rooting media of golf course putting green and turfgrass on disturbed soils. Not for graduate credit. Prerequisite: PLSS 240.

480-3 Designing Outdoor Spaces. (Same as PSAS 480) This course will instruct and challenge the student to design outdoor spaces that cultivate a sense of place as related to the site and the user. The course will review fundamental landscape planning process including principles and elements of design with an emphasis on "green" decision making. Special approval needed from the department.

Plant and Soil Science Faculty

Bond, Jason, Associate Professor, Ph.D., Louisiana State University, 1999.

Boren, Amy, Instructor, M.S., Southern Illinois University, 1980.

Chong, She Kong, Professor, *Emeritus*, Ph.D., University of Hawaii, 1979.

Diesburg, Kenneth, Assistant Professor, Ph.D., Iowa State University, 1987.

Elkins, Donald M., Professor, *Emeritus*, Ph.D., Auburn University, 1967.

Fakhoury, Ahmad, Associate Professor, Ph.D., Purdue University, 2001.

Henry, Paul H., Associate Professor, Ph.D., North Carolina State University, 1991.

Kantartzi, Stella, Assistant Professor, Ph.D., Aristotle University of Thessaloniki, 2006.

Klubek, Brian P., Professor and *Chair*, Ph.D., Utah State University, 1977.

Lightfoot, David A., Professor, Ph.D., University of Leeds, 1984.

McGuire, James M., Professor, *Emeritus*, Ph.D., North Carolina State University, 1961.

Meksem, Khalid, Professor, Ph.D., University of Cologne, 1995.

Midden, Karen L., Professor, M.L.A., University of Georgia, 1983.

Olsen, Farrel J., Professor, *Emeritus*, Ph.D., Rutgers University, 1961.

Preece, John E., Professor, *Emeritus*, Ph.D., University of Minnesota, 1980.

Russin, John S., Professor, *Emeritus*, Ph.D., University of Kentucky, 1983.

Schmidt, Michael E., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1994.

Stucky, Donald J., Professor, *Emeritus*, Ph.D., Purdue University, 1963.

Taylor, Bradley H., Associate Professor, Ph.D., Ohio State University, 1982.

Tweedy, James A., Professor, *Emeritus*, Ph.D., Michigan State University, 1966.

Varsa, Edward C., Professor, *Emeritus*, Ph.D., Michigan State University, 1970.

Walters, S. Alan, Professor, Ph.D., North Carolina State University, 1996.

Young, Bryan G., Professor, Ph.D., University of Illinois, 1998.

Plant Biology (Department, Major, Courses, Faculty)

Plant Biology is the science of plant life, which ranges from the microscopic to giant Sequoia trees. You should consider a major in plant biology if curious about any of these: the kinds of plants that inhabit the earth; how they grow; why they are found where they are; and how or what products they contribute to the lives of humans.

A career in plant biology offers a number of specialties from which one may choose. This diversity allows people with different backgrounds, aptitudes and interests to find careers to their liking. A person with mathematical background might find systems ecology or genetics exciting fields. Persons with an

appetite for the out-of-doors might be happy as an ecologist, for-ester, plant explorer, or preservationist of rare and endangered species. Those who appreciate detail and beauty found in plant structure would find happiness in cell study, anatomy and morphology. Someone with an interest in chemistry could become a plant physiologist, plant biochemist or molecular plant biologist. Those who find an interest in aquatic microscopic forms will study algae. Those with an interest in fungi become mycologists. Those who enjoy mosses will study bryology. All of these fields offer great opportunities to interact with people and have a wide range of employment opportunities in teaching, research, and government service.

Students planning to major in plant biology should consult with the chair of the department for information concerning the programs in the department.

As a general rule, students who intend to apply for admission to a graduate school to study for an advanced degree in plant biology or a related field should pursue the B.S. degree option.

An honors program is available to those juniors and seniors in plant biology who have an overall grade point average of 3.00 or better and an average in plant biology courses of 3.25 or better. Honors students should enroll in Plant Biology 492 during some semester in both junior and senior years.

The department specifies that the College of Science six-hour supportive skills requirement is to be met by completing two designated courses or a foreign language sequence. The two designated courses are to be selected from the following: Math 282 or English 290 or 291, Computer Science 200b, 201, 202. The foreign language requirement can be met by one of the following: (a) passing an eight-hour 100-level sequence in any one of foreign languages offered at Southern Illinois University Carbondale; (b) by earning eight hours of 100-level credit in any one foreign language offered at Southern Illinois University Carbondale by proficiency examination; or (c) completing three years of one foreign language in high school with no grade lower than C.

A student whose native language is not English may use the native language to satisfy part or the entire plant biology foreign language requirement at the University. If the language is presently taught at Southern Illinois University, academic credit may be earned. If the language is not presently taught at the University, no credit is given, but partial or full satisfaction of the plant biology foreign language requirement may be granted if the plant biology department so recommends. A student whose native language is English but who has learned another language not taught at the University may qualify without credit for partial or full satisfaction of the plant biology foreign language requirement under certain circumstances, including formal recommendation by the plant biology department and availability of an examiner and examination materials within the Department of Foreign Languages and Literatures. For information, the student should consult the department undergraduate advisor and/or the College of Science advisement center.

Bachelor of Arts in Plant Biology Degree, College of Science

University Core Curriculum Requirements 41¹
 College of Science Academic Requirements(3) + 7-9

Supportive Skills 6-8
 Mathematics 108 and 109 or 111 (or its equivalent) or 141 4-6
Requirements for Major in Plant Biology (6)+ 52
 Biology 200A, 200B, 304, 305, 306, 307 20
 Plant Biology 300, 304, 320, 360, 480 16
 Chemistry: Two semesters with laboratory at the 200-level or above 10
 Plant Biology Electives 15-17
 Plant Biology Electives can be individualized in one of two ways depending upon the goals and interests of the individual student. Individualized options, and any changes thereof, must be arranged with the student's Plant Biology undergraduate advisor. Options available are:
 1. *General Plant Biology*. Student desiring a diverse background in Plant Biology are required to have 16 elective hours, with at least one course from each of the three specializations listed below.
 2. *Specializations*. Students wishing to study specific topics in more detail may specialize in one of three areas.
Ecology
 Requires a minimum sixteen credit hours with 12-13 credit hours selected from: Plant Biology 410, 416, 435, 439, 440, 443, 444, 445, 447, 450, 452, and 3-4 credit hours from one of the other specializations.
Molecular and Biochemical Physiology
 Requires Plant Biology 419, a minimum of 9-10 credit hours from the following courses: Plant Biology 400, 420, 425, 427, 471, 475, 476, and 3-4 credit hours from one of the other specializations.
Systematics and Biodiversity
 Requires Plant Biology 449, a minimum of 9-10 credit hours from the following courses: Plant Biology 400, 405, 406, 409, 415, 420, 439, 447, 450, 451, and 3-4 credit hours from one of the other specializations.
Electives 15-16
Total 120

¹The 41-hour requirement may be reduced by taking College of Science or major requirements that are approved substitutes for University Core Curriculum courses. Must include UCOL 101S or approved substitute.

²CHEM 200 and 201 together satisfy the Disciplinary Studies-Science, group I University Core Curriculum requirement while PLB 200 satisfies the Disciplinary Studies-Science, Group II requirement. The hours for these courses can be contributed to the 41 Core hours.

Bachelor of Arts in Plant Biology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 200, 201; 210, 211.....	5	5
ENGL 101, 102.....	3	3
MATH 108, 109.....	3	3
BIOL 200a,b	4	4
UCOL 101S.....	3	-
<i>Total</i>	18	15
SECOND YEAR	FALL	SPRING
BIOL 305	-	3

BIOL 307, Social Science	3	3
PLB 320	4	-
SPCM 101, Fine Arts	3	3
Social Science	3	-
General Electives	3	6
Total	16	15

THIRD YEAR	FALL	SPRING
BIOL 306, PLB Elective	3	4
Humanities	6	-
PLB 300, 304	4	4
Supportive Skill, PLB 360	3	3
BIOL 304	-	3
Total	16	14

FOURTH YEAR	FALL	SPRING
Multicultural	3	-
PLB 480	-	1
PLB Electives	6	6
General Electives	4	3
Supportive Skills	-	3
Total	13	13

Bachelor of Science in Plant Biology Degree, College of Science

University Core Curriculum Requirements 41¹
 College of Science Academic Requirements (3) + 7-9
 Supportive Skills 6-8
 Mathematics 108 and 109, or 111 (or its equivalent) 4-6
 Requirements for Major in Plant Biology (6)+ 63
 Biology 200A, 200B, 304, 305, 306, 307 20
 Plant Biology 300, 304, 320, 360, 480 16
 Chemistry and/or Physics 18-20
 Two years with laboratory at the 200-level or above.
 Mathematics 141 or approved substitution 4
 Disciplinary Electives 16
 Plant Biology Electives can be individualized depending upon the goals and interests of the individual student. Individualized options, and any changes thereof, must be arranged with the student's Plant Biology undergraduate advisor. Options available are:

- 1. General Plant Biology.** Student desiring a diverse background in Plant Biology are required to have 16 elective hours, with at least one course from each of the three specializations listed below.
- 2. Specializations.** Students wishing to study specific topics in more detail may specialize in one of three areas. Approved courses from other departments may be taken to fulfill specialization requirements.

Ecology

Requires a minimum of 16 credit hours with 12-13 credit hours selected from: Plant Biology 410, 416, 435, 439, 440, 443, 444, 445, 447, 450, 452, or approved substitution and 3-4 credit hours from one of the other specializations.

Molecular and Biochemical Physiology

Requires Plant Biology 419, a minimum of 9-10 credit

hours selected from Plant Biology 400, 420, 425, 427, 471, 475, 476, or approved substitution and 3-4 credit hours from one of the other specializations.

Systematics and Biodiversity

Requires Plant Biology 449, a minimum of 9-10 credit hours from Plant Biology 400, 405, 406, 409, 415, 420, 439, 447, 450, 451, or approved substitution and 3-4 credit hours from one of the other specializations.

General Electives	3-5
Total	121

¹The 41-hour requirement may be reduced by taking College of Science or major requirements that are approved advanced University Core Curriculum courses.

Bachelor of Science in Plant Biology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
CHEM 200, 201; 210, 211	5	5
ENGL 101, 102	3	3
MATH 108, 109	3	3
BIOL 200a, 200b	4	4
UCOL 101S	3	-
Total	18	15

SECOND YEAR	FALL	SPRING
PLB 320, BIOL 305	4	3
BIOL 307, Social Science	3	3
CHEM or PHYS	4	4
Humanities	3	-
Disciplinary Electives	-	3
Human Health	2	-
Total	16	13

THIRD YEAR	FALL	SPRING
SPCM 101	3	-
BIOL 306, Humanities	3	3
PLB 300, 304	4	4
Disciplinary Electives	-	4
MATH 141 or approved substitution, PLB 360	4	3
BIOL 304	-	3
Total	14	17

FOURTH YEAR	FALL	SPRING
Multicultural	-	3
Fine Arts, PLB 480	3	1
Disciplinary Electives	6	3
Supportive Skills	3	3
Social Science	-	3
General Electives	3	-
Total	15	13

General Minor

A general minor in plant biology consists of a minimum of 16 semester hours, selected from any plant biology offerings except University Core Curriculum courses (PLB 115, 117, 301i and

303i) and PLB 360, 390, 391, 490, 491, or 492.

Tracked Minors

A. *Plant Biology, with emphasis in Plant Biodiversity*: Consists of 16 credit hours selected from the course listed below. The or indicates a one-or-the-other choice option. PLB 300; 304 or 451; 400 or 415, 404 or 405 or 409; 406 or 410; 430 or 450

B. *Plant Biology, with emphasis in Plant Ecology*: Consists of 16 credit hours taken from the list of courses below. BIOL 307, PLB 304, any three of the following courses: PLB 435, 440, 443, 444, 445, 447 or 452

C. *Plant Biology, with emphasis in Plant Biotechnology*: Consists of 16 credit hours from the following courses: BIOL 305, 306, PLB 320, 419, 420, 433, or 471.

Courses (PLB)

For all field courses in plant biology, students will be assessed a transportation fee. In addition, certain courses may require the purchase of additional materials and supplies. The fees listed may not be current. Contact the Department of Plant Biology to obtain information on the fees for specific courses.

115-3 General Biology. (University Core Curriculum) (Same as Zoology 115) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Lab fee: \$15.

117-3 Plants and Society. (University Core Curriculum) [IAI Course: L1 901L] A multidisciplinary approach to understanding the relationships between plants and humans: basic botanical principles (cell structure, morphology, anatomy, physiology, genetics, systematics, diversity and ecology); historical and modern uses of plant (fibers, building materials, crops, beverages, medicines); crops, poisonous plants, and biotechnology. Observational and experimental labs reinforce lecture topics. Lab fee: \$15.

200-4 General Plant Biology. (Advanced University Core Curriculum course) An introduction to Plant Biology. Emphasis is placed on structure and reproduction, embryo development, and vital developmental processes needed for plant survival, such as photosynthesis, respiration, water transport and nutrient assimilation. Other topics include cell division, basic Mendelian genetics, DNA, RNA, protein synthesis, taxonomy, evolution, ecology, and conservation. The course also includes a brief overview of medicinal plants and their biologically active compounds. Satisfies University Core Curriculum Science Group II requirement in lieu of Plant Biology 115 or Zoology 115. Lab fee: \$15.

300-4 Diversity of Plants, Algae, and Fungi. This course surveys the history and diversity of algae, land plants, and fungi-branches of the tree of life that are of immense importance both to the ecosystem and to human interests. Emphasis is on evolution, ecology, symbiotic relationships, life cycles, and adaptive morphology. Three lectures and one 2-hour laboratory per

week. Prerequisite: either Biology 200B or Plant Biology 200. Lab fee: \$50.

301-3 Environmental Issues. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) Fundamental biological processes governing the individual, population, and community ecology of organisms are integrated with the social and political background of contemporary environmental issues. Emphasis is placed on critical analysis and discussion. Two lectures and one discussion per week. Prerequisite: none, but strongly recommend completion of core science requirements. Lab fee: \$15.

303I-3 Evolution and Society. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) An introduction to the basics of biological evolution and the effect of biological evolution on society. Historical and modern interpretations of biological evolution on the human experience will be developed. This will include legal, political, religious, scientific, racist, sexist, philosophical and educational aspects. Topics will be covered via discussions, presentations, papers and debates. Prerequisite: strongly recommend completion of University Core Curriculum Science requirements. Lab fee: \$15.

304-4 Elements of Plant Systematics. This course covers the principles of plant classification including history, nomenclature, specimen collection and preservation, current systematic methodologies, and a survey of major plant families. Two lectures and four hours of lab per week. Prerequisites: BIOL 200B or PLB 200. Lab fee: \$50.

317-4 Introduction to Medical Botany. A survey of plants affecting human health and how they are used historically and in modern times, with emphasis on the biologically active constituents. Laboratory experiments will introduce students to techniques in production, isolation, chemical analysis and biological testing of medical compounds from plants. Two lectures and 4 hours of laboratory per week. Prerequisites: BIOL 200A and 200B, CHEM 140A or CHEM 200 and 201. Lab fee: \$25.

320-4 Elements of Plant Physiology. The processes used by plants to meet their basic needs and to control growth and development. Three lectures and two laboratory hours per week. Prerequisite: Biology 200B or Plant Biology 200; CHEM 200 and CHEM 201. Lab fee: \$50.

335-2 Methods in Genetics. Selected organisms and techniques illustrating genetic principles. Two two-hour laboratories per week. Prerequisite: Biology 305 or equivalent.

351-3 Ecological Methods. (Same as ZOOL 351) Basic ecological field techniques for analysis of community structure and functional relationships. Two 4-hour laboratories per week. Prerequisite: BIOL 307. Laboratory/field trip fee: \$25.

360-3 Introductory Biostatistics. (Same as ZOOL 360) Introduction to basic statistical concepts and methods as applied to biological data. Includes descriptive techniques such as measures of central tendency, variability, hypothesis testing, analysis of variance and simple linear regression and correlation. Analysis of computer generated output and report writing required. This course does not fulfill the College of Science Biological Sciences requirement. Prerequisite: MATH 108.

390-1 to 3 Readings in Plant Biology. Individually assigned readings in botanical literature. Every semester. Special approval needed from the departmental chair.

400-4 Plant Anatomy. This course is an introduction to the dif-

ferentiation, diversification and structure of plant tissues and organs, with emphasis on the organization of seed plants. Laboratory will include instruction in the techniques of microscopy used in the study of plant structure. Two lectures and two laboratories per week. Prerequisite: Biology 200B or Plant Biology 200. Lab fee: \$50.

405-4 The Fungi. A survey of the fungi, their structure, development, relationships, ecological roles, and economic importance. Two lectures and two laboratories. Prerequisite: Biology 200B or Plant Biology 200 or equivalent, Plant Biology 300 or equivalent recommended. Lab fee: \$15.

406-3 Bryology. An introduction to the biology of mosses, liverworts, and hornworts, with emphasis on structure, development, and phylogeny, but also including the study of their genetics, biochemistry, and physiology. Two lectures and one laboratory per week. Prerequisite: PLB 300. Lab fee: \$15.

409-3 Field Mycology. The taxonomy, ecology, and distribution of fungi in southern Illinois and environs with emphasis on techniques of specimen collection, preservation, identification, and recognition. This is a field-based course wherein field trips are made most weeks. Also microscopic examination of living specimens is required. Lab fees are needed for travel and microscope supplies. Prerequisite: Biology 200B or Plant Biology 200; Plant Biology 300 recommended. A field trip fee of \$15 will be assessed.

410-4 Ecology of Bryophytes. This course is a field-based focus on learning identification of the local flora. Interactions of bryophytes to their environment are examined through lectures, laboratories, and field study. Importance of mosses and liverworts to ecosystems, community analysis, and population interactions are emphasized. Two lecture/laboratory/field trips per week. Prerequisite: BIOL 307 and PLB 300, or consent of the instructor. Lab fee: \$50.

415-5 Morphology of Vascular Plants. This course examines the external form, internal structure, and relationships of vascular plants. Three lectures and two labs per week. Prerequisite: BIOL 200A and BIOL 200B, or PLB 200; PLB 300 and PLB 400 recommended. Lab fee: \$40.

416-3 Limnology. (Same as ZOOL 415) Lakes and inland waters; the organisms living in them, and the factors affecting these organisms. Two lectures per week and one 4-hour laboratory alternate weeks. Offered fall term. Prerequisite: Zoology 220A.

419-3 Plant Molecular Biology. (Same as Plant, Soil and Agricultural Systems 419, Plant and Soil Science 419) A survey of molecular phenomena unique to plant systems. Topics will include: genome organization and synteny between plant genomes, transcriptional and post-transcriptional control of gene expression, signal transduction, epigenetics, plant-pathogen interactions and responses to biotic- and abiotic-stresses. Prerequisite: Biology 305 or Plant and Soil Science 305. Restricted to junior standing.

421-4 Botanical Microtechnique. Introduction to practical methods of preservation and preparation of plant materials for laboratory and microscopic study. Paraffin and plastic embedding and sectioning techniques, and use of general and histochemical stains stressed. Includes chromosome squashing, whole-mount preparation, photomicrography, and other techniques. One lecture and three laboratories per week. Prerequisite:

either Biology 200B or Plant Biology 200.

425-4 Environmental Physiology of Plants. (Same as PLSS 425; Same as PSAS 425) The environmental physiology of plants focuses on the 1) influence of abiotic factors (e.g., light, water, temperature, nutrients, pollutants) on growth, development, and yield; 2) mechanisms by which plants respond to these abiotic factors; 3) use of biotechnology to increase abiotic stress tolerance in model and crop plants. Prerequisite: PLB 320 or PLSS 409. A \$35 laboratory fee will be assessed.

427-5 Plant Biochemistry. (Same as PLSS 427 and PSAS 427) Exploration of fundamental biochemical pathways in plants with an emphasis upon carbon and nitrogen metabolism. Prerequisite: PLB 320 or consent of instructor. Lab fee: \$35.

433-4 Introduction to Agricultural Biotechnology. (See Animal Science 433, Plant and Soil Science 433) Restricted to senior standing or consent of instructor.

435-3 Plant-Insect Interactions. (Same as Zoology 435) Plants and insects have played major roles influencing each other's evolutionary diversification. This course will be evolutionary and ecological examination of the interactions between plants and insects. Topics will include herbivory, pollination relationships, antplant mutualisms, host plant choice, specialization vs. generalized relationship, seed and fruit dispersal, coevolution/cospeciation, and chemical, and chemical ecology. Prerequisite: Biology 200A,B or equivalent, Biology 307 or equivalent.

438-3 Plant and Animal Molecular Genetics Laboratory. (Same as AGSE 438, PLSS 438, PSAS 438, ZOOL 438) Arabidopsis and Drosophila model organisms, lab-based training in laboratory safety, reagent preparation, phenotype analysis, genetics, DNA and RNA analysis, PCR, cDNA construction, cloning and sequencing of genes. Includes plant and bacterial transformation, and a population level analysis of genetic variation using RAPD markers in grasses and Alu insertion in humans. Two 2-hr labs and one 1-hr lecture per week. Prerequisite: BIOL 305 or equivalent or consent of instructor. Lab fee: \$30.

439-2 Natural Areas and Rare and Endangered Species. Evaluation of the natural area preservation concept with emphasis on how to detect natural areas and methods to preserve them. Emphasis on the rare and endangered species program, its significance, and its methodology. Prerequisite: PLB 304, Biology 307.

440-3 Grassland Ecology. This course examines grassland structure and function in relation to various biotic and abiotic factors. Field trips will visit local grasslands. Two lectures and one 4-hour lab per week. Prerequisite: BIOL 307 or consent of instructor. Lab fee: \$50.

443-3 Restoration Ecology. (Same as ZOOL 443) Ecological restoration tests current understanding of ecosystem assembly and function. This course applies ecological theory to restoration, with an emphasis on factors influencing plant community assembly and evaluating restoration success. Two lectures a week and one four-hour lab alternate weeks. Prerequisite: Biology 307.

444-4 Quantitative Plant Ecology. (Same as ZOOL 444) Ecological restoration tests current understanding of ecosystem assembly and function. This course applies ecological theory to restoration, with an emphasis on factors influencing plant community assembly and evaluating restoration success. Two lectures a week and one four-hour lab alternate weeks. Prerequisite:

quisite: BIOL 307. Lab fee: \$15.

445-4 Wetland Ecology and Management. (Same as ZOO 445) This course provides students with experience in wetland ecology and management with an emphasis on wetland functioning, field sampling, and identification of common wetland plants. Prerequisite: either BIOL 200B or PLB 200; and BIOL 307; or consent of instructor. Two lectures and one 4-hour lab per week. Lab fee: \$25.

447-2 to 6 Field Studies in Latin America. Two to six weeks of intensive field work to acquaint students with the flora and vegetation in various environments of Latin America and with ecological and taxonomic field techniques. Cost varies with type of study and location. Prerequisite: advanced standing in one of the biological sciences. Special approval needed from the instructor. Transportation cost: \$80.

449-3 Plant Systematics and Evolution. Plant systematics and evolution using traditional and molecular characters. Includes classification methods, phenetics, cladistics, maximum likelihood, and plant molecular evolution. Prerequisite: PLB 304 (or equivalent) or consent of instructor.

450-2 Plant Geography. Plant distributions are examined from both ecological and historical perspectives. Ecological topics include analysis of limiting factors, occurrence of present biomes, and examination of climate/plant interactions. Historical topics include phylogenetic analysis, evolutionary biogeography, and paleo-floras. Two lectures per week. Prerequisite: BIOL 307 or consent of instructor.

451-3 Flora of Southern Illinois. Exposure to the major upland and lowland communities of southern Illinois with an emphasis on the identification, distribution and ecology of the natural and introduced floristic components. This is a field-based course wherein the students travel to local areas for plant identification. Each week, 4-8 hours per weekly session is spent in field work and travel to specific field sites is required via a university vehicle. Prerequisite: PLB 304 or consent of instructor. Lab fee: \$15.

452-4 Plant Population Ecology. This course covers principles and research techniques of plant population ecology including the spatial, age, size and genetic structures of plant populations. The origin of these different aspects of population structure, their influences upon each other and their temporal dynamics are also examined. Two lectures and one 4-hour lab per week. Prerequisite: BIOL 307 or consent of instructor. Lab fee: \$35.

455-3 Genome Evolution. (Same as ZOO 450) This course introduces the diversity of genomes and the evolutionary forces shaping them. Molecular evolution from the level of single nucleotides to whole genomes will be covered. Prerequisites: BIOL 305 and BIOL 304.

471-3 Introduction to Systems Biology. (Same as ZOO 472) The bioinformatic analysis of large genomic and post-genomic data sets. Integration of gene regulation, protein interaction, metabolite and hormonal signaling provides an understanding of basic cellular circuitry networks. Examine redundancy, robustness and decision making in biological systems. Lab includes databases, tools, and manipulation of large data sets. Prerequisite: BIOL 305 or CS 330. Lab fee: \$15.

475-3 Advanced Cell Biology. Cell structure at molecular and cytological levels. Includes discussions of research methods,

plasma membrane, cell exterior and recognition, the endomembrane system and related organelles, self-replicating organelles, the cytoskeleton, nuclear structure and function in cell replication, cell differentiation and response, and eukaryotic cell evolution. Prerequisite: Biology 306 or equivalent.

476-2 Advanced Cell Biology Laboratory. Laboratory course to accompany Plant Biology 475. Light and electron microscopy, cell culturing, biochemical methods, and experimental protocols are used to study the structure of cell membranes, intracellular organelles, including the Golgi apparatus, ER, mitochondria, plastids, lysosomes, the cytoskeleton, and nucleus. Prerequisite: PLB 475 or concurrent enrollment.

479-3 Plant Variation. Classical and modern plant biosystematics focused at and below the species level. Chromosomal and molecular basis for genetic and phenotypic variation in plants, isolating mechanisms, speciation, hybridization, polyploidy, phylogeography, and conservation genetics will be discussed. Prerequisite: PLB 304 (or equivalent) or consent of instructor.

480-1 Senior Seminar. Reading, writings, discussions and presentations of current research topics in plant biology. Not for graduate credit. Restricted to senior standing or consent of instructor.

490-3 Energetics, Food Webs, and Ecosystems. (Same as ZOO 490) This course places conservation of particular species into the context of community and ecosystem management. Approaches to quantifying energy needs of individual species will be extended to models of trophic networks among multiple species. Food web structure and function, species interactions, and resilience to species loss species invasions, and environmental changes will be examined in light of landscape processes. Prerequisite: BIOL 307 or consent of instructor.

492-2 to 6 Honors in Plant Biology. Individual research problems available to qualified juniors and seniors. Special approval needed from the department chair.

493A-1 to 4 Research Topics in Plant Biology-Ecology. Individual laboratory or field research under supervised direction. Does not count for thesis (PLB 599) or dissertation (PLB 600) credit. Special approval needed from the departmental chair.

493B-1 to 4 Research Topics in Plant Biology-Systematics. Individual laboratory or field research under supervised direction. Does not count for thesis (PLB 599) or dissertation (PLB 600) credit. Special approval needed from the departmental chair.

493C-1 to 4 Research Topics in Plant Biology-Physiology/Molecular Biology. Individual laboratory or field research under supervised direction. Does not count for thesis (PLB 599) or dissertation (PLB 600) credit. Special approval needed from the departmental chair.

Plant Biology Faculty

Anterola, Aldwin M., Associate Professor, Ph.D., Washington State University, 2001.

Ashby, William C., Professor, *Emeritus*, Ph.D., University of Chicago, 1950.

Baer, Sara G., Associate Professor, Ph.D., Kansas State University.

Battaglia, Loretta L., Associate Professor, Ph.D., University of Georgia, 1998.

Bozzola, John J., Professor, Ph.D., Southern Illinois University, 1975.

- Crandall-Stotler, Barbara C.**, Professor, *Emerita*, Ph.D., University of Cincinnati, 1968.
Ebbs, Stephen D., Associate Professor, Ph.D., Cornell University, 1997.
Geisler, Matthew J. B., Assistant Professor, Ph.D., The Ohio State University, 1999.
Gibson, David J., Distinguished Professor, Ph.D., University of Wales - Bangor, 1984.
Matten, Lawrence C., Professor, *Emeritus*, Ph.D., Cornell University, 1965
Mohlenbrock, Robert H., Distinguished Professor, *Emeritus*, Ph.D., Washington University, 1957.
Nickrent, Daniel L., Professor, Ph.D., Miami University, Ohio, 1984.
Renzaglia, Karen S., Professor, Ph.D., SIUC, 1981.
 Richardson, John A., Associate Professor, *Emeritus*, M.F.A., Ohio University, 1969.
Robertson, Philip A., Professor, *Emeritus*, Ph.D., Colorado State University, 1968.
Sipes, Sedonia D., Associate Professor, Ph.D., Utah State University, 2001.
Stotler, Raymond E., Professor, *Emeritus*, Ph.D., University of Cincinnati, 1968.
Sundberg, Walter J., Professor, *Emeritus*, Ph.D., University of California, 1971.
Tindall, Donald R., Professor, *Emeritus*, Ph.D., University of Louisville, 1966.
Vitt, Dale H., Distinguished Professor and *Chair*, Ph.D., University of Michigan, 1970.
Wood, Andrew J., Professor, Ph.D., Purdue University, 1994.
Yopp, John H., Professor, *Emeritus*, Ph.D., University of Louisville, 1969.

Policy Analysis

(SEE AGRIBUSINESS ECONOMICS)

Political Science

(Department, Major, Courses, Faculty)

Political Science is the study of issues that most immediately and profoundly affect our lives. In the global, national and local political arenas, decisions are made every day that influence the way we live. The political science major will prepare you to address these issues intelligently. You will gain knowledge and skills to make a contribution in today’s dynamic economic and political world. Courses in political science teach you skills in writing, analysis and communication and pre-prepare you for work in all sectors of our society: business, education, government and industry.

Students planning to major in political science should consult with the political science academic advisor as early as possible to plan their program of study. As a political science major you will be able to choose from a curriculum that combines structure with flexibility. The department offers three specializations: International Affairs, Pre-Law, and Public Service, as well as several programs of study including Political Elections and Campaigns and Political Reporting and Political Theory. Within each, students choose from the wide range of courses that prepare them best for their future plans and careers. Stu-

dents are encouraged to gain practical experience by enrolling in internships and study abroad programs. Upon obtaining senior status, students with a 3.50 or higher GPA in political science and a 3.25 overall, may enter the political science honors program. Students must consult with the political science academic advisor before enrolling in departmental courses each semester.

Students majoring in political science must complete core and elective requirements listed below for a minimum of 34 hours of which at least 15 must be earned at Southern Illinois University Carbondale. A minimum of three of these courses must be taken at the 400 level. A maximum of nine hours of POLS 390 and 395 and three hours of Individualized Learning Program (ILP) may be counted toward the minimum of 34 hours. Majors may take a 400-level political science ILP course for departmental credit only under special circumstances and with the permission of the Director of Undergraduate Studies. Taking POLS 205 and 270 also satisfies the College of Liberal Arts Writing-Across-the-Curriculum (WAC) requirement. One paper from a Political Science 400-level course in which the student earned a C or higher must be submitted to the departmental academic advisor prior to graduating. Students must complete the departmental exit survey as a final graduation requirement for the major in political science.

Bachelor of Arts Degree in Political Science, College of Liberal Arts

University Core Curriculum Requirements 41
College of Liberal Arts Academic Requirements
 (See Chapter 4) 11
Requirements for Major in Political Science 34
 Orientation Course: POLS 150..... 1
 Core Courses: POLS 114, 205, 250, and 270; and one of the following:
 POLS 300, 330, or 340 15
 Political Science 400 level courses 9
 Political Science electives 9
Minor 15-18
Electives 17-20
Total 120

Political Science Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
Core Science (Biological/Physical).....	3	3
UCOL 101, POLS 114.....	3	3
Core Humanities.....	3	3
ENGL 101, 102.....	3	3
Core Math, Fine Arts.....	3	3
POLS 150.....	1	-
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
SPCM 101, Core Multicultural.....	3	3
Human Health, Core Social Science	2	3
Foreign Languages	4	4
POLS 205, 270.....	3	3

POLS 250, POLS 300/340	3	3
<i>Total</i>	15	16
THIRD YEAR	FALL	SPRING
POLS Electives.....	3	3
POLS 400-level	3	3
Minor courses	6	6
Electives	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
POLS Elective	3	-
POLS 400-level	3	-
Minor courses	3	3
Electives	5	11
<i>Total</i>	14	14

POLITICAL SCIENCE MAJOR—INTERNATIONAL AFFAIRS SPECIALIZATION

Political science majors preparing for careers in international affairs must meet the basic requirements for the political science major including core courses, a minimum of 33 credit hours in political science, three 400-level courses, international affairs specialization requirements and completion of an existing minor or interdisciplinary program of study. In fulfilling these requirements, majors preparing for international affairs will have the opportunity to study international relations, comparative politics, international political economy and the politics of specific countries and regions. (The departmental advisor approves Minors and study abroad programs.)

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Requirement</i> (See Chapter 4).....	11
<i>Requirements for Major in Political Science</i>	49-52
Orientation Course: POLS 150.....	1
Core Requirements POLS 114, 205, 250, and 270; and one of the following: POLS 300, 330, or 340	15
International Affairs Course Sequence	
POLS 372i, 375, 480	9
Political Science 400 level courses	6
Political Science electives	3
Minor (or interdisciplinary study)	15-18
<i>Electives</i>	17-20
<i>Total</i>	120

POLITICAL SCIENCE MAJOR—PRE-LAW SPECIALIZATION

Political science majors preparing for law school must meet the basic requirements for the political science major including core courses, a minimum of 33 credit hours in political science, three 400 level courses, pre-law specialization requirements, and completion of an existing minor, internship, or interdisciplinary program of study. In fulfilling these requirements political science majors preparing for law school will have the opportunity to take courses in subjects like administrative law, civil liberties, civil rights, constitutional law, court management, democratic theory, judicial process, legal process, policy analysis and the theory of law. The Pre-law advisor approves minors and internships.

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Requirements</i> (See Chapter 4).....	11
<i>Requirements for Major in Political Science</i>	49-52
Orientation Course: POLS 150.....	1
Core Requirements POLS 114, 205, 250 and 270	12
Public Law Course Sequence POLS 230, 333A, 333B, and any two of the following: 435, 436, 437, 438, or 475	15
Political Science 400 level courses	3
Political Science electives	6
Minor, Internship, or Interdisciplinary Study	12-18
<i>Electives</i>	17-20
<i>Total</i>	120

POLITICAL SCIENCE MAJOR—PUBLIC SERVICE SPECIALIZATION

Political science majors preparing for public service careers must meet the basic requirements for the political science major including core courses, a minimum of 33 credit hours in political science, three 400-level courses, public service specialization requirements and completion of an existing minor, internship, or interdisciplinary program of study. In fulfilling these requirements, majors preparing for public service have the opportunity to study subjects like administrative law, intergovernmental relations, organizational politics, public policy analysis and public financial administration. (The departmental advisor approves Minors and internships.)

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Requirements</i> (See Chapter 4).....	11
<i>Requirements for Major in Political Science</i>	49-52
Orientation Course: POLS 150.....	1
Core Requirements POLS 114, 205, 250 and 270	12
Public Service Course Sequence	
POLS 340, 413, 415, 444	12
Political Science Electives	9
Minor, Internship, (or interdisciplinary study)	12-18
<i>Electives</i>	17-20
<i>Total</i>	120

Political Science Minor

A minor in political science consists of fifteen hours to be approved by the department advisor. At least nine of the required fifteen credit hours must be earned at Southern Illinois University Carbondale.

Research and Teaching

The faculty in the department come from major academic institutions from around the country. Faculty teaching and research have received national and university wide recognition. Full-time faculty teach virtually all political science courses. The department emphasizes small sections and a close student/faculty relationship.

Advisement

Students in political science have access to an academic advisor in the department for personalized advisement. They also have access to the advisement services in the College of Liberal Arts. Each student consults with the departmental academic advisor and may also see a political science professor for more specialized counseling. Help is offered in course selection and registration, in long-range planning, and career information.

Awards

The department administers several endowed annual awards. See the departmental Web page: <<http://www.siu.edu/departments/cola/polysci>> and departmental academic advisor for additional information on eligibility requirements.

Courses (POLS)

114-3 Introduction to American Government and Politics. (University Core Curriculum) [IAI Course: S5 900] Examines the structure of American national government, the cultural context, and the operation of our political system. Focuses on Constitutional foundations of American government, how differences in race, gender and culture affect the political system, and the American attempt to deal with equality, liberty and order, conflict and cooperation.

150-1 Political Science Orientation. This course introduces students to the study of political science at SIUC. Students will meet the professors in the department and learn about the major subfields of the discipline, opportunities for internships and careers with a political science degree, the activities of SIUC student organizations affiliated with the department, options for graduate study in political science, and resources for improving students' research and writing skills.

170-3 Global Politics. [IAI Course: S5 904N] Examines processes of integration and disintegration that challenge the centrality of the state in the global political system. Focus on how changes in economy, technology, ecology, demography, climate, norms and culture bear on prospects for world order.

205-3 Introduction to Political Thought. This course introduces students to the fundamental questions of political life through reading classical texts in the history of political thought. Topics covered include the nature of the state, justice, equality, liberty, and political morality. Emphasis is placed on students learning how to think about political phenomena in a systematic, explicit, and critical manner.

207-3 Contemporary Political Ideologies. [IAI Course: PLS 913] [IAI Course: S5 905] A survey of recent political ideologies: Nationalism, Socialism, Communism, Liberal Democracy, Conservatism, Christian Socialism, Fascism, Contemporary Liberation Movements.

213-3 State and Local Government. [IAI Course: S5 902] Structure, functions, and decision-making processes of subnational governments in the United States.

214-3 Illinois Government. The politics, structure, and function of state and local governments in Illinois with stress upon the historical development of the political culture, current issues and events in the light of the historical background, and the interrelationship of politics, structure, and policy. Prerequisite: POLS 213. Restricted to sophomore standing.

215-3 Politics of Diversity in the United States. (University Core Curriculum course) This course analyzes identity politics in the United States. Students will study American ethnic, racial, religious, cultural and gender relations and the policies available for their improvement. Topics include affirmative action, immigration policy, multiculturalism, assimilation, feminist politics, and church-state relations.

230-3 Law in American Society. This is an introductory course recommended for students who want to consider possible careers in law. The following topics will be covered: the relation

between law, justice, morality and religion; types and sources of law and legal rules; origin and development of common law; the role of lawyers, judges and juries; legal education in the United States. These topics will be explored through lectures, discussion groups and occasional guest speakers.

250-3 Introduction to Comparative Politics. [IAI Course: S5 905] An introduction to the range of developed and developing states with special attention to the importance of geographical, racial, ideological, ethnic and socioeconomic explanations of political institutions, processes and behavior in these states.

270-3 Introduction to International Relations. This course introduces students to the core concepts, issues and theories in the study of international relations. Specific topics include the debate between the realist and liberal paradigms, sources of inter-state conflict and cooperation, international political economy, the United Nations, politics of economic development, and human rights.

278-3 American Foreign Policy. This course surveys the conduct, goals and evolution of American foreign policy since World War II. It analyzes such issues as the role of institutions, culture and individuals in the formulation of American foreign policy, the interaction between domestic and foreign politics, and the debate over American grand strategy.

300-3 Introduction to the Discipline: Methods. An examination of the research methods and data analysis techniques used by political scientists in their analysis of political questions and problems. Prerequisite: POLS 114.

304A-3 Political Thought I: Classical Political Theory. The initial course in this sequence is a survey of the works of important political thinkers in the ancient world including Plato, Aristotle, and Cicero.

304B-3 Political Thought I: Classical Political Theory. The second course in this sequence is a survey of the works of important political thinkers in the period extending from the 4th Century through the 15th Century. Included are the works of important political thinkers in the medieval world including Augustine, Maimonides, Averroes, and Thomas Aquinas.

305-3 Political Thought II: Modern Political Theory. This course is a survey of the works of important political thinkers in the period extending from the beginning of the 16th Century (the time of Machiavelli) to the end of the 18th Century (the time of Kant). Included in this survey are the works of such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Hume, Kant and Burke.

306-3 Political Thought III: Contemporary Political Theory. This course is a survey of the works of important political thinkers in the 19th and 20th Centuries. Included in this survey are the works of such thinkers as Hegel, Marx, Mill, Comte, Nietzsche, Strauss and Voegelin.

314I-3 American Politics and the Mass Media. (Same as Journalism 314I) Analysis of the role of the mass media in American politics. Emphasis will be on the way in which the media covers political actors and institutions, the effects of media on political attitudes and behavior, and the expanding role of new media, such as the Internet, in politics.

316-3 Latino Politics. Provides an overview of Latino politics in the United States. Students will explore the complexities of Latino identities, histories, social movements, political participation, and political representation. The course will also address

such contemporary political issues as citizenship, immigration, and language policy.

317-3 Public Opinion and Electoral Behavior. The nature and function of public opinion as it is related to electoral behavior. Additional sociological and psychological bases of voting behavior will be studied.

318-3 Political Campaigns and Elections. Analysis of modern political campaigns and the role they play in a democracy. Emphasis will be on recent developments in the planning and execution of campaigns by mass media and communications specialists and the role of the political parties and the public opinion polls in this process. Prerequisite: POLS 114.

319-3 Political Parties. Nature, structure, and functions of political parties, with particular attention to the roles and activities of political parties in the United States. Attention also given to voting behavior and elections. Prerequisite: POLS 114.

321-3 The Legislative Process. A comparative analysis of legislatures and legislative behavior. Emphasis is on the United States Congress. Prerequisite: POLS 114.

322-3 American Chief Executive. The origin and background of the presidency and the governorship, qualifications, nomination and election, succession and removal, the organization of the executive branch, and the powers and functions of the president and governor. Prerequisite: POLS 114.

324-3 Politics and Public Policy. The public policy-making process in the United States evaluated and a wide range of public policy programs analyzed. Prerequisite: POLS 114.

325-3 Politics and Environmental Policy. An analysis of political aspects of the environment. Topics include conceptions of the environment in Western political thought; identification of environmental problems at the local, state, national and global levels; analysis of the various organized interests involved in formulating environmental policy; analysis of the response of local, state and national governments, including the response of the international community, to environmental problems and the activities of organized interests; and investigation of the various local, state, national and international policies that relate to the environment. Prerequisite: POLS 114.

326-3 African American Politics. (Same as AFR 326) Designed to familiarize students with the role of African-Americans in American politics. An emphasis is placed on describing and analyzing how the structure of the American political system affects efforts by African-Americans in gaining the full benefits of the American political system. It will also address contentious sociopolitical issues that affect how African-Americans are treated in the context of the larger society.

3321-3 Introduction to Civil Liberties and Civil Rights. (University Core Curriculum) This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court has interpreted and applied these rights over time. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. We will also address how social, economic, and political forces have shaped the evolution and nature of these protections.

333A-3 Constitutional Law I. This, the initial course in a two-course sequence, is concerned with the basic structure and power relationships in the American constitutional system. Topics include judicial review, judicial restraint, separation of powers, the federal system, national powers, state powers, the contract

clause, and substantive due process. POLS 114 and POLS 230 recommended.

333B-3 Constitutional Law II. This, the second course in the constitutional law sequence, concentrates on those provisions of the U.S. Constitution which protect individual rights and liberties against government encroachment. POLS 114 and POLS 230 recommended.

334-3 Criminal Justice in Society and Court Management. Designed to provide the student with an in-depth look at the organization and management of federal, state, and local criminal courts. Focuses on the criminal process and the rights of defendants as they are processed by the system. Prerequisite: POLS 114 recommended.

340-3 Introduction to Public Administration. An introduction to the study of public bureaucracy. Theoretical, political, and practical issues of organization, staffing, financing, and other matters are surveyed. United States administration and organizational behavior are stressed. Prerequisite: POLS 114.

3521-3 Ethnicity, Nationalism and Culture. (University Core Curriculum) This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

355-3 Social Movements. Designed for students to learn and apply various theoretical and methodological approaches in the study of different types of social movements around the world. Focuses on such issues as: what constitutes a social movement; why some people participate while others do not; types of mobilization strategies; and movement outcomes.

358-3 Contemporary Europe. Comparative study of contemporary political systems and policy issues. Emphasis on selected countries and common problems facing governments. Topics covered include the European Union, security institutions, economic, social and other public policies, and study of various governing processes.

366-3 Government and Politics of Latin America. An in-depth analysis of specific problem areas in Latin American political processes as well as comparative study of selected Latin American nation-states.

370-3 Terrorism and Counter-Terrorism. (Same as CCJ 370) Using an interdisciplinary social science perspective, this course analyzes the history, sources and consequences of domestic and international terrorism and the response by policymakers. Topics include tactics, goals, recruitment and financing of terrorists; the use of military force and legal institutions in dealing with terrorism; comparison of different state responses to terrorism; and international law, human rights and counter-terrorism.

3721-3 International Political Economy. (University Core Curriculum) Examines the interaction of politics and economics and of states and markets at the international level. Special attention to inequalities of wealth and power and to the politics of international trade, finance, investment, production, energy, transportation, information, technology and development. Prerequisite: POLS 207 or Economics course recommended.

373-3 International and Transnational Organizations. The

growth and role of international organizations, with special attention to the political effects of military, economic and ecological interdependence. The United Nations, regional organizations, and non-governmental organizations. The effects of these organizations on international peace and justice. Prerequisite: POLS 170 recommended.

375-3 War and Force in World Politics. An examination of the use of military power and force in modern world politics. Theoretical and empirical analysis of the causes and conduct of war, and investigation of the ways states, ethnic groups, and other actors develop, manage, and employ military power to further their interests. Topics include nuclear deterrence, arms control, weapons proliferation and terrorism.

390-1 to 3 Readings in Political Science. Specialized and advanced readings in areas not covered in other political science courses. The course must incorporate both reading and writing assignments, and should entail approximately the same amount of work as a standard 300-level political science course. A minimum of five pages of writing per credit hour is required, subject to the discretion of the Director of Undergraduate Studies (DUS). Students must choose a faculty member to direct the course and submit to the DUS a proposed syllabus and a completed Readings Approval Form prior to registration. For purposes of course assessment, students will submit to the DUS a copy of all written work done for the course. Students must have at least a 3.0 political science grade point average, and a minimum of 21 hours already earned in the major or completed the introductory course and six additional hours in the subfield of the proposed readings. No more than six hours of POLS 390 may be counted toward the departmental major. Special approval needed from the department.

395-1 to 12 Internship in Public Affairs. Supervised field work in the office of a governmental agency, political party, interest group, legal agency, or other public affairs-oriented organization. The academic component of the course must incorporate both reading and writing assignments. A minimum of five pages of writing per credit hour is required, subject to the discretion of the Director of Undergraduate Studies (DUS). Students must choose a faculty member to direct the internship, and submit to the DUS a written proposal for the internship and a completed Internship Approval Form prior to registration. Students will normally be granted a maximum of 3 credit hours per internship, though they may petition the DUS for more. Political Science 395 is open only to political science majors and minors. Students must have at least a 2.5 political science grade point average and six hours in the major. No more than six hours of POLS 395 may be counted toward the departmental major. Special approval needed from the department.

396-1 Political Science Ambassadors. Political Science Student Ambassadors are undergraduate majors involved in outreach activities on behalf of the Department. Ambassadors are engaged in a variety of activities, including the preparation of a newsletter for undergraduates, mentoring students, organizing regular forums for the discussion of political issues, and meeting with prospective students, faculty, and nationally known visiting scholars and political figures.

397-1 to 15 Springfield Internship Program. The Program places qualified students with political interest groups and lobbying firms for the Spring semester which coincides with the Illinois

legislative session. Interns perform a variety of tasks, including legislative and issue research, committee monitoring, and lobbying support activities. Students are also required to complete an academic component that includes assigned readings and a written project assigned by the faculty sponsor.

398-1 to 3 Vince Demuzio Governmental Internship Program. The program offers legislative and agency internships. Legislative interns work with House and Senate members of both parties. Typically, interns work in the home office while attending classes full time and perform duties as regular staff members. Students may also intern with a state agency. Agency interns work in one of several local code department offices while attending classes full time and perform duties as regular staff members. Maximum of 15 hours.

403-3 Philosophy of Politics. (See PHIL 441)

405-3 Democratic Theory. (Same as PHIL 405) An examination of various species and aspects of democratic thought, including the liberal tradition and its impact upon the United States. Prerequisite: POLS 114 or consent of instructor.

406-3 American Political Thought. This course is an advanced seminar in American political thought. The course will focus on the founding ideals and practices of the American republic and how these ideals functioned in subsequent social movements, political struggles, and ideological conflicts in American political history.

408-3 Formal Political Theory. This course is an introductory survey of formal modeling techniques that have been important in Political Science during the latter half of the 20th Century. Included in this survey are such topics and approaches as Game Theory, Social and Public Choice Theory, Voting Theory, Spatial Modeling, Prisoners' Dilemma, Impossibility Theorems, Vote Trading, and Public Goods.

413-3 Contemporary Intergovernmental Relations. An examination of relationships among national, state, and local governments in the American federal system, with emphasis on recent literature and contemporary issues. Special attention is given to fiscal relations, and specific intergovernmental programs in areas such as housing and environmental quality are examined. Prerequisite: POLS 114.

414-3 Political Systems of the American States. The state level of government viewed with emphasis upon recent developments and current research. Prerequisite: POLS 114.

415-3 Urban Politics. An examination of the environment, institutions, processes, and functions of government in an urban society with particular emphasis on current problems of social control and the provision of services in the cities of the U.S. Prerequisite: POLS 114.

416-3 Senior Seminar in Political Science. Seminar for advanced undergraduate Political Science students to examine in depth a wide variety of topics; to be taught by different instructors. Available for use as the honors seminar. Graduate students not admitted. Not for graduate credit. Restricted to political science majors.

418-3 Political Communication. (See Speech Communication 451) A critical review of theory and research, which relate to the influence of communication variables on political values, attitudes, and behavior.

419-3 Political Sociology. (Same as SOC 475) An examination of the social bases of power and politics, including attention to

global and societal political relations, as well as individual-level political beliefs and commitments; primary focus on American politics.

420-3 Interest Group Politics. An examination of the structure, mobilization and impact of interest groups on American political life. The course objectives are to study various normative critiques of American pluralism and examine the political influence of contemporary interest groups, such as labor, racial and women's organizations. Prerequisite: POLS 114.

435-3 Judicial Process and Behavior. An examination of the process by which judges in both trial and appellate courts at federal and state levels are selected and of the ways in which they make decisions. Attention to the structure of the courts. Study of the communication and impact of judicial decisions. The course will provide some insight into the methods used to study judicial behavior. POLS 114 and 230 recommended prerequisites.

436-3 Administrative Law. The procedural law of public agencies, particularly the regulatory commissions but also executive branch agencies exercising regulatory functions. The exercise of discretion and its control through internal mechanisms and judicial review. POLS 114 and 230 recommended.

437-3 Jurisprudence (Theories of Law). Major schools in legal thinking. Positive law and natural law. Idea of justice and concept of natural rights. POLS 114 and 230 recommended.

438-3 Women, Legal Practice, and Social Change. (Same as WGSS 438) This course is an advanced seminar in public law with a focus on gender, law and society. The course will engage with issues in feminist legal practice and the development of legal theories regarding gender. We will interrogate the relationship between theory and practice and the ways in which feminist jurisprudence has taken shape in the dynamics of this relationship. POLS 114 and 230 recommended prerequisites.

443-3 Fiscal Aspects of Public Administration. An examination of governmental budgeting and related financial institutions and processes. All levels of government are considered and attention is given to both revenues and expenditures. Topics include budget preparation, taxation, financial management and the respective fiscal roles and practices of the chief executive, legislature and administrative agencies. Not for graduate credit. Prerequisite: POLS 114. POLS 340 recommended.

444-3 Policy Analysis. An examination of basic concepts in the policy sciences, approaches to policy analysis, applications to selected areas of policy, and instruments of policy development.

445-3 US Environmental Policy. (Same as GEOG 426) This course investigates the US system of environmental regulation: the background of social and environmental movements that influence US policy and the agencies involved in US environmental regulation. Emphasis is on US regulations and US participation in global environment policies. Overall, the focus is on spatial variations in environmental regulations; or the geography of environmental quality.

446-3 Museum Administration. A comprehensive introduction to museum administration and management, including fiscal and budget oversight; an understanding of museum ethics; acquisition, conservation, and exhibition planning; personnel matters; and museum research. Museum practicum and research stressed.

448-3 Museum Colloquium. Provides the student with in-depth

experience with four major functional areas of museum administration, curation, education and exhibition-through project-based, practical experience in a professional, working museum. Prerequisite: Art and Design 447 or consent of instructor.

455-3 Democratization. An examination of transitions to democracy from authoritarian rule in countries around the world. Emphasis is on understanding from a comparative perspective and social, economic, institutional, political, cultural and international circumstances that promote, inhibit, and even reverse the spread of democratic forms of government.

456-3 Gender and Global Politics. (Same as WGSS 446) An advanced course examining gender systems and women's situations across cultures and countries. This course also studies the impact globalization has had on gender issues by looking at women's activism at international and transnational levels. Topics covered include women's political representation, gender and culture, women's social movements, gender and development, and gendered policy issues.

459-3 Government and Politics of Russia. Transitions from communism in the former Soviet Union. Prerequisite: POLS 250 recommended.

461-3 Governments and Politics of Southeast Asia. Politics and governments of Burma, Thailand, Malaysia, Vietnam, Cambodia, Laos, Singapore, Indonesia, and the Philippines. Prerequisite: POLS 250 recommended.

467-3 Government and Politics of the Middle East and North Africa. This course is designed to examine the regional politics and security of the Middle East and North Africa in a historical and comparative context. This course discusses the historical evolution of the modern states in the region, the dynamics of inter-Arab and Arab-Israeli politics and security, the role of ethnicity and religion in domestic and regional politics, and great powers' penetration of the region.

468-3 Comparative Civil-Military Politics. A comparative study of the growth of the relationship of the armed forces with the civilian sector of the body politic, the selection, training, and professionalism of the officer corps, the control of the armed forces by the executive and legislature, the growth of strategic doctrine, insurgency and counter-insurgency warfare, and the analysis of the role of the armed forces as a governing group in a large number of non-western states. Prerequisite: POLS 250 recommended.

475-3 International Law. Rules and practices governing the nations in their relations in peace and war. Prerequisite: POLS 114, 230 and 270 recommended.

476-3 Religion and Politics. (Same as Sociology 476) Examines the connection between religious beliefs and institutions and political beliefs and institutions. Comparative studies will focus on religious political movements in the United States and throughout the world.

477-3 The Making of American Foreign Policy. An advanced course dealing with the formulation and administration of American foreign policy. Prerequisite: POLS 278 for undergraduates.

480-3 International Politics. Definition and analysis of the concepts of spheres of hegemony, alliances, regionalism, integration, interdependence, and an evaluation of their application to contemporary international politics. The course will stress the need for the continuing evaluation of the vague role of national

power and influence within the framework of a changing world environment.

494A-1 to 3 Honors Research. Directed research for senior honors students. Political science honors students may register for these credits if they have met all the prerequisites described in the political science Handbook. A three-person faculty committee will administer an oral examination upon completion of senior thesis. Not for graduate credit.

494B-1 to 3 Honors Research. Available to students who have completed all prerequisites of the University Honors Program and receive approval of their project from a Political Science instructor. Not for graduate credit.

Political Science Faculty

Baker, John H., Associate Professor, *Emeritus*, Ph.D., Princeton University, 1961.

Bloom, Stephen, Associate Professor, Ph.D., UCLA, 2004.

Burnside, Randy, Associate Professor and *Director of MPA Program*, Ph.D., University of New Orleans, 2004.

Bhattacharyya, Jnanabrota, Associate Professor, *Emeritus*, Ph.D., University of Delhi, 1969.

Brown, Barbara L., Lecturer, Ph.D., Southern Illinois University, 1985.

Clinton, Robert L., Professor, *Emeritus*, Ph.D., University of Texas at Austin, 1985.

Comparato, Scott A., Associate Professor and *Director of Undergraduate Studies*, Ph.D., Washington University, 2000.

Foster, John L., Associate Professor, *Emeritus*, Ph.D., University of Minnesota, 1971.

Garner, William R., Associate Professor, *Emeritus*, Ph.D., Tulane University, 1963.

Grant, J. Tobin, Professor and *Director of Graduate Studies*, Ph.D., The Ohio State University, 2001.

Habel, Philip, Assistant Professor, Ph.D., University of Illinois, 2006.

Hamman, John A., Associate Professor, Ph.D., University of Illinois, 1988.

Hatcher, Laura, Assistant Professor, Ph.D., University of Massachusetts at Amherst, 2002.

Hildreth, Roudy, Associate Professor, Ph.D., University of Minnesota, 2005.

Jackson, John S., III, Professor, *Emeritus*, Ph.D., Vanderbilt University, 1971.

Kamarasy, Egon K., Assistant Professor, *Emeritus*, Doctor Politics, Budapest University, Hungary, 1942.

Kenney, David, Professor, *Emeritus*, Ph.D., University of Illinois, 1952.

Mason, Ronald M., Associate Professor, *Emeritus*, Ph.D., University of Iowa, 1976.

McClurg, Scott, Professor and *Chair*, Ph.D., Washington University, 2000.

Melone, Albert, Professor, *Emeritus*, Ph.D., University of Iowa, 1972.

Miller, Roy E., Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1971.

Mulligan, Kenneth, Assistant Professor, Ph.D., The Ohio State University, 2004.

Pink, Stephanie, Assistant Professor, Ph.D., Mississippi State University, 2011.

Shulman, Stephen, Associate Professor, Ph.D., University of Michigan, 1996.

Snavelly, Keith, Professor, *Emeritus*, Ph.D., University of California at Davis, 1984.

Somit, Albert, *Distinguished Service Professor, Emeritus*, Ph.D., University of Chicago, 1947.

Stewart, La Shonda, Assistant Professor, Ph.D., Mississippi State University, 2008.

Stout, Christopher, Assistant Professor, Ph.D., University of California, Irvine, 2010.

Turley, William S., Professor, *Emeritus*, Ph.D., University of Washington, 1972.

Pre-Health Professional Programs

(SEE COLLEGE OF SCIENCE-CHAPTER 4)

Professional Education Experiences

(SEE TEACHER EDUCATION PROGRAM)

Psychology

(Department, Major, Minor, Courses, Faculty)

The undergraduate program in psychology provides a broad general education in the tradition of the liberal arts. This tradition focuses on the development of wide-ranging interests in the arts, humanities, and social sciences, and on the development of critical and analytical thinking. A student who has earned a degree in one of the liberal arts, such as psychology, should be prepared to pursue lifelong learning and personal enrichment, as well as enter the work force or pursue advanced studies.

Graduates of the psychology program who have entered the work force immediately have found employment in a wide variety of settings, ranging from sales and personnel work in the business sector, to positions with the human service agencies of local, state, and federal governments. Graduates who have gone on to advanced study have successfully prepared themselves for professional careers in such fields as business, law, medicine, and psychology.

Students planning to apply to medical schools or law after completing a major in psychology should plan their programs of study in close consultation with the pre-medical or pre-law advisors on campus. Students planning to apply for admission to graduate study in psychology should plan their undergraduate program of study very carefully in consultation with advisors in the Department of Psychology. At least two years, and as many as six years, of graduate study are required for qualification as a professional psychologist.

Students who enter the University with a major in psychology should meet with the director of undergraduate studies in the Department of Psychology as soon as possible after arrival at the University in order to discuss their interests and plans of study. Students already at the University who wish to change to a major in psychology should contact the office of the director of undergraduate studies in the Department of Psychology in order to initiate the request for a change of major.

**Bachelor of Arts Degree in Psychology,
College of Liberal Arts**

University Core Curriculum Requirements 41
College of Liberal Arts Academic Requirements
 (See Chapter 4)..... 14
Requirements for Major in Psychology 42-44
 PSYC 102 (with a grade of C or better) (3)¹
 UCOL 101P/PSYC 202 (with a grade of C or better) 3
 MATH 108, 111, 113 or 139 (choose one) (3)¹+ 0-2
 PSYC 211, 311 (passed with a grade of C or better,
 completion of 211 before senior year recommended) 8
 Psychology Electives 29-30
 Ten courses from the list below. At least six must be from
 Groups A, B, and C, with at least one course from each
 of these three groups. A minimum of three courses must
 be chosen at the 400-level from among the total offerings
 in the A, B, and C Groups.
Group A: 233, 301, 303, 304, 305, 306, 307, 331, 333,
 334, 431, 432, 440, 451, 461, 464, 470
Group B: 302, 308, 309, 310, 312, 407, 409, 415, 416,
 419, 445, 471
Group C: 223, 314, 322, 323, 340, 411, 413, 420, 421,
 441, 465
Group D: 222, 389, 391, 392, 393, 394, 489, 499,
 EPSY 402, MATH 282
 Of all credits that a student completes for PSYC 391, 392,
 393, and 394, a maximum of three hours to count as one of
 the required 10 courses, 3 credits must be completed in 391,
 392, 393, or 394 towards the major.
Electives 25-34
Total 120

¹Courses in parenthesis will also count towards the 41 hours of University Core Curriculum requirements.

Psychology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
UCC MATH, Science (Group I)	3	3
SPCM 101, Human Health.....	3	2
UCC Fine Arts, Social Science	3	3
PSYC 102.....	-	3 ¹
UCOL 101P/PSYC 202.....	3	-
<i>Total</i>	15	14
SECOND YEAR	FALL	SPRING
UCC Social Science, Science (GR II)	3	3
UCC Humanities, Multicultural	3	3
MATH 108/139, PSYC 211	3	4
PSYC Electives.....	3	3
Elective	3	3
<i>Total</i>	15	16
THIRD YEAR	FALL	SPRING
PSYC 311.....	4	-
PSYC Electives.....	6	3

Electives	5	12
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
PSYC 400-Level	6	3
PSYC Electives.....	3	3
Electives	6	9
<i>Total</i>	15	15

¹Satisfies Core Curriculum Social Science requirement.

Psychology Minor

A minor in psychology requires the successful completion of at least 15 semester hours (5 courses) in courses offered by the Department of Psychology and acceptable to the department for fulfillment of major requirements. Psychology 393 may not be included. A maximum of three hours from Psychology 391, 392 or 394 may count towards the minor. To count as one of the 5 required courses, 3 credits must be completed in 391, 392 or 394. Courses in other departments, such as the Department of Educational Psychology, do not fulfill minor requirements. An average GPA of at least 2.0 in psychology courses must be successfully completed. Students completing a minor in psychology for purposes of qualifying to teach psychology in the State of Illinois must complete a minimum of 20 semester hours in psychology.

A student wishing to complete a minor in psychology must apply to the Department of Psychology for approval of the program of study for the minor. Without this approval the minor will not be officially listed on the student's transcript at the time of graduation. Application forms are available in the office of the director of undergraduate studies in psychology.

Courses taken at other institutions may count towards the minor only if those courses are acceptable for transfer credit in psychology. If credit is not accepted for transfer, a revised application for the minor must be approved. No more than two transfer courses can count toward a minor.

Transfer Credit

Credit for a course in psychology successfully completed at another accredited institution will be transferred to meet major or minor requirements in psychology at SIUC, subject to the following conditions:

1. The course number must bear a departmental prefix clearly indicating the course is a psychology course. Examples are PSYCH and PSYC.
2. The course must have covered substantially the same content material as a course currently offered at SIUC to meet major requirements.
3. Credit for a course completed at a community or junior college is not transferable if the corresponding course at SIUC is offered at the 400-level.
4. A grade point average of 2.0 or higher must have been earned in the course.
5. No more than five transfer courses can count for the major, and no more than two transfer courses can count toward a

minor.

6. All transfers of credit to meet major or minor requirements in psychology must be explicitly approved by the department of psychology.

Courses from other institutions that do not meet these conditions may still be acceptable for elective credit to meet general university requirements. Students should consult their departmental or college advisor about such courses.

Senior Honors Program

A small number of students are selected each year for the honors program. Selection criteria are promising academic performance (3.0 overall grade point average and 3.25 psychology grade point average minimum), expressed interest, recommendation by departmental advisor, and capacity of program to take new students. Emphasis is on small seminar and individual research work by the student.

Courses (PSYC)

102-3 Introduction to Psychology. (University Core Curriculum) [IAI Course: S6 900] An examination of the variables related to the origins and modifications of human behavior using the viewpoints and techniques of contemporary psychology. Purchase of syllabus from local vendor required.

202-3 Careers in Psychology. A survey of fields of psychology from the perspective of available career options. Activities, required skills, rewards, and external constraints that characterize different career paths are practiced and discussed in relation to students' abilities and interests. Required of psychology majors, but open to any interested student. Prerequisite: None.

211-4 Research Methods and Statistics. An introduction to the use of scientific methods in the study of behavior. Considerations of experimental design and methodology are integrated with the treatment of data analysis, interpretation of results and writing of a research report. Students will write a research proposal, conduct an experiment, and write a report of the experiment. This course satisfies the CoLA Writing-Across-the-Curriculum requirement. Lecture and laboratory. Prerequisite: PSYC 102.

222-3 Effects of Recreational Drugs on Mind and Body. Describes the physiological and psychological effects of substances used as recreational drugs for their psychoactive effects. Drugs discussed will include alcohol, amphetamines, cocaine and other stimulants, the barbiturates, methaqualone, the psychedelics, marijuana, tranquilizers, and the opiates. The purpose of the course is to provide the student with facts concerning the effects of these drugs and the potential for their abuse and physiological and psychological dependence.

223-3 Diversity in the Workplace. (University Core Curriculum) Examination of factors affecting the full utilization of women, racioethnic minorities, older workers, disabled workers and workers with nontraditional sexual orientations in the workplace. Individual processes, such as group identities, stereotyping, prejudice; group processes such as intergroup conflict; and organizational processes such as structural barriers and informal integration will be studied. The class utilizes a lecture and small discussion-section format with in-class, team, and individual exercises and projects.

233-3 Psychology of Gender in Diverse Context. (University Core Curriculum) The course will examine how gender affects all aspects of our lives at the individual, societal and cultural levels. It will cover psychological theories and topics related to gender, and will examine issues of diversity, such as race/ethnicity, class, sexuality, disability and age as they interact with gender.

301-3 Child Psychology. The biological and psychological development of the child from birth through puberty, and relevant research methods and results. Prerequisite: PSYC 102.

302-3 Introduction to Neuroscience. A survey of the role of biological processes in the behavior of humans and other species. Topics include structure and function of the nervous system, behavioral endocrinology, psychopharmacology, sensorimotor functions, sleep and waking, motivation and emotion, reinforcement, psychopathology, and learning and memory.

303-3 Adolescence and Young Adulthood. Examines interrelated psychological, biological and social aspects of development during adolescence and young adulthood based on a life-span perspective of development. Prerequisite: PSYC 102.

304-3 Adulthood and Aging. Examines the interrelated psychological, biological, and social aspects of development during middle and later adulthood based on a life-span perspective of development. Neuropsychological changes associated with normal and pathological aging will be considered. Prerequisite: PSYC 102.

305-3 Psychology of Personality. The inferred patterns underlying an individual's unique reactions to the environment. Investigates the motivation, development, and methods of changing these patterns, and how personality processes are studied. Prerequisite: PSYC 102.

306-3 Positive Psychology and Human Strengths. An introduction to a contemporary movement seeking to understand the nature of human strengths, characteristics, resources, and aspirations. Surveys this emerging discipline, emphasizing theory and practical applications promoting human potential. Topics include happiness, creativity, confidence, wisdom, and intelligence among other aspects of optimal human functioning. Prerequisite: PSYC 102.

307-3 Social Psychology. Surveys contemporary issues such as love and friendship, shyness and loneliness, sexual attitudes and behavior, management of impressions made on others, attitude change and persuasion, leadership, group processes, aggression, and helping behavior. Prerequisite: PSYC 102.

308-3 Psychology of Motivation. Examines variables affecting motivation in animals and humans. Topics include motivation based on cultural processes as well as those based on biological needs. Prerequisite: PSYC 102.

309-3 Psychology of Learning. Principles and laws of learning as derived from the classical and instrumental learning literature - acquisition, extinction, punishment, persistence, generalization, discrimination, motivation, drives, and incentives. Prerequisite: PSYC 102.

310-3 Cognitive Psychology. A survey of theory and research on attention, memory, language behavior, and problem solving. The principal orientation will be the information processing approach to the study of behavior. Prerequisite: PSYC 102.

311-4 Field Research Methods in Psychology. An introduction to field and other quasi-experimental methods appropriate for

use in settings in which the researcher can exercise minimal control and manipulation. Included are designs and analytical methods for exploring cause-effect relationships in naturalistic settings. Lecture and laboratory. Prerequisite: PSYC 211 or consent of instructor.

312-3 Sensation and Perception. Surveys the structure and function of the sensory organs as well as the perceptual experiences associated with these systems (e.g., color perception, speech perception). Examines physical, neural, and chemical mechanisms responsible for sensory and perceptual experience. Prerequisite: PSYC 102.

314-3 The Brain and Emotion. Great advances have been made in understanding how the brain works in areas such as visual processing and memory. Recently, brain researchers have begun to turn their attention towards understanding emotions, given the importance of emotions to human functioning. This course examines the relationship between the brain and emotions. Prerequisite: PSYC 102.

322-3 Personnel Psychology. (Same as Management 385) Examines the methods of psychology used in the selection, placement, and evaluation of employees. Government regulations requiring equal opportunity, psychological measurement concepts, and employee performance evaluation in the work environment are covered. Prerequisite: PSYC 102.

323-3 Organizational Psychology. Applied human relations at work focusing on interpersonal and small-group behavior. Covers effective communication, employee morale, motivation, behavior modification, leadership and group dynamics, human relations and the law, and stress and coping. Prerequisite: PSYC 102.

331-3 Abnormal Psychology. An introduction to the major forms of psychopathology (e.g., depression, schizophrenia, anxiety disorders). Topics include the symptomatology of different mental disorders, their etiology from psychological, biological, and sociocultural perspectives, and issues pertaining to diagnosis and treatment. Prerequisite: PSYC 102.

333-3 Psychology of Women. (Same as WGSS 341) An examination of empirical evidence on the biological, psychological, and social functioning of women, describing women's roles, the genetic versus social determinants of women's behavior, and the implications for women's potential. Prerequisite: PSYC 102 or consent of instructor.

334-4 Psychology of African American Experience. (Same as AFR 334) Course examines psychological characteristics of people of African descent, using an Africentric conceptual model. Theoretical models will be critiqued and empirical data will be examined. Selected issues include: critiques of research methodologies involving African descended population; African American identities and personality development, psychopathology, and cognitive development issues (i.e., language). Special approval needed from the instructor.

340-3 Introduction to Clinical and Counseling Psychology. Provides an in-depth understanding of the nature of two major specialties in the field of psychology: clinical and counseling psychology. Students will examine the historical origins of the two areas, study their major theoretical definitions, compare and contrast the areas, and sample empirical and practitioner activities unique to them. Prerequisite: PSYC 102.

389-1 to 9 Seminar: Selected Topics. Varied content. Offered

as need exists and as faculty interests and time permit. May be repeated as topics vary. Special approval needed from the instructor.

391-1 to 9 Individual Project. Individual study, research or experience under the supervision of a member of the Department of Psychology faculty. Of all credits that a student completes for PSYC 391, 392, 393, and 394, a maximum of three hours from any or all of these courses may count towards the major. Mandatory Pass/Fail. Special approval needed from the instructor.

392-1 to 9 Individual Project. Individual study, research or experience under the supervision of a member of the Department of Psychology faculty. For use in those cases where the faculty member deems a graded course to be appropriate. Of all credits that a student completes for PSYC 391, 392, 393, and 394, a maximum of three hours from any or all of these courses may count towards the major. Special approval needed from the instructor.

393-1 to 9 Preprofessional Practicum. Directed experience in human services or other activities relevant to psychology at a public or private institution, agency, or organization. The experience is on a volunteer basis. Enrollment must be approved in advance by the director of undergraduate field placements for the Department of Psychology. Mandatory Pass/Fail. Special approval needed from the instructor.

394-1 to 9 Undergraduate Practicum in the College Teaching of Psychology. Supervised practicum in the college teaching of psychology for selected senior psychology majors. Of all credits that a student completes for Psychology 391, 392, 393, and 394, a maximum of three hours from any or all of these courses may count towards the major. Restricted to senior psychology major. Special approval needed from the instructor.

407-3 Theoretical Issues in Learning. An introduction to the major theoretical issues in learning and their importance. A brief review of the history of such problems will be followed by a summary of the current research concerning these issues. Traditional figures in learning theory will be considered within the context of their positions on specific questions. Prerequisite: PSYC 211 and PSYC 309 or equivalent or graduate status.

409-3 History and Systems of Psychology. A review of the conceptual and empirical antecedents of modern psychology. Prerequisite: PSYC 211. Restricted to senior status, or graduate status.

411-3 Applied Learning. An in-depth coverage of practical problems concerned with training to which the principles of learning derived from pure laboratory investigations can be applied. Prerequisite: PSYC 211 and PSYC 309 or graduate status.

413-3 Individual Differences. Reviews the reliable and theoretically significant individual and group differences that have been revealed by research in the behavioral sciences. Examines differences in general intelligence, specific verbal and spatial abilities, stylistic and personality characteristics, as well as such group differences as sex, race, and socioeconomic status. Prerequisite: PSYC 211 and PSYC 305 or graduate status.

415-4 Psychopharmacology. A survey of the effects of drugs on the normal and abnormal behavior of humans and animals. A primary focus is upon understanding drug influences on behavior in relation to actions on the nervous and endocrine systems. Prerequisite: PSYC 211 and PSYC 302, or graduate status.

416-3 Recovery of Function Following Brain Damage. A sur-

vey of experimental animal and human clinical research as they relate to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Prerequisite: PSYC 211 and PSYC 302 or consent of instructor, or graduate status.

419-3 Behavioral Genetics. Provides an overview of the experimental and quantitative methods used in studying behavioral differences associated with genetic variables. Elementary aspects of genetics will be included in the course, which will examine several aspects of both human and nonhuman behavior. Prerequisite: PSYC 211 or consent of instructor, or graduate status.

420-3 Industrial/Organizational Psychology. Topics in industrial and organizational psychology; applications of psychology to human resource management, such as job analysis performance appraisal systems, personnel selection and training. Prerequisite: PSYC 211.

421-3 Psychological Tests and Measurements. Introduction to test theory and test development. Detailed coverage of selected tests from such areas as intelligence, aptitude and personality. Prerequisite: PSYC 211 or graduate status.

431-3 Advanced Psychopathology. An advanced presentation of theoretical and empirical issues in contemporary psychopathology research. Explores the role empirical research plays in understanding the features of major psychological disorders and their treatment. Provides a broad understanding of the many factors that contribute to the development and maintenance of abnormal behaviors. Prerequisite: PSYC 211, PSYC 331 or consent of instructor or graduate status.

432-3 Psychopathology of Childhood. An extensive review and systematic evaluation of theories and research pertaining to the behavior disorders of childhood. Emphasis will be upon empirical data and the implications of these data for the classification and treatment of these disorders. Prerequisite: PSYC 211, PSYC 301, PSYC 311 or graduate status.

440-3 Advanced Personality. Advanced presentation of theoretical and research issues related to current issues in personality psychology. The overarching focus of the course is presentation and discussion of a scientific approach to understanding what personality is, how it can be measured, how it develops and how it relates to various aspects of individual functioning. Prerequisite: PSYC 211 or consent of instructor.

441-3 Helping Skills in Clinical and Counseling Psychology. Provides systematic training in helping skills for students considering clinical or counseling psychology as a career. Students learn to identify and demonstrate such skills as paraphrasing, reflection of feeling, interpretation, and confrontation, and will use them in practice situations. Prerequisite: PSYC 211 and PSYC 340. Restricted to senior standing in psychology major.

445-3 Psycholinguistics. (Same as LING 445) A broad spectrum introduction to psycholinguistics. Topics to be covered include general methodology for the study of psycholinguistics, the nature of language, theories of human communication, language comprehension and production, first and second language acquisition, meaning and thought, natural animal communication systems and language of the brain. Prerequisite: PSYC 211.

451-3 Advanced Child Psychology. An assessment of concepts, methods, and research techniques within selected topic areas of developmental psychology. This course satisfies the CoLA

Writing-Across-the-Curriculum requirement. Prerequisite: PSYC 211 and PSYC 301, or graduate status. Special approval needed from the instructor.

461-3 Advanced Social Psychology. Critical examination of contemporary theories and research in social psychology. Practice in application of scientific findings to real-life problems of individuals and groups. Issues treated in depth are chosen for relevance to student's personal needs and career interests. Prerequisite: PSYC 211 and PSYC 307 or graduate status.

464-3 Social Factors in Personality and Behavior. (Same as SOC 426) Advanced study of social psychology from both sociological and psychological perspectives. Analyzes the reciprocal influence of groups and individuals, including the development of self, social interaction, gender and ethnic relations, impression management, interpersonal attraction, and social influence. Prerequisite: PSYC 211 and PSYC 307.

465-3 Applied Social Science Research Methods. This course will introduce students to a variety of research methods and techniques that are used by social scientists in applied contexts. Students will learn the fundamentals of data collection in a variety of contexts, such as from archival data sources, survey research, interviews and focus groups. Students will also learn how to use spreadsheets and statistical software (SPSS) to analyze data, and they will gain experience with report writing. Students will have opportunities to practice and demonstrate these skills through classroom exercises and projects. Prerequisite: PSYC 211. Restricted to senior standing in psychology major or graduate status or consent of instructor.

466-3 Intermediate Statistics in Psychology. Covers statistical techniques relevant to psychology and other social sciences and provides a bridge between introductory and graduate statistics courses. Topics include one-way and factorial analysis of variance, repeated measures analysis of variance, simple and multiple regression, and analysis of covariance. Prerequisite: PSYC 211. Special approval needed from the instructor.

470-3 Psychology of Race and Racism. (Same as AFR 472) This course reviews the history and evolution of the construct of race as a psychological phenomenon. While the course will be largely psychological in nature, the pervasiveness of race in practically every sphere of life necessitates a multidisciplinary approach. The course will emphasize a theoretical and conceptual approach toward understanding the psychology of racialized thinking. Prerequisite: PSYC 211.

471-3 Judgment and Decision Making. A survey of the academic field of judgment and decision making, its major methods, theories, results, and controversies. We will examine the generality of experimental results across various domains including gambling, clinical prediction, perception of randomness, and medical decision making. Prerequisite: PSYC 211 or graduate status.

489-1 to 12 Seminar: Selected Topics. Varied content. Offered as need exists and as faculty interests and time permit. Prerequisite: PSYC 211. Special approval needed from the instructor.

499A-3 Senior Honors in Psychology. Intensive study in selective areas for students qualified for honors work in psychology. A research paper or equivalent will be required. Not for graduate credit. Prerequisite: PSYC 211. Special approval needed from the instructor.

499B-3 Senior Honors in Psychology. Intensive study in selec-

tive areas for students qualified for honors work in psychology. A research paper or equivalent will be required. Not for graduate credit. Prerequisite: PSYC 211. Special approval needed from the instructor.

Psychology Faculty

Burke, Philip, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2005.

Cashel, Mary Louise, Associate Professor, Ph.D., University of North Texas, 1997.

Chwalisz, Kathleen D., Professor, Ph.D., University of Iowa, 1992.

Clancy Dollinger, Stephanie M., Associate Professor, Ph.D., Syracuse University, 1989.

DiLalla, David Louis, Associate Professor, Ph.D., University of Virginia, 1989.

DiLalla, Lisabeth F., Professor, Ph.D., University of Virginia, 1987.

Dillon, Ronna, Professor, *Emerita*, Ph.D., University of California, Riverside, 1978.

Dollinger, Stephen J., Professor, *Emeritus*, Ph.D., University of Missouri-Columbia, 1977.

Etcheverry, Paul E., Assistant Professor, Ph.D., Purdue University, 2004.

Fischer, Ann R., Associate Professor, Ph.D., University of Missouri-Columbia, 1995.

Gannon, Linda, Professor, Ph.D., *Emerita*, University of Wisconsin, 1975.

Gilbert, Brenda O., Associate Professor, Ph.D., University of Florida, 1985.

Gilbert, David G., Professor, Ph.D., Florida State University, 1978.

Habib, Reza, Associate Professor Ph.D., University of Toronto, 2000.

Hoane, Michael R., Associate Professor, Ph.D., Texas Christian University, 1996.

Jacobs, Eric, Associate Professor, Ph.D., University of Florida, 1997.

Jensen, Robert A., Professor, *Emeritus*, Ph.D., Northern Illinois University, 1976.

Jones, Eric E., Assistant Professor, Ph.D., Purdue University, 2009.

Kibby, Michelle Y., Associate Professor, Ph.D., The University of Memphis, 1998.

Komaraju, Meera, Associate Professor, Ph.D., University of Cincinnati, 1987; Ph.D., Osmania University, 1983.

Lakshmanan, Usha, Professor, University of Michigan, Ann Arbor, 1989.

McHose, James H., Professor, *Emeritus*, Ph.D., University of Iowa, 1961.

McKillip, John A., Professor, *Emeritus*, Ph.D., Loyola University of Chicago, 1974.

O'Donnell, James P., Associate Professor, *Emeritus*, Ph.D., University of Pittsburgh, 1965.

Pitz, Gordon F., Professor, *Emeritus*, Ph.D., Carnegie Mellon University, 1963.

Radtke, Robert C., Associate Professor, *Emeritus*, Ph.D., State University of Iowa, 1963.

Ramanaiah, Nerella, Professor, Ph.D., *Emeritus*, University

of Oregon, 1971.

Rodriguez II, Benjamin F., Associate Professor and *Chair*, Ph.D., The Catholic University of America, 2001.

Rottinghaus, Patrick J., Associate Professor, Ph.D., Iowa State University, 2004.

Schill, Thomas R., Professor, *Emeritus*, Ph.D., Oklahoma State University, 1963.

Schlesinger, Matthew, J., Associate Professor, Ph.D., University of California, Berkeley, 1995.

Schmeck, Ronald R., Professor, Ph.D., *Emeritus*, Ohio University, 1969.

Smith, Douglas C., Professor, *Emeritus*, Ph.D., Kansas State University, 1977.

Smith, Michael R., Assistant Professor, Ph.D., Kansas State University, 2011.

Snyder, John F., Associate Professor, *Emeritus*, Ph.D., Loyola University, 1965.

Stockdale, Margaret S., Professor, Ph.D., Kansas State University, 1990.

Swanson, Jane L., Professor and *Chair*, Ph.D., University of Minnesota, 1986.

Vaux, Alan C., Professor, *Emeritus*, Ph.D., Trinity College Dublin, 1979; Ph.D., University of California at Irvine, 1981.

Wang, Yu-Wei, Associate Professor, Ph.D., University of Missouri-Columbia, 2004.

Yanico, Barbara, Associate Professor, *Emerita*, Ph.D., The Ohio State University, 1977.

Young, Michael E., Professor, Ph.D., University of Minnesota, 1995.

Radio-Television

(Department, Major, Minor, Courses, Faculty)

The Department of Radio-Television prepares students for positions in the communications sector. The program combines practical and analytical study in producing television, video, animation, audio and radio, together with electronic journalism, the global media industries, the music business, and research on traditional and emerging media.

To be admitted to Department of Radio-Television, incoming freshmen must meet University admission requirements. Transfer students seeking admission from another institution or from another program at SIUC must have a 2.0 grade point average or above.

All Radio-Television students are required to maintain an overall 2.0 grade point average in the major. If a Radio-Television student does not achieve a 2.0 grade point average in the major in any one semester, that student is subject to departmental warning. Students who are on departmental warning and do not earn an overall 2.0 grade point average in Radio-Television courses in a subsequent semester will be placed in a status of departmental dismissal. A student who has been placed on collegiate dismissal will be transferred to Pre-Major Advisement or may seek transfer to another University program if the student has an overall SIUC grade point average of 2.0. A dismissed student may appeal to the Undergraduate Committee for reinstatement into the program.

Enrollment in Radio-Television courses may be canceled for students who do not attend the initial class session of the

semester. Fees will be assessed for supplies and materials in some courses. Students should inquire about fee amounts before registering.

Each student enrolled in the Radio-Television program must declare a specialization in one of the areas described below before progressing to any radio-television course beyond Radio-Television 200 and 300.

1. English 101, 102 with a grade of B and, if the student receives less than a B in either English 101 or 102, English 290 with a grade of C;
2. A grade of C or better in RT 200 and 300 before taking any other Radio-Television courses. These courses may not be repeated more than once.

Transfer students must complete a minimum of 21 hours in Radio-Television courses at the University to earn a degree.

**Bachelor of Arts Degree in Radio-Television,
College of Mass Communication and Media Arts**

<i>University Core Curriculum Requirements</i>	41
<i>Language Requirement</i>	6-8
Foreign language or approved substitute.	
<i>Requirements for Major in Radio-Television</i>	33
Radio and Television 200, 300, 308, and 393	12

Digital Media Arts and Animation Specialization

Courses in the Digital Media Arts and Animation specialization center on digital creation, creative storytelling, and workflow management. Digital media producers write, design, and create digital audio, video, and animation for delivery across an array of media platforms. Through digital methods and innovative forms, students creatively explore and critically comment on the arts and technologies that are shaping the future of media.

Required Writing Course: RT 383 Writing for Media Arts

Select three of the following courses:

- RT 331 Digital Graphic Foundations
- RT 361 Sound Mix in Popular Culture
- RT 363 Radio/Audio Production
- RT 461 Multimedia Production
- RT 487 3D Animation I
- RT 488 3D Animation II
- CP 454 Animated Production
- CP 470A (History of Animation)

Plus 9 hours of Radio-Television Electives

Electronic Journalism Specialization

Classes are taught by industry professionals who incorporate history, ethics, legal issues and in depth reporting into the wide ranging curriculum. Students report, shoot, and edit their own stories using the latest equipment and software programs. Most students in Electronic Journalism work as “one man band” reporters. They produce a live half hour newscast on our PBS station, including weather and sports. Students also produce in depth and investigative reports which air on the news show. Stories also run on our online site which students also produce. Many students take advantage of the department’s excellent internship programs.

Required Courses:

- RT 310 (3 hours) – News Writing for Electronic Media
- RT 311 (3 hours) – Audio Journalism for Electronic Media

(preq. RT 310)

- RT 370 (3 hours) – Television News Reporting (preq. RT 311)
- RT 470 (3 hours) – TV News Field Prod.(preq. 370)

Plus 9 hours of Radio-Television Electives

Media Industries Specialization

Students in Media Industries work at the intersection of media creativity, technology and business and learn about the broad structures and specific practices of film, television, radio, music, gaming, Internet and mobile media. Classes prepare students for entry-level and executive-track positions at major studios, network and cable television outlets, in the music business, and at emerging media companies that create video games, Internet apps and mobile content.

Required Courses:

- RT 3___ (3 hours) (approved 300 level)
- RT 3___ (3 hours) (approved 300 level)
- RT 3___ (3 hours) (approved 300 level)
- RT 4___ (3 hours) (approved 400 level)

Plus 9 hours of Radio-Television Electives

Radio/Audio Specialization

Students in Radio/Audio develop their creative talents inside learning environments that unify critical listening and recording fundamentals from a wide variety of professional, artistic and historical viewpoints. Courses in the Audio Arts range from the commercial audio industries, sound and moving image and special topics courses in sound art and documentary radio. With the aid of our talented faculty, students learn to create and exhibit their projects on today’s technology by using our professional studios and computer labs.

Required Courses:

- RT 3___ (3 hours) (approved 300 level)
- RT 3___ (3 hours) (approved 300 level)
- RT 3___ (3 hours) (approved 300 level)
- RT 4___ (3 hours) (approved 400 level)

Plus 9 hours of Radio-Television Electives

Television/Video Production Specialization

Students who study Television/Video Production at SIUC learn how to light, shoot and edit professionally, and how to tell compelling stories that make contact with audiences. Courses in field and studio use state-of-the-art equipment to prepare students to take positions in the industry, and students have the opportunity to gain professional experience by working with WSIU Public Broadcasting. Post-production facilities include a full complement of editing and multimedia software, allowing student producers to bring their imaginations to life.

Required Courses:

- RT 383 (3 hours) – Writing for Media Arts
- RT 365A (3 hours) – Single Camera Field Production
- RT 365 (3 hours) – Multi-camera Production
- RT 4___ (3 hours) – (approved 400 level)

Plus 9 hours of Radio-Television Electives

<i>Minor in Related Area</i>	15
<i>General Electives</i>	23-25
<i>Total</i>	120

¹A Radio-Television student has the option to create his/her own directed specialization with the guidance of a faculty member and the approval of the Undergraduate Curriculum Committee before taking any Radio-Tele-

vision classes beyond Radio-Television 200 and Radio-Television 300.

Radio and Television Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
RT 200, RT 300	3	3
ENGL 101, 102.....	3	3
UCOL 101.....	3	-
SPCM 101.....	3	-
MATH.....	3	-
Core Disciplinary Studies.....	-	9
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
RT specialization course	3	3
RT 308.....	-	3
Core Disciplinary Studies.....	6	5
Core Integrative Studies.....	3	-
Foreign Language	4	4
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
RT Specialization Course	3	3
RT elective course	-	3
Minor course.....	3	3
Electives	9	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
RT 393.....	3	-
RT elective course	3	3
Minor course.....	6	3
Electives	3	9
<i>Total</i>	15	15

Television Studies Minor

A total of 15 credits is required for the minor. The student must complete RT 200: Understanding Media. The student must also complete at least nine credit hours in 300 or 400-level Radio-Television courses in the areas of media studies and media industries, as well as one 300 or 400-level production course to obtain a minor. All courses for a minor in Television Studies must be completed with a grade of *C* or higher.

Courses (RT)

200-3 Understanding Media. [IAI Course: MC 914] Basic overview of electronic media, history, current issues and future trends, programming content, technological and regulatory matters, media ethics, social effects and business practices. Critical viewing or listening and analysis of aesthetic techniques, formats, genres and content.

300-3 Introduction to Media Production. [IAI Course: MC 916] Introduction to the functions, theories, materials and techniques of writing and production of audio, video and television. Students write, perform and produce audio and video projects both in and out of the studio. Restricted to Radio-TV major. Lab

fee: \$60.

305-3 Audience Research and Ratings Analysis. Media professionals rely heavily on research to make well-informed decisions. Students learn how audience research studies are designed, conducted, analyzed, and utilized within the media industries. Students also develop an understanding and an appreciation of the business and economic aspects of the media industries, therefore this course is suitable for students of all RT specializations. Prerequisite: *C* or better in RT 200. Lab fee: \$45.

308-3 Media, Law, Policy and Regulation. Explores the regulation of media industries, including how legal, political, cultural and economic conflicts affect media policy. Covers the 1st Amendment, libel, the FCC, intellectual property, invasion of privacy, regulation of advertising, and sex and violence in the media. Includes law and policy for global and emerging media. Prerequisite: *C* or better in RT 200.

310-3 News Writing for Electronic Media. [IAI Course: MC 917] Designed to cover selecting, writing and editing news material for presentation on radio, television and online. Lab hours required. Prerequisite: *C* or better in RT 200 and RT 300 or consent of the department. Lab fee: \$45.

311-3 Audio Journalism for Electronic Media. The techniques of gathering, producing and presenting news for radio and other aural media. Skills in research, interviewing, news judgment, ethics, and audio recording are explored. New distribution channels are examined. Lab hours required. Prerequisite: RT 310 or consent of instructor. Lab fee: \$45.

312-3 Electronic Sports Journalism. Explores the foundations of electronic sports reporting, including legal and ethical considerations. Emphasis on responsible reporting practices while on deadline and enterprise reporting. Prerequisite: RT 310.

321-3 Sports, Media and Society. Examines the roles sports play in contemporary society, as well as the ways in which media are used to present, and analyze, these roles. Issues of socialization, race, class, gender, sexuality, business and power as they relate to sport competition and to presentation in the media. Prerequisite: RT 200 or equivalent.

325-3 Media Industries. Examines various media industries, including company structures, business practices, and current production and distribution methods. Attention to cross-industry synergies, emerging media, and the global market for media products. Prerequisite: *C* or better in RT 200.

326-3,3 The Entertainment Corporation. This class focuses on the entertainment corporation in terms of its internal structure, external relationships, industrial operations, and media output. A different corporation may be selected as a case study for any particular semester.

331-3 Digital Graphics Foundations. Course covers skills essential to digital image creation and workflow management for all stages of video production by integrating aesthetics, design and visual literacy. Students build an understanding of graphic computing processes by creating still images with and for different applications, and move on to creating animations, titles and simple post-production effects. Projects advance creativity, critical thinking and design skills. Lab fee: \$55.

340-3 Television Studies. Discussion of research and debates concerning television institutions, genres, formats, texts and audiences. Analysis and evaluation of technique, content, and

aesthetic effects of television. Prerequisite: C or better in RT 200 and RT 300.

351-3 Media Programming. The study of the social and economic purposes and methods of obtaining, developing, launching, scheduling, and evaluating programming content for public and commercial electronic media. Prerequisite: C or better in RT 200 and RT 305. Lab fee: \$45.

357-3 Media Promotion. The study of the principles and practices of marketing products and services of the electronic media to both consumers and advertisers. Includes analysis and evaluation of the planning, creative, and placement components of promotional activities. Prerequisite: C or better in RT 200 and RT 305.

360-3 Electronic Media Performance. [IAI Course: MC 918] The development of disciplines controlling vocal and visual mechanics and interpretative performances for announcers, newscasters, interviewers and narrators of various radio and television situations. Laboratory hours required. Prerequisite: RT 310 or RT 383 or concurrent enrollment or consent of instructor; Theatre 203 recommended. Lab fee: \$45.

361-3 Sound Mix in Popular Culture. A theoretical and design approach to sound in a digital environment within the context of popular culture. Projects include mash-ups, digital storytelling, soundscapes in virtual environments, live mixes, and sound in image. Readings and creative practice using digital technologies. Lab fee: \$55.

362I-3 Sound Art and Practice. (University Core Curriculum) This course will provide students with a philosophical understanding of the concepts and practices used in sound art and practice today and historically; and, in a variety of careers and in society in general. This course will introduce students to audio technology and terminology as well as expose them to the many applications of sound, as art and function, in society, regardless of their desire to pursue sound as a career. Lab fee: \$55.

363-3 Radio and Audio Production. Planning and producing for radio. Study of different formats (documentary, drama, commercials, promotional announcements): Short form production in labs. Introduction to multitrack recording and editing. Examination of audio-production techniques in related fields. Prerequisite: C or better in RT 200 and RT 300. Lab fee: \$55.

365A-3 Single Camera Field Production. Designed to advance understanding of television production principles, student producers create work grounded in traditional and professional practices while learning the basic tools of television production. Focus is upon single-camera field production. Prerequisite: C or better in RT 200 and RT 300. Lab fee: \$55.

365B-3 Multi-Camera Production. Designed to advance understanding of television production principles, student producers create work grounded in traditional and professional practices while learning the basic tools of television production. Focus is upon multi-camera studio production. Prerequisite: C or better in RT 200 and RT 300. Lab fee: \$55.

369-3 Directing for Television. The applied study of directing theory and visual storytelling to the various genres associated with television. Lab exercises cover both multi-camera and single camera formats. Lab hours required. Prerequisite: RT 365A and RT 365B. Lab fee: \$55.

370-3 Television News Reporting. Reporting, writing, editing

and producing television news. Students simulate the disciplines of daily television newsgathering. Prerequisite: RT 311 or consent of instructor. Lab fee: \$55.

373-3 Music Business Overview. A survey of the music business, examining the challenges facing the industry such as piracy, new media, and corporate consolidation. Explore how these issues affect what is produced and broadcast, the impact on the consumer, and emerging legal issues. Careers in the industry will be examined, with discussion of where the industry is headed, and what new business models are being forged. One class trip to Nashville will be included during the course. Lab fee: \$55.

374-3 The Entertainment Industry: Nashville. Examines the multi-dimensional entertainment industry in Nashville, including record labels, television, commercials, video, film, artist management, publishing, PROs, and radio. Five trips to Nashville with presentations from top industry professionals. Visits to recording studios and television networks. Explores career paths and necessary qualifications for success. Prerequisite: C in RT 200 and RT 300. Restricted to R/T Majors. Lab fee: \$175.

375-3 Introduction to Audio Engineering. (Same as Music 375) Introduces basic principles of sound and how audio can be captured and manipulated utilizing current recording technology. The course incorporates concepts of signal flow, microphone selection and placement, signal processing and mixing. The objective is for the student to render a multi-track recording, from concept to completion, employing all the above concepts to demonstrate a solid knowledge of recording fundamentals. Restricted to Radio/TV majors. Lab Fee: \$55.

376-3 Advanced Audio Engineering. (Same as Music 376) This course further develops the skills introduced in RT 375. Advanced methods will be practiced, including use of signal processing, routing, mixing and mastering. The objective is to have command of a larger format in-line console, and record/mix a multi-track session in Pro Tools, utilizing various microphone techniques, plug-ins, aux sends/returns, patchbay and automation. Prerequisite: RT 375 or permission of instructor. Lab fee: \$55.

377-3 Media Sales. Students are introduced to the principles and practices of professional media salespeople by incorporating a marketing-oriented, client-focused, solutions-based selling approach. Students develop their personal presentation skills through the use of role-playing exercises and case studies. The ability to persuade others is an important element of everyday life, therefore this course is suitable for students of all RT specializations. Prerequisite: C or better in RT 200 and RT 305. Lab fee: \$45.

380-3 Media Technology. Examination of technological developments in the media industries, including changes in technologies of production, distribution, media devices, and consumer use. Prerequisite: C or better in RT 200.

383-3 Writing for Media Arts. Introduction to creative writing for media, including radio, television, Internet and other emerging media applications. Includes analysis of format, narrative structure and story in produced scripts and aired programs. Prerequisite: C or better in RT 200 and RT 300 or consent of the instructor. Lab fee: \$45.

384-3 (1,1,1) Campus Media Practicum. Practical experience in media operations on the campus. Instructor makes determina-

tion on student duties, based on needs of the Broadcast Service or the department and the desires of the student. A minimum of four hours per week. Students obtain an application form from academic adviser. Mandatory Pass/Fail. Special approval needed from the instructor.

385-1 to 3 Newsroom Leadership Practicum. Practical experience in newsroom leadership on the campus. Instructor makes determination on student duties, based on needs of the WSIU-TV, WSIU-FM, or the department and the desires of the student. Students work under direct supervision of newsroom professional staff. Mandatory Pass/Fail. Prerequisite: RT 310. Special approval needed from the instructor.

389-2 to 9 Electronic Media Workshop. Specialized work in various areas electronic media. Topics will vary. Special approval needed from the instructor. Lab fee: \$55.

391-2 Independent Study. Area of study to be determined by student in consultation with Radio-Television faculty. No more than two students may work on the same project. Special approval needed from the instructor.

393-3 Electronic Media in Society. The interrelation of television with social patterns and economic and political systems. Major theories of broadcasting. Effects of these media on society. Required for the major. Prerequisite: C or better in RT 200 and RT 300. Restricted to senior standing or consent of instructor.

395-1 to 6 Internship Program. News, production, performance and/or marketing/management work experience with a non-university professional organization. The student will undertake a work experience beyond that available at the university. No retroactive credit for previous work experience. May be repeated up to six credits. Student may earn no more than 9 internship hours from RT 395 and 396. Prerequisite: GPA of 2.50 or better. Restricted to junior standing. Pass/Fail.

396-1-6 Hollywood Studies/Internship. Supervised work and study experience in Los Angeles, California, in areas of production, program development, casting, distribution, etc. Students work closely with Hollywood professionals and attend seminars on various facets of the industry. Summer session only; fees include prearranged housing. Students may earn no more than 9 internship hours from RT 395 and 396. Prerequisite: GPA of 2.50 or better. Restricted to junior standing. Pass/Fail.

403-3 Lighting for Television. Covers typical lighting situations encountered in the field of television. Practical exercises are used extensively. Prerequisite: RT 365A or concurrent enrollment. Restricted to Radio/TV majors. Lab fee: \$55.

405-3 Media Economics. Focus on economic and financial forces affecting the media industries. Study of the economic practices and impacts of corporate mergers and synergies, global integration of media firms, multi-stream revenue generation, barriers to entry and regulatory constraints. Prerequisite: C or better in RT 200. Special approval needed from the instructor.

450-3 Television Documentary Production and Technique. An overview of the development of various types, styles, and schools of major documentary production including analysis of American and International documentaries. Students will also research, write, and produce several short-form documentaries. Prerequisite: RT 365A or consent of instructor. Restricted to Radio/TV majors and senior standing. Lab fee: \$55.

455-3 Oral History, Storytelling, and Media. (Same as HIST

498) This course will develop an appreciation of the field of oral history, methodological concerns and applications. Students will learn about the oral history process, including interview preparation and research, interview technique, the nature and character of evidence, transcribing, and legal and ethical concerns. Restricted to junior or senior standing.

457-3 Media Marketing. The core issues of marketing media products in a variety of contexts, such as launching a television program or series, opening a film, introducing an Internet website or application. Attention to branding and media planning, including developing an online marketing strategy. Prerequisite: C or better in RT 200. Special approval needed from the instructor. Lab fee: \$45.

461-3 Multimedia Production. Students learn the fundamental concepts and skills necessary to produce simple interactive multimedia presentations using an assortment of media. RT 331 recommended. Lab fee: \$50.

463-3 Sound Art and Practice II. This course allows students to explore sound as an art form. During the semester, students create original sound works and learn hands on approaches to technology, which include building low cost microphones. Experimental sound synthesis and original approaches to creative sound will be explored as well as methods of collaboration and exhibition. Special approval needed from the instructor. Lab fee: \$55.

464-3 Audio Documentary and Diversity. (Same as WGSS 464) This course focuses on the creation of short and long form audio documentaries by students, regardless of production background. Introduces students to basic production techniques and diversity considerations during the making of a documentary. This course uses qualitative methods to investigate an issue or to document an event, with an emphasis on observation and interview techniques. Topics will explore the role of gender, race, ethnicity and class during the planning, gathering and production stages of the documentary. Open to non-majors. Lab fee: \$55.

465-3 Advanced Television Production. Instruction and practical experience in the development of programming for television. Students will produce individual and/or small group projects for broadcast and follow the projects through from concept to completion. Prerequisite: RT 365A or consent of instructor. Restricted to Radio/TV majors and senior standing. Lab fee: \$55.

466-3 Motion Graphics. Using current motion graphics software, students build skills in visualization and messaging while creating animated graphics packages, titles, sequences and short animated videos. Recommended: RT 331 or equivalent graphics experience. Lab fee: \$50.

467-3 Global Media. Global media history, main theories, and current developments. The significance of global trends for local and regional media and cultures. Prerequisite: C or better in RT 200 and RT 300. Restricted to senior standing, or consent of instructor.

469-3 Video for Non-Majors. Basic shooting and editing to students interested in using video for purposes other than professional television production, such as education, business, or Web page development. The course surveys video formats and applications. Students produce projects using editing and special effects. Credit not given to Radio-Television majors. Special

approval needed from the instructor. Lab fee: \$55.

470-3 Television News Field Production. Advanced field reporting for television. Students will work under the supervision of the instructor to develop, investigate and report news stories for television. This process will also study the development and production of the mini-documentary. Class will utilize professional grade video recorders, cameras and editing systems. Prerequisite: RT 370 or consent. Lab fee: \$55.

473-3 Media Management. Preparation for the challenges of managing media companies in diverse sectors of a rapidly changing industry. Principles and practices applicable to a variety of management contexts; addresses traditional and open business models and strategic management; management of organizations, creativity, programming, financial data, marketing and sales. Not for graduate credit. Prerequisite: C or better in RT 200. Special approval needed from the instructor. Lab fee: \$55.

475-3 MIDI Production Studio. Comprehensive study of sequencing techniques, editing, sampling and hardware and software based instruments will be applied with hands-on exercises and projects. Skills developed in this course will enable students to creatively utilize the most current MIDI technology for use in writing, arranging, recording and manipulating music and audio for albums, jingles and film/television. Prerequisite: RT 375 or consent of instructor. Lab fee: \$55.

476-3 Creative Audio Producing. This course puts the student in the role of recording producer, including responsibility for all decision-making during project development and production. Includes selection of material, budgeting, contracts, scheduling, performances, and all aspects of recording. Emphasis is placed on communication with clients, artists and engineers. Related elements include publishing, copyright and contracts. Prerequisite: MUS 375 or RT 375, or consent of instructor. Lab fee: \$55.

477-3 Investigative Reporting for TV, Radio, Online. Each student will choose one topic and produce a story with multimedia elements. Students will do in-depth research, conduct interviews, and investigate issues and topics of their choice with approval of the instructor. The latest investigative techniques will be explored as well as legal and ethical issues. Stories can air on public television or radio or appear online. Lab fee: \$55.

479-3 Multi-Camera Field Production. Concentration on the techniques, conventions and implementation of live-event, multi-camera production in the field, including concerts, awards shows, and sports. Prerequisite: RT 365A and RT 365B or consent of instructor. Lab Fee: \$55.

480-3 Emerging Media. Examination of developments in emerging media, including Internet applications, mobile media, and gaming, among others. Exploration of the impact of emerging media on traditional media cultures and economies. Restricted to senior standing or consent of instructor required.

481-3 Client-Based Video Design. A preproduction course that includes creative problem solving, project management, working with clients, budgeting, design theory and script writing. Assesses multiple platforms for video creation and delivery to targeted audiences. Prerequisite: RT 365 or concurrent enrollment or consent of instructor.

482-3 Advanced Client-Based Production. Students work on one or more actual client projects. The class simulates a produc-

tion house operation. Working in teams, students are responsible for budgeting, working with clients, scripting, shooting, editing and follow-through on the project. Prerequisite: RT 465 or RT 481. Lab fee: \$45.

483-3 Script to Screen I: Writing the Pilot. In sequence with RT 484, Script to Screen II, this course concentrates on script-writing for serial fictional television-situation comedies and drama. Students analyze structure, form, style and content of TV shows and scripts. They will write the "bible" for an original series as well as the pilot episode for that series. Some scripts will be produced in RT 484. Prerequisites: RT 365A or consent of instructor. Lab fee: \$45.

484-3 Script to Screen II. In sequence with RT 483, Script to Screen I. In this course, students produce a pilot for a sitcom or dramatic television program, from scripts written by students in RT 483. Topics include casting, budgeting, scheduling, script analysis, location management, production design, staging, lighting, directing and acting for the camera. Restricted to senior standing. Prerequisite: RT 365A and RT 365B, or consent of the instructor. Lab fee: \$55.

485-3 Digital Post Production. Students will examine all aspects of the postproduction process. The course combines editing theory and practice with critiquing professional programs and practical editing exercises. Prerequisite: RT 365 or consent of instructor. Lab fee: \$55.

486-3 Broadcast Advertising Production. Projects combine expertise in teams to script, produce, edit, and present broadcast commercials. Prerequisite: RT 365A. Lab fee: \$55.

487-3 3D Animation I: Modeling. In this course, students will gain a solid foundation in creating 3D computer graphics using industry standard computer software and hardware. Through analysis and practice, students will develop an understanding of the principles of 3D modeling, lighting, texturing and rendering. Conceptual design and professional practices will also be addressed. Skills learned in this course will prepare students for the 3D Animation II class. Lab fee: \$55.

488-3 3D Animation II: Animation & Visual EFX. This intermediate course builds upon the skills learned in the 3D Animation I course, and will focus on narrative development, motion design and visual effects generation using industry standard practices. Topics include key frame animation, inverse kinematics, and visual effects using dynamics. A term project utilizes the creative and technical skills explored in class. Prerequisite: RT 487 (3D Animation I). Lab fee: \$55.

489-2 to 9 Electronic Media Workshop. Advanced work in various areas of electronic media, such as Gender and Media, Children and Media, Blaxploitation, Television in the US. Special approval needed from the instructor. Lab fee: \$55.

490-3 3D Animation III: Production Studio. This advanced course builds upon the skills mastered in the 3D Animation I and II courses. Students walk through the 3D animation production cycle to produce a high-quality 3D animation suitable for portfolio exhibition. Class critiques and project analyses are used to direct students through the production process. This course advances students' knowledge of industry-standard practices. Prerequisites: RT 487, or RT 488, or MCMA 497. Lab fee: \$55.

491-3 Independent Study. Area of study to be determined by student in consultation with graduate faculty. No more than

two students may work on same project. Students must complete an application form which is available from the departmental adviser. Not for graduate credit. Restricted to senior standing. Special approval needed from the instructor. Lab fee: \$45.

496-3 Sound and Moving Image. This course examines in detail the relationship of sound and moving images. It traces intertwined histories, revealing important collaborations and technological developments that set precedents for both film and video. While the primary focus of this course is the artistic creation of soundtracks, we will also explore musical scoring and orchestration as utilized by film and television composers. Students will learn about and create sound designs, Foley sound and mix to picture sessions. Special approval needed from the instructor. Lab Fee: \$55.

Radio-Television Faculty

Brooten, Lisa, Associate Professor and *Interim Chair*, Ph.D., Ohio University, 2003.

Burns, David, Assistant Professor, M.F.A., Parsons School of Design, 2001.

Downing, John D. H., Professor, Ph.D., London School of Economics and Political Science, 1974.

Gher, Leo, Associate Professor, *Emeritus*, M.S., Southern Illinois University, 1980.

Helleny, Edward J., Senior Lecturer, M.S.Ed., Southern Illinois University Carbondale, 2004.

Herreman, Todd, Lecturer, MLS, Southern Illinois University Carbondale, 2009.

Hochheimer, John L., Professor, Ph.D., Stanford University, 1986.

Johnson, Phylis, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2003.

Keller, Kenneth R., Associate Professor, *Emeritus*, M.TV., University of Illinois, 1966.

Kreider, Wago, Assistant Professor, M.F.A., Rutgers University, 2002.

Lawrence, William Novotny, Associate Professor, Ph.D., University of Kansas, 2004.

Lemish, Dafna, Professor and *Chair*, Ph.D., Ohio State University, 1982.

Lewison, Sarah, Assistant Professor, MFA, University of California, San Diego, 2001.

Love, Beverly, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2009.

Meehan, Eileen R., Professor, Ph.D., University of Illinois, 1983.

Motyl, Howard D., Assistant Professor, MFA, Northwestern University, 1990.

Needham, Jay, Assistant Professor, M.F.A., California Institute of the Arts, 1989.

Padovani, Cinzia, Associate Professor, Ph.D., University of Colorado at Boulder, 1999.

Podber, Jacob J., Associate Professor, Ph.D., Ohio University, 2001.

Romersa, Henry, Lecturer, M.M.Ed., Oberlin College, 1955.

Starr, Michael F., Associate Professor, *Emeritus*, J.D., Georgetown University, 1965.

Thompson, Janice, Associate Professor, M.G.S., Roosevelt University, 1988.

Torre, Paul J., Assistant Professor, Ph.D., University of Southern California, 2005.

Waldron, Eileen, Distinguished Broadcast Journalist, B.A., San Francisco State University, 1983.

Wall, James, Senior Lecturer, M.A., Southern Illinois University Carbondale, 2004.

Radiologic Sciences (Major, Courses)

These professionals function as first assistants to the physician in medical practice, utilizing radiant energy, ionizing radiation (X-Ray), other forms of electro-magnetic energy, and sound waves for the imaging, diagnosis, and treatment of disease. Each distinct specialty option has its own educational criteria, accreditation and clinical training requirements. The traditional medical specialties of radiography, radiation therapy technology, diagnostic medical ultrasound and magnetic resonance imaging/computed tomography are available at Southern Illinois University Carbondale.

The program prepares technologists for entry-level positions and also prepares the technologist who wishes to gain additional expertise. The radiologic technology curriculum and all program options are designed to meet the guidelines for accreditation and/or recognition by the American Registry of Radiologic Technologists, the Joint Review Committee on Education in Radiation Therapy Technology and the American Registry of Diagnostic Medical Sonographers.

To be considered for enrollment into the Radiologic Sciences program, prospective students must first obtain admission to the University. To be approved for entry into the major and professional sequences, applicants must submit additional application materials. This program admits a limited number of students based on specific selection criteria.

Students may be selected for admission to the Radiologic Sciences program either as freshmen or sophomores. Freshmen will be evaluated on the basis of ACT scores and high school grade point average. Sophomores will be evaluated on the number of hours of college credit, college grade point average as calculated by SIUC, college mathematics and science grades and the grade in anatomy. Anatomy, math and science courses must be completed prior to the selection date (February 1) for the applicant to be considered for program entry to the following Fall semester.

Accreditation guidelines place limits on the enrollment in this program. Students begin the professional sequence each fall only.

This degree program requires the successful completion of clinical internships. In accordance with Federal and State guidelines, the clinical sites will require proof of the following: vaccination for measles, mumps, rubella, tetanus, TB, varicella (chicken pox), Hepatitis B, and influenza; current CPR card; and proof of completion of HIPPA and blood-borne pathogens training. Affiliation sites will also require students to undergo a criminal background check and drug screening.

Associate of Applied Science Degree, College of Applied Sciences and Arts

The A.A.S. Degree in the Radiologic Sciences' curriculum is designed to prepare students to become registered radiologic technologists (medical radiographers). Completion of the program provides graduates with the educational requirements necessary to take the national certification examination administered by the American Registry of Radiologic Technologists.

The following general education and radiologic sciences courses totaling 77 credit hours are required to receive the A.A.S. degree in Radiologic Sciences.

<i>University Core Requirement</i>	21
General Eductaion Courses: ENGL 101; MATH 108 OR 113; UCOL 101; Anatomy Equivalent; SPCM 101; University Core Science, University Core Social Science.	
<i>Professional Core Requirements</i>	56
Radiologic Sciences Courses: RAD 122A, 122B, 102, 112, 202, 212, 222, 232, 312, 322, 332, 342, 352	
<i>Total</i>	77

Bachelor of Science Degree, College of Applied Sciences and Arts

The Bachelor of Science degree in Radiologic Sciences is a 128-semester hour program consisting of forty-one semester hours of University Core Curriculum requirements, and eighty-seven semester hours of combined radiography and professional option courses. All coursework required for the A.A.S. degree in Radiologic Sciences count toward this degree.

MEDICAL DIAGNOSTIC SONOGRAPHY (ULTRASOUND) OPTION

This option is designed to prepare qualified medical diagnostic sonographers. The courses and clinical experiences meet accreditation criteria.

Ultrasound, one of the more recently developed specialties in diagnostic radiology, utilizes a high frequency sound wave similar to sonar. The reflected echoes from the body tissues are displayed as two-dimensional images on a video monitor. Some medical problems that are diagnosed with ultrasound include gall-stones, tumors, cysts and fetal abnormalities. The technologist who performs the examination is called a sonographer. Sonographers work under the supervision of either a doctor of medicine or osteopathy that is responsible for the use and interpretation of the ultrasound procedure.

While most sonographers work in hospitals, particularly in radiology, cardiology, vascular surgery and obstetrical departments, many will also find employment in outpatient clinics and mobile services. Ultrasound equipment manufactures also employ sonographers to market their products.

RADIATION THERAPY OPTION

Radiation therapy technologists assist radiation oncologists in all aspects of the administration of radiation therapy treatment; their primary responsibility consists of exposing specific areas of the patient's body to prescribed doses of ionizing radiation. Radiation therapy technologists also provide appropriate patient care; this includes exercising judgment when administering treatment and adhering to the principle of radiation protection for the patient, self and others.

MAGNETIC RESONANCE IMAGING AND COMPUTED TOMOGRAPHY OPTION

This option is designed to prepare technologists in the advanced areas of magnetic resonance imaging (MRI) and computed tomography (CT). The MRI and CT components will emphasize physics, technology, instrumentation and sectional anatomy. Technologists employed in these capacities will be supervised by a board certified radiologist, but will be afforded a greater amount of responsibility and independence in the performance of their duties.

Bachelor of Science Degree in Radiologic Sciences, College of Applied Sciences and Arts

<i>University Core Requirement</i>	41
Suggested Courses: PHSL 301 or AH 241, CHEM 106 or PHYS 101, PHIL 104, PSYC 102, ZOOB 115, MATH 108 or 113, ENGL 101 and 102, SPCM 101	
<i>Professional Core Requirements</i>	56
Including: RAD 102, 112, 122A, 122B, 202, 212, 222, 232, 312, 322, 332, 342, 352	
<i>Radiologic Sciences Option (Select One)</i>	31
Ultrasound: RAD 341, 351, 371, 381, 391, 401, 441, 451	
Radiation Therapy: RAD 360, 370, 380, 390, 400, 410, 420, 430, 440	
MRI and CT: RAD 364, 374, 384, 394, 404, 414, 424, 434	
<i>Total</i>	128

All Professional Core Courses and Radiologic Sciences Option Courses require a grade of "C" or better to continue on to the next phase of the program. RAD 410 and RAD 420 require a grade of "B" or better to continue on with the program.

Radiologic Sciences Suggested Curricular Guide with Options in Ultrasound, Radiation Therapy, MRI and CT

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH 108 or 113.....	3	-
Human HLTH, SPCM 101	2	3
Science(GR 1, GR 2)	3	3
UCOL 101	3	-
Social Science	-	3
RAD 122A.....	2	-
Humanities	-	3
<i>Total</i>	16	15

SECOND YEAR	FALL	SPRING
RAD 102, RAD 222.....	3	12
RAD 112	4	-
RAD 202.....	3	-
RAD 122B.....	2	-
Social Science	3	-
Humanities	-	3
<i>Total</i>	15	15

SECOND YEAR	SUMMER
RAD 232	4

RAD 212	2
<i>Total</i>	6

THIRD YEAR	FALL	SPRING
RAD 332, RAD 312.....	12	3
RAD 322	-	3
RAD 342,	-	3
RAD 352	-	3
Fine Arts, Integrative	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Option Courses.....	13	12
<i>Total</i>	13	12

FOURTH YEAR	SUMMER
Option Courses.....	6

Courses (RAD)

102-3 Introduction to Radiologic Technology and Radiographic Technique. Designed to introduce the student to the medical radiography profession. Students will begin their study of medical terminology, professional behavior, ethics, theory of radiographic exposure and radiation protection. Restricted to RADS majors.

112-4 Anatomy and Positioning. Designed to provide the student radiographer with didactic instruction and laboratory experience which will lead to the development of clinical competencies. It will serve as a foundation for the development of advanced clinical skills as well. The competencies developed are chest, abdomen, upper and lower extremities, pelvic girdle, spine and digestive system. Restricted to RADS majors. Lab fee: \$75.

122A-2 Seminar in Radiologic Sciences I. The first seminar in Radiologic Sciences will introduce students to the field of Diagnostic Imaging through the use of guest lectures, student presentations, professional observations, and use of electronic sources and media. Study will focus on evolving theories, technologies and techniques of the Radiologic Science Profession. Admission to major or consent of school.

122B-2 Seminar in Radiologic Sciences II. Study will focus on developing a professional identity, an understanding of the integrated health care team, an understanding of the language of medicine in general and radiology in particular, and development of basic patient care techniques and skills. Admission to major or consent of school.

132-3 Anatomy and Positioning II. A continuation of 112 designed to further develop clinical skills and competencies through continued didactic and laboratory experience. Positioning competencies developed in this course include radiography of the pelvic girdle, spine and digestive system. Eight weeks. Prerequisite: RAD 112.

199-1 to 10 Individual Study. Provide first year radiologic sciences students with the opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access to the resources of the radiologic sci-

ences facilities. Each student will work under the supervision of a sponsoring program faculty member. Restricted to RADS majors.

202-3 Radiographic Physics. This course will concentrate on general theories of physics as they relate to matter, mechanics and electricity. It also involves the study of the nature and production of radiation and understanding of the complexity of radiographic equipment and circuitry. Co-requisite: RAD 102 and RAD 112.

212-2 Special Procedures. Includes the study of contrast producing agents which are used to visualize specific parts of the body. Radiographic technique employed in this type of imaging is highly specialized and will be studied in depth. Prerequisite: RAD 222, RAD 372A.

222-12 Radiography Clinic I. The student is assigned to a selected clinical education center for the entire semester. During this semester, the student radiographer is expected to practice and perfect the professional skills developed the previous semester on campus. The student will participate in specific experiences and film critique assignments designed to meet objectives for the semester. Prerequisites: "C" or better in RAD 102, RAD 112, & RAD 202.

232-4 Selected Systems (Radiography). Designed to instruct the student in the anatomy and positioning of the skull, facial bones, sinus, digestive, urinary, biliary and human reproductive systems. Routine projections common to most health facilities will be described, demonstrated and then practiced on a phantom in the energized laboratory. Particular emphasis will be placed on radiography of the trauma patient. Prerequisite: RAD 222. Lab fee: \$75.

299-1 to 16 Individual Study. Provides students with opportunity to develop a special program of studies to fit a particular need not met by other offerings. Enrollment provides access for advanced radiologic sciences students to the resources of the radiologic sciences facilities. Each student will work under the supervision of a sponsoring program faculty member. Restricted to RADS majors.

312-3 Radiographic Pathology. Deals with the etiology and processes of trauma and disease. Emphasis will be placed on radiographic pathology of the body systems and the manifestation of this pathology. Prerequisite: RAD 332, RAD 372B.

322-3 Radiographic Contrast and Sectional Anatomy. Included is an introduction into the use of radiopharmaceuticals for enhancement of various anatomical structures within the human body. Also includes the study of anatomical structures on the transverse, coronal, and sagittal perspectives. Emphasis will be placed on (1) understanding the physiological effects of radiopharmaceuticals on various organ systems; (2) identifying the imaging plane demonstrated; (3) identifying anatomy visualized in a given place. Prerequisite: RAD 332.

332-12 Radiography Clinic II. The student returns to the clinical education center for the entire semester. The student radiographer will practice and perfect the advanced professional skills developed the previous semester on campus. The student will participate in specific experiences and film critique assignments designed to meet objectives for the semester, including advanced modalities. Prerequisites: "C" or better in RAD 212 & RAD 232.

341-1 Fundamentals of Sonography. This course is designed

to introduce the profession of Diagnostic Medical Ultrasonography. Topics of study include historical perspectives, patient care and communication, medical ethics and terminology. Restricted to RADS majors.

342-3 Radiation Biology. Designed to instruct the student radiographer in the principles and terminology of radiobiology. Emphasis will be placed on how these principles relate to radiation protection for both the patient and radiographer. Also included are introductions to nuclear medicine and radiation therapy technology. Prerequisite: RAD 332.

351-3 Obstetric and Gynecology Sonography. This course is an in-depth study of gynecologic and obstetric/fetal anatomy, physiology and pathology. Emphasis will be placed on related clinical signs and symptoms, laboratory tests, and normal and abnormal sonographic patterns. This course includes a laboratory component. Not for graduate credit. Restricted to RADS majors.

352-3 Special Imaging Modalities. This course provides the student with the knowledge and understanding relevant to the function, operation and application of the various techniques used in image production. This course also includes a complete review of the radiography curriculum in preparation for the American Registry of Radiologic Technologies National certifying examination. Prerequisite: RAD 332.

360-2 Fundamentals of Radiation Therapy. The rationale for and methods employed in the treatment of cancer by radiotherapy. The role of radiotherapy and its relationship to other modalities utilized in the treatment of cancer are explored and defined. Also, an introduction to the principles and concepts of radiobiology. Restricted to RADS majors.

362-4 Radiography Clinic III. Last clinical course of the program. Students are expected to demonstrate knowledge and competency of radiographic examinations listed in categories one through nine. Image evaluations will be performed on a weekly basis by the clinical instructor as well as behaviors/attitudinal ratings. Prerequisite: RAD 312, RAD 322, RAD 342 and RAD 352.

364-3 Computed Tomography Technology. This course will focus on the physical principles of computed tomography. Topics of discussion will include the history of computed tomography, its instrumentation, data acquisition, image reconstruction, contrast agents, patient care/safety, and quality assurance. Special imaging application for interventional, trauma, and oncology will be discussed. Restricted to major, completion of ARRT in radiography, or consent of school.

370-3 Techniques and Applications of Radiation Therapy. The technical aspects of radiotherapy including dosimetry, shielding, radioactive sources and methodology. Lecture and laboratory format. Restricted to RADS majors. Lab fee: \$100.

371-3 Abdominal Sonography. This course is an in-depth anatomy, physiology and pathology study of abdominal, retroperitoneal and superficial structures. Emphasis will be placed on related clinical signs and symptoms, laboratory tests, and normal and abnormal sonography patterns. Restricted to RADS majors.

372A-1 Radiographic Film Critique. Concurrent with clinical study, the student will participate in the technical review of the films taken fulfilling introductory objectives set for this course. This course is writing intensive and reflects the College's Com-

munication-Across-the-Curriculum initiative. Prerequisite: RAD 102, 112, 132, 202, English 101 and 102.

372B-1 Radiographic Film Critique. The student will continue to develop abilities to review an examination from a technical standpoint utilizing more advanced knowledge to fulfill course objectives. Prerequisite: RAD 212 and 232.

372C-2 Radiographic Film Critique. Final competencies in the technical production and review of the finished radiograph are determined and evaluated. Also included is a review of the knowledge learned in the program. Prerequisite: RAD 312, 322, 342, 352. Lab fee: \$25.

374-3 Sectional Anatomy and Imaging Applications. This course focuses on identifying anatomical structures produced by Magnetic Resonance Imaging (MRI) and Computed Tomography (CT) scanners in the transverse, sagittal, coronal, and orthogonal planes. The MRI and CT images place emphasis on the head, neck, spine, chest, abdomen, pelvis, musculoskeletal (joints), and vascular system. Restricted to major.

380-3 Physics of Radiotherapy. Physical principles and application thereof, specifically in radiation therapy. A review of basic radiotherapy principles which will be expanded upon in later courses. Restricted to major. Lab fee: \$100.

381-3 Ultrasound Physics and Instrumentation. A study of diagnostic medical ultrasound physics. Topics include ultrasound wave generation and propagation; transducers; pulse echo instruments; pulse echo imaging; image storage and display; Doppler; artifacts; quality assurance; bioeffects and safety. Restricted to major.

384-4 Magnetic Resonance Imaging Technology. This course will focus on the physical principles of magnetic resonance imaging. Topics of discussion will include the history of magnetic resonance imaging, its physical principles, instrumentation, imaging techniques, contrast agents, patient care/safety, and quality assurance. Prerequisite: completion of ARRT in radiography, or consent of school. Limited to major.

390-2 Oncologic Nursing. Nursing techniques utilized on patients with cancer and those in the terminal state of illness. Emphasis on the psychological needs and problems of those suffering terminal illness. Special topics will include the many different types of malignancies, care of the skin during and after radiotherapy, assisting patients in learning home care, and dealing empathetically with patients and relatives. Restricted to major.

391-3 Sectional Anatomy-Sonography. A study of sectional anatomy in the transverse, longitudinal and coronal planes, with emphasis on the organs of sonographic interest within the abdomino-pelvic cavity. This course includes a laboratory component and a \$100 laboratory fee. Restricted to RAD majors.

394-3 MRI and CT Pathology. This course is designed as an overview of pathologies commonly seen in magnetic resonance imaging and computed tomography. Along with distinguishing various types and pathologies as seen on MRI and CT scan, emphasis will be placed on a general understanding of the description, etiology, epidemiology, signs and symptoms, imaging characteristics, treatment, and prognosis of those pathologies. Restricted to major.

400-3 Radiation Dosimetry and Instrumentation. The principles of radiation dosimetry and related instrumentation. Topics include aspects of calibration, monitoring, protection and

dose determination of x and gamma radiation. Not for graduate credit. Restricted to major.

401-12 Sonography Clinical Internship I. The student is assigned to a clinical education center to practice and perfect sonography skills. The student will be supervised by qualified sonographers and directed in specific experiences designed to meet the objectives for the semester. Not for graduate credit. Prerequisite: "C" or better in RAD 341, 351, 371, 381, 391. Restricted to RADS major.

404-10 MRI and CT Clinical Internship I. This is first clinical internship in a two-course sequence. During the first clinical internship, the student will be assigned to a selected clinical education center for the entire semester. During this semester, the student is expected to practice and perfect the professional skills developed the previous semester on campus. Not for graduate credit. Co-requisite: RAD 414. Prerequisite: "C" or better in RAD 364, 374, 384, 394.

410-10 Radiation Therapy Clinical Internship I. This is the first clinical internship of a two-course sequence. A practicum at a selected clinical education center in which the student functions under direct supervision and applies the knowledge gained in the classroom. The student will function in the clinical setting to interpret and execute the radiation oncologist's orders and operate the ionizing radiation equipment during actual patient treatments and simulations. Construction of treatment aids will also be performed. Not for graduate credit. Prerequisite: A grade of C or better in RAD 360, 370, 380, 390, and 400.

414-2 Special Studies in MRI and CT. Individual projects in MRI and CT will be selected by the student with approval of the instructor and culminate in case study reviews. In addition, the student will prepare to challenge The American Registry of Radiologic Technologists professional examinations in either MRI or CT. A portion of this course is on-campus. Not for graduate credit. Prerequisite: "C" or better in RAD 364, 374, 384, and 394.

420-2 Special Problems in Radiation Therapy. A review of the many types of cancer to include discussion of clinical symptoms, treatment patterns, technical pitfalls, survival statistics and patient/family interactions. Quality assurance procedures for a Radiation Therapy Department will also be reviewed to include the different QA tests, tolerances, and frequencies. Both written and oral seminar responses will be included in this course. Not for graduate credit. Prerequisite: RAD 360, 370, 380, 390, 400.

424-4 MRI and CT Clinical Internship II. This is the second clinical internship in a two-course sequence. The student will be assigned to a selected clinical education center. During this semester, the student will continue to perfect his/her professional skills developed during the previous clinical internship. In addition, the student will focus on developing hands-on skills in radiation therapy treatment simulation, interventional techniques, stereotactic procedure and trauma. Not for graduate credit. Prerequisite: "C" or better in RAD 404 and RAD 414. Concurrent enrollment in RAD 434.

430-4 Radiation Therapy Clinical Internship II. This is the second clinical internship of a two-course sequence. A clinical practicum at a selected clinical education center in which the student functions under direct and remote supervision and applies the knowledge gained in the classroom and Clinical

Internship I. The student will practice and improve the professional skills developed the previous semester to include radiation therapy treatment, simulation and medical dosimetry. Not for graduate credit. Prerequisite: A grade of B or better in RAD 410 and RAD 420.

434-2 Seminar in MRI and CT. This course is designed to prepare the student to challenge The American Registry of Radiologic Technologists professional examinations in either MRI or CT. During the course the student will take mock registry exams in either MRI or CT and review pertinent material. Career development activities will include interviewing techniques, resume and cover letter preparation, and the application process. Not for graduate credit. Prerequisite: "C" or better in RAD 404 and RAD 414. Concurrent enrollment in RAD 424.

440-2 Seminar in Radiation Therapy. This course is designed to prepare the student to challenge the American Registry of Radiologic Technologists Radiation Therapy exam. During this course the student will take mock registry exams in the specialty of radiation therapy and go through review materials. A portion of this course is on-campus. Professional development is addressed. Not for graduate credit. Prerequisite: RAD 420. Co-requisite: RAD 430.

441-6 Sonography Clinical Internship II. Clinical practicum at a selected clinical education center. The student will function under direct and remote supervision to perfect professional skills developed the previous semester to include Doppler/color flow, special procedures, and complicated cases. Not for graduate credit. Prerequisite: "C" or better in RAD 401. Concurrent enrollment in RAD 451.

451-2 Seminar in Sonography. This course is designed to prepare the student for the American Registry of Diagnostic Medical Sonography (ARDMS) Sonography Principles & Instrumentation; Abdomen; and Obstetrics and Gynecology examinations. Professional development is addressed. A portion of this course is on campus. Not for graduate credit. Prerequisite: "C" or better in RAD 401. Concurrent enrollment in RAD 441.

461-3 Vascular Sonography. This course is a study of vascular hemodynamics, anatomy, pathology, and patho-physiology. Clinical signs and symptoms, diagnostic testing, validation, and treatment are discussed. A mock examination session is offered to guide the student in national board exam preparation. Not for graduate credit. Prerequisite: Graduate of a general sonography or related allied health program, RAD 381, and clinical mentor approval.

Recreation (Major, Courses, Faculty)

The Recreation major prepares students for positions and careers in the leisure services management, recreation, and therapeutic recreation field. The curriculum, built on a broad core, offers professional courses within the department and draws from many related majors for competencies and skills in the preparation of professionals for the recreation field. The curriculum emphasizes the practical and theoretical aspects of recreation by offering supervised field experience and internships in various recreational settings throughout Illinois and the nation.

Students admitted to Recreation must meet the College of Education and Human Services requirements and follow their

procedures for acceptance. Incoming freshmen must rank in the top one-half of their high school graduating class and have a standard composite ACT score of 19 or higher. Transfer students seeking admission from another institution or from another program at SIUC must have a 2.25 grade point average or above. Transfer students with fewer than 26 semester hours must have a 2.25 grade point average or above as well as the rank and test score requirements of an entering freshman. In order to be admitted to practicum courses, students must have a grade point average of 2.25 and the consent of the instructor. Students who do not meet the College of Education and Human Services requirements must be screened and approved by the department undergraduate faculty.

Students majoring in recreation are required to complete 41 hours of University Core Curriculum courses, 35 hours of professional core courses and 43 hours of professional courses in at least one area of specialization. Electives for their chosen area of specialization must have advisor approval. A total of 79 hours beyond the University Core Curriculum is required. A grade of C or better is required in all Recreation prefix required courses. Students may not enroll in Recreation 300, 301, 303 and 305 more than two times.

Recreation offers courses leading to specializations in therapeutic recreation, leisure services management, and outdoor recreation leadership and management.

Students majoring in recreation should meet early in their college careers with a faculty member in the department to identify their area of interest and recommended electives. Within the field of recreation, certifications may be required for employment in different interest areas and faculty will discuss these with interested students. All students are encouraged to obtain First Aid or Wilderness First Responder Certification. Students focusing on a therapeutic orientation should attempt to acquire either academic or practical experience related to physiological, psychological and sociological functioning and the concomitant effect of disability. As soon as possible, recreation majors will decide on one of the three specializations and elect courses for their area of specialization.

Bachelor of Science Degree in Recreation, College of Education and Human Services

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Major in Recreation</i>	79
English 290	3
Recreation 300, 301, 302, 303, 305, 367, 380-4, 490-12	33
One of the specializations listed below	43
<i>Total</i>	120

LEISURE SERVICES MANAGEMENT

Recreation 365, 375 or 445, 425, 465	12
Accounting 210 or 220	3
Health Education 334	3
Workforce Education and Development 306 or Curriculum and Instruction 483a	3
Six hours selected from Psychology 301, 303, 304, 305, 307, 320, 323, 333	6
Electives (May be subject to certification requirements.)	16
<i>Total</i>	43

Leisure Services Management Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
Fine Arts, Human Health.....	3	2
MATH, SPCM 101	3	3
Science	3	3
UCOL 101, Humanities	3	3
<i>Total</i>	15	14

SECOND YEAR	FALL	SPRING
ENGL 290, PSYC 102	3	3
Humanities.....	3	-
Multicultural, Social Science.....	3	3
REC 300, 302.....	3	3
REC 301, 303.....	3	3
REC 305.....	-	2
<i>Total</i>	15	14

THIRD YEAR	FALL	SPRING
CS 200B/ISAT 229, ACCT 210/220	3	3
REC 365, HED 334	3	3
REC 367, 375/445.....	3	3
REC 380.....	2	2
PSYC.....	3	3
Electives	3	3
<i>Total</i>	17	17

FOURTH YEAR	FALL	SPRING
REC 425.....	3	-
REC 465.....	3	-
REC 490.....	-	12
Electives	10	-
<i>Total</i>	16	12

OUTDOOR RECREATION LEADERSHIP AND MANAGEMENT SPECIALIZATION

Psychology 323 or one of the following: Psychology 301, 303, 304, 305, 307, 333.....	3
Recreation 365, 429, 430, 431, 432, 434, 445 and 465	24
One of the following: Kinesiology 416 or Recreation 433.....	3
One of the following: Recreation 426, 427, 428	3
Electives	10
<i>Total</i>	43

Outdoor Recreation Leadership and Management Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
Fine Arts, Human Health.....	3	2
MATH, SPCM 101	3	3
Science	3	3
UCOL 101, Humanities	3	3
<i>Total</i>	15	14

SECOND YEAR	FALL	SPRING
ENGL 290, PSYC 102	3	3
Humanities.....	3	-
Multicultural, Social Science.....	3	3
REC 300, 302.....	3	3
REC 301, 303.....	3	3
REC 305.....	-	2
<i>Total</i>	15	14

THIRD YEAR/FOURTH YEAR*	FALL	SPRING
REC 365.....	3	-
REC 367.....	3	-
REC 380.....	2	2
REC 428**	-	3
REC 429, 430.....	3	3
REC 433/KIN 416.....	3	or 2
REC 465, 434.....	3	3
PSYC, REC 445.....	3	3
REC 490.....	-	12
Electives	7-8	3
<i>Total</i>	24-27	26-31**

FIELD COURSES	SUMMER
REC 426**, 427**.....	3
REC 431.....	3
REC 432.....	3
<i>Total</i>	6-9**

*Specific Outdoor Recreation Leadership and Management courses needed for the specialization are only offered biennially.

**Only 3 credits form REC 426, 427, or 428 are required.

THERAPEUTIC RECREATION SPECIALIZATION

Recreation 304, 425, 460, 461, 462	15
Six hours selected from Recreation 440A, 440B, 440C, 440D, 440E, 440F	6
Psychology 305 and 331	6
Health Care Professions 241	4
Health Care Professions 105	2
Health Education 311	3
Electives (in accordance with certification requirements)	7
<i>Total</i>	43

Therapeutic Recreation Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
Fine Arts, Human Health.....	3	2
MATH, SPCM 101	3	3
Science	3	3
UCOL 101, Humanities.....	3	3
<i>Total</i>	15	14

SECOND YEAR	FALL	SPRING
ENGL 290, PSYC 102	3	3
Humanities.....	3	-
Multicultural, Social Science.....	3	3

REC 300, 302.....	3	3
REC 301, 303.....	3	3
REC 305.....	-	2
<i>Total</i>	15	14

THIRD YEAR	FALL	SPRING
AH 105, 241.....	3	3
HED 311	3	-
REC 304, 460.....	3	3
REC 367, 462.....	3	3
REC 380.....	2	2
PSYC 305, 331.....	3	3
<i>Total</i>	17	14

FOURTH YEAR	FALL	SPRING
REC 425.....	3	-
REC 461.....	3	-
REC 490.....	-	12
Electives	7	-
<i>Total</i>	13	12

SUMMER COURSES	SUMMER
REC 440.....	6
<i>Total</i>	6

Courses (REC)

200-1 Backpacking. This course provides an introduction to the fundamental skills and knowledge in backpacking. Field trip required.

210-1 Leave No Trace Outdoor Ethics. This course provides an introduction to the fundamental skills and knowledge of Leave No Trace Outdoor Ethics. Field trip required.

220-1 Canoeing. This course provides an introduction to the fundamental skills and knowledge in canoeing. Field trips required.

230-1 Land Navigation. This course provides an introduction to the fundamental skills and knowledge in land navigation. Field trips required.

240-1 Rock Climbing. This course provides an introduction to the fundamental skills and knowledge in rock climbing. Field trips required.

300-3 Introduction to Recreation and Leisure Services. An introduction to the professional field of recreation. A study of the historical, philosophical, sociological, psychological, and economic development of leisure and recreation. Insight into the fundamental concepts, values, and functions of leisure and recreation as an individual emotional experience as well as a necessary part of community life.

301-3 Leadership in Recreation. An examination of leadership theories and styles appropriate for activity leaders in recreation. Emphasis will be placed on leadership process and methodology as applicable to leisure service settings.

302-3 Program Design and Group Dynamics. A study of essential elements and basic principles involved with the organization and administration of various types of recreation programs and services.

303-3 Recreation for Individuals with Disabilities. Philosophy and principles of recreation for individuals with disabilities as well as an investigation of programming/activity alternatives. General physiological, psychological and social characteristics of various disabilities and societal and personal attitudes are explored.

304-3 Principles and Practices of Therapeutic Recreation. This is an introductory course for therapeutic recreation (TR) students. Concept, history, and growth of TR as a healthcare profession, theories and treatment approaches to TR, and a brief overview of the APIE process, and other basic professional issues will be introduced. May only be repeated once. Prerequisite: REC 300, REC 301, REC 302, REC 303.

305-3 Recreation Pre-Practicum. An introduction to the responsibilities and opportunities of field experience within the field of recreation. The course includes field experience identification and selection, resume preparation, letters of applications, interviewing, portfolio development, professional behavior and professional associations.

330-3 Outdoor Recreation. This course provides an overview of outdoor recreation philosophy and principles while exposing students to outdoor pursuits, such as backpacking, land navigation, paddling, and rock climbing. Topics include outdoor pursuit techniques, safety procedures, and equipment management. Expenses for required field trip not to exceed \$20.

365-3 Administration of Recreation and Leisure Services. Administrative procedures for parks and recreation. Topics include: organization, finance, personnel, facilities, program, public relations, and other areas.

366-3 Workshop in Administrative Issues in Recreation. Designed to examine current administrative issues in recreation, such as practices and trends in budget and finance, legal aspects, grant writing, personnel practices and policies, and others. Prerequisite: REC 365.

367-3 Research and Evaluation in Recreation. An introduction to methodological approaches to the scientific study of phenomena inherent to recreation and leisure. The course includes basic research and evaluation designs, research and evaluation report writing, analysis of current leisure research, and use of computers in leisure research and evaluation.

375-3 Commercial Recreation and Tourism. Problems of commercial recreation and tourism will be addressed in this class. Topics include: free enterprise, marketing, transportation industry, attractions, food and lodging industry and government's role in tourism.

377-3 Overview of Campus Recreation. Focuses on the administration, organization, planning, implementation, and evaluation of programs and facilities in the campus recreation field. Specific topics addressed include historical and philosophical aspects, administrative practices, competitive and non-competitive programming, future trends and issues, budgeting, public relations, professional associations, and examination of individual characteristics of a variety of campus recreation.

380-2 to 3 (2,2,3) (only 3 in summer) Recreation Fieldwork. Supervised leadership experiences in a public or private recreation setting. Only one fieldwork experience may be completed per semester. Students must complete fieldwork at two different sites. A minimum of four hours and a maximum of six hours of credit may be earned. Prerequisite: REC 300, 301, 302,

303, 305. Special approval needed from the instructor and 2.25 grade point average.

385-1 to 2 Readings in Recreation. Selected readings in professional publications for the purpose of becoming acquainted with the types of research current in community, park, special populations, outdoor recreation, outdoor education, and related fields. Prerequisite: 15 hours in recreation. Restricted to recreation majors.

386-1 to 2 Problems in Recreation. Designed to enable students to effectively request funds, request personnel, initiate new programs, or support recreation leisure services. Prerequisite: 15 hours in recreation.

401-3 Fundamentals of Environmental Education. (Same as Forestry 401 and Agriculture 401) An experiential course designed to help students interested in conservation education understand and apply teaching principles for both inside and outside the classroom. The class includes certification in a nationally recognized environmental education program, and is suitable for students in natural resource, agriculture, recreation and education fields. Requires field trip transportation fee and supplemental expenditures not to exceed \$25 per course registration. Offered alternate (odd) years.

423-3 Environmental Interpretation. (Same as Agriculture 423 and FOR 423) Principles and technique of natural and cultural interpretation. Two hours lecture, three hours laboratory. Prerequisite: ten hours biological science or ten hours of recreation. Requires field trip transportation fee not to exceed \$40 per course registration.

425-3 Planning and Design of Recreational Facilities. An examination of major design considerations for a variety of recreation facilities such as recreation centers, recreation sport complexes, parks, visitors centers, and natatoriums. Special attention will be given to long range facility planning. Prerequisite: REC 300, REC 301, REC 303. Restricted to senior or graduate standing.

426-3 Outdoor Adventure Land Based Pursuits. This course provides a combination of theoretical background and technical aspects of outdoor adventure based pursuits in a vertical environment and will emphasize hands-on skill development such as movement on rock, rope systems, anchors, rappelling and belaying, protection placement, and lead climbing philosophy. Taught biennially. Course fee and field trips required. Fee: \$100.

427-3 Outdoor Adventure Water Based Pursuits. This course provides a combination of theoretical background and technical aspects of outdoor adventure based pursuits in a water environment and will emphasize hands-on skill development such as equipment nomenclature, strokes, rescues, and reading/recognizing water features. Taught biennially. Course fee and field trips required. Fee: \$100.

428-3 Outdoor Adventure Challenge Based Pursuits. This course provides a combination of theoretical background and technical aspects of outdoor adventure based pursuits in a challenge environment and will emphasize hands-on skill development-spotting/belaying, equipment management, program design/sequencing, facilitation strategies, and course design and maintenance. Taught biennially. Course fee and field trips required. Fee: \$100.

429-3 Planning, Logistics, & Risk Management in Outdoor

Recreation. This course provides an experiential approach in addressing the planning, logistics, and safety and risk management needed to design, implement, and prepare outdoor adventure based expeditions. Fulfills portions of the Wilderness Education Association's Planning and Logistics/Safety and Risk Management core competencies. Taught Biennially.

430-3 Outdoor Living Skills. This course provides a foundation to basic outdoor living skills in backcountry environments. Topics include basic camping skills, equipment and clothing selection and use, weather, health and sanitation, travel techniques, navigation, and decision making/problem solving. Fulfills the Wilderness Education Association's Outdoor Living core competency. Taught Biennially. Course fees and field trips required. REC 429 recommended before taking REC 430. Trip fee not to exceed \$350.

431-3 Expedition Leadership. This course focuses on professional leadership of highly adventurous wilderness trips. Emphasis is on development of leadership through sound judgment, decision-making, and teaching in a backcountry/wilderness environment on an extended expedition. Fulfills the Wilderness Education Association's Education and Leadership core competency. Taught biennially. REC 429 & REC 430 recommended before taking REC 431. Course fee and field trips required. Trip fees not to exceed \$750.

432-3 Environmental Issues and Ethics in Outdoor Recreation. This course will address the management and issues related to outdoor recreation and the importance of developing a land ethic that will ensure future use of outdoor resources. The history, background, and development of the recreation ecology movement will be addressed. Fulfills the WEA's Environmental Integration core competency and LNT's Master Educator curriculum. Taught Biennially. Course fee and field trip required. Fee: \$35.

433-3 Adventure Education. This course provides a practical and theoretical background of adventure education. Topics that will be addressed and applied include the use of challenge and adventure in various situations, experiential education, activity sequencing, utilizing peak experiences, leadership styles and development, debriefing, and framing. Taught Biennially. Field trips required.

434-3 Wilderness First Responder. This course addresses the practice of advanced medical techniques in a wilderness environment. The Wilderness First Responder is recognized as the industry standard for those who work in the backcountry or remote environments. Wilderness First Responder certification offered with successful completion. Course fee and field trips required. Fee: \$30.

435-3 Advanced Outdoor Leadership. This course focuses on advanced leadership techniques for outdoor leaders. Emphasis is on evaluation and assessment of leaders in backcountry/wilderness environments. Utilizes the Wilderness Education Association's assessment and evaluation curriculum. Field trip required. Special approval needed from the instructor.

440A-F-3,3,3,3,3 Therapeutic Recreation for Specific Populations. Students will examine problems and characteristics of individuals with various disabilities. Emphasis is upon the role of therapeutic recreation with these specific populations in institutional and community settings. **(a)** therapeutic recreation for individuals with psychological disorders; **(b)** therapeutic

recreation for individuals with developmental disabilities; **(c)** therapeutic recreation for the aged; **(d)** therapeutic recreation for those in the criminal justice system; **(e)** therapeutic recreation for individuals with physical disabilities; **(f)** therapeutic recreation in substance abuse treatment. Prerequisite: REC 300, REC 301, REC 302, REC 304 or consent of instructor.

445-3 Outdoor Recreation Management. This course addresses the philosophies and principles underlying the growth and development of outdoor recreation management. Outdoor recreation is examined in terms of historical values, long range planning, site design, visitor needs, and environment impact. Course fee and field trip required. A fee of up to \$14 may be required.

446-3 Backcountry and Wilderness Trail Stewardship. This course provides a hands-on approach to aspects of volunteer trail stewardship in planning, implementing, and evaluating basic and advanced trail features and building projects. Rules, regulations, and potential hazards associated with working, traveling, and camping in the backcountry will be addressed. Students will be exposed to trail building tools and their proper usage and care. Field trips required. Special approval needed from the instructor.

460-3 Therapeutic Recreation Management. Management of therapeutic recreation programs in healthcare systems and other related human services areas. This course will cover a variety of issues such as U.S. healthcare systems and settings, organizational planning, financial and personnel management legal foundations, and advocacy and advancement of therapeutic recreation profession. Prerequisite: REC 300, REC 301, REC 302, REC 303, REC 304 or consent of department.

461-3 Program Design and Evaluation in Therapeutic Recreation. To equip the student with skills necessary to systematically design and evaluate programs. Philosophy and nature of systems, system analysis, assessment, individual treatment planning, implementation and evaluation of treatment programs. Prerequisite: REC 300, REC 301, REC 302, REC 303, REC 304, one section of REC 440, or consent of department.

462-3 Facilitation Techniques in Therapeutic Recreation. This course is designed to provide an understanding of the basic processes and techniques of therapeutic recreation and to develop technical competencies necessary for the provision of quality therapeutic recreation services. Emphasis is on the skillful application of various processes and techniques to facilitate therapeutic changes in the client and the client's environment. Prerequisite: REC 304 or concurrent enrollment.

465-3 Advanced Administrative Techniques in Recreation. Designed to examine current administrative topics in recreation such as practices and trends in budget and finance, legal aspects, grant writing, personnel and policies and others.

475A-3 to 39 Recreation Workshop-Budget and Finance. Critical examination and analysis of innovative programs and practices.

475B-3 to 39 Recreation Workshop-Campus Recreation Services. Critical examination and analysis of innovative programs and practices.

475C-3 to 39 Recreation Workshop-Commercial. Critical examination and analysis of innovative programs and practices.

475D-3 to 39 Recreation Workshop-Maintenance of Areas and Facilities. Critical examination and analysis of innovative pro-

grams and practices.

475E-3 to 39 Recreation Workshop-Outdoor Recreation. Critical examination and analysis of innovative programs and practices. Field Trip fee: \$100.

475F-3 to 39 Recreation Workshop-Personnel. Critical examination and analysis of innovative programs and practices.

475G-3 to 39 Recreation Workshop-Technological Advances. Critical examination and analysis of innovative programs and practices.

475H-3 to 39 Recreation Workshop-Therapeutic Recreation-Aging. Critical examination and analysis of innovative programs and practices.

475I-3 to 39 Recreation Workshop-Therapeutic Recreation-Developmental Disability. Critical examination and analysis of innovative programs and practices.

475J-3 to 39 Recreation Workshop-Therapeutic Recreation-Emotional Illness. Critical examination and analysis of innovative programs and practices.

475K-3 to 39 Recreation Workshop-Therapeutic Recreation-Physical Disability. Critical examination and analysis of innovative programs and practices.

475L-3 to 39 Recreation Workshop-Therapeutic Recreation-Prisons and Detention Centers. Critical examination and analysis of innovative programs and practices.

475M-3 to 39 Recreation Workshop-Tourism. Critical examination and analysis of innovative programs and practices.

485-2 to 12 Practicum in Outdoor Education. A supervised experience in a professional setting. Emphasis on administrative, supervisory, teaching, and program leadership in outdoor, conservation, or environmental education setting. Costs for travel are the responsibility of the student. Special approval needed from the instructor.

490A-12 Internship in Leisure Services Management. Supervised practicum experience in a professional recreation setting. For undergraduate credit only. Must be taken during student's senior year. Prerequisite: completion of all requirements for major in recreation or consent of course coordinator; 2.25 grade point average. Special approval needed from the instructor.

490B-12 Internship in Outdoor Recreation. Supervised practicum experience in a professional recreation setting. For undergraduate credit only. Must be taken during student's senior year. Prerequisite: completion of all requirements for major in recreation or consent of course coordinator; 2.25 grade point average. Special approval needed from the instructor.

490C-12 Internship in Therapeutic Recreation. Supervised practicum experience in a professional recreation setting. For undergraduate credit only. Must be taken during student's senior year. Prerequisite: completion of all requirements for major in recreation or consent of course coordinator; 2.25 grade point average. Special approval needed from the instructor.

Recreation Faculty

Agate, Joel, Assistant Professor, Ph.D., Clemson University, 2010.

Fetro, Joyce V., Professor and Distinguished Teacher, *Chair*, Ph.D., Southern Illinois University, 1987.

Glover, James, Associate Professor, *Emeritus*, Ph.D., University of Maryland, 1980.

Glover, Regina, Associate Professor, *Emerita*, Ph.D., University of Maryland, 1983.

Malkin, Marjorie J., Professor, Ed.D., University of Georgia, 1986.

McEwen, Douglas, Professor, *Emeritus*, Ph.D., Michigan State University, 1973.

Ward, Whitney, Assistant Professor, Ph.D., Indiana University, 2008.

Weaks, Steven E., Clinical Assistant Professor, Rh.D., Southern Illinois University Carbondale, 2003.

Yang, Heewon, Associate Professor, Ph.D., Indiana University, 2002.

Recreation Therapy

(SEE RECREATION)

Rehabilitation Services

(Major, Courses, Faculty)

The major in Rehabilitation Services is part of the Rehabilitation Institute. The mission of the baccalaureate program in Rehabilitation Services is to prepare students to work with people with disabilities in a variety of settings in a wide range of positions. Students will learn the knowledge and skills necessary to assist individuals with disabilities to obtain and maintain meaningful employment, to live as independently as possible, to participate to the fullest extent possible in their communities, and to assume control of their lives. Students who graduate from the program will be prepared to fill various roles including developmental training coordinator, independent living specialist, employment specialist, habilitation program coordinator, rehabilitation coordinator, substance abuse technician, community-based training instructor, case manager, job placement specialist, work adjustment specialist, residential service director, and job coach supervisor. They will be employed in settings such as vocational training programs, residential and day treatment programs, independent living centers, community rehabilitation programs and substance abuse programs. Students also will be well prepared to enter a master's degree program in rehabilitation or a related field.

Students majoring in Rehabilitation Services are required to complete 41 hours of University Core Curriculum courses, 48 hours in the major, and 31 hours of electives which are chosen by the student in conjunction with the advisor.

Students must maintain a 2.25 on a 4.0 scale overall and a 2.5 in major coursework to remain in the program and to graduate with a degree in Rehabilitation Services. Additionally, students must earn a C or better in all required rehabilitation services prefix courses.

The Capstone Option is available to students and is described in Chapter 3.

Bachelor of Science Degree in Rehabilitation Services, College of Education and Human Services

University Core Curriculum Requirements 41

From within the Disciplinary Studies courses, students are encouraged to take Psychology 102

Requirements for Major in Rehabilitation Services 48

Rehabilitation 205¹, 312, 400, 401, 405, 406, 407, 445B, 445H, 452, 461, 474, 493, 495 48

Electives by Advisement 31

Suggestions include: Communication Disorders and Sciences 301, 385; Health Education 311, 410; Psychology 222, 301, 303, 304, 431; Recreation 303; Rehabilitation 419, 445F, 446, 471; Sociology 303, 321; Special Education 400, 430

Total 120

¹REHB 205 is available for credit in the Human Health area of the University Core Curriculum.

Rehabilitation Services Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH, SPCM 101	3	3
Fine Arts, Humanities	3	3
REHB 205, Biology	3	3
UCOL 101, Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Humanities, Social Science	3	3
Physical Science, REHB 406	3	3
Multicultural, Elective.....	3	3
REHB 312, 445H.....	3	3
REHB 400, 493.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
REHB 401, 461.....	3	3
REHB 405, Elective	3	3
REHB 407, Elective	3	3
REHB 445B, Elective.....	3	3
Elective, Elective	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
REHB 452, 426 (or approved sub).....	3	3
REHB 474, 495.....	3	9
Elective	3	-
<i>Total</i>	18	12

Rehabilitation Services Minor

A minor in rehabilitation services consists of 5 courses (15 hours). Three of those courses are required. They include REHB 205¹, REHB 401, and REHB 312. Additionally, students must take two of the following courses: REHB 405, REHB 406, REHB 445B, REHB 445H, or REHB 461. A GPA of at least 2.5 must be achieved in the rehabilitation courses required of the minor.

¹REHB 205 is available for credit in the Human Health area of the University Core Curriculum.

Courses (REHB)

205-3 Disability and Chronic Disorders. (University Core Curriculum) This course focuses upon the common characteristics of physical, sensory, developmental, medical, and psychiatric disabilities. The course will discuss the definition and classification of each particular type of disability. Emphasized will be the diagnostic criteria and the biological, cognitive, behavioral, and social aspects of each particular disorder as they occur over the lifespan.

312-3 Behavior and Society. This course will provide students with an introduction to the principles of the science of behavior known as behavior analysis. The philosophical system known as behaviorism that underlies this area of study will be explored, as will the application of behavioral principles to a number of areas of social life.

400-3 Introduction to Rehabilitation. An introduction to the broad field of rehabilitation, to include the processes (services), facilities and personnel involved.

401-3 Disability, Diversity and Society. This course will address the relationship between prevailing societal attitudes and environmental designs and the opportunity of persons with disabilities to participate fully in society. It will examine the physical, mental, gender and cultural characteristics of persons with disabilities as determinants of their needs, values, aspiration and opportunities. How public policies can promote or limit inclusion and equal opportunities for persons with disabilities will also be addressed.

403-3 Independent Living Rehabilitation. Survey of principles and methods of independent living for persons with disabilities with attention to client assessment for rehabilitation, effective techniques for specific individuals with disabilities, and the variety of types and organization of independent living programs.

405-3 Introduction to Aging and Rehabilitation. (Same as GRON 405) Introduction to the field of aging, including social, political, economic and legal issues pertinent to an aging society and rehabilitation.

406-3 Introduction to Behavior Analysis and Therapy. A survey of the principles and procedures in behavior analysis and therapy and the scope of its application to human needs and problems. Prerequisite: REHB 312.

407-3 Basic Practices in Rehabilitation. Provides students with the basic pragmatic knowledge and skill base necessary for effective day-to-day practice in entry-level rehabilitation positions. The material will include but is not limited to: the team process and being an effective team-member; clinical interviewing and relationship building skills; active communication; rights and advocacy, ethics and ethical decision-making; intervention and psychotherapy models; psychopharmacology; and record-keeping and information management. Not for graduate credit.

419-1 to 3 Cross-Cultural Rehabilitation. (Same as AFR 490) Major focus on the relationship/comparison of basic cultural, economic, and psychosocial processes relative to the rehabilitation of people in contemporary societies. Special approval needed from the instructor.

445A-3 Rehabilitation Services with Special Populations-Alcohol and Drug Abuse. Procedures and programs pertinent to

the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445B-3 Psychiatric Rehabilitation. This course will explore the history, philosophy, practice, current trends, and issues of psychiatric rehabilitation. Rehabilitation services that (A) develop an individual's skills and (B) provide environmental support for people with chronic mental illness will be examined. Emphasis will be placed on reaching vocational goals and optimal independent functioning for people with psychiatric disabilities. Special approval needed from the instructor.

445C-3 Rehabilitation Services with Special Populations-Juvenile Offender. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445D-3 Rehabilitation Services with Special Populations-Mental Retardation. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445E-3 Rehabilitation Services with Special Populations-Physically Disabled. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445F-3 Rehabilitation Services with Special Populations-Public Offender. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445G-3 Rehabilitation Services with Special Populations-Sensory Disabled. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

445H-3 Rehabilitation Services with Special Populations-Developmental Disabilities. Procedures and programs pertinent to the care and treatment of special populations. Three semester credits will ordinarily be granted for each unit. Special approval needed from the instructor.

446-3 Psychosocial Aspects of Aging. (Same as GRON 446) Selected theories of psychosocial aspects of aging will be presented and the psychological and sociological processes of aging with the ensuing changes will be related to these conceptual frameworks. Included for discussion and related to field experience will be such concerns as stress reactions to retirement, physical disabilities, impact of reduced economic resources, and other personal-social changes in aging. Topics will address the knowledge base needed by students concerned with rehabilitation of aging clients in institutional, community and home settings. Therapeutic techniques to ameliorate these stresses will be an integral part of the course.

447-3 Biomedical Aspects of Aging. The aging process in a life-span developmental perspective; biological theories of aging, physiological changes in middle and old age and their effects on behavior, performance potential, and psychosocial functioning; senility and other age-related disabilities, their prevention and management; geriatric health maintenance and rehabilitation;

institutionalization; death and dying.

452-3 Individual Service Planning. This course provides students with the skills to develop individual service plans for individuals being served in community rehabilitation programs. Topics covered include person-centered assessment, functional community based training, and written treatment plans. Prerequisite: REHB 312, REHB 406, REHB 445H or consent of instructor.

453-1 to 4 Personal and Family Life Styling. The academic and personal competencies that are characteristic of fully functioning, integrated persons within the context of our twentieth century environment will be systematically reviewed for adoption in everyday living as well as in professional functions. Participants will focus on and experience life styling theories, models, and skills for their own growth and development and learn to assess basic risk-factors in their rehabilitation clients and families prior to helping them program a more balanced, synergistic, and holistic approach to living. Special approval needed from the instructor.

461-3 Introduction to Alcoholism and Drug Abuse. Orientation and introduction to a variety of topics related to alcohol and drug abuse; surveys history, theories of cause and development, consequences of abuse, classes and types of drugs, legislation, and other current issues relating to substance abuse and addiction.

468-3 Sexuality and Disability. Research and rehabilitation practices pertaining to the unique psychosexual aspects of various chronically disabling conditions will be examined.

471-3 Rehabilitation and Treatment of the Alcohol and Drug Abusers. A comprehensive examination of substance abuse treatment and rehabilitation; focus on various treatment approaches, treatment settings, and types of counseling to include an overview of individual, group, and family techniques; the rehabilitation counselor's role is addressed and necessary skills in treating drug and alcohol abusers. Prerequisite: REHB 461 or consent of instructor.

474-3 Introduction to Staff Supervision. This course provides an introduction to the skills necessary to supervise staff in rehabilitation settings. Students will receive training and practice in using management styles, time management, delegation, disciplining, coaching, behavioral supervision, goal-setting, performance evaluation, giving feedback, keeping documentation, listening, conflict resolution and facilitating meetings. Not for graduate credit. Prerequisite: REHB 400.

479-3 Technical Writing in Rehabilitation. Fundamentals of writing skills for rehabilitation specialists, including preparation and drafting of program/grant proposals, vocational evaluation/work adjustment reports, news releases and other publicity materials. Special approval needed from the instructor.

490-1 to 6 (1 to 3 per semester) Readings in Rehabilitation. Supervised readings in selected areas. Special approval needed from the instructor.

493-3 Clinical Evaluation. This course will provide students with the skills necessary to act as critical consumers of rehabilitation-related research. It will also provide students with the analytical skills necessary to apply the logic of research methodology to their work with consumers. The relationship between the scientific process and rehabilitation services will be emphasized throughout the course, including an introduction

to research on program evaluation. Also emphasized will be the critique and interpretation of published research, as well as the writing competencies required for the student to successfully prepare a literature review paper. Prerequisite: REHB 312 and simultaneous enrollment in or prior completion of REHB 406.

494-1 to 12 Work Experience in Rehabilitation. Credit granted for work experience in rehabilitation. Rehabilitation 494 and 594 both cannot be counted for graduate degree; only one or the other can satisfy requirements toward a master's degree. Graded P/F only. Special approval needed from the department.

495-3 to 12 Internship in Rehabilitation. Supervised field experience in an agency or organization providing rehabilitation services. Not for graduate credit. Prerequisite: satisfactory completion of all other required undergraduate Rehabilitation courses, and minimum GPA of 2.5 in required Rehabilitation courses. P/F grading.

Rehabilitation Services Honors Program

The Rehabilitation Services Honors Program is a program within the major that is intended to reward SIUC's best Rehabilitation Services students for their high academic achievement. Participation in the Rehabilitation Services Honors Program is contingent upon admission to the University Honors Program. Admission to the University Honors Program is by special application only after the student has been admitted to the university.

Continuing SIUC students qualify for admission to the UHP on the basis of a cumulative SIUC grade point average of 3.5 or higher, with at least 12 semester hours completed. Transfer students with at least 12 semester hours of transfer credit qualify for admission to the UHP on the basis of a cumulative grade point average of 3.5 or higher on all non-SIUC college-level work. Staying in the UHP requires continuous enrollment in a UHP course each semester, subject to exceptions as determined by the program director. Students must also maintain a cumulative 3.5 grade point average on all SIUC course work and have no failing grades in UHP courses.

Students who complete the Rehabilitation Services Honors Program will be awarded an Honors degree. For this distinction to appear on official transcripts and diplomas, all entering, transfer, and continuing students must:

1. Complete 24 hours of UHP-approved course work. This work may include up to 9 hours of AP and high school honors courses, certified by appropriate examinations for college credit, or up to 9 hours of honors courses taken at other post-secondary institutions. The total number of hours must also include at least ENGL 120 (or a UHP-approved equivalent), two UHON seminars, and a senior UHP project or thesis under the direction of a faculty member. All UHP projects and theses must be approved in advance by the program director one full year in advance; and
2. Have a cumulative 3.5 grade point average or higher on all SIUC course work at graduation.

Included in the 24 hours of UHP-approved course work are four required Rehabilitation Services courses with specialized, advanced learning opportunities for Honors students, and an Honors thesis.

Honors Courses (REHB)

205H-3 Disability and Chronic Disorders. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

401H-3 Disability, Diversity and Society. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

406H-3 Introduction to Behavior Analysis and Therapy. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

493H-3 Clinical Evaluation. (University Honors Program) Open to undergraduates. Available for Honors credit by special arrangement.

499H-3 to 6 Senior Hours in Rehabilitation Services. Intensive study in selective areas for students qualified for honors work in Rehabilitation Services. A research paper or equivalent will be required. Not for graduate credit. Prerequisites: REHB 205H, 401H, 406H, 493H. Special approval needed from the department.

Rehabilitation Institute Faculty

Allen, Harry A., Professor, *Emeritus*, Ed.D., University of Arkansas, 1971.

Anderson, John O., Professor, *Emeritus*, Ph.D., Ohio State University, 1950.

Austin, Gary, Professor, *Emeritus*, Ph.D., Northwestern University, 1973.

Bender, Eleanor, Assistant Professor, *Emerita*, M.S., Southern Illinois University, 1962.

Benshoff, John J., Professor and *Interim Director*, Ph.D., University of Northern Colorado, 1988.

Blache, Stephen E., Professor, *Emeritus*, Ph.D., The Ohio University, 1970.

Bordieri, James E., Professor, Ph.D., Illinois Institute of Technology, 1980.

Brackett, I. P., Professor, *Emeritus*, Ph.D., Northwestern University, 1947.

Brutten, Gene J., Professor, *Emeritus*, Ph.D., University of Illinois, 1957.

Bryson, Seymour L., Professor, Ph.D., Southern Illinois University, 1972.

Crimando, William, Professor, Ph.D., Michigan State University, 1980.

Cuvo, Anthony J., Professor, Ph.D., University of Connecticut, 1973.

Davis, Paula K., Professor, Ph.D., Southern Illinois University Carbondale, 1989.

Dickey, Thomas W., Assistant Professor, *Emeritus*, M.A., Southern Illinois University, 1964.

Dixon, Mark R., Professor, Ph.D., University of Nevada, 1998.

Falvo, Donna R., Professor, *Emerita*, Ph.D., Southern Illinois University, 1978.

Flowers, Carl R., Associate Professor, *Rh.D.*, Southern Illinois University Carbondale, 1993.

Gardner, Margaret S., Associate Professor, *Emerita*, Ph.D., Northwestern University, 1960.

Greene, Brandon F., Professor, Ph.D., Florida State University, 1979.

Grenfell, John E., Professor, *Emeritus*, Ed.D., Oregon State University, 1966.

Hafer, Marilyn, Associate Professor, *Emerita*, Ph.D., Texas Tech University, 1971.

Hoshiko, Michael S., Professor, *Emeritus*, Ph.D., Purdue University, 1957.

Koch, D. Shane, Associate Professor, Rh.D., Southern Illinois University Carbondale, 1999.

Lee, Robert E., Associate Professor, *Emeritus*, Ph.D., University of Minnesota, 1964.

Lehr, Robert, Professor, *Emeritus*, Ph.D., Baylor University, 1971.

Poppen, Roger L., Professor, *Emeritus*, Ph.D., Stanford University, 1968.

Rehfeldt, Ruth Anne, Associate Professor, Ph.D., University of Nevada, 1998.

Renzaglia, Guy A., Professor, *Emeritus*, Ph.D., University of Minnesota, 1952.

Riggart, Theodore F., Professor, Ed.D., University of North Carolina, 1977.

Rubin, Stanford E., Professor, *Emeritus*, Ed.D., University of Illinois, 1968.

Schultz, Martin C., Professor, *Emeritus*, Ph.D., University of Iowa, 1955.

Schumacher, Brockman, Professor, *Emeritus*, Ph.D., Washington University, 1969.

Simpson, Kenneth O., Associate Professor, Ph.D., University of Nebraska-Lincoln, 1995.

Smith, Linda McCabe, Associate Professor, Ph.D., Southern Illinois University Carbondale, 1994.

Taylor, Darrell, Associate Professor, Ph.D., University of South Florida, 1992.

Trammel, Rebecca, Clinical Instructor, M.S., Eastern Illinois University, 1986.

Upton, Thomas D., Associate Professor, Ph.D., The University of Iowa, 2000.

Vieceli, Louis, Associate Professor, *Emeritus*, M.S.Ed., Southern Illinois University, 1959.

Wright, W. Russell, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1974.

Restaurant Management

(SEE FOOD AND NUTRITION)

Rural Appraisal

(SEE AGRIBUSINESS ECONOMICS)

Rural Development

(SEE AGRIBUSINESS ECONOMICS)

Science (College, Courses)

Courses (SCI)

123-3 Foundations of Scientific Inquiry. This seminar-style course is designed to promote an understanding of the value

and expectations of higher education and to explore the resources available to science majors. Students will learn study skills, time management, and explore strategies for success in classes. The nature and process of scientific investigation will be presented by SIUC and regional scientists who solved local and global problems and contribute to the science knowledge-base. Students will be exposed to the excitement of inquiry-based discovery and will explore the methods by which practicing scientists guide their work. Classroom activities will enhance communication skills and assist students in networking and integrating into the scientific community at SIUC.

201-1 Career Preparation Seminar for Health Professions. Preprofessional information and experience for preparation to enter schools of medicine, dentistry, osteopathy, podiatry, optometry and veterinary medicine. Classroom and off-campus experience. Graded Pass/Fail. Prerequisite: Mathematics 108 and 109, or 111, Biology 200 A,B and Chemistry 200, 201. Minimum 3.0 overall GPA.

210A-3 Integrated Science I. (Advanced University Core Curriculum course) An integrated, inquiry-based science course based on topics delineated in national and state science education standards. This course is designed to help prepare teachers to teach science. Content focus is on physics, earth/space sciences, and science inquiry. Satisfies University Core Curriculum Science Group I requirement. Prerequisite: Mathematics 120, Curriculum and Instruction 120 or Mathematics 114. Restricted to elementary education, child and family services and preschool-primary only. Lab fee: \$10.

210B-3 Integrated Science II. (Advanced University Core Curriculum course) An integrated, inquiry-based science course based on topics delineated in national and state science education standards. This course is designed to help prepare teachers to teach science. Contents focus is on chemistry, biological sciences, and science inquiry. Satisfies University Core Curriculum Science Group II requirement. Prerequisite: Mathematics 120, Curriculum and Instruction 120 or Mathematics 114. Restricted to elementary education, child and family services and preschool-primary majors only. Lab fee: \$10.

257-2 to 8 Concurrent Work Experience Credit. Practical experience in a laboratory or other work directly related to course work in a College of Science program and to the student's educational objectives might be used as a basis for granting credit in the College of Science. Credit is given when specific program credit cannot be granted and is usable for elective credit only. Credit for ongoing work experience is sought by petition and must be approved by the dean and the executive officer of the student's major program before registration. Mandatory Pass/Fail.

258-2 to 8 Work Experience Credit. Practical experience in a laboratory or other work directly related to course work in a College of Science program and to the student's educational objectives might be used as a basis for granting credit in the College of Science. Credit is given when specific program credit cannot be granted and is usable for elective credit only. Credit for past work experience is sought by petition and must be approved by the dean and the executive officer of the student's major program. No grade for past work experience.

259-2 to 24 Vocational Education Credit. Formal, post-second-

ary, educational credit earned in a military service or other vocational, technical, or occupational program and directly related to the student's educational objectives may be used as a basis for granting credit in the College of Science. Credit is given when specific program credit cannot be granted and is usable for elective credit only. Credit is sought by petition and must be approved by the dean and the executive officer of the student's major program.

300-1 to 12 Internship. Supervised training in a formalized internship program of a scientific nature. May not be used for credit in a science major. Mandatory Pass/Fail. Restricted to science major. Special approval needed from the sponsoring agency and the department.

388-1 to 36 Study Abroad. Provides credit toward the undergraduate degree for study at accredited foreign institutions or approved overseas programs. Final determination of credit is made on the student's completion of the work. Zero to eighteen credits per semester, zero to nine for summer session. Prerequisite: one year of residence at Southern Illinois University Carbondale, good academic standing, and prior approval of the course of study by the major department and the College of Science.

Social Studies

(SEE CURRICULUM AND INSTRUCTION)

Social Work (Major, Courses, Faculty)

The course of study consists of three major components: (1) required University Core Curriculum course work; (2) required social work major course work; (3) general university electives. The University's core curriculum program, required of all students pursuing a bachelor's degree, is a carefully balanced series of courses inquiry in the sciences, social sciences, humanities, fine arts, English and communication skills, mathematics, health, and multicultural studies. The university core curriculum courses in sociology, political science, economics, human biology and psychology are particularly relevant to the social work major.

The social work requirements in the curriculum include courses that define the role of the profession as it relates to society, politics, and the economy; that provide the conceptual framework to address problems and changed circumstances for individuals, families, groups, and communities; and that examine the structure, functions, policies, programs, and strategies of the social welfare system. Methods courses cover interviewing and interpersonal helping skills, problem solving, group theory, community organization, community development, and social research. This core of courses is designed to give students a solid foundation in understanding, creating and applying research that will help the students become effective professionals and to give the students the potential to add to the body of knowledge that will guide their daily decisions and behavior. The field practicum provides an opportunity to integrate theoretical knowledge and helping skills learned in the classroom with the real world settings of Southern Illinois social service agencies. A concurrent weekly seminar supports this integration of theory and practice. The practicum is taken in the sec-

ond semester of the senior year.

General university electives may be chosen from any university courses, which are relevant to personal interests, and/or social work. Students may use university electives to pursue a minor in a field of study related to social work major, for example: Africana Studies, Women, Gender and Sexuality Studies, Child and Family Services, Administration of Justice, etc.

Social work majors must maintain a minimum overall grade point average of 2.25 (on a 4.0 scale). Students admitted into the program must achieve at least a grade of C in Social Work 275 & 383 courses and maintain at least a 2.25 overall grade point average (on a 4.0 scale) in each semester to remain in the program.

Students must have an overall grade point average of 2.50 (on a 4.0 scale) in Core Social Work Courses (Social Work 275, 383, 400a, 400b, 401, 402, 411 and 421) to enroll in field practicum (441 & 442).

The School of Social Work is accredited by the Council on Social Work Education (CSWE), 1725 Duke St. Suite 500, Alexandria, VA 22314-3457, Phone: (703) 683-8080.

Bachelor of Science Degree in Social Work, College of Education and Human Services

<i>University Core Curriculum Requirements</i>	41
<i>Requirements for Major in Social Work</i>	60
Plant Biology 115 or Zoology 115, Sociology 108, Political Science 114, Psychology 102 and Economics 113 or Economics 101	(9) + 6
Foundations of Social Work: Social Work 275, 400a, 400b, 411, 421	15
Social Work Practice: Social Work 383, 401, 402, 441, and 442	21
Social Work Policy, Practice, and Issues: A total of 6 hours selected from Social Work 350, 361, 366 or other approved university courses	6
Social Work 291	3
At least two Liberal Arts electives at the 300- or 400-level selected from: anthropology, philosophy, history, political science, psychology, sociology	6
An introduction to statistics course	3
Electives	19
Total	120

Social Work Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, SOC 108 ¹	3	3
ENGL 101, ENGL 102	3	3
MATH 113, Core Humanities ²	3	3
SPCM 101, Fine Arts	3	3
Core Health, G1: Science	2	3
<i>Total</i>	14	15
SECOND YEAR	FALL	SPRING
PSYC 102, ECON 101 ¹	3	3
PLB 115, POLS 114 ¹	3	3
Humanities, Electives	3	9
Core Multicultural	3	-

Elective	4	-
Total	16	15
THIRD YEAR	FALL	SPRING
SOCW 275, 400A.....	3	3
SOCW 291, 401	3	3
SOCW 383, 421	3	3
SOCW Elective, Statistics ³	3	3
Lib.Arts Elective, SOCW Elective.....	3	3
Total	15	15
FOURTH YEAR	FALL	SPRING
SOCW 400B, 441 ⁴	3	9
SOCW 402, 442	3	3
SOCW 411, Elective.....	3	3
Lib.Arts Elective	3	-
Elective	3	-
Total	15	15

¹Required for Social Work major.

²The school recommends that electives in the humanities include Philosophy 104 or 105.

³Required to enroll for Social Work 411.

⁴Students must have a GPA of 2.5 (on a 4.0 scale) in Core Social Work Courses (Social Work 275, 291, 383, 400a,b, 401, 402, 411 and 421) to enroll in Field Practicum.

Courses (SOCW)

275-3 Social Welfare as a Social Institution. Explores the interdependence of social, cultural, political and economic factors in the history and practice of social welfare with special reference to development of the social work profession. Focus on service integration and coordination in community-based delivery systems in rural areas, especially for poor and oppressed populations.

291-3 Social Services and Minority Groups. Exploration of the needs, experiences and attitudes of minority populations pertaining to delivery of social services in rural settings. Emphasis on relationship of cultural diversity to practice, policy and research content.

295-1 to 6 Field Service Practicum in Southern Illinois. This course is designed for freshman and sophomores who are volunteering service to community, social service, or health agencies in southern Illinois. Credit based upon time spent in direct service. Mandatory Pass/Fail.

350A-1 to 6 Social Work Special Issues-Practice. (1 per topic) Topics will be selected. Limited to no more than three credit hours per semester. May be repeated as topic varies up to six semester hours.

350B-1 to 6 Social Work Special Issues-Policy and Planning. (1 per topic) Topics will be selected. Limited to no more than three credit hours per semester. May be repeated as topic varies up to six semester hours.

350C-1 to 6 Social Work Special Issues-Public Welfare Services. (1 per topic) Topics will be selected. Limited to no more than three credit hours per semester. May be repeated as topic varies up to six semester hours.

361-3 Child and Family Services. Problems of child-parent relationships and difficulties in social functioning of children and

adolescents. Adoptions, foster home and institutional placements, protective services. Focus on services in rural areas.

363-3 Social Work with the Aged. Basic concepts of social work methods applied to the older adult group. Characteristics of the aged group, its needs and potentials. Social trends and institutions involved in services to the aged.

366-3 Public Policies and Programs for the Aged. An introduction to public policy, program and planning for the aged. A framework is utilized for analyzing policy issues, programs and research in such areas as income maintenance, long term care, transportation, leisure time, housing and social services in order to aid present and future practitioners who work with the aged.

383-3 Interviewing and Interpersonal Helping Skills. This is an introductory course in interpersonal skills in the social services in a systems context. Intake, interviewing and recording are emphasized. Focus on practice in multi-service settings. Prerequisite: Psychology 102.

396-1 to 3 Readings in Social Work. Varying topics not ordinarily covered in depth in regular courses and of specific interest to advanced students. Special approval needed from the instructor and School Director.

397-3 Statistics for Social Workers. Statistical methods as applied to social work, focusing on basic descriptive and inferential statistics and their relationship to social work research. Students are provided with statistical methods and models that are applicable to social work research. Lastly, students are prepared to critically analyze published research and apply statistical principles in their own research. Restricted to social work majors only.

400A-3 Human Behavior and Social Environment I. The first of two courses that examine the normal and dysfunctional life span development from a systems theory perspective. The first course focuses on the behavior of individuals and families. It also explores the impact of the environment and the implications for generalist practice with rural populations. Not for graduate credit. Prerequisite: Plant Biology 115 or Zoology 115, Anthropology 240A and Sociology 108.

400B-3 Human Behavior and Social Environment II. Continuation of 400A. A systems perspective is used to examine the theoretical and practice implications of the life cycle as they relate to the development of groups, organizations and communities in rural settings. The course links content to generalist practice skills taught in 401 and 402. Not for graduate credit. Prerequisite: SOCW 400A.

401-3 Generalist Practice I. The first of two courses, which prepares for generalist practice. Focuses on intervention skills with individuals and families at a beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 275, SOCW 383.

402-3 Generalist Practice II. Continuation of 401. Generalist practice skills and knowledge with groups, organizations and communities at beginning level of proficiency. Emphasis on assessment and treatment in multi-service agencies in rural settings. Not for graduate credit. Prerequisite: SOCW 401.

411-3 Methods of Social Research. Social work research in generalist practice. Examines the principles, concepts and methods of scientific investigation in terms of its application

to social work research and practices. Provides basic skills for self-assessment research in field practicum in spring semester. Not for graduate credit. Prerequisite: an introduction to statistics course.

421-3 Social Welfare Policy. In-depth examination of current social welfare policy and program issues in the context of social welfare history in the United States. Utilizes a systematic analytical framework for critical study of multiple causal factors (socio-economic, cultural, governmental structure). Prerequisites: ECON 113; POLS 114, SOCW 275. Not for graduate credit.

441-9 Field Practicum. Students are expected to complete 420 hours in an approved social service agency during the course of the semester. Utilizes learning contracts with goals, objectives and evaluation to integrate course content into practice, including practice self-assessment. Not for graduate credit. Mandatory Pass/Fail. Restricted to senior standing. Prerequisite: SOCW 275, 291, 383, 400A, 400B, 401, 402, 411, 421; and a 2.5 GPA in Social Work. Must be taken concurrently with weekly practicum seminar.

442-3 Field Practicum Seminar. The seminar assists the student who is in field practicum to systematically conceptualize and integrate the field experience with generalist systems theory, skills and knowledge. The seminar builds on and reemphasizes content provided in previous social work courses. Seminar discussion focuses on shared fieldwork experiences: practice issues related to social work principles, ethics and professionalism, and intervention strategies. Not for graduate credit. To be taken concurrently with SOCW 441.

446A-3 Selected Topics-Social Work Counseling With Individuals. (Same as SOCW 546A) (May be repeated with different sections).

446B-3 Selected Topics Social Work Practice With Groups. (Same as SOCW 546B) (May be repeated with different sections).

446C-3 Selected Topics-Social Work Intervention With Traumatic Stress Events. (Same as SOCW 546C) (May be repeated with different sections).

446D-3 Selected Topics-Medical Social Work. (Same as SOCW 546D) (May be repeated with different sections).

446E-3 Selected Topics-Substance Abuse and Mental Health. (Same as SOCW 546E) (May be repeated with different sections).

446F-3 Selected Topics-Social Work Family Therapy. (Same as SOCW 546F) (May be repeated with different sections).

446G-3 Selected Topics-Administration and Grant Writing. (Same as SOCW 546G) (May be repeated with different sections).

446H-3 Selected Topics-Child Welfare. (Same as SOCW 546H) (May be repeated with different sections).

446I-3 Selected Topics-Spirituality. (Same as SOCW 546I) (May be repeated with different sections).

446J-3 Selected Topics-Psychosocial Disorders. (Same as SOCW 531) (May be repeated with different sections).

446K-3 Selected Topics-Adoption. May be repeated with different sections.

446L-3 Selected Topics-Other. May be repeated with different sections.

478A-1 to 6 International Social Work: Generalist Policy and

Practice-Germany. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478B-1 to 6 International Social Work: Generalist Policy and Practice-Mexico. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478C-1 to 6 International Social Work: Generalist Policy and Practice-India. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478D-1 to 6 International Social Work: Generalist Policy and Practice-Bangladesh. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478E-1 to 6 International Social Work: Generalist Policy and Practice-Canada. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478F-1 to 6 International Social Work: Generalist Policy and Practice-South America. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478G-1 to 6 International Social Work: Generalist Policy and Practice-Asia. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478H-1 to 6 International Social Work: Generalist Policy and Practice-Africa. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478I-1 to 6 International Social Work: Generalist Policy and Practice-Classroom Based. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

478J-1 to 6 International Social Work: Generalist Policy and Practice-Other. Provides an international perspective for the study of social work groups, organizations and communities. Focuses on the examination of assessment and problem solving interventions and cross-cultural comparisons of policy and practice.

496-1 to 3 Independent Research in Social Work. Provides opportunity for students to conduct independent research with the guidance of a faculty member. Topics of research are identified by the student and faculty member. Special approval needed from the instructor and School Director.

Social Work Faculty

Baker, Connie J., Senior Lecturer, M.S.W., Southern Illinois University Carbondale, 1987.

Buila, Sarah, Associate Professor and Baccalaureate Program Director, Ph.D., University of Illinois at Urbana-Champaign, 2005.

Dreuth Zeman, Laura, Professor, Ph.D., Vanderbilt University at Nashville, 1996.

Horton, Karla, Assistant Professor, Ph.D., University of Texas at Arlington, 2010.

Jurkowski, Elaine T., Professor, Ph.D., University of Illinois at Chicago, 1997.

Kawewe, Saliwe, Professor, Ph.D., St. Louis University, 1985.

McFadden, Judith V., Senior Lecturer, M.S.W., University of Illinois at Urbana-Champaign, 1983.

Miah, Mizanur R., Professor and *Director*, Ph.D., Southern Illinois University Carbondale, 1985.

Mukherjee, Dhrubodhi, Assistant Professor, Ph.D., University of South Carolina, 2006.

Reese, Dona, Associate Professor, Ph.D., University of Maryland at Baltimore, 1994.

Reichert, Elisabeth, Professor, Ph.D., University of Tennessee at Knoxville, 1989.

Soliman, Hussein, Professor and *Alber Humanitarian Umm AlQura Professor*, Ph.D., University of Tennessee, 1993.

Sociology (Department, Major, Minor, Courses, Faculty)

Sociology is the science of society. It explains how human groups, institutions, and social movements shape our lives. Sociology develops students' insights into theoretical and practical aspects of life. Sociology students study such topics as deviance, sex and gender roles, social movements, social problems, large-scale business and government organizations, international development, and social change.

Training in sociology is basic both to creative living and to such practical tasks as the development and effective working of businesses, families, community service agencies, political movements and parties, churches, social clubs, government, industry, and schools.

Those with degrees in sociology find meaningful and rewarding employment as consultants to business and government, social change agents (e.g., community organizers), politicians, educators, and diplomats. Like other liberal arts students, sociology majors also enter the business world, particularly in the sales or personnel divisions of major corporations.

An undergraduate major in sociology is excellent preparation for those anticipating graduate study in law, social welfare, business administration, journalism, and many of the technical and scientific fields. In addition, many students have enjoyed the benefits of double majors or major-minor combinations be-

tween sociology and one of these related fields. Sociology and paralegal studies is an example of double majors involving two programs that are both in the College of Liberal Arts, while sociology and journalism are double majors involving programs in the College of Liberal Arts and the College of Mass Communication and Media Arts.

The Department of Sociology offers the two following alternative plans of study for completion of its major.

General Sociology Plan. This plan is for students seeking a broad academic back-ground in sociology. Those who want a general liberal arts education in the social sciences or those anticipating graduate study in one of the social sciences usually choose it.

Applied Sociology Plan. This plan combines general study in sociology in individually planned programs built around applied courses, including field work/internship experience. The applied sociology plan is primarily for those who seek careers in governmental, business, or community service occupations for which graduate school training either is unnecessary or taken as an option somewhat later in one's career. Both the general and applied plans provide maximum flexibility in course selection by students, while still ensuring that all majors receive training in the fundamentals of the field. Such flexibility enables students to tailor either their general or applied plan to specific career goals.

Academic Advisement. A student planning to major or minor in sociology should consult the department's director of undergraduate studies as early as possible for initial advisement on the major and to be assigned a faculty advisor. Subsequently the student will visit a faculty advisor each semester until all major requirements have been completed. A record of progress for each student will be on file in the department.

To graduate with a major in sociology the student must meet all the University Core Curriculum requirements and the requirements of the College of Liberal Arts. The major requires thirty-six hours of course work. Four courses are required: Sociology 108, 301, 308 and 312. A capstone course during the senior year, Sociology 497 or 498, which requires prior consent of instructor, is also required. Each student must also take two additional 400-level courses in sociology. These requirements are summarized below.

Transfer Students. Credits for some sociology courses taken at community colleges are transferable. Students should have their sociology credits evaluated by the department's director of undergraduate studies at the earliest opportunity. At least 20 hours of sociology credit must be earned at Southern Illinois University Carbondale. The two 400-level courses must be taken at a senior level institution and Sociology 497 or 498 must be taken at Southern Illinois University Carbondale.

Bachelor of Arts Degree in Sociology, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	
(See Chapter 4)	11
<i>Requirements for Major in Sociology</i>	36

1) Sociology Requirements: Sociology 108, 301, 308 and 312	14
2) Senior Year Work: Sociology 497 (or 498)	4
3) At least two additional sociology 400-level courses	6
4) Sociology course electives	12
<i>Electives</i>	32
<i>Total</i>	120

No more than nine hours of Sociology Core Curriculum courses, including Sociology 108, can count toward both the University Core Curriculum requirements and the Sociology major.

Sociology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
Core Science ¹	3	3
MATH ¹ , SOC 108 ^{1,2}	3	3
Human Health ¹ , Core Humanities ¹	2	3
ENGL 101,102.....	3	3
Fine Arts ¹	-	3
<i>Total</i>	14	15

SECOND YEAR	FALL	SPRING
Elective, Social Science ¹	3	3
Humanities ¹	3	-
SPCM 101.....	3	-
Foreign Language ³	4	4
300 or 300-level SOC Electives ²	3	3
Electives ⁴	-	6
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
SOC 301 ² , Elective	3	3
SOC 308 ² , 312 ^{2,5}	4	4
SOC Electives ²	3	3
Integrative Studies	3	-
Electives ⁴	3	6
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
SOC 497/498 ^{2,5}	-	4
400-level Sociology courses ²	3	3
Electives ⁴	11	6
<i>Total</i>	14	13

¹See University Core Curriculum.
²Required for the sociology major.
³Two semesters (usually 8 semester hours) of a foreign language are required for all liberal arts students.
⁴Electives hours should be used to explore areas of interest and to enhance career opportunities; courses may be selected to satisfy liberal arts requirements.
⁵CoLA requires a writing intensive course beyond the English composition requirements of the Core Curriculum. Information on courses that will fulfill this requirement is available from the academic advisor.

Sociology Minor

A minor in sociology consists of a minimum of 15 hours, including Sociology 108 and at least three more 300- or 400-level sociology courses at SIUC. An average GPA of 2.0 or higher must be achieved in sociology courses. No more than six hours of Sociology Core Curriculum courses, including Sociology 108, may count toward both the University Core Curriculum requirements and the sociology minor.

Internships in Sociology

Internships are open to sociology majors with junior standing and a GPA of 2.5 or above. They are intended to give students practical and sociologically relevant work experience, allowing them to try out a field in which they might wish to work upon graduation. Internships require a minimum of 120 hours of unpaid work with an organization or business approved by the Internship Coordinator.

Honors Program

The department offers an honors program for academically outstanding sociology majors. Qualifications for acceptance into this program are: (1) an overall grade point average of at least 3.00; and (2) completion of 8 hours in sociology courses with a grade point average of at least 3.25 in all sociology courses taken at South-ern Illinois University Carbondale, and the completion of no fewer than six, nor more than fourteen, semester hours in research or independent study which are counted toward the major. Successful completion of the department’s honors program is noted on the academic record at the time the degree is recorded and on the diploma, i.e., Departmental Honors in Sociology. For details, qualified students interested in this program should consult the department’s director of undergraduate studies.

Courses (SOC)

108-3 Introduction to Sociology. (University Core Curriculum) [IAI Course: S7 900] An introduction to the sociological perspective on human behavior, the structure and processes involved in social relationships, social stratification and inequality, social institutions, and social change. A survey of major areas of interest in sociology. Required of majors and minors in Sociology.

215-3 Race and Ethnic Relations in the United States. (University Core Curriculum) [IAI Course: S7 903D] Current theory, research and events in race-ethnic relations in the United States, including the intersection of class, gender and sexuality. Topics include the European colonization of North America, dynamics of immigration, identity formation among ethno-racial groups and political economy of racism.

223-3 Women and Men in Contemporary Society. (University Core Curriculum)(Same as WGSS 223) [IAI Course: S7 904D] Examines theories of women’s and men’s roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

233-3 Sport and Modern Society. (Same as Physical Education 245) An examination of the social, cultural, political and economic aspects of contemporary sport. Special attention given to gender, race, and social class issues related to sport.

298-1 Multicultural Applied Experience. (Multicultural Applied Experience Course) An applied experience, service-oriented

credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail only.

301-3 Theory and Society. Sociological theories explain concrete social phenomena by modeling them abstractly. This course exposes students to exemplary theories, either classical or contemporary, and analyzes the general strategies sociologists used to develop them. Required of majors in sociology.

302-3 Contemporary Social Problems. Examines how social phenomena come to be defined as social problems and the outcomes of these processes for specific cases. How is it that a social phenomenon comes to be seen as a social issue? Analysis of selected social problems and critical assessment of claims-making about these problems.

303-3 Sociology of Deviance. Review of sociological perspectives used in the study of deviance and deviants. Does deviance have functions in society? How is it that a group of individuals comes to be defined as deviant? Examines societal reactions to deviance and consequences for people defined as deviant. Analysis of selected forms of deviance, such as mental illness, "punk" subcultures, eating disorders, drug and alcohol abuse and sex workers.

304-3 Global Perspectives on the Family. (University Core Curriculum) People around the world experience family life under different circumstances and from different perspectives. This course will focus on these differences and how societies have evolved to meet the needs of family units within their different social settings. Other key topics that affect families around the world will be discussed: global economy and families, gender inequality, familial violence, and environment concerns.

306-3 Popular Culture in Society. (University Core Curriculum) Examines the social organization of popular culture, treating popular culture objects as products that are created, manufactured, distributed and consumed. The focus is on the people, activities, organizations and institutions that are involved in popular culture.

307-3 Global Perspectives on Sexual Diversity. (Same as WGSS 315) This course explores sexual diversity within different hegemonic heterosexual cultures, worldwide. Using insight from historical and sociological analysis, the contemporary development of social movements for lesbians, gays, and bisexuals and their oppositional forces is analyzed, and consequent cultural changes that have resulted from the confrontation of these forces are examined.

308-4 Statistics for Social Science. Methods and application of statistics in the social sciences. Measures to describe distribution, measures of relationship, statistical inference.

312-4 Elements of Sociological Research. The student is introduced to a variety of research methods in the social sciences including use of the library, techniques of observation, and elementary steps in quantitative measurements and analysis. Satisfies the CoLA Writing-Across-the-Curriculum requirement.

321-3 Society and the Individual. Introduction to basic concepts in sociological and social psychology (microsociology). Examines how individuals create and shape the social world that simultaneously shapes and creates individuals. Emphasizes face-to-face interaction, socialization, social location and identity.

340-3 Family. The family in historic and contemporary society; evolution of the modern family; changes in family functions, structure, roles; and an examination of variation and change in family systems.

350-3 Sociology of Leisure. This course examines leisure, broadly defined, in a sociological context. What can we learn about ourselves, and about society, by examining leisure involvement? How do various social institutions influence leisure behavior, and how do individuals respond to those influences? Using leisure as an organizing principle, this course reinforces understanding of sociological concepts, theories, and methods.

351-3 Sociology of Religion. Examines the dynamics of religious institutions in society, and of religious beliefs and attachments among individuals, including the connections between religion and family, health, education, and politics.

371-3 Population Problems. Characteristics and problems of population growth, composition, distribution, mortality, birth control and fertility, international and internal migration, and government policies.

372-3 Criminology. An examination of the socially constructed nature of crime, and historical and contemporary theories of criminality. Additional topics of interest include types of offenses, methods of studying crime, and the correlates of crime.

386-3 Environmental Sociology. Focus on social structural conditions and institutions that have changed the natural environment as a social problem. Responses to these problems will be addressed on the individual, group (race, class and gender) and institutional levels.

396-1 to 6 Readings in Sociology. Instructor and student select reading topics which are not covered in depth in regular course offerings. Special approval needed from the department and instructor.

397-3 to 12 Special Topics in Sociology. Varying sociological topics selected by the instructor for study in depth and breadth. Topics will be announced in advance of registration for the course. May be repeated 4 times.

399-2 to 8 Internship in Sociology. Designed to provide students majoring in sociology the opportunity to engage in applied sociology and gain valuable work experience. Classroom meetings are required. Restricted to minimum of junior standing. Special approval needed from the instructor. No more than three hours of 399 to count toward the major.

406-3 Social Change. Theories and problems of social change; their application, with emphasis on the modern industrial period.

415-3 Logic of the Social Sciences. (Same as PHIL 415) An examination of the theoretical structure and nature of the social sciences and their epistemological foundations. The relationship of social theory to social criticism; theory and praxis. Historical experience and social objectivity. Social theory as practical knowledge.

423-3 Sociology of Gender. (Same as WGSS 442) Examines social science theory and research on gender issues and contemporary roles of men and women. The impact of gender on social

life is examined on the micro level, in work and family roles, in social institutions, and at the global, cross-cultural level.

424-3 Social Movements and Collective Behavior. An analysis of social behavior in non-institutional settings such as crowds, disasters, riots, mass panics, crazes, cults, and social movements. Emphasis is on the cultural and structural factors leading to collective action and its impact on social change.

426-3 Social Factors in Personality and Behavior. (Same as PSYC 464) Advanced study of social psychology from both sociological and psychological perspectives. Analyzes the reciprocal influence of groups and individuals, including the development of self, social interaction, gender and ethnic relations, impression management, interpersonal attraction, and social influence.

435-3 Social Inequality. Discussion of theories and evidence pertaining to the socio-structural causes and consequences of inequality based on social class, prestige, power, gender, wealth and income.

437-3 Sociology of Globalization and Development. Survey of sociological theories and research on globalization and development: modernization, dependency, world-system, and global economy. Problem areas include population growth and control, economic growth and underdevelopment, role of state, transnational corporations, financial institutions, and organizations, non-government organizations, work, population, migration, social movements and resistance, gender, race-ethnic, class, and sexuality issues.

438-3 Sociology of Ethnic Relations in World Perspective. Examines theories, concepts and research on the structure of ethnic relations and ethnic problems in contemporary societies in major world regions. Assimilationist, pluralist, secessionist, and militant types of ethnic and racial group relations are covered in selected societies. Designed for students with advanced interest in comparative ethnic relations. SOC 215 is recommended.

460-3 Sociology of Medicine. Analyzes the social structures and issues involved in health, illness, and health-care delivery systems in the United States. Explores the economic and political influences on the role of medicine in society, as well as the organization of medical care and health institutions. Critically examines the social processes and factors that influence health and illness behavior.

461-3 Women, Crime and Justice. (Same as CCJ 460 and WGSS 476) Addresses the topic of women as offenders, as victims and as workers in the criminal justice system.

462-3 Victims of Crime. (Same as CCJ 462) Examines the extent and nature of victimization, theories about the causes of victimization, the effects of crime on victims and services available to deal with those effects, victims' experiences in the criminal justice system, the victims' rights movement and alternative ways of defining and responding to victimization.

465-3 Sociology of Aging. The adult life cycle from a sociological perspective, with emphasis on the later stages of adulthood. Special topics on aging include demographic aspects, family interaction, ethnicity, and cross-cultural trends.

471-3 Introduction to Social Demography. Survey of concepts, theories, and techniques of population analysis; contemporary trends and patterns in composition, growth, fertility, mortality, and migration. Emphasis is on relationship between population

and social, economic, and political factors.

473-3 Juvenile Delinquency. (Same as CCJ 473) Nature of sociological theories of delinquency; analytical skills in studying the delinquent offenders; systematic assessment of efforts at prevention, control, and rehabilitation in light of theoretical perspectives. Six hours of social/behavioral science recommended.

474-3 Sociology of Education. Methods, principles, and data of sociology applied to the educational situation; relation of education to other institutions and groups.

475-3 Political Sociology. (Same as POLS 419) An examination of the social bases of power and politics, including attention to global and societal political relations, as well as individual-level political beliefs and commitments primary focus on American politics.

476-3 Religion and Politics. (Same as POLS 476) Examines the connection between religious beliefs and institutions and political beliefs and institutions. Comparative studies will focus on religious political movements in the United States and throughout the world.

490-3 Special Topics in Sociology. Varying advanced sociological topics selected by the instructor for study in depth. May be repeated for a maximum of twelve semester hours provided registrations cover different topics. Topics announced in advance.

497-4 Senior Seminar. Contemporary issues in sociology and the analysis of these issues. Restricted to senior standing with 20 hours in sociology (including 301), or consent of instructor. Not for graduate credit. Satisfies the CoLA Writing-Across-the-Curriculum requirement.

498-1 to 8 Independent Research. Students who wish to pursue specific topics in depth, or who have developed specific research projects, may submit proposals to faculty members who can serve as mentors. Independent research normally results in a significant paper or research report that serves as a demonstration of scholarly competence and concludes the major. May substitute for 497 only when student demonstrates substantial preparation or need. Satisfies the CoLA Writing-Across-the-Curriculum requirement. Not for graduate credit. Restricted to senior standing with 20 hours in sociology (including 301). Special approval needed from the instructor.

Sociology Faculty

Alix, Ernest K., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University, 1966.

Barber, Kristen M., Assistant Professor, Ph.D., University of Southern California, 2011.

Burger, Thomas, Associate Professor, *Emeritus*, Ph.D., Duke University, 1972.

Calhoun, Thomas C., Professor, *Emeritus*, Ph.D., University of Kentucky, 1988.

Dunn, Jennifer L., Professor and *Chair*, Ph.D., University of California, Davis, 1999.

Hawkes, Roland K., Associate Professor, *Emeritus*, Ph.D., John Hopkins, 1967.

Hendrix, Lewellyn, Professor, *Emeritus*, Ph.D., Princeton University, 1974.

Nall, Frank C., II, Associate Professor, *Emeritus*, Ph.D., Michigan State University, 1959.

- Patterson, Edgar I.**, Assistant Professor, *Emeritus*, M.A., University of Kansas, 1961.
- Reed, Jean-Pierre**, Assistant Professor, Ph.D., California-Santa Barbara, 2000.
- Schneider, Mark A.**, Associate Professor, *Emeritus*, Ph.D., Yale University, 1985.
- Sherkat, Darren**, Professor, Ph.D., Duke University, 1991.
- Ward, Kathryn B.**, Professor, *Emerita*, Ph.D., University of Iowa, 1982.
- Whaley, Rachel B.**, Associate Professor, Ph.D., University at Albany, State University of New York (SUNY), 1999.
- Wienke, Chris**, Assistant Professor, Ph.D., University of Pittsburgh, 2003.

Special Education (Major, Courses, Faculty)

The Department of Educational Psychology and Special Education offers an undergraduate major in special education, which entitles the student to qualify for the State of Illinois Standard Special Certificate with the Learning Behavior Specialist I endorsement. The special education major prepares teachers to teach students with disabilities, ages Pre-K to 21 receiving services along the full continuum of service delivery options. This program is fully approved by the Illinois State Board of Education and National Council for the Accreditation of Teacher Education (NCATE).

Admission To be considered a Special Education major students must meet the following requirements.

1. Meet the criteria for admission into the College of Education and Human Services Teacher Education Program.
2. Completion of a minimum of 30 semester hours in University Core Curriculum courses with an overall grade point average of 2.75 (4.0).
3. Submit documentation that the applicant has had at least 100 hours of direct contact and experience with individuals with disabilities. Satisfactory documentation of the experience will include a letter on company; agency or organization letterhead stating the number of hours of direct contact the applicant has been engaged in with persons with disabilities. The letter should state the name, address and phone number of an individual who can verify the experience of the applicant.
4. Pass the Illinois Certification Test for Basic Skills.
5. A total of three letters of recommendation from college, university faculty or other individuals familiar with their performance as a student.

Freshman are advised by a College of Education and Human Services advisor for the purpose of completing the courses required for Special Education majors. Transfer students must meet University admission requirements to be a Special Education major.

Students who are currently enrolled or previously attended SIUC in a major other than Special Education may request admission to the Special Education program.

Retention Criteria. There are specific and sequential criteria for a student to be retained as a special education major or to

be allowed to continue in special education coursework. These criteria include not only continued satisfactory academic performance, but also acceptable professional behaviors which the faculty deem essential for competent and effective educators, and which are articulated in the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators. The criteria include:

1. Retention in the Special Education program requires completion of all courses listed in the requirements for the major with a grade of C or better. Other retention criteria include: (a) attainment of an overall grade point average of 2.75, and (b) a favorable endorsement of the special education faculty.
2. To be eligible for the professional semester (Education 401: Student Teaching) the student must have attained a minimum 2.75 GPA in the major with a minimum overall GPA of 2.5.

Bachelor of Science Degree in Special Education, College of Education and Human Services

SPECIAL EDUCATION MAJOR—STANDARD SPECIAL CERTIFICATE WITH APPROVAL IN BEHAVIORAL DISORDERS, OR MENTAL RETARDATION, OR LEARNING DISABILITIES

<i>University Core Curriculum Requirements</i>	41
To include Psychology 102 and Mathematics 220 or Curriculum and Instruction 220 (Mathematics 120, Curriculum and Instruction 120 are prerequisites that are not counted in the core) ¹ .	
<i>Requirements for Major in Special Education</i>	54
Special Education 300, 410, 411, 417, 418, 419, 422, 423, 425, 430, Curriculum and Instruction 407f, Mathematics 321 or Curriculum and Instruction 321, Communication Disorders and Sciences 328, 460, Education Psychology 412, Workforce Education 306	
Electives (six hours) in content area e.g., Curriculum and Instruction 423, 435, 424, 426, 468, 469, English 393	
<i>Professional Education Requirements</i>	12
Education 210, 311, 313, 314, 317	
<i>Additional Clinical Requirements</i>	21
Special Education 494a,b, Education 312 (one hour), Education 312 (three hours), 400 (three hours), 401 (twelve hours)	
Total	128

¹Check with your advisor to complete non-western civilization/third world culture requirement.

SPECIAL EDUCATION MAJOR—JOINT CERTIFICATION IN SPECIAL EDUCATION AND ELEMENTARY EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
To include Psychology 102 and Mathematics 220 or Curriculum and Instruction 220 (Mathematics 120 and Curriculum and Instruction 120 are prerequisites that are not counted in the core) ¹ .	
<i>Requirements for Major in Special Education</i>	48
Special Education 300, 410, 411, 417, 418, 419, 422, 423, 425, 430, Curriculum and Instruction 407f, Mathematics 321 or Curriculum and Instruction 321, Communication Disorders and Sciences 328, 460, Educational Psychology 412	
<i>Professional Education Requirements</i>	12
Education 210, 311, 313, 314, 317	

<i>Elementary Education Requirements</i>	21
Curriculum and Instruction 322, 423, 424, 426, 427, 435	
Mathematics 322 or Curriculum and Instruction 322	
<i>Clinical Requirements</i>	21
Special Education 494a,b, Education 312 (one hour),	
312 (three hour)/400 (three hours), 401 (twelve hours)	
<i>Total</i>	143

¹Check with your advisor to complete non-western civilization/third world culture requirement.

Special Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, ENGL 102	3	3
SPCM 101, EDUC 210	3	3
MATH 120, 220	3	3
PSYC 102, Fine Arts	3	3
UCOL 101, Humanities	3	3
Human Health, GI: Science	2	3
<i>Total</i>	17	18

SECOND YEAR	FALL	SPRING
EDUC 311, SPED 410	3	3
EDUC 314, CDS 328 (S)	2	3
Social Science, GII: Science	3	3
SPED 300, Humanities	3	3
Computers, Multicultural	3	3
Content, Content	3	3
<i>Total</i>	17	18

THIRD YEAR	FALL	SPRING
SPED 411, CDS 460 (S)	3	3
SPED 494A, 418	1	3
SPED 423, 494B	3	1
CI/MATH 321, SPED 425	3	3
EDUC 313, SPED 422	3	3
EPSY 412, EDUC 323	3	1
SPED 430	-	3
<i>Total</i>	16	17

FOURTH YEAR	FALL	SPRING
SPED 417, EDUC 401B	3	12
SPED 419	3	-
EDUC 399	3	-
EDUC 400	3	-
CI 407F	3	-
EDUC 317	2	-
<i>Total</i>	17	12

Courses (SPED)

300-3 Introduction to Special Education. An overview of characteristics of all types of exceptional children and youth including physical, mental, emotional and social traits. The course also covers the effects of disabling conditions in learning situations, and an overview of the history of special education includ-

ing legislation and litigation.

315-3 Teaching Mathematics in the Elementary School. (Same as Curriculum and Instruction 315) Objectives of mathematics education, learning theory as it is related to mathematics, major concepts to be taught, modern approaches to instruction with emphasis on the use of concrete learning aids. Four class hours and two laboratory hours per weeks. Prerequisite: Mathematics 114 and 314, and an overall GPA of 2.5 or consent of instructor. Restricted to junior standing.

403-3 Characteristics of Children and Youth Labeled Gifted. Designed to help teachers in the identification of and programming for children labeled gifted and talented. Prerequisite: SPED 300 or concurrent enrollment or consent of the department chair.

405-3 Introduction to Early Childhood Special Education Methods: Infants, Toddlers, and Preschoolers with Special Needs. This course focuses on effective methods, materials and programs for infants, toddlers, and preschoolers with special needs, including IEPs, IFSPs, working with families, service delivery, case-management, transition planning, and curriculum methods and procedures. Prerequisite: SPED 412 or consent of instructor.

408-3 Characteristics and Methods for Teaching Exceptional Children. (Same as EDUC 308) For pre-service teachers who serve children and youth with disabilities. The course focuses on essential disability characteristics, data-based decision-making, scientifically-based academic and behavioral interventions and strategies to differentiate instruction and accommodate learners with disabilities in general education classrooms. Prerequisites: EDUC 313, EDUC 314.

409-1 to 6 Cross-Cultural Studies. Seminar and/or directed independent study concerned with socio-cultural variables affecting the educational needs of children and youth with a disability. Prerequisite: SPED 300 or consent of instructor and department chair.

410-3 Characteristics of Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation. This course presents the behavioral, emotional, physical and learning characteristics of children and youth labeled learning disabilities, emotional/behavior disorders or mental retardation. Screening, identification, placement, instructional practices, classroom management and use of related services will be examined. Prerequisite: SPED 300 or 420 or concurrent enrollment.

411-3 Assessment in Special Education. Course covers general assessment information, norm reference testing, curriculum based assessment, adaptive behavior scales and issues relating to cultural diversity. Prerequisite: SPED 300 or 420, 410, or concurrent enrollment. Laboratory fee: \$15.

412-3 Introduction to Assessment and Curriculum Methods in Early Childhood Special Education. This course presents an introduction to child and family assessment and the development of child and family goals in Early Childhood Special Education. Topics will include types of assessment commonly used, rationale for assessment, methods of assessment, reporting assessment results, writing child and family goals. A fee for testing materials is required. Prerequisite: SPED 300/420 or concurrent enrollment or consent of instructor. Fee: \$15.

417-3 Behavior Management for Children and Youth with Disabilities. This course focuses on the implementation of behavior management strategies and tactics to be used with students with disabilities in a variety of educational environments. Prerequisite: SPED 300 or 420, 410, 411, 423, and must be admitted to the TEP as a special education major, or consent of instructor.

418-3 Methods and Materials for Teaching a Functional Curriculum. This course covers the principles of curriculum construction, program development and evaluation, classroom organization, instructional approaches, strategies and materials for teaching a functional curriculum. Prerequisite: SPED 300 or 420, 410, and 423, and must be admitted to the TEP as a special education major, or consent of instructor.

419-3 Academic Methods and Materials for Student with Disabilities. This course covers the academic methods, materials and strategies used with students with disabilities receiving special education services in school and community settings. Prerequisite: SPED 300 or 420, 410, 411, 423 and must be admitted to the Teacher Education Program as a special education major.

420-3 Advanced Theories and Practices in Special Education. The course is an advanced survey of exceptional populations and addresses educational, social, legal, cultural and community practices associated with individuals with disabilities, ages 0 - 21 years old.

421-3 Methods for Teaching Children and Youth with Multiple Disabilities. This course focuses on developing knowledge and skills for providing instruction and specialized teaching methods to students with moderate and severe disabilities with a focus on academic, personal, vocational and recreation and leisure domains related to functional outcomes.

422-3 Teaching Reading in the Elementary School. (Same as Curriculum and Instruction 422) Examination of the reading process with emphasis on the factors and conditions that affect reading. Emphasis on the formulation of a philosophy of reading in relation to methods, materials, procedures, and evaluation. Prerequisite: Dual Special Education-Elementary Education majors-grade of C or better in CI 321 and CI 435 and Education 313; Special Education majors; EDUC 313. Concurrent enrollment with EDUC 323.

423-3 General Procedures in Special Education. Presents key provisions of Public Law 94-142 and subsequent amendments, including Individualized Education Programs (IEPs). Course content also includes principles of applied behavior analysis and effective instruction of students with disabilities. Prerequisite: SPED 300 or 420, 410, 411 or concurrent enrollment.

425-3 Home-School Coordination in Special Education. The course covers techniques used in parent interviews, conferences and referrals by school personnel; due process and procedural safeguards for parents and youth with disabilities. Restricted to admittance to the TEP as a special education major, or consent of instructor.

430-3 Secondary Programming for Students with Disabilities. Deals with modifications of and additions to school programs to ensure that they are appropriate to the needs of adolescents with disabilities. Content includes coverage of remedial and compensatory program models, transition programming, career and vocational education. Prerequisite: SPED 300 or 420, 410,

411 and must be admitted to the Teacher Education Program as a special education major or consent of instructor.

431-2 Work-Study Programs for Adolescents Labeled Severely Disabled. This course is designed to prepare educators and other human service professionals to assist adolescents and young adults with severe disabilities for community integrated employment options. Content will include community-referenced curriculum objectives, community-based instruction for employment and functional skill development.

490-1 to 4 Readings in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to selected seniors. Not for graduate credit. Prerequisite: SPED 300. Special approval needed.

494A-1 Practicum in Special Education-Assessment. This course includes clinical experiences in public school and community settings in the selection, administration and interpretation of norm-referenced and curriculum-based assessments, adaptive behavior scales, behavior rating scales and checklists and issues relating to cultural diversity. This course is to be taken concurrently with SPED 411. Prerequisite: SPED 300 or 420 and 410.

494B-1 Practicum in Special Education-Functional Curriculum. This course includes clinical experiences in public school and community settings in planning, implementing and instructing a functional curriculum. This course is to be taken concurrently with 418. Prerequisite: SPED 300 or 420, 410, 411, 423 and must be admitted to Teacher Education Program as a special education major.

495-1 to 6 Internship in Special Education. An applied experience for students seeking certification in special education through alternative or subsequent certificate routes. Students will be required to complete a set of activities and prepare a number of products appropriate for the special education program and/or students with disabilities being served in the internship placement. Students will be expected to complete a portfolio of products to demonstrate professional competence. Special approval needed from the Program Coordinator.

Educational Psychology and Special Education Faculty

Asner-Self, Kimberly, Associate Professor, Ed.D., George Washington University, 1999.

Bates, Paul, Professor, Emeritus, Ph.D., University of Wisconsin, 1978.

Beggs, Donald L., Professor, *Emeritus*, Ph.D., University of Iowa, 1966.

Bradley, Richard W., Professor, *Emeritus*, Ph.D., University of Wisconsin, 1968.

Brown, Beverly, Professor, *Emerita*, Ph.D., University of Iowa, 1974.

Bruns, Deborah, Associate Professor, Ph.D., University of Illinois at Urbana-Champaign, 2000.

Casey, John P., Professor, *Emeritus*, Ed.D., Indiana University, 1963.

Champe, Julia, Assistant Professor, Ph.D., Idaho State University, 2004.

Chitiyo, Morgan, Associate Professor, Ph.D., Tennessee Technological University, 2005.

Cody, John J., Professor, *Emeritus*, Ph.D., University of Wisconsin, 1961.

Coulson, Richard L., Professor, *Emeritus*, Ph.D., University of Toronto, 1971.

Crowner, James, Professor, *Emeritus*, Ph.D., Michigan State University, 1960.

Deichmann, John W., Associate Professor, *Emeritus*, Ph.D., St. Louis University, 1969.

DeWeese, Harold L., Professor, *Emeritus*, Ed.D., University of Illinois, 1959.

Dillon, Ronna, Professor, *Emerita*, Ph.D., University of California at Riverside, 1978.

Elmore, Patricia B., Professor, *Emerita*, Ph.D., Southern Illinois University, 1970.

Ewing, Norma J., Associate Professor, *Emerita*, Ph.D., Southern Illinois University, 1974.

Headrick, Todd C., Associate Professor, Ph.D., Wayne State University, 1997.

Hisama, Toshiaki, Associate Professor, *Emeritus*, Ph.D., University of Oregon, 1971.

Juul, Kristen D., Professor, *Emeritus*, Ed.D., Wayne State University, 1953.

Kardatzke, Kerrie N., Assistant Professor, Ph.D., University of North Carolina at Greensboro, 2009.

Karmos, Joseph, Visiting Professor, *Emeritus*, Ph.D., Southern Illinois University, 1974.

Kimemia, Muthoni, Assistant Professor, Ph.D., University of Central Florida, 2006.

Koran, Jennifer, Assistant Professor, Ph.D., University of Maryland, 2009.

Kowalchuk, Rhonda K., Associate Professor, Ph.D., University of Manitoba, 2000.

Leitner, Dennis, Associate Professor, *Emeritus*, Ph.D., University of Maryland, 1975.

Lewis, Ernest, Professor, *Emeritus*, Ph.D., Southern Illinois University, 1971.

May, Michael B., Assistant Professor, Ph.D., Vanderbilt University, 2007.

Miller, Sidney R., Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1974.

Morgan, Howard, Professor, *Emeritus*, Ed.D., Wayne State University, 1962.

Mouw, John T., Professor, *Emeritus*, Ed.D., University of South Dakota, 1968.

Mundschenk, Nancy, Associate Professor, Ph.D., University of Iowa, 1992.

Pohlmann, John T., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1972.

Prichard, Karen K., Associate Professor, *Emerita*, Ph.D., Kent State University, 1981.

Sheng, Yanyan, Associate Professor, Ph.D., University of Missouri-Columbia, 2005.

Snowman, Jack, Professor, *Emeritus*, Ph.D., Indiana University, 1975.

White, Gordon, Assistant Professor, *Emeritus*, Ph.D., University of Iowa, 1969.

White, Lyle J., Professor and *Chair*, Ph.D., University of Iowa, 1988.

Woehlke, Paula L., Professor, *Emeritus*, Ph.D., Arizona State University, 1973.

Speech Communication

(Department, Major, Minor, Courses, Faculty)

The Department of Speech Communication offers courses in the history, theory and application of communication. These courses reflect liberal arts, humanities and social science traditions as approaches to theory and application.

The department also sponsors co-curricular activities in debate, forensics, performance studies (oral interpretation), and public relations, all of which are open to non-majors.

English is the language of instruction in the Department of Speech Communication and proficiency in written and oral English is required of all students in Speech Communication. To meet the requirements for a major in the Department of Speech Communication a student must demonstrate the following basic skills: the ability to deliver effective oral public presentations; the ability to write clear, correct English prose; the ability to communicate effectively at the interpersonal level as well as in groups; and the ability to understand and apply communication theory and research.

These communication competencies may be demonstrated by completing the major program and any one of the specializations described below and by receiving no lower than a C grade in courses listed in the required core and as required in the student's chosen specialization. Under certain circumstances, a student may elect to demonstrate a competency by passing a proficiency examination administered by the Department of Speech Communication.

Bachelor of Science Degree in Speech Communication, College of Liberal Arts

SPEECH COMMUNICATION MAJOR

<i>University Core Curriculum Requirements</i>	41
<i>College of Liberal Arts Academic Requirements</i>	
(See Chapter 4)	8-11
Includes: one year of foreign language and two writing intensive courses chosen from those listed in the required curriculum specializations below.	
<i>Requirements for Major in Speech Communication</i>	42-45
Required Core Courses	9
Communication theory: 230	
Communication skills: 3 hours of public communication selected from 221, 325, 326 or 370; and 3 hours of interpersonal communication selected from 261, 262, 371 or 383.	
Required Curriculum Specialization (see below)	33-36
<i>Intercultural Communication Specialization</i>	33
For students interested in communication topics and practices as they occur in social, cultural, and cross-cultural settings, verbal and nonverbal transaction and exchange at the interpersonal, group, organizational, and public levels, and the challenges of cultural diversity at home and abroad; domestic and international careers in business, industry, teaching, and government with a focus on intercultural understanding, consensus, and appreciation.	

Required: 262, 301I (or 341), 361, 440, 441, 448; and fifteen hours selected from any other speech communication courses.

Electives: (a) Highly Recommended: ANTH 340, 402, SOC 215; (b) Recommended: AFR 215, 330, ANTH 231, 301, 360, 410h, HIST 361, 365, JRNL 401, LING 200, 201, 402, 415, MKTG 336, 435, PHIL 362, PSYC 307, 333, SOC 423, 424, or 426.

Speech Communication-Intercultural Communication Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, SPCM 101	3	3
ENGL 101, ENGL 102	3	3
Humanities, Mathematics	3	3
Science, Fine Arts	3	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Human Health, Multicultural	2	3
Humanities, SPCM 230	3	3
SPCM 262	3	-
Science, Electives	3	5
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
Public Communication Skills	3	-
Interpersonal Communication Skills	3	-
SPCM 301I, 361	3	3
Speech Communication Electives	-	6
ENGL 290	3	-
Electives	3	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
SPCM 448, 440	3	3
SPCM 441	-	3
Speech Communication Electives	6	3
Electives	6	6
<i>Total</i>	15	15

Interpersonal Communication Specialization 33
 For students interested in topics of communication in interpersonal relationships, language in everyday interactions, group communication dynamics, and non-verbal and intercultural aspects of communication; and careers in communication skills training, interviewing, communication research, conflict management, and employee or client relations.
 Required: 261, 262, 301I (or 341), 361, 463; and 18 hours selected from any other speech communication courses.

Speech Communication-Interpersonal Communication Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101	3	-
ENGL 101, ENGL 102	3	3
SPCM 101, Humanities	3	3
Mathematics	-	3
Science, Fine Arts	3	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Human Health, Science	2	3
Humanities, SPCM 230	3	3
Multicultural, SPCM 262	3	3
SPCM 261, Electives	3	2
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
SPCM 361	3	-
SPCM 301I	3	-
ENGL 290	3	-
Public Communication Skills	-	3
Interpersonal Communication Skills	3	-
Speech Communication Electives	-	6
Electives	3	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
SPCM 463	3	-
Speech Communication Electives	6	6
Electives	6	9
<i>Total</i>	15	15

Organizational Communication Specialization 33
 For students interested in a broad spectrum of communication topics in the context of the organization including, but not limited to, compliance-gaining, superior-subordinate interaction, communication audit methods, organizational networks, organizational climate and culture, conflict resolution, impact of new communication technology, and information flow.
 Required: 280, 281, 326, 341 (or 301I), 383, 480, 483; 12 hrs selected from any other speech communication courses.

Speech Communication-Organizational Communication Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101	3	-
ENGL 101, ENGL 102	3	3
SPCM 101, Humanities	3	3
Mathematics	-	3

Science, Fine Arts	3	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Human Health, Science	2	3
Humanities, SPCM 230	3	3
Multicultural, SPCM 281	3	3
SPCM 280, Electives	3	2
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
SPCM 301I, 326	3	3
ENGL 290, SPCM 383	3	3
Public Communication Skills	-	3
Interpersonal Communication Skills	3	-
Speech Communication Specialization Elective	3	-
Electives	3	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
SPCM 480	3	-
SPCM 483	-	3
Speech Communication Electives	6	3
Electives	6	9
<i>Total</i>	15	15

Performance Studies Specialization 34

For students interested in theatrical and everyday performance and the oral interpretation of literature, and in careers in performance, writing-as-performance, and public presentation from business to the arts.

Required: 370, 371, 471, 472; 6 hours selected from 474, 475, 476; at least one hour selected from 390f or 490f; and 15 hours selected from any other speech communication courses.

Speech Communication-Performance Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101	3	-
ENGL 101, ENGL 102	3	3
SPCM 101, Humanities	3	3
Mathematics	-	3
Science, Fine Arts	3	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Humanities, Electives	3	2
Human Health	2	-

Science	-	3
SPCM 201, 230	3	3
SPCM 371, 370	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
SPCM 390F/490F	-	1
SPCM 471/472	3	-
SPCM 474/475/476	-	3
Public Communication Skills	3	-
Interpersonal Communication Skills	-	3
Speech Communication Electives	3	3
ENGL 290	3	-
Electives	3	5
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Speech Communication Electives	3	3
SPCM 474/475/476	3	-
SPCM 471/472	3	-
Electives	6	12
<i>Total</i>	15	15

Persuasive Communication Specialization 33

For students interested in public and political discourse, argumentation, rhetoric, social influence and media, careers in law, politics, sales, corporate and public advocacy, and selected areas in business and mass media.

Required: 221, 325, 326, 411; six hours selected from 310, 382, 412, 421 (3,3), 451; and 15 hours selected from any other speech communication courses.

Speech Communication-Persuasive Communication Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101	3	-
ENGL 101, ENGL 102	3	3
SPCM 101, Humanities	3	3
Mathematics	-	3
Science, Fine Arts	3	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Human Health, Science	2	3
Humanities, Elective	3	2
Multicultural	3	-
SPCM 221, 230	3	3
Interpersonal Communication Skills	-	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
SPCM 325, 326.....	3	3
Speech Communication Elective.....	-	3
Persuasive Communication Electives....	3	3
Public Communication Skills.....	3	-
Electives	6	6
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Speech Communication Electives	3	9
Electives	9	6
SPCM 411.....	3	-
<i>Total</i>	15	15

Public Relations Specialization 33
 For students interested in public relations: the study of internal and/or external communication between an organization or client and its publics. Includes media relations, writing for mass media, research, case studies, and planning of communication campaigns.

Required: 280, 281, 326, 381, 382, 481, Journalism 310 and 335, Journalism 311 or 302, three hours of Speech Communication 390h or 494h, three hours from Journalism, Radio-Television or Speech Communication 301I (or 341), 390, 490, 493, and 494.

Minor or cognate study in related areas: Fifteen hours in a single department or related field of study beyond the University Core Curriculum and required courses. A cognate study will only be allowed if another unit on campus does not offer a minor and the student wishes to focus in that area. Cognate study must be approved by a member of the Public Relations Faculty.

<i>Electives</i>	10-26	
(Electives for majors specializing in Public Relations include 15 hours of coursework in a minor or cognate study in a related area.)		
<i>Total</i>	120	

Speech Communication-Public Relations Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101, ENGL 102.....	3	3
SPCM 101, Mathematics	3	3
Humanities.....	3	3
Fine Arts.....	-	3
Social Science	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Elementary Foreign Language I, II.....	4	4
Human Health	-	2
Science	3	3
ENGL 300.....	3	-
SPCM 230.....	3	-

SPCM 281, 280.....	3	3
SPCM 390H/494H	1	1
Electives	-	2
<i>Total</i>	17	15

THIRD YEAR	FALL	SPRING
Multicultural.....	3	-
SPCM 381, JRNL 310.....	3	3
SPCM 382, JRNL 335.....	3	3
SPCM 390H/494H, SPCM 326	1	3
Public Relations Elective	3	-
Public Communication Skills	-	3
Minor	3	3
<i>Total</i>	16	15

FOURTH YEAR	FALL	SPRING
JRNL 302/311.....	3	-
SPCM 481.....	3	-
Interpersonal Communication Skills....	3	-
Minor	3	6
Electives	3	6
<i>Total</i>	15	12

Minor

A minor in speech communication consists of a minimum of fifteen hours (in addition to Speech Communication 101), which must include nine hours at the 300-or 400-level.

Courses (SPCM)

100-3 Speech Communication Workshop. A workshop in debate, oral interpretation, or public speaking for secondary school seniors interested in intensive study in one or more of these areas. Special approval needed from the instructor.

101-3 Introduction to Oral Communication: Speech, Self and Society. (University Core Curriculum) [IAI Course: C2 900] This course provides theory and practical application relevant to students' development of basic oral communication competencies appropriate to a variety of contexts as situated in a culturally diverse world.

102-1 Speaking with Confidence: Overcoming Communication Apprehension. Designed for students with high speech anxiety that are reluctant to enroll in Speech Communication 101 or are currently enrolled in 101. This course provides exercises and opportunities to significantly lessen and control communication apprehension. Pass/Fail only.

201-3 Performing Culture. (University Core Curriculum) A critical examination of human communication - from everyday conversation to cultural formation - as performance. Lecture and discussion format with consideration of primary texts drawn from conversational transcripts, multicultural literature and popular culture.

221-3 Advanced Public Speaking. The components of effective speech with preparation and presentation of several types of speeches. Prerequisite: SPCM 101 or consent of instructor.

230-3 Foundations of Communication. This course provides an expansive survey of communication concepts that foster

awareness of self and others. Students will explore how understanding communication can help effectively navigate everyday interactions in personal and professional contexts. This course will enhance understandings of identity, relationships, social inequality, media representation, and organizational norms.

241-3 Communication Skills in the Global Workplace. This course provides practical application for intercultural theory beyond the classroom, within the context of globalization. Student will learn how intercultural communication can prepare him/her for life beyond college, including workplace diversity, career preparation, international business contexts and more. Assignments will culminate in a portfolio that will prepare students for their future in an increasingly globalized world.

261-3 Small Group Communication. Introduction to small group communication and the small group process. Special emphasis given to problem-solving discussion groups.

262-3 Interpersonal Communication. Theoretical approaches and contemporary research on patterns of interpersonal communication in romantic, friendship, family, and work relationships. Emphasis on developing skills for analyzing interpersonal processes through close description and interpretation. Satisfies the College of Liberal Arts Writing-Across-the-Curriculum requirement for speech communication majors.

280-3 Business and Professional Communication. A survey of communication theory pertaining to business and professional settings. Provides practice applicable to interviews, conference briefings, and presentation techniques. Prerequisite: SPCM 101.

281-3 Introduction to Public Relations. [IAI Course: MC 913] Introduction to public relations theories, philosophies and principles for agency, business, governmental and not-for-profit organizations. Historical perspectives, current and future trends, professional associations and career opportunities explored.

3011-3 Communication Across Cultures. (University Core Curriculum) This course provides an introduction to communication between/among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with individuals from different races, ethnicity, religions, gender, ages, sexual orientations and physical abilities. Credit cannot be earned in both SPCM 301I and SPCM 341.

310-3 Speechwriting. Advanced study and practice of the principles of composition, revision and delivery of effective public speeches. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors. Prerequisite: SPCM 221 or consent of instructor.

325-3 Argumentation and Debate. Through the study of argument, evidence, reasoning, and oral advocacy this course seeks to ensure competence in the ascertainment of truth by investigation and research and the establishment of truth through proof. The ultimate rationale for the course is the discovery and support of intelligent decisions. Prerequisite: SPCM 101 or consent of instructor; SPCM 221 recommended.

326-3 Persuasion. The means of influencing individuals and groups through communication. Emphasizes the shaping of others' values, beliefs, attitudes and behavior. Provides theoretical information about and practice in persuasive speaking for sources and targets of persuasion. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication

majors.

341-3 Introduction to Intercultural Communication. (Same as LING 341) Examination of the elements and structure of intercultural and transracial communication in the United States. Designed to analyze and describe the interactions between social perception and expression as manifest in verbal and non-verbal behavior. Emphasis on the functional communication of minority groups. Prerequisite: SPCM 101 or SPCM 262 or consent of instructor. Credit cannot be earned in both SPCM 301I and SPCM 341.

342-3 Communication and Popular Culture. Students will explore the production, consumption, and dissemination of popular culture in the global marketplace. They will apply intercultural and cultural studies theories and concepts to popular culture texts such as film, television, music, advertising, gaming, second life, Facebook, and Twitter. The examination of popular culture will be centered around how popular culture influences understanding of identity/ies, identity differences, intercultural communication, and intercultural relationships. This course will enhance self-reflexivity, understanding, and knowledge concerning the implications of popular culture in our everyday lives and within intercultural interactions.

361-3 Nonverbal Communication. A survey of the nonverbal factors that influence the communicative interaction among persons. Review research findings and conduct projects germane to nonverbal communication. Readings, discussions, and research projects. Prerequisite: SPCM 262 or consent of instructor.

362-3 Communication and Social Process. Introduction to the phenomenology of human communication and social process. Analysis and description of interpersonal communication in the development and operation of human communities. Special emphasis is given to the nature of persons, consciousness, and communication exchange in society.

370-3 Performance of Literature. Theory and practice in performance as a method for literary study, with emphasis on the student as performer. Prerequisite: SPCM 201 or consent of instructor.

371-3 Storytelling and the Oral Tradition. Theory and practice in the art of storytelling with emphasis upon practical application, source materials, and historical and ethnic backgrounds.

381-3 Public Relations in Practice. Application of public relations theory and principles through training and practice in the development of public relations writing and production skills including message construction and delivery, verbal, nonverbal, and visual production work and special events components. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors. Prerequisite: SPCM 281 with a grade of C or better or consent of instructor.

382-3 Research Methods in Public Communication. An introductory survey of methods and techniques of audience analysis and public opinion research. Introduction to the design of research tools, sample selection, interviewing, and data analysis.

383-3 Interviewers and Interviewing. Planning, conducting, and analyzing interviews with emphasis on roles of interviewer and respondent in professional and organizational communication settings. Study of factors affecting accuracy, openness, and goal attainment in use of interview methods for evaluation and research. Individual and small group projects with selected aspects of interviewing.

390A-1 to 6 Applied Communication-Communication Pedagogy. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills communication pedagogy. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390B-1 to 6 Applied Communication-Debate. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in debate. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390C-1 to 6 Applied Communication-Intercultural Communication. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in intercultural communication. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390D-1 to 6 Applied Communication-Interpersonal Communication. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in interpersonal communication. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390E-1 to 6 Applied Communication-Organizational Communication. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in organizational communication. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390F-1 to 6 Applied Communication-Performance Studies. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in performance studies. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390G-1 to 6 Applied Communication-Persuasive Communication. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in persuasive communication. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

390H-1 to 6 Applied Communication-Public Relations. Supervised individual and group performance in various communication arts. Emphasis on the practical application of communication skills in public relations. May be repeated for credit up to a maximum of six hours total from 390, 490 and 491 toward degree requirements. Special approval needed from the instructor.

401-3 Communication Theories and Models. An advanced examination of the purposes and processes of constructing and using theories and models in communication research. Students critically analyze existing communication theories from both

social scientific and interpretive paradigms in order to explicate and evaluate their implicit and explicit assumptions about human being, knowledge, and value. For graduate students and advanced undergraduates. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors. Prerequisite: SPCM 230.

411-3 Rhetorical Criticism. Designed to develop the student's ability to criticize public discourse, including speeches, written works and the mass media. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors.

412-3 Environmental Rhetoric. An exploration of rhetorical structures and strategies in environmental policy, activism and public discourse. This course traces the significant contributions rhetoric and public debate have made in the struggle to protect environments from excessive industrial and commercial exploitation. A lecture, reading and discussion course.

413-3 Visual Rhetoric. An exploration of visual messages in public discourse and persuasive communication. This course offers tools for doing rhetorical criticism of visual messages, identifying similarities and differences between the analysis and production of verbal and visual persuasion. A lecture, readings, and discussion course.

415-6 (3,3) Topics in Gender, Sexuality & Communication. (Same as WGSS 415) An exploration of advanced theories and research in gender and sexuality from communication perspectives. Course may be repeated when topics vary. Special approval needed from the instructor.

416-3 Black Feminist Thought as Theory and Praxis. (Same as AFR 416) Explore the roots, contemporary manifestations, and current embodiments of black feminist thought. Explore the works of black women to engage in critical thinking and thoughtful dialogue that positions the valuable knowledge, experiences and perspectives of women of color at the center of inquiry while simultaneously discovering spaces for multi-cultural alliances. Prerequisite: SPCM 301I or SPCM 341 or consent of instructor.

421-3 to 9 (3,3,3) Studies in Public Address. Critical studies of speakers and issues relevant to social and political movements dominant in national and international affairs. A lecture, reading and discussion course. Students may repeat enrollment to a total of nine hours.

435-3 to 6 (3,3) Topics in Performance Studies. An exploration of advanced theories and techniques for conducting sessions in performance studies. Topics vary and are announced in advance. Students may repeat enrollment in the course, since the topics change. Lecture, discussion, class projects, school visitations.

440-3 Language, Culture, and Communication. Study of language in use in social interactions in various cultural and communicative contexts. Topics include components of language, language change and diversity, speech acts, conversational structure, dialects, gender and language, bilingual and multi-lingual cultures, child language acquisition, and language use in institutional contexts. Prerequisite: SPCM 301I or SPCM 341, or consent of instructor.

441-3 Advanced Intercultural Communication: Theory and Practice. Advanced study of intercultural communication in domestic and global intercultural contexts. Course incorporates

intercultural communication research with specific focus on application theory in professional contexts and in service of public advocacy and/or social justice. Prerequisite: SPCM 301I (or SPCM 341) or consent of instructor.

442-3 Psychology of Human Communication. Nature, development, and functions of verbal and nonverbal behavior; application of psychology theories and research to the communication process in individuals and groups. Emphasis on the systemic nature of communicative behavior.

443-3 General Semantics. Formulations from the works of Alfred Korzybski and from neo-Korzybskian interpreters are presented. General semantics is discussed as an interdisciplinary approach to knowledge. Relationships are made to contemporary problems in human affairs.

444-3 Studies in Language Acquisition. Research in and theories of the development of verbal and nonverbal language with attention to the maturational process. Includes investigation of social, phonological, syntactical, and semantic correlates of communication development. Appropriate for advanced students interested in working with or conducting research involving children.

445-3 Conversational Performance. Analysis of performance acts within everyday interaction: stories, jokes, laughter, teasing, etc. Application of theories of play, metacommunication and framing. Re-performance of recorded, transcribed conversations as method of exploring aesthetic dimensions of communication. Prerequisite: 9 hours of speech communication courses or consent of instructor.

446-3 Sociology of Language Discourse and Signs. Introduction to sociological semiotics, especially structuralism and post-structuralism. Reference to French theorists such as Barthes, Baudrillard, Bourdieu, Certeau, Deleuze and Guattari, Greimas, Group Mu, Lacan, Lyotard, and Perelman. Emphasis on the practice of discourse, language, and signs as a model for research in the human science of communicology.

447-3 Communicating Race and Ethnicity. (Same as AFR 447) Via intercultural theories and methods, this course explores histories, relationships, interactions and recent events by positioning racial and ethnic perspectives at the center of inquiry. The course critically examines the complexities of race, racism and ethnicity by focusing on how people communicate across racial and ethnic differences in different contexts. Prerequisite: SPCM 301I or SPCM 341, or consent of instructor.

448-3 Intercultural Training. Introduction to communication theories and practices informing the training of individuals and groups anticipating extensive interactions with persons from differing cultural communities. The course provides content and learning opportunities aimed toward the design, development, and evaluation of effective, ethical culture-specific and culture-general intercultural training programs. Prerequisite: SPCM 341 or SPCM 301I or consent of instructor.

451-3 Political Communication. (Same as POLS 418) A critical review of theory and research which relate to the influence of communication variables on political values, attitudes, and behavior.

452-3 Interpersonal Communication and the Mass Media. A review, synthesis, and analysis of communication theory and research which deals with the process, interactive nature of interpersonal, and mass channels of communication. Prerequisite:

SPCM 401 or consent of instructor.

460-3 Small Group Communication: Theory and Research. A critical examination of small group theory and research in speech communication. Emphasis is given to the development of principles of effective communication and decision-making in the small, task-oriented groups. Prerequisite: SPCM 261 or consent of instructor.

461-3 Laboratory in Interpersonal Communication I. Interpersonal communication is studied as human encounter. The philosophy and theoretical bases of existential phenomenological approaches to human communication are discussed. Projects are evolved by small groups that contribute to the understanding of human communication.

462-3 Laboratory in Interpersonal Communications II. Various theories of social and cultural change are explored. The role of interpersonal communication in the development of human consciousness is explicated. Projects are evolved by small groups that examine values and priorities of human nature and cultural nature.

463-3 Interpersonal Conflict. Study of sources, patterns, and outcomes of conflict in interpersonal relationships. Emphasis on interactive, systems-level analysis of naturally-occurring conflict episodes. Practice in managing conflicts, reframing, negotiation, and mediation. Prerequisite: SPCM 262 or consent of instructor.

464-3 Compassionate Communication. Study and practical training in Nonviolent Communication and similar approaches to more effective inter- and intrapersonal communication. Using real-life experiences from political encounters and interpersonal conflicts to inner dialogue, this class offers a way to deepen peaceful connection and understanding with ourselves and others through honesty, empathy, and being "fully present" in the moment. Special approval needed from the instructor.

465-3 Philosophy of Communication. An introduction to philosophical approaches to the study of communicative interaction. Topics include the relation of meaning and conceptual structures to bodily experience and the interpretative nature of communicative interaction.

470-3 Interdisciplinary Approaches to Environmental Issues. (Same as ABE 470, FOR 471, GEOG 470, ZOOL 470) Application of concepts for the biological, physical and social sciences, economics, humanities and law, are used to understand the interdisciplinary complexities of environmental issues. Students will develop and demonstrate problem-solving skills as part of a team analyzing a regional environmental issue. Team-taught seminar style discussions. Prerequisite: Plant Biology 301I and admission to Environmental Studies minor program.

471-3 Prose Fiction in Performance. Study of prose fiction through analysis and individual performance. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors. Prerequisite: SPCM 370 or consent of instructor.

472-3 Poetry in Performance. The study of poetic form through analysis and performance. Prerequisite: SPCM 201, SPCM 370 or consent of instructor.

473-3 Performance Ethnography. An exploration of culture, ritual, narrative, community and personal identity as performance. Readings, field work and assignments focus on performance ethnography, communicative dimensions of performance

and performance epistemology. Prerequisite: six hours of performance studies or consent of instructor.

474-3 Staging Literature. Theory and practice of staging literary texts with emphasis on adaptation and directing. Prerequisite: SPCM 370 or SPCM 371 or consent of instructor.

475-3 to 6 (3,3) Production Texts and Contexts. Advanced study related to theoretical and practical issues in performance staging with special emphasis on textual production, scripting, social contexts and performance practices. May be repeated for a total of six hours. Prerequisite: 6 hours of performance studies courses or consent of instructor.

476-3 Writing as Performance. An examination of the practical and theoretical links between composition and performance. Lectures, reading and assignments focus on performance as a means and an end to creative writing. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors.

480-3 Dynamics of Organizational Communication. Introduction to interrelationships of communicative behaviors and attitudes with organizational policies, structures, outcomes. Uses case studies and role-plays to teach principles. Individual research into selected aspects of organizational communication.

481-3 Public Relations Cases and Campaigns. Advanced course in public relations case analysis and campaign planning. Students critique public relations campaigns created by various profit, nonprofit and agency organizations. Students also design and implement public relations campaigns from problem identification through evaluation stages. Satisfies the CoLA Writing-Across-the-Curriculum requirement for speech communication majors. Prerequisite: SPCM 381 and 382 with a grade of C or better or consent of instructor.

482-3 Public Relations in Sports and Recreation. Explores the role of public relations within sports and recreation organizations and the relationship between these industries and the media. Students will plan and conduct a fund-raising event, attend athletic competitions, and learn about careers in the sports and recreation fields.

483-3 Studies in Organizational Communication. Study of communication systems and behaviors within organizations. Consideration of relevance of communication to management operations, employee morale, networks, superior-subordinate relations, production, and organizational climates. Individual research into selected aspects of organizational communication. Prerequisite: SPCM 480 or consent of instructor.

490A-1 to 6 Communication Practicum-Communication Pedagogy. A supervised experience using communication skills. Emphasis on the development of performance skills in communication pedagogy. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490B-1 to 6 Communication Practicum-Debate. A supervised experience using communication skills. Emphasis on the development of performance skills in debate. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from

the instructor.

490C-1 to 6 Communication Practicum-Intercultural Communication. A supervised experience using communication skills. Emphasis on the development of performance skills in intercultural communication. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490D-1 to 6 Communication Practicum-Interpersonal Communication. A supervised experience using communication skills. Emphasis on the development of performance skills in interpersonal communication. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490E-1 to 6 Communication Practicum-Organizational Communication. A supervised experience using communication skills. Emphasis on the development of performance skills in organizational communication. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490F-1 to 6 Communication Practicum-Performance Studies. A supervised experience using communication skills. Emphasis on the development of performance skills in performance studies. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490G-1 to 6 Communication Practicum-Persuasive Communication. A supervised experience using communication skills. Emphasis on the development of performance skills in persuasive communication. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

490H-1 to 6 Communication Practicum-Public Relations. A supervised experience using communication skills. Emphasis on the development of performance skills in public relations. May be repeated for credit. Undergraduates limited to a maximum of six hours total from 390, 490, and 491 and graduate students to three to be counted toward degree requirements. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

491-3 Independent Study in Communication. Readings, creative projects, or writing projects focusing on a theoretical study of communication. The independent study should normally be completed in one semester under the tutorial supervision of a faculty sponsor. A maximum of six hours from Speech Communication 390, 490 and 491 may be counted toward degree requirements. Not for graduate credit. Prerequisite: twelve hours of speech communication. Special approval needed from the instructor.

492-2 to 8 Workshop in Performance Studies. Summer offer-

ing concentrating in specialized areas of performance studies. Prerequisite: SPCM 201 and SPCM 370 or consent of instructor.

493-3 to 9 (3,3,3) Special Topics in Communication. An exploration of selected current topics in communication arts and studies. Topics vary and are announced in advance; both students and faculty suggest ideas. Students may repeat enrollment in the course, as the topic varies.

494A-1 to 6 Internship-Communication Pedagogy. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494B-1 to 6 Internship-Debate. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494C-1 to 6 Internship-Intercultural Communication. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494D-1 to 6 Internship-Interpersonal Communication. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494E-1 to 6 Internship-Organizational Communication. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494F-1 to 6 Internship-Performance Studies. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494G-1 to 6 Internship-Persuasive Communication. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

494H-1 to 6 Internship-Public Relations. A supervised experience in a professional or career setting. Maximum of six hours to be counted toward degree requirements. Not for graduate credit. Mandatory Pass/Fail. Special approval needed from the instructor.

Speech Communication Faculty

Bardhan, Nilanjana R., Associate Professor, Ph.D., Ohio University, 1998.

Crow, Bryan, Associate Professor, Ph.D., University of Iowa, 1982.

Daughton, Suzanne M., Associate Professor, Ph.D., University of Texas at Austin, 1991.

Gingrich-Philbrook, Craig, Associate Professor, Ph.D., Southern Illinois University Carbondale, 1994.

Graham, Todd, *Director of Debate*, Ph.D., Arizona State University, 2000.

Gray, Jonathan, Associate Professor, Ph.D., Louisiana State University, 1999.

Griffin, Rachel, Assistant Professor, Ph.D., University of Denver, 2008.

Hinchcliff-Pelias, Mary, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1982.

Houston, William Josh, Senior Lecturer, M.A., Western Illinois University, 1998.

Kleinau, Marion L., Professor, *Emerita*, Ph.D., University of Wisconsin, 1961.

Kleinau, Marvin D., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1977.

Langsdorf, Lenore, Professor, *Emerita*, Ph.D., SUNY at Stony Brook, 1977.

Lanigan, Richard L., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1969.

McClearey, Denise, Senior Lecturer, M.A., Southern Illinois University Edwardsville, 1991.

Pace, Thomas J., Professor, *Emeritus*, Ph.D., University of Denver, 1957.

Pelias, Ronald J., Professor, Ph.D., University of Illinois, 1979.

Pensoneau-Conway, Sandra L., Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2006.

Pineau, Elyse, Associate Professor, Ph.D., Northwestern University, 1990.

Singer, Ross, Assistant Professor, Ph.D., Bowling Green State University, 2008.

Smith, William D., Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1964.

Sobré-Denton, Miriam S., Assistant Professor, Ph.D., Arizona State University, 2009.

Stucky, Nathan, Professor and *Chair*, Ph.D., University of Texas at Austin, 1988.

Toyosaki, Satoshi, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2005.

Wiley, Raymond D., Assistant Professor, *Emeritus*, M.S., Southern Illinois University, 1965.

Speech Pathology and Audiology

(SEE COMMUNICATION DISORDERS AND SCIENCES)

Teacher Education Program

(College, Courses)

Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the Illinois State Educator Preparation and Licensure Board are

offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages. The Unit Accrediting Coordinating Council (UACC), composed of program coordinators for all campus-wide undergraduate and graduate majors with teacher licensure, and the Advisory Board for Teacher Education (ABTE), composed of faculty, area teachers, administrators, Regional Office of Education and a member of the Illinois Board of Education, each serve in an advisory capacity on policy matters related to teacher education.

Only those teacher candidates who complete an approved Teacher Education Program earn entitlement for teacher licensure. State certification and licensure laws are in the process of changing; teacher candidates need to contact an SIUC academic advisor in education for updated information.

ADMISSION POLICY

The College of Education and Human Services admission policy shall be the same as that of the University. All qualified new students are admitted to the College of Education and Human Services with a specific major or as an undecided student. The same policy applies for reentering students and for teacher candidates enrolled in Teacher Education Program majors in other colleges in the University. Admission to the College of Education and Human Services does not guarantee admission to the Teacher Education Program. ALL teacher candidates seeking state teacher licensure, must first be admitted to the Teacher Education Program. Specific requirements for admission are listed below. Application packets and information are available in Wham 135 or online at: <http://tep.ehs.siu.edu/apply.htm>.

Teacher candidates are admitted several times a year to the Teacher Education Program. Deadlines for completed applications are September 1 to November 1 for spring semester admission, and February 1 to July 1 for fall admission into the TEP. Completed applications will be accepted in the Office of Teacher Education, Wham Education Building, and Room 135 after the following criteria are met:

1. A minimum of 30 semester hours of completed college work;
2. An overall grade point average of at least 2.75 (4.0 scale);
3. Submission of an unofficial transcript documenting completion of ENGL 101, ENGL 102, and EDUC 210* with a grade of "C" or better;
4. Submission of recommendation forms from two college or university faculty, including teaching assistants (forms included in application packet);
5. Submission of a copy of the official score sheet showing a passing score on the Illinois Basic Skills Test;
6. Approval by major department if required (see application packet);
7. Special education majors must provide documentation of at least 100 clock hours of experience, paid or unpaid, working with individuals with disabilities.
8. A complete application packet (found at http://tep.ehs.siu.edu/pdfs/tep_application.pdf).
9. Successful completion of five technology quizzes (see website).

*EDUC 210 is required for students whose first college semester is Fall 2006 or after.

Students are encouraged to investigate the feasibility of applying for a particular teaching field early in their undergraduate careers by contacting their advisor or the department in which they wish to specialize. Transfer students are encouraged to contact academic advisors in the College of Education and Human Services, at least one semester prior to enrolling at Southern Illinois University Carbondale.

RETENTION POLICY FOR TEACHER EDUCATION PROGRAM

This retention policy applies to all students enrolled at Southern Illinois University Carbondale after June 15, 2001.

Provisions for enrollment in Education 213 or 313 (*first clinical practice in the schools*):

1. Teacher candidates who have not taken Education 213 or 313 within one year of being admitted to the Teacher Education Program must reapply to enroll in the teacher education sequence courses.
2. Teacher candidates who wish to change majors after being admitted to the Teacher Education Program and prior to taking EDUC 213 or 313, must reapply under the new major and be admitted in the new major before they can enroll in EDUC 313. Teacher candidates who change their major after enrolling in EDUC 213 or 313 may be required to take additional hours of clinical practice to meet the required clinical hours in their major.
3. Teacher candidates may not enroll in EDUC 213 or 313 more than two times. After two failures, teacher candidates must demonstrate through external experiences with children/youth of the age they plan to teach that they have the potential for a successful third placement. This will require at least one semester of external experience and written documentation from the administrator of the school and from the person who provided direct supervision.

In order to remain in the program and complete the requirements for graduation and for licensure, teacher candidates must maintain a 2.75 grade point average overall and in the major and receive departmental approval. Both of these requirements must be met before final clearance can be given for student teaching. All teacher candidates must pass their Illinois content area test prior to beginning their student teaching.

Dispositions in Teacher Education

Admission to the Teacher Education Program does not guarantee continued acceptance unless the teacher candidate maintains satisfactory grades and other qualifications. A candidate must have good character, sound mental and physical health, and must demonstrate the skills, dispositions and behaviors necessary for working with children and /or adolescents, as applicable.

Dispositions adopted by the College of Education and Human Services' Teacher Education Program are:

- **Professionalism:** dependability and reliability; honesty, trustworthiness, ethics; enthusiasm, love of learning and commitment to the profession.
- **Valuing human diversity:** showing respect and sensitiv-

ity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions; striving for best practices to address the diverse learning needs and abilities of all individuals and to address their diverse cultures, languages, races, and family compositions; and collaboration with diverse peers, professional colleagues, staff and families.

• **Professional development:** ongoing acquisition of knowledge; development of research-based practices; assessment of own performance and **reflection** on needed improvements.

Upon admission to the Teacher Education Program, candidates are informed of the dispositions expected of SIUC’s teacher education candidates in a group session. The teacher candidates are then formally assessed regarding their professional dispositions as part of all clinical practice in the schools and at the conclusion of teacher candidate teaching. In addition, at any time during the program, a faculty member or cooperating teacher may identify a teacher candidate who is experiencing difficulty regarding the development of desired dispositions is forwarded to the coordinator of that teacher candidate’s program major. The program reviews any difficulties and develops an action plan with the candidate to address them. A candidate who does not make progress toward ameliorating the difficulties in professional dispositions discusses a remediation plan with benchmarks for improvement with their program coordinator. Teacher candidates who do not make adequate progress in the remediation plan may be dropped from the program.

Collegiate Warning and Dismissal from the Teacher Education Program.

PROGRESS MONITORING

The Teacher Education Program expects and requires adequate progress of all its teacher candidates, throughout the program. Once admitted, candidates will be monitored for applications of learning in their clinical practice. The Teacher Education Program defines performance in each clinical practice aligned to the Illinois Professional Teaching Standard, in a rubric with defined behaviors and skills. The rubric is specific and detailed, designed to guide candidates and clinical supervisors in fair, consistent assessment of performance. Each rubric is presented to candidates at the beginning of their clinical practice.

At any time during their Professional Education Sequence, field supervisors (Cooperating Teacher, Clinical Supervisor, or School Administrator) may determine that the teacher candidate is at risk of not meeting the defined performance standards at the Poor level, according to the rubric. The supervisor will forward evidence of “Inadequate Progress” to the Director of Teacher Education, who will, in turn, forward the evidence to the Program Coordinator. Each Program has on file in the Dean’s Office a formal plan of remediation for its candidates. The Program Faculty, in consultation with the Office of Teacher Education, may decide what level of consequence to implement.

The ultimate responsibility for retention of a candidate in the Teacher Education Professional Education Sequence belongs to the Director of Teacher Education.

Teacher candidates who do not achieve an accumulative 2.25 grade point average in their major in any semester are subject to collegiate warning. Teacher candidates who are on collegiate warning and do not earn a 2.25 grade point average in courses required by their major in a subsequent semester will be placed in a status of collegiate dismissal. Teacher candidates registered in other colleges who are in the Teacher Education Program who do not meet this requirement may be dismissed from the Teacher Education Program. A teacher candidate who has been placed on collegiate dismissal may seek transfer to another program if the teacher candidate has an overall grade point average of 2.00 at Southern Illinois University Carbondale. Teacher candidates who are placed on collegiate dismissal and have less than an overall 2.00 for work completed at the University but have not been suspended from the University will be counseled regarding other possible majors.

DEGREE REQUIREMENTS

Each degree candidate in a Teacher Education Program (see exceptions below) must complete the requirements listed below:

1. All requirements of the student’s major.
2. The University Core Curriculum.
3. Psychology 102 as a prerequisite for Education 314 in the professional education sequence.
4. English 101 and 102 with a grade of C or better. (The two composition courses are a prerequisite for admission.
5. Teacher candidates must receive a grade of C or better in all education courses and all courses in one’s major and endorsement area(s) to receive recommendation for entitlement to teacher licensure.
6. CI 360 if the teacher candidate’s major has a reading in the content area requirement.

Pre-professional Requirement

Education 210 ¹	3
<i>Professional Education Sequence</i> (depending on major)...	28-34
Basic Professional Preparation	
EDUC 308 ²	3
EDUC 311	3
EDUC 314	2
EDUC 317 ²	2
Courses with Clinical Practice	
EDUC 313 ² or (213 and 329) ²	2-3
EDUC 316 ²	3
EDUC 322 (ELED and SPED only).....	1
EDUC 400 ² (SPED only).....	6
Professional Semester of Student Teaching	
EDUC 401	12

¹Required for teacher candidates whose first college semester is Fall 2006 or after.

²See majors in Early Childhood, Special Education, Music Education, Art Education, and Physical Education for special requirements.

An undergraduate major in special education, entitles the teacher candidate to qualify for the State of Illinois Special Certificate with the Learning Behavior Specialist I endorsement. The special education major prepares teachers to teach teacher candidates with disabilities, ages K to 21 receiving services along the full continuum of service delivery options.

Student Teaching

Student teaching constitutes a total professional commitment on the part of the teacher candidate and is a full semester of clinical practice in the public school classroom carrying 12 hours of credit. Enrolling in coursework during student teaching is strongly discouraged. Special permission must be obtained from the Office of Teacher Education before any additional coursework can be taken during student teaching. Teacher candidates must have a 3.0 grade point average or better and permission of the Office of Teacher Education to enroll in an extra course during student teaching.

The student teacher must follow the same daily schedule as the cooperating teacher with whom the teacher candidate is placed. This means that the student teacher remains in the school for the entire day, as well as participating in whatever extracurricular activities might be the responsibility of the cooperating teacher.

Teacher candidates majoring in elementary education will be assigned to work with a cooperating teacher in one of the elementary or middle grades in an affiliated school. Teacher candidates majoring in early childhood will be assigned to work with a cooperating teacher in a preschool/kindergarten and/or primary grade, one through three, in an affiliated school. Teacher candidates are expected to teach all subject areas taught within the specific major.

Teacher candidates who major in a secondary school subject field which has an approved program in the teacher education program will be assigned to work with a cooperating teacher in a secondary school or middle/junior high, grades six through twelve, whose teaching assignment is consistent with the teacher candidate's teaching major.

Special education majors will be assigned to work with a cooperating teacher in a cross-categorical area in order to receive LBS I licensure. Special education majors will be assigned at both the elementary and secondary levels in order to meet licensure requirements for art, music, and physical education majors in schools within our teaching centers (see website). Teacher candidates majoring in communication disorders and sciences will be assigned to a cooperating teacher who is a speech clinician in an affiliated school.

Teacher candidates who wish to enroll in the student teaching professional semester during the fall or spring semester of the academic year must file an application with the Office of Teacher Education in the College of Education and Human Services, Wham Building, Room 135, at least one semester in advance of the semester during which they wish an assignment. Teacher candidates who wish to student teach in the Belleville or Chicago suburban schools must request such placement considerations at least one year in advance and must successfully interview with the Clinical Supervisor from those areas at least a semester in advance in order to be placed in the Belleville or Chicago suburban schools. Student teaching is limited to the schools approved by the Office of Teacher Education as partnership schools.

Student teaching credit during the summer session is restricted to those individuals who hold a provisional teaching certificate or who are enrolled in the Early Childhood Preschool/Primary Specialization. Participation in this program also is dependent upon the availability of suitable placements in the

summer school programs of participating public schools.

Applications for both regular academic year and special summer participation can be found on the College of Education and Human Services website.

Teacher candidates must register for the student teaching professional semester through their academic advisor. Teacher candidates will register for EDUC 401A for 12 hours, EDUC 401B for 6 hours, or EDUC 401C for 3 hours, depending on one's major.

PLACEMENT OF STUDENT TEACHERS

Student teaching under the supervision of Southern Illinois University Carbondale faculty is conducted in teaching centers with affiliated schools located in southern Illinois as well as specific locations in Belleville and suburban Chicago. Off-campus programs in Elementary Education, dual ELED/SPED, and Early Childhood Education may be available at the Rend Lake College Marketplace, Kaskaskia College, Southwest Illinois College, Shawnee College locations, or Gray's Lake/University College of Lake County. A current listing of specific schools to which student teachers may be assigned is available in the College of Education and Human Services Teacher Education website. Cooperating teachers for student teachers must be tenured and highly qualified in their grade level and subject area, as well as have prior experience with clinical practice teacher candidates. In so far as numerical limits will permit, teacher candidates will be assigned to one of the SIUC clinical sites. To help ensure an unbiased performance and evaluation, student teachers will not be placed in a school in which they graduated, have children or other family members who attend, or a school in which they have worked or family members currently work.

Teacher candidates are advised to make no binding housing commitments during the professional student teaching semester until they have received verification of their student teaching assignments. Such housing commitments will not be considered when teacher candidates are assigned. SIUC is not responsible for teacher candidates' transportation to their student teaching site. Although every consideration is made to place student teachers within 45 minutes of their home, no guarantees of a close placement can be made. Student teachers are responsible for their own transportation to and from student teaching sites.

STUDENT TEACHING PREREQUISITES

1. Teacher candidates must have submitted a completed student teaching application form, have formal acceptance into the teacher education program, and must present their records of acceptance when applying for the professional semester.
2. The teacher candidate is responsible for having all transcripts of credit earned at colleges or universities other than Southern Illinois University Carbondale on file in the Office of Teacher Education. These must be on file prior to the first day of the semester for which the teacher candidate is applying.
3. Prior to the professional student teaching semester, the teacher candidate must have completed a minimum of 20

semester hours in the subject area to be taught and must have completed the entire pre-student teaching professional sequence with a grade of C or higher. The course work must meet the approval of the department chair of one's major department. A list of approved majors in the teacher education program may be found on the website, the Teacher Education Program, or the College of Education and Human Services Academic Advisement Office.

4. The teacher candidate must have completed all clinical practices with a C or better.
5. The teacher candidate must have completed 90 semester hours of credit with a minimum cumulative average of 2.75 overall in the major before beginning work in student teaching.
6. Each of those courses, as well as the professional education sequence must have been completed with a grade of C or better.
7. The teacher candidate must have completed with a C or better all methods class(s) required for the major prior to the professional student teaching semester, as well as in all EDUC courses and courses in one's major and endorsement area(s). No incompletes will be accepted prior to student teaching.
8. Teacher candidates must pass their respective Illinois content test before being permitted to student teach.
9. Every student teacher must have a health clearance consisting of a negative tuberculin test performed by the Health Center or by their own medical doctor. A record of the health clearance must be on file in the Office of Teacher Education by the end of the semester immediately preceding the student teaching semester.

Majors to Prepare for Secondary School Teaching

Teacher candidates who elect to pursue a Bachelor of Science degree in the College of Education and Human Services, College of Agriculture, College of Liberal Arts, or College of Science in order to teach in middle, junior, or senior high schools should select academic majors from the areas included in the list below. Included in the column headed 'Major' are those areas for which Southern Illinois University Carbondale has approval from the Illinois State Board of Education and from the Illinois State Educator Preparation and Licensure Board.

TEACHING AREA	MAJOR	MINOR ¹
Agriculture, General ²	•	
Art Education	•	
Biological Sciences	•	•
Economics		•
English Education	•	•
Foreign Languages ⁴	•	•
Health Education	•	
History Education	•	•
Mathematics Education	•	•
Music Education	•	•
Physical Education	•	•
Political Science		•
Psychology		•
Social Science Education	•	

- Sociology •
- Workforce Ed and Dev •
- Business Education Specialization*
- Family and Consumer Sciences*
- Technology Education*

¹All minors used for certification purposes must meet the minimum number of hours specified in State Board Document I.

²Requirements for the major in Agricultural Systems may be found in the catalog section titled Agricultural Systems.

³A teacher candidate with a major in zoology should have a minor in plant biology in order to meet certification standards for teaching biology at the high school level.

⁴Majors and minors are offered in specific languages. The teacher candidate should consult the academic advisor for information concerning the majors and minors available.

Each teacher candidate who wishes to apply for the Initial Secondary Certificate through the certification entitlement process at Southern Illinois University Carbondale must fulfill the following requirements:

1. Successful completion of one of the baccalaureate majors listed above (including at least 32 semester hours in the area of specialization with a grade of C or better) with 12 semester hours of upper level coursework for most secondary majors. No incompletes.
2. Completion of the specialization methods course(s) with a grade of C or better.
3. Completion of Curriculum and Instruction 360, Teaching Reading and Writing in the Secondary Content Area, with a grade of C or better, in majors where it is required.
4. Completion of all Teacher Education Program (EDUC) courses and courses in one's major and endorsement area(s) with a grade of C or better.
5. Passing the Illinois Professional Teaching Standards, the appropriate Illinois Content Standards, and the Language Arts Standards for All Illinois Teachers and the Technology Standards for All Illinois Teachers.
6. Successful completion of all required Illinois Certification Tests.
7. Successful completion of the Capstone.

Teacher candidates who wish to prepare to teach in middle school or junior high schools should inform their advisors of this interest early so they can include in their programs those courses which will prepare them for teaching in that area and meet Illinois State Educator Preparation and Licensure Board requirements for middle level endorsement in those subject areas.

Licensure

A teacher candidate nearing completion of the Teacher Education Program (usually during the last semester) can make application for entitlement to teacher licensure from the Illinois State Board of Education through the College of Education and Human Services Office of Teacher Education, Wham Education Building, Room 135. Upon notification of entitlement from SIUC, teacher candidates who meet the requirements will be able to apply for initial certification and register their license with a Regional Office of Education.

Applicants for certification must register for and pass the Illinois Test of Basic Skills, the appropriate Illinois Certification Content Area Test, the appropriate Assessment of Professional Teaching Test, and successfully passing the Capstone in addition to completing all other program requirements prior to being granted entitlement. The Illinois Certification Content Test must be passed prior to student teaching and teacher candidates must have earned a C or better in all courses within one's major, endorsement areas, and EDUC courses.

Once approved by the institution, ISBE will issue, through the entitlement process, the appropriate teaching license. For additional information pertaining to teacher education, please contact the ISBE web-site <www.isbe.net/>.

Courses (EDUC)

100-1 Academic and Personal Success Skills. Allows students to investigate university resources available to assist with the completion of their degree programs. Helps to prepare students for their future academic endeavors. Course limited to College of Education and Human Services students on academic probation.

210-3 Introduction to Education. Provides an introduction to teaching. Explores teaching as a profession as well as historical, philosophical, social, legal and ethical issues. Includes organizational structure, school governance, learning standards, dispositions, and introduction to LiveText. A grade of C or better is required for admission to Teacher Education Program. A clinical (field-based) component is required. Lab fee: \$75.

213-1 to 3 Clinical Practice I-Early Childhood. This clinical practice is limited to Early Childhood majors and corresponds with CI 313 in the teacher candidate's major department. Enrollment is coordinated by the teacher candidate's major department while placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: Admission to the Teacher Education Program.

258-1 to 4 Credit for Work Experience. Credit granted for prior work experience relevant to the student's major program in which specific experiences with children or youth can be documented. Prerequisite: EDUC 313. Special approval needed from the Associate Dean for Academics.

259-1 to 60 Occupational Education Credit. Credit for educational experiences in training schools and institutes relevant to the particular departmental program. Credit hours to be determined by the Associate Dean for Academics.

308-3 Characteristics and Methods for Teaching Exceptional Children. (Same as SPED 408) For pre-service teachers who serve children and youth with disabilities. The course focuses on essential disability characteristics, data-based decision-making, scientifically-based academic and behavioral interventions and strategies to differentiate instruction and accommodate learners with disabilities in general education classrooms. Prerequisites: EDUC 313, EDUC 314.

311-3 Schooling in a Diverse Society. A requirement in the professional education sequence. Fulfills the minimum state certification requirement in the history and philosophy of education. Assists students in developing an understanding of organization, function, role and diversity in schools in the United States.

312-1 to 8 Field Observation and Participation. Allows the pre-service teacher candidate to observe and participate in activities and experiences related to their major. Field experiences are correlated with courses in the student's major department. Enrollment is coordinated by the student's major department and placement in public school settings is coordinated by the Office of Teacher Education. Students should register by major: a) Early Childhood Education taken with CI 318, b) Early Childhood Education taken with CI 319, c) Elementary Education cohort, d) Special Education taken concurrently with SPED 417, e) Secondary Education, f) other additional field experiences. Prerequisite: EDUC 313 or concurrent enrollment.

313-3 Introduction to Reflective Teaching Practice. Requirement in professional education sequence that cannot be waived. Major roles of classroom teacher are introduced. Orientation to the Teacher Education Program's Reflective Teaching Model. Techniques and procedures applicable for effective teaching including planning for instruction and general teaching strategies will be introduced. In addition to on-campus, classroom instruction, students will participate in public schools for one full-day a week or two half days for fourteen weeks. Placement in the public schools is coordinated by College of Education and Human Services Office of Student Services, Wham 135. Prerequisite: EDUC 210 and admission to the Teacher Education Program. The student may not enroll in this class more than two times.

314-2 Human Growth, Development, and Learning. A requirement in the professional education sequence. This course deals with factors involved in the teaching-learning process including cognitive development, socio-personal characteristics, socio-cultural characteristics, motivation for learning, and principles of school learning. Prerequisite: Psychology 102 or equivalent.

315-3 Organizing and Directing Instruction. Techniques and procedures applicable to effective teaching including planning for instruction, instructional design, and general teaching strategies. Teaching skills will be demonstrated by the students and evaluated by the instructor. Restricted to admission to the Teacher Education Program.

316-3 Classroom Management & Discipline. Covers techniques and procedures intended to provide teachers with skills for effectively managing a classroom. Course will focus on classroom planning, organization, management techniques, discipline models, child abuse identification and reporting, and field observation in the public schools. The course will require one full day in a K-12 classroom for a minimum of twelve weeks. The College of Education and Human Services, Office of Student Services, Wham 135 coordinates placement in the schools. All sections require a restricted class card. Prerequisite: EDUC 313, 314 and admission to the Teacher Education Program.

317-2 Evaluation of Learning and Teaching. Covers construction and use of teacher-made tests of classroom learning; interpretation and use of standardized tests of achievement, aptitude, and scholastic ability; procedures for determining and reporting grades; and procedures for measuring and evaluating instructional effectiveness. Prerequisite: EDUC 313, 314, admission to the Teacher Education Program.

322-1 to 3 Clinical Practice II-ELED or SPED. This clinical practice corresponds with Elementary Education CI 422 or SPED 422 in the teacher candidate's major department. Enrollment is

coordinated by the teacher candidate's major department while placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 313.

329-1 Clinical Practice II-Early Childhood. This clinical practice is restricted to Early Childhood majors and is to be taken concurrently with CI 429 and CI 430. The teacher candidate's major department coordinates enrollment while the Office of Teacher Education coordinates placement in public school settings. Prerequisite: EDUC 213.

399-1 to 3 Clinical Practice. Enrollment in this clinical experience is restricted and requires permission from the Special Education department, as well as from the Office of Teacher Education. Placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 313, EDUC 322.

400-6 Clinical Practice III-Special Education. This clinical practice is limited to Special Education majors. Concurrent enrollment in SPED 417 and SPED 419 is required. Enrollment is coordinated by the teacher candidate's major department while placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 313.

401A-12 Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher certification by entitlement. For undergraduate credit only. Prerequisite: successful completion of prior professional education sequence courses and all required methods courses with a grade of C or better, required major GPA, special approval needed from the department, full semester of student teaching and all required seminars, and required certification tests. Laboratory Fee: \$100.

401B-6 Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher certification by entitlement. For undergraduate credit only. 6 credit hours (may be repeated). Prerequisite: successful completion of prior professional education sequence courses and all required methods courses with a grade of C or better, required major GPA, special approval needed from the department, full semester of student teaching and all required seminars, and required certification tests. Laboratory Fee: \$50.

401C-3 Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher certification by entitlement. For undergraduate credit only. 3 credit hours (may be repeated). Prerequisite: successful completion of prior professional education sequence courses and all required methods courses with a grade of C or better, required major GPA, special approval needed from the department, full semester of student teaching and all required seminars, and required certification tests. Laboratory Fee: \$25.

402-1 to 12 Student Teaching for Provisionally Certified Teachers. Offered for the purpose of converting a provisional teaching certificate to an initial teaching certificate and for alternative teacher certification. The teacher candidate serves as the teacher of record under the supervision of the employer in consultation with the department and Office of Teacher Education. Enrollment in this course must be arranged through the Office of Teacher Education. Not for graduate credit. Special approval needed from the instructor and restrictions of provisional certificate.

450-1 to 10 Experimental Education. Offered for purposes of

testing new and experimental courses and series of courses within the College of Education and Human Services. Special approval needed from the instructor.

460A,B,C-1,1,1 Conflict Resolution: Prevention and Intervention Strategies-A. Anger Management, B. Peer Mediation, C. Bullying. Preventive interventions for teachers, administrators, and related school personnel to teach students strategies for interrupting or decreasing violence in schools and classrooms will be covered in each section of the course. Those taking the course will gain knowledge and skills needed to help students learn anger management skills, consequently equipping them with alternatives to resorting to violence or other destructive behavior. Specific violence prevention interventions will be covered.

Teacher Education Faculty

Algee, Karen, Instructor, M.S. Ed., Southern Illinois University, 1997.

Aud, Susan, Clinical Instructor, Ph.D., Southern Illinois University, 1994.

Branca, Natalie, Certification Officer, M.S. Ed., Southern Illinois University, 2001.

Burris, Deborah, Clinical Instructor, Ph.D., Southern Illinois University, 1988.

Buser, Margaret, Assistant Professor, *Emerita*, M.S. Ed., Indiana University, 1966.

Calvert, Brenda, Senior Lecturer, Ph.D., Southern Illinois University, 2004.

Cox, Jackie, Clinical Instructor, *Emerita*, Ph.D., Southern Illinois University, 2000.

Easton, Sue, Instructor, Ph.D., Southern Illinois University, 1996.

Heinz, Fred, Instructor, M.S. Ed., Southern Illinois University, 1982.

Johnson-Jones, Debra, Clinical Instructor, *Emerita*, M.S. Ed., Southern Illinois University, 1979.

Kirgan, Belinda, Instructor, Ed.S, Eastern Illinois University, 1996.

Maginel, Paige, Instructor, Ed.D., Oakland City University, 2004.

McAnelly, Kenneth, Clinical Instructor, M.S. Ed., Southern Illinois University, 1977.

Messersmith, Gary, Clinical Instructor, *Emeritus*, M.S. Ed., Southern Illinois University, 1973.

Moore, Eryn, E., Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1976.

Nimtz, Robert, Senior Lecturer, M.S. Ed., Southern Illinois University, 1997.

Norris, William R., Associate Professor, *Emeritus*, Ed.D., Indiana University, 1973.

Overturf, Denis, Clinical Instructor, Ph.D., Southern Illinois University, 2001.

Rogers, William D., Instructor, M.A.T., University of North Carolina, 1970.

Turner, Doris Sewell, Lecturer, *Emerita*, M.S. Ed., Southern Illinois University, 1949.

Van Horn, Lori, Senior Lecturer, M.S. Ed., Southern Illinois University, 1997.

Waggoner, Jan, Director of Teacher Education, Ed.D., University of Memphis, 1990.

Technical Resource Management (Major, Courses, Faculty)

The Bachelor of Science in Technical Resource Management (TRM) is specifically designed for the student who has entered a technical career path for which a traditional baccalaureate degree may not be available. The degree is ideally suited for community college and technical institute graduates possessing occupational associate’s degrees, including an Associate of Applied Science (AAS). It also serves students with other types of education, training, or experience, including military and the skilled trades. It can also provide a bridge for those seeking re-entry into the workforce following displacement due to personal, organizational, or general economic factors.

The TRM curriculum focuses on preparing technicians for career advancement into supervisory, management, and entrepreneurial roles in their fields of technical expertise. Foundational courses in the degree provide students with skills in professional communication, work center management, data analysis, quality management, and project management. Additionally, each student works with the program advisor to design an academic plan that reflects his or her specific career goals.

General admission to the TRM program requires a 2.0 GPA. The Capstone Option may be available to eligible students who have earned an Associate in Applied Science (AAS) degree or the equivalent. The Capstone Option reduces University Core Curriculum requirements from 41 to 30 hours. See Chapter 3 for more information regarding the Capstone Option.

Students who are interested in pursuing a degree in Technical Resource Management are encouraged to contact a program representative as early as the first semester at their community college. For more information, contact the School of Information Systems and Applied Technologies. Contact information may be found at <http://isat.siu.edu/>.

Bachelor of Science Degree in Technical Resource Management, College of Applied Sciences and Arts

The Bachelor of Science in Technical Resource Management requires a minimum of 120 semester hours to be completed in accordance with SIUC Degree Requirements (see Chapter 2). In addition to University Core Curriculum and TRM courses, students can select from a specialization or one of over 60 minors, or they can develop an individualized plan of study that complements their professional aspirations.

Technical Resource Management Major - Professional Construction Management Specialization

The specialization in Professional Construction Management is available to students with prior education, training, or experience in construction. It is designed to provide the skills needed to manage the complex demands of the critical alliance of the three core stakeholders in any construction project: the owner, the designer, and the builder.

The specialization includes 18 semester hours, as follows: TRM 450, 451, 452, 453, 454, and 455. The first five courses are taken to satisfy the Approved Electives requirement. The last course, TRM 455, substitutes for TRM 470 in the TRM Core.

Students enrolled in this specialization are eligible to become

members of the SIUC Student Chapter of the Construction Management Association of America (CMAA). The organization enhances the student knowledge base of the Professional Construction Management profession by sharing industry resources, information, and technology at the campus, state, national and international level through collaboration and networking on-campus and off-campus with industry leaders (owners, builders, and designers), including the CMAA-Chicago and CMAA-National organizations.

Technical Resource Management Major-Health and Safety Management Specialization (Available only at SIUC Off-Campus locations)

This specialization augments the TRM program’s technical management core and builds upon the student’s technical training to open career opportunities as a Safety Technologist. Typically, people in occupational health and safety roles are making worksite assessments to determine risks, identifying potential hazards and recommending controls, evaluating risks and hazard control measures, investigating incidents, maintaining and evaluating incident and loss records, and preparing emergency response plans. This training supports certification by the council on Certification of Health, Environmental and Safety Technologists (CCHST), Savoy, Illinois, including Construction Health and Safety Technician and/or Occupational Health and Safety Technician, and meets the blueprint relating to program management, worksite auditing, training, and professional responsibility.

The specialization includes 15 semester hours, as follows: HED 335, 345, 430, 435, and 496. See Health Education for course descriptions. The specialization courses are taken to satisfy the Approved Electives requirement.

<i>University Core Curriculum Requirements</i> ¹	41
<i>Requirements for Major in Technical Resource Management</i>	36
TRM Core Requirements (or approved equivalents):	
TRM 316, 364, 383, 464, and 470 (455 for PCM specialization)	15
TRM Support Courses, select from: TRM 332, 361, 362, 363, 421, 426, 440, 483, 488, 490, or approved equivalents.....	6
Approved Electives (specialization, minor, or individualized plan):	15
<i>Technical Career Electives</i>	43
An Associate in Applied Science degree (AAS) from an accredited institution meets this requirement. An approved apprenticeship or a maximum of 30 semester hours of internship, work experience credit, or independent study may be part of these 43 hours.	
Total	120

¹The Capstone Option reduces University Core Curriculum requirement to 30 hours.

Technical Resource Management Suggested Curricular Guide

THIRD YEAR	FALL	SPRING
TRM 316, 383	3	3
TRM 364, TRM Support Course.....	3	3
University Core or Elective	6	6

Approved Elective	3	3
<i>Total</i>	15	15
FOURTH YEAR	FALL	SPRING
TRM 464, 470	3	3
TRM Support Course	3	-
University Core or Elective	6	6
Approved Elective	3	6
<i>Total</i>	15	15

Courses (TRM)

259-1 to 60 Occupational Education Credit. Credit will be granted via school evaluation of past occupational experiences related to the student’s academic education and career objectives. Unless otherwise determined by the school director, the credit may be applied only to the approved technical or career elective requirement of the Technical Resource Management degree. Restricted to Technical Resource Management major.

316-3 Applications of Technical Communication. (Same as ISAT 366) The course will increase students’ abilities in communicating various workplace documents common to technical disciplines. Oral presentations use computerized presentation software. The course is designed to meet the writing portion of the College’s Communication-Across-the-Curriculum initiative. A grade of C or better is required. Prerequisite: ENGL 101 w/C or better. Restriction: College of Applied Sciences and Arts.

319-1 to 15 Occupational Internship. Each student will be assigned to a University approved organization engaged in activities related to the student’s academic program and career objectives. The student will perform duties and services as assigned by the preceptor and coordinator. Reports and assignments are required to be completed by the student. Hours and credits to be individually arranged. Mandatory Pass/Fail.

320-1 to 10 Work Study Internship. Provides work-study students with an opportunity to participate in an on-campus work experience related to their academic program and career objectives. Hours and credits are to be individually arranged. Mandatory Pass/Fail.

321-3 Seminar in Applied Sciences and Arts. This course is designed to allow College of Applied Sciences and Arts students to become knowledgeable of specific and current requirements in the profession to which they aspire. Subject matter will be determined by academic major.

332-3 Labor-Management Relations. The student will gain an understanding of the basic concepts and techniques of modern labor-management relations. Topics covered include labor history, labor law, unions, labor contracts, collective bargaining processes, grievance and arbitration procedures, and the move towards participative models of labor relations. Restricted to Technical Resource Management major.

350-1 to 32 Technical Career Subjects. In-depth competency and skill development and exploration of innovative techniques and procedures used in business, industry, professions, and health service occupations offered through various workshops, special short courses, and seminars. Hours and credit to be individually arranged. This course may be classified as independent study. Special approval needed from the school.

358-1 to 30 Work Experience Credit. Credit will be granted via departmental evaluation of prior job skills, management-worker relations and supervisory experience gained through experiences related to the student’s academic and course objectives. Unless otherwise determined by the school director, this credit may be applied only to the approved Career Elective requirements of the Technical Resource Management degree. Restriction: TRM major.

361-3 Fiscal Aspects of Technical Management. An introduction to fiscal structures and problems encountered in the technically oriented enterprise. Restriction: TRM major.

362-3 Legal Aspects of Technical Management. An introduction to the types of legal problems encountered in the technically oriented enterprise. Restriction: TRM major.

363A-3 Special Topics in Technical Management-Management Field Experience. Specialized study for the investigation of management problems relating to the student’s career objective. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center. Need not be taken sequentially.

363B-3 Special Topics in Technical Management-Research Management Applications. Specialized study for the investigation of management problems relating to the student’s career objective. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center. Need not be taken sequentially.

363C-3 Special Topics in Technical Management-Comparison Analysis of Organizational Strategies in the Professions. Specialized study for the investigation of management problems relating to the student’s career objective. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center. Need not be taken sequentially.

363D-3 Special Topics in Technical Management-Current Trends. Specialized study for the investigation of management problems relating to the student’s career objective. Readings regarding economic trends impacting upon the business or profession. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center. Need not be taken sequentially.

363E-3 Special Topics in Technical Management-Employee Relations. Specialized study for the investigation of management problems relating to the student’s career objective. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center. Need not be taken sequentially.

364-3 Work Center Management. A study of the problems of managing a small working unit (division, department, work center, section, etc.) within a larger unit (agency, company, regional office, etc.). Included items will be work center goals identification, staffing needs, monitoring of work process reporting, work center communications, and interpersonal relations within the work center. Prerequisite: TRM 316. Restriction: TRM major.

383-3 Data Applications and Interpretation. (Same as ISAT 365) This course will give students an understanding of the basic principles and techniques involved in the statistical treatment of data, including the selection of data sources, the design of statistical studies, and the analysis, synthesis, and

utilization of data. Students will gain experience in using data for decision-making in their respective professions. Technical Resource Management majors must earn a grade of C or better. Prerequisite: University Core Curriculum Mathematics. Restriction: College of Applied Sciences and Arts.

421-3 Professional Development. Presents prevailing elements to attain technical career success. Organizational cases explore management and leadership roles, training, strategic planning, and career research explores employment processes and applications practices. Deliverables include a portfolio comprised of career case studies and professional profile materials. Prerequisite: TRM 316 w/C or better or ENGL 102 w/C or better. Restriction: TRM major.

426-3 Technology and International Trade. The international trade of products and services is studied by examining the technology development and transfer concerns of transnational corporations and national governments in industrialized, newly industrialized and developing countries.

440-3 Technology and Management of Sustainable Enterprises. This course focuses on the technology and business principles found in the growing sector of environmentally green enterprise. A variety of sustainable business practices will be studied. Special approval needed from the instructor.

450-3 Professional Construction Management: Intro & Professional Practice. Initial course in the Professional Construction Management (PCM) specialization series for the TRM curriculum. Participants will develop an understanding of the wide range of opportunities for PCM, explore applicable standards of practice, industry based code of ethics, interact with allied and associated organizations, identify certification requirements, and understand the technical challenges of PCM. Restriction: Special approval needed from the School.

451-3 Professional Construction Management: Program Management. Explore project scope and delivery methods, compensation, forms, contract types during program phase, pre-design, and preconstruction management. Identify importance of contract delivery, administration, documentation, and control across all project phases from concept through facilities management and de-construction. Project performance, stakeholder decisions, documentation tools, and applications are examined. Prerequisite: TRM 450.

452-3 Professional Construction Management: Budget & Cost Management. Provide overview of various estimating tools and methods for managing budgets, project estimates, and costs during program, construction and facilities management phases. Identify roles and responsibilities for controlling and monitoring project cost. Identify and develop methods for creating valid project estimates and budgets. Explore Integrated Project Delivery (IPD) for budget and cost management. Prerequisite: TRM 451.

453-3 Professional Construction Management: Time, Value & Risk Management. Overview of management issues and scheduling for a project. Explain importance of time and risk management in construction and construction business. Study how fundamentals of scheduling, liability, and value are inter-related and explore impacts on project, scope, and budgets. Apply constructability, sustainability, return on investment strategies, quality management terms and definitions throughout project phases. Prerequisite: TRM 450.

454-3 Professional Construction Management: Construction Safety Management. Introduce principles of safety and health in the construction industry and their relationship to Professional Construction Management (PCM). Includes identification of safety and health hazards, risk reduction measures, personal protection, and safety attitudes and training. Explore Occupational Safety and Health Regulations for Construction. Prerequisite: TRM 452.

455-3 Professional Construction Management: Construction Project Management. This is a two-part course beginning with an overview of the project management process followed by a more in-depth examination of the activities needed to successfully initiate, plan, schedule, and control the time, schedule, scope, and cost factors of a project. The second part of the course conducts a more focused and in-depth application to the PCM process and services. Prerequisite: TRM 450 and TRM 464.

464-3 Managing For Quality. The course focuses on management techniques used to upgrade the level of quality of products and services in organizations. Topics cover the processes of continuous quality improvement: strategies and objectives, quality measures, participative management practices, worker empowerment, customer preferences and expectations, vendor/supplier inputs, process technology outputs, integrated feedback loops, and quality audits and review. Prerequisites: UCC Mathematics, TRM 364, 383. Restriction: TRM major.

470-3 Project Management. This course is designed to provide students with an overview of the project management process followed by an in-depth examination of the activities needed to successfully initiate, plan, schedule, and control the time and cost factors of the project from a technical management perspective. Prerequisites: UCC Mathematics, TRM 364, 383, 464. Restriction: TRM major.

483-3 Quality Measurement. Specialized study of the design of quality control for the improvement of processes and to enhance product or service outcomes. Instruction will focus on the construction of Statistical Process Control (SPC) diagrams and charts appropriate to the technologies found in various types of work environments. The major course project requires students to design aspects of an SPC program based on their specialty area. Lecture three hours. Not for graduate credit. Prerequisite: TRM 383.

488-3 Technical Innovation. A lecture course intended to educate students on how to survive and prosper in hyper-innovative work places. Both intrapreneurial and entrepreneurial aspects will be pursued, as will planned obsolescence and product replacement. Not for graduate credit. Prerequisite: TRM 316, 383, 364.

490-3 Technical and Professional Theory. A department honors seminar with challenging assignments and limited enrollment to prepare the student for the values, needs, demands, ethics, epistemologies, and socioeconomic roles of technical work, technicians, professional arenas and professional fields. Not for graduate credit. Prerequisite: 3.25 or better GPA in major, TRM 316 or ISAT 366.

Technology (Department)

Two undergraduate degree programs are available in technology. One program leads to the Bachelor of Science degree with a major in engineering technology (see Engineering Technology) with specialization in electrical engineering technology. The other program leads to the Bachelor of Science degree with a major in industrial technology.

Engineering technology courses contain topics related to the design and development of products. Industrial technology courses contain topics related to the manufacture and distribution of products.

The present technological society has increased the demand for new types of personnel known as technologists. A technologist utilizes established methods to achieve improvements in existing designs and systems. Technologists should be knowledgeable in the state of the art of a particular technology, capable of utilizing handbooks and other forms of codified information with skill and discrimination, and sufficiently versed in mathematics and science to recognize sound procedures.

The industrial technology program is flexible enough to provide the means whereby a graduate of a two-year occupational program can obtain a bachelor's degree in a minimum length of time. The program also provides credit to individuals for related work experience outside the institution.

The programs are designed to provide the necessary training for entry into employment upon the completion of the baccalaureate degree. Opportunities for advanced study are available in manufacturing systems.

Theater (Department, Major, Minor, Courses, Faculty)

The Department of Theater is an accredited institutional member of the National Association of Schools of Theatre, 11250 Roger Bacon Drive, Suite 21, Reston, VA. 20190.

The Bachelor of Arts degree in Theater is designed to provide the student with broad-based exposure to human experience and sound foundation in basic skills of theater craft. The undergraduate theater major provides the student with invaluable interpersonal and intrapersonal skills and builds inquiring and open minds—qualities required in most professions the student might wish to pursue after graduation—and further offers essential education and training for continued work in graduate or professional schools.

Courses in acting, voice, movement, directing, theater history, dramatic literature, playwriting, production design, and technical theater, are augmented by the extensive production schedule in two theaters—a proscenium house, the McLeod Theater, seating about 499, and the Christian H. Moe Laboratory Theater, a flexible space seating 100—providing training in all aspects of theater. The production schedule is extensive enough to allow students the opportunity to design sets, lights, and costumes and to write, perform, and direct for productions bridging all dramatic genres, including musical theater.

In addition to the University Core Curriculum requirements, all theater majors must complete a theater core curriculum of 27 semester hours, all of which must be completed with a grade of C or better; a liberal arts component of 20 hours, selected by advisement from courses outside the Department of Theater;

and 33 hours of theater electives, to include at least 9 hours at the 400 level. These 33 hours may include a minor of 15 hours in such complementary fields as art, fashion design and merchandising, computer science, English, foreign languages, history, journalism, music, philosophy, psychology, recreation, sociology, and speech communication.

Theater course credit earned at other institutions of higher learning, not used for University Core Curriculum requirements at the time of transfer, can be applied to the Bachelor of Arts degree program with the approval of the faculty of the Department of Theater.

Bachelor of Arts Degree in Theater, College of Liberal Arts

<i>University Core Curriculum Requirements</i>	41
Must include Theater 220 as substitute for Theater 101.	
<i>Requirements for Major in Theater</i>	80
Theater Core Curriculum	27
Theater 205, 218a, 218b or c, 217, 300, 311a, 354a,b, 402a	
Liberal Arts Component (by advisement)	20
Theater Electives (minimum of 9 semester hours at the	
400 level)	33
Students interested in acting might elect: Theater 203,	
303a, 303b, 317a, 317b, 450, 402b, 403 or 417	
Students interested in design/technical might elect:	
Theater 218b or c, 450, 407, 408, 409, 414, 418 or 419	
<i>Total</i>	121

Theater Suggested Curricular Guide (Design/Tech Interest)

FIRST YEAR	FALL	SPRING
UCOL 101.....	3	-
ENGL 101,102/LING 101,102.....	3	3
SPCM 101, Mathematics.....	3	3
Humanities.....	-	3
THEA 220 (UCC Fine Arts req.), 217 ...	3	3
THEA 218A, 218B/C.....	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
THEA 311A.....	3	-
Elementary Foreign Language I, II.....	4	4
Human Health, THEA 205.....	2	2
ENGL 290/291, Science.....	3	3
THEA 300	1	1
THEA 309, Design/Tech Area Electives	3	6
<i>Total</i>	16	16
THIRD YEAR	FALL	SPRING
Social Science.....	3	3
THEA 354A, 354B.....	3	3
THEA 300.....	1	1
THEA 400.....	1	1
Design/Tech Area Electives.....	6	6
<i>Total</i>	14	14

FOURTH YEAR	FALL	SPRING
Humanities, Multicultural	3	3
Science	-	3
Electives	3	3
THEA 402	3	-
THEA 400	1	-
Design/Tech Area Electives	3	3
Design Area/Tech Electives 400-level....	3	3
<i>Total</i>	16	15

Theater Suggested Curricular Guide (Performance Interest)

FIRST YEAR	FALL	SPRING
ENGL 101, ENGL 102	3	3
UCOL 101, SPCM 101	3	3
THEA 220 (UCC Fine Arts req.), 217 ...	3	3
THEA 203A, 203B.....	3	3
THEA 218A, Mathematics	3	3
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
Humanities.....	3	3
Multicultural.....	-	3
Core Science	3	3
THEA 303A, 303B	3	3
THEA 311A, 205	3	2
THEA 218B/C.....	3	-
THEA 300.....	1	1
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
Elementary Foreign Language I, II	4	4
Human Health, ENGL 290/291.....	2	3
THEA 317A, 317B.....	3	3
THEA 354A, 354B.....	3	3
THEA 300.....	1	1
THEA 424.....	3	-
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
Social Science	3	3
Electives	3	6
THEA 402.....	3	-
THEA 420,421 (2+1)	3	-
THEA 403A, 403Bs.....	3	3
THEA 417.....	-	3
<i>Total</i>	15	15

Bachelor of Fine Arts in Musical Theater Degree, College of Liberal Arts

The BFA in Musical Theater is a professional degree program designed to prepare students for a career in musical theater performance. All students must audition to enter the program. Toward the end of their 3rd semester, BFA candidates must

pass a jury of singing, acting and dance, along with a review of their efforts to date in order to continue in the program. The degree requires 135 credit hours for graduation, 97 of which must be in music, theater and dance. Those students not passing their jury will receive advisement as to other options in music and theater. In addition to their coursework, BFA Musical Theater students are required to audition for all musicals and plays, and attend the pre-determined number of plays and concerts. BFA MT students are waived from the College of Liberal Arts foreign language requirements and from mandatory music ensemble participation required each semester of applied study. BFA MT students are required to meet only 4 semesters of ensemble requirement.

<i>University Core Curriculum Requirements</i>	41
Including THEA 220, Theater Insight as a UCC substitute	
<i>Requirements in Music</i>	35
MUS 020 or MUS 022 Concert Choir (1,1,1,1)	4
MUS 030 A,B,C or D (1,1).....	2
MUS 104A Aural Skills	1
MUS 104B Aural Skills	1
MUS 105A Basic Harmony	3
MUS 105B Basic Harmony	3
MUS 140X (1,1)	2
MUS 240X (1,1)	2
MUS 340X (1,1,1,1)	4
MUS 402 Musical Theater Workshop (2,2,2,2)	8
MUS 471 History of Musical Theater	3
MUS 489 Senior Project.....	2
<i>Requirements in Theater</i>	40
THEA 203B Stage Diction and IPA	3
THEA 205 Stage Make-up.....	2
THEA 217 Beginning Acting	3
THEA 218A Beginning Stagecraft	3
THEA 220 Theater Insight (included in UCC req. above)...	0
THEA 300/400 Practicum	2
THEA 303A Movement for the Actor	3
THEA 303B Voice for the Actor.....	3
THEA 311A Play Analysis (WAC).....	3
THEA 317A Intermediate Acting.....	3
THEA 317B Intermediate Acting.....	3
THEA 322 Summer Theater.....	3
THEA 354A Theater History.....	3
THEA 403A Adv. Movement for the Actor	3
THEA 424 Audition Technique	3
<i>Requirements in Dance</i>	12
KIN 103 A, C and F Dance (2+2+2)	6
THEA 323 Musical Theater Dance (1,1,1).....	3
THEA 423 Musical Theater Dance (1,1,1).....	3
<i>Approved Electives</i>	7
MUS/THEA	
<i>Total</i>	135

Musical Theater Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, Math.....	3	3
MUS 101.....	3	-
MUS 020/022.....	1	1

MUS 140X	1	1
MUS 030A,B.....	1	1
KIN 103A,C	2	2
KIN 103F, THEA 218A.....	2	3
THEA 220 (UCC Fine Arts), 217	3	3
THEA 203B	-	3
Total	16	17

FIRST YEAR	SUMMER
THEA 322.....	3
Total	3

SECOND YEAR	FALL	SPRING
ENGL 101, ENGL 102.....	3	3
SPCM 101, MUS 402	3	2
MUS 020/022.....	1	1
MUS 240X	1	1
MUS 104A,B	1	1
MUS 105A,B	3	3
THEA 205.....	-	2
THEA 300/400.....	1	-
THEA 303A,B.....	3	3
THEA 323.....	1	1
Total	17	17

THIRD YEAR	FALL	SPRING
Humanities.....	3	3
Social Science	3	3
MUS 340X	1	1
THEA 354A, MUS 402.....	3	2
THEA 424, MUS/THEA Electives.....	3	3
THEA 317A,B.....	3	3
THEA 323, 423.....	1	1
Total	17	14

FOURTH YEAR	FALL	SPRING
Human Health, Multicultural.....	2	3
Science	3	3
MUS 340X/440X.....	1	1
MUS 489, 402.....	2	2
THEA 403A, *471.....	3	3
THEA 311A, 300/400	3	1
THEA 423.....	1	1
MUS/THEA Electives	2	1
Total	17	15

*MUS 471 is offered spring semester in even numbered years. Replace with MUS/THEA electives or UCC, if necessary.

Theater Minor

Requirements for Minor in Theater 16
 A minor in theater consists of THEA 311A, THEA 101 as a prerequisite, THEA 354A or B, 218A,B or C, 217 and 300.

Courses (THEA)

101-3 Theater Insight. (University Core Curriculum) [IAI Course: F1 907] Through lectures, discussions, projects, text readings and written critiques, students examine how plays are written and produced and how these plays reflect the people and cultures that produce them. Theater Insight Fee: \$13.

203A-3 Introduction to Voice and Movement. Fundamentals of vocal production and movement for the stage. Including breathing, kinesthetic awareness, vocal placement and resonance; physical storytelling.

203B-3 Stage Speech and The IPA. Fundamental use of the International Phonetic Alphabet as it pertains to standard stage speech.

205-2 Stage Make-up. General survey covering design and application of makeup for the stage, including youth, middle and old age, texture, color, special effects, wigs and latex. \$10 lab fee required.

217-3 Acting. Preparing the actor's instrument through basic acting technique; concentration/relaxation exercises; improvisations. The course objective is the discovery and development of the actor's inner resources. Contemporary American plays are studied from the actor's point of view.

218A-3 Beginning Stagecraft-Scenery. [IAI Course: TA 911] Fundamentals of scenic construction and state rigging, including basic tools and equipment. Each class has a practical laboratory requirement of 45 hours. \$20 lab fee required.

218B-3 Beginning Stagecraft-Lighting. Fundamentals of stage lighting including instrument handling, focusing, basic electrical theory. Each class has a practical laboratory requirement of 45 hours. \$20 lab fee required.

218C-3 Beginning Stagecraft-Costumes. Fundamentals of stage costume construction. Each class has a practical laboratory requirement of 45 hours. \$20 lab fee required.

220-3 Freshman Theater Seminar. (Advanced University Core Curriculum course) Through lectures, discussions, projects, text readings and written critiques, students examine how plays are written and produced and how these plays reflect the people and cultures that produce them. Students are exposed to information skills and strategies necessary to succeed in the Department's academic and production programs. Strong focus on American plays and practice. Satisfies University Core Curriculum Fine Arts requirement in lieu of 101.

260-1 to 15 Internship. Outside departmental internship, which is, related to the major program but not part of a regular instructional course. Written reports are required of student and outside supervisor. Mandatory Pass/Fail. Special approval needed from the instructor.

300-1 to 4 (1 per semester) Theater Practicum. Offers students an opportunity to increase their skills in stagecraft, stage lighting, and costumes by working on department productions. Prerequisite: THEA 218A, B, or C.

303A-3 Movement for the Actor. Intermediate studies in stage movement. Prerequisite: THEA 203A and 217.

303B-3 Voice for the Actor. Intermediate studies in stage voice, IPA, standard speech, text analysis, scansion, cold readings. Prerequisite: THEA 203A and THEA 203B.

311A-3 Play Analysis. Development of basic skills in play analysis and application of these skills to a variety of dramatic forms

through class discussions and written assignments. Satisfies CoLA Writing-Across-the-Curriculum requirement for Theater majors. Prerequisite: THEA 101 or THEA 220, or special approval needed from the instructor.

317A-3 Intermediate Acting. The study and application of Stanislavskian-based technique to the acting process. Coursework includes scene and monologue work. Prerequisite: THEA 203, THEA 217, THEA 303A, THEA 303B.

317B-3 Intermediate Acting. The study and application of European realism in the development of the actor's process. Prerequisite: THEA 317A.

322-1 to 12 SIUC Summer Theater. Practical experience in summer stock play production. A maximum of twelve credit hours may be accumulated for performance or technical work in SIU Summer Theater only. Special approval needed from the instructor.

323-1 to 3 (1 per semester) Musical Theater Dance I. Developing and performing musical theater choreography using intermediate jazz, tap, ballet, social and modern dance skills. Prerequisite: KIN 103A; KIN 103C and KIN 103F or special approval needed from the instructor.

354A-3 History of the Theater. Theater history from ancient times to the 17th century.

354B-3 History of the Theater. Theater history from the 17th century to the present.

390-1 to 6 Independent Study. Independent work on selected problems in academic or blend of academic and creative research. A maximum of three hours may be taken for a single project and a cumulative maximum of six hours may count toward the degree. Special approval needed from the instructor.

400-1 to 6 (1 to 2 per semester) Production. Practicum for support of major department productions in all areas. Roles in department productions may fulfill requirement.

401A-2 Stage Management. Study of the theories and skills required to successfully stage manage a theater production. Prerequisite: THEA 217, THEA 218A, concurrent enrollment in THEA 401B or special approval needed from the instructor.

401B-1 Stage Management Lab. Practical application of the theories and skills learned in the 401A course and applied on a department of theater production. Prerequisite: THEA 217, THEA 218A, concurrent enrollment in THEA 401A or special approval needed from the instructor.

402-3 to 6 Directing Studio. Introduction to the art of directing through examination of various genres. An exploration of the fundamentals of directing culminating in scene work and studio presentation. Advanced students will approach the directing process from play selection through dramaturgy to production and through the context of contemporary directing styles. Prerequisites: THEA 217 and THEA 311A or special approval needed from the instructor.

403A-3 Advanced Movement for the Actor. Advanced studies in stage movement with special attention to period styles. Prerequisite: THEA 303A, THEA 317A, THEA 317B.

403B-3 Advanced Voice for the Actor. Advanced studies in voice with special attention to stage dialects and advanced vocal techniques. Prerequisite: THEA 303B, THEA 317A.

404-3 Theater Management. Discussion of legal and financial aspects concerning the professional and community theaters of the United States. Consideration of and practice in managerial

activities of an educational theater including administration, purchasing, and accounting practices, direct sales, publicity, promotion and public relations.

406-9 (3,3,3) Properties Studio. Beginning and advanced studio work in traditional and non-traditional crafts for theatrical events, including mask work, puppetry, stage furniture construction, upholstery, weaponry, armor, and special effects. Repeatable. Prerequisite: THEA 218A or special approval needed from the instructor. Studio Fee: \$60.

407-3 Scene Design. Technical and artistic aspects of scene design. Theory and practice. Prerequisite: THEA 218A, THEA 413, THEA 409, or special approval needed from the instructor.

409-6 (2,2,2) Scene Painting Studio. Studio work in basic and advanced scene painting techniques and materials. Projects include wood, drapery, foliage, marble, transparencies, scrim painting, dye painting, faux finishes, metal reflections, and murals. Repeatable. Prerequisite: THEA 218A. Special approval needed from the instructor. Studio fee: \$65.

410-9 Children's Theater. Theory and practice in performing theater for children. Class activities include lectures on various aspects of production as well as producing a touring children's play for local area schools. Special approval needed from the instructor.

411A-3 Playwriting - The Short Play. Principles of dramatic structure as they apply to the writing of a short play. Through class discussion, analysis of short plays, and the writing of specific projects and exercises, students will write at least two drafts of a 20-30 minute complete play. Individual plays may be considered for production in the theater's program for new plays. Prerequisite: THEA 311A or special approval needed from the instructor.

411B-3 Playwriting - The Full-Length Play. Principles of dramatic literature as they apply to the writing of a full-length (90-120 minute) play. Typical well-made patterns are studied, along with experimental forms and variations. Some discussion of marketing plays is included. Prerequisite: THEA 411A or special approval needed from the instructor.

412-2 Patterning and Draping for the Theatre. This course introduces the theatrical costume design and technical student to the basics of pattern development and construction techniques used to develop a 3-dimensional theatrical costume, with focus on giving the student a working knowledge of costume production, flat patterning, and draping techniques. Prerequisite: THEA 218C or special approval needed from the instructor. Studio fee: \$25.

413-6 (3,3) Drafting for the Theater. Development of the student's skill in scenographic techniques including ground plans, sections, elevations, and detail construction drawings. Prerequisite: THEA 218A or special approval needed from the instructor.

414-3 Costume Design. Technical and artistic aspects of costume design. Development of the design process, understanding and use of color theory and fabric, and practice of costume drawing techniques. Prerequisite: THEA 218C or special approval needed from the instructor.

415A-2 to 4 Costume Crafts I. This course focuses on advanced skills in costume technology, including but not limited to, millinery, jewelry-making, armor and masks. Prerequisite: THEA

218C, THEA 412 or special approval needed from the instructor. Craft Fee: \$35.

415B-2 to 4 Costume Crafts II. This course focuses on advanced skills in costume technology, including but not limited to, dyeing and fabric modification, wig ventilating, and dress form model projects. Prerequisite: THEA 218C, THEA 412 or special approval needed from the instructor. Craft fee: \$35.

416-3 Structural Design for the Stage. In-depth study of the art and practice of structural design for the stage and analysis of structural properties of standard stage scenic materials. Prerequisite: THEA 218A and THEA 413 or special approval needed from the instructor.

417-3 to 6 (3,3) Advanced Acting. Utilization of the actor's process in the performance of various theories and styles of acting. May be repeated once for credit. Prerequisite: THEA 317B.

418-3 Lighting Design. Investigation of stage lighting design, theory and professional practice. Special attention to color theory and its application to stage lighting. Lecture/Laboratory. Prerequisite: THEA 218B and THEA 413 or special approval needed from the instructor.

419-3 Technical Direction. Advanced study of principles and procedures of scenic construction and stage rigging. Includes scene shop organization, materials, and specialized stage equipment; preparation for professional technical direction. Lecture and laboratory to be arranged. Prerequisite: THEA 218A and THEA 413 or special approval needed from the instructor.

420-2 Senior Seminar. Students are provided an opportunity to integrate their previous training in theater and to assess it. Students are exposed to information skills and strategies necessary for survival in the professional world. Mandatory Pass/Fail. Not for graduate credit. Concurrent enrollment in THEA 421 or special approval needed from the instructor.

421-1 Senior Project. Preparation of any of the following based on the student's area of interest: a portfolio, script, critical research paper, design, acting recital or direction of a short play. Projects are chosen and prepared under the supervision of a theater faculty member. Mandatory Pass/Fail. Not for graduate credit. Concurrent enrollment in THEA 420 or special approval needed from the instructor.

423-1 to 3 (1 per semester) Musical Theater Dance II. Developing and performing musical theater choreography using advanced jazz, tap, ballet, social and modern dance skills. Prerequisite: THEA 323 or special approval needed from the instructor.

424-3 Audition Techniques. Methods of auditioning for theater and musical theater. The course covers audition techniques for open calls, cold reading/singing, improvisation, interviews, as well as the development of an audition portfolio and the preparation of head shots and resumes. Prerequisite: THEA 217 or special approval needed from the instructor.

450-1 to 9 Topical Seminar. An intensive examination and application of selected areas of interest. Topics will vary and may include such areas as stage management, audition and interview, current political theater. Special approval needed from the instructor.

454-3 American Theater. The development of American theater from colonial times to the present. Includes a study of the American musical theater from preminstrels through contemporary music-drama.

455-3 Dramaturgy. An introduction to the theory and practice of dramaturgy, including a survey of contemporary critical theories as they apply to the pre-production work of the dramaturg. The student will apply methodologies studies to plays from the classical repertory and to the works of new playwrights. Prerequisite: THEA 311A or special approval needed from the instructor.

460-3 Black Theater: Intersections of Culture and Performance. (Same as AFR 420: Themes in Africana Drama) This course will freely examine the intersections between African and African American Theater. It will study the origins, form and agenda of Black Theater by tracing the commonalities of culture and Performance between African and African American Theaters. Students will be exposed to seminal essays, topical plays and performances while they hone their own critical and creative skills.

Theater Faculty

Bogumil, Mary L., Associate Professor, Ph.D., University of South Florida, 1988.

Fletcher, Anne, Associate Professor, Ph.D., Tufts University, 1992.

Holcombe, Robert, Associate Professor, M.F.A., Ohio University, 1999.

Kidd, J. Thomas, Assistant Professor, M.F.A., Southern Illinois University Carbondale, 1998.

Merrill-Fink, Lori, Associate Professor, M.F.A., University of Arizona, 1988.

Moe, Christian H., Professor, *Emeritus*, Ph.D., Cornell University, 1958.

Naversen, Ronald, Professor, Ph.D., Southern Illinois University, 1990.

Ojewuyi, Olusegun, Assistant Professor, M.F.A., Yale University, 1998.

Patrick Benson, Susan, Assistant Professor, M.F.A., Rutgers University, 1995.

Rush, David, Professor, Ph.D., University of Illinois, 1974.

Straumanis, Alfreds, Professor, *Emeritus*, Ph.D., Carnegie Institute of Technology, 1966.

Varns, Mark, Professor and *Chair*, M.F.A., University of Missouri-Kansas City, 1990.

Zea, Wendi, Assistant Professor, M.F.A., Kent State University, 2006.

Therapeutic Recreation

(SEE RECREATION)

Tourism

(SEE HOSPITALITY AND TOURISM ADMINISTRATION)

Turfgrass

(SEE PLANT AND SOIL SCIENCE)

University (Courses)

Courses (UNIV)

001-1 to 6 (1 per year) Student Volunteer Community Service. Provides university students an opportunity to participate in

community service activity. A maximum of one semester hour of credit may be awarded per year for thirty hours or more of community service. Credit may not be used for graduation or toward semester eligibility for athletics, financial aid, student loan status or University honors. Grade of CR only.

301A-1 Undergraduate Research and Professional Development Seminar. Explores the undergraduate experience with a special concentration on research proposal writing and professional development. Special approval needed from the instructor.

301B-1 to 6 McNair Research Project. Prepares McNair Scholars for their McNair Research Project by developing academic and research skills. Preparation of McNair research proposal, paper and presentation of original research project under the joint supervision of a faculty mentor and McNair Program staff. Special approval needed from the instructor.

388-1 Study Abroad Continuing Enrollment. Continuing enrollment status for undergraduate students participating in an approved study abroad or travel/study program. Requires concurrent enrollment at host institution. Requires approval from the academic unit and study abroad programs. Mandatory Pass/Fail. This course does not count toward the 120 hours needed for graduation.

401A-1 Graduate School Preparation Seminar. Prepares McNair Scholars for graduate school by developing academic and research skills. Overviews credentials for acceptance into an appropriate graduate program. Not for graduate credit. Explores the graduate school application process with a concentration on professional development. Special approval needed from the instructor.

401B-1 Graduate School Preparation Seminar. Prepares McNair Scholars for graduate school by developing academic and research skills. Overviews credentials for acceptance into an appropriate graduate program. Not for graduate credit. Focuses on the graduate school experience of first generation/low-income/minority students. Special approval needed from the instructor.

University College (College, Courses)

Courses (UCOL)

100-1 to 3 Transfer Student College Planning. The course is designed to help first-year transfer students make a successful transition to college life. Students will be guided through the transfer process. Topics of discussion include the value of pursuing higher education, developing a career goal; identifying academic majors, admissions and academic requirements, university comparison, and options in financial aid. The content of the course is pertinent to any student who is planning to transfer to a four-year institution to complete a Bachelor's degree and satisfies transfer orientation requirements.

101A-3 Foundations of Inquiry: Academic Success Seminar. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry through intention-

al delivery of the Academic Success Seminar student-centered materials and the Center for Academic Success services. Sections will be limited to approximately 25 students each. [This course is a replacement for UNIV 100.]

101B-3 Foundations of Inquiry for Business. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of the College of Business at SIUC.

101C-3 Foundations of Inquiry: School of Art and Design. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the School of Art and Design at SIUC. Sections will be limited to approximately 25 students each. [Note: This is the replacement for SFY 101C.]

101E-3 Foundations of Inquiry: Introduction to Engineering. (Same as ECE 101 and ENGR 101) Introduction to the engineering profession and the engineering programs in the College of Engineering. Lectures and hands-on laboratory projects aimed at stimulating interest in engineering and at guiding students in choosing an engineering curriculum. Seminars presented by distinguished speakers on engineering careers, ethics, and employment trends. No prerequisites.

101F-3 Foundations of Inquiry: Women's Seminar. The first-year women's seminar course creates a collective environment where female students can discuss and examine their experiences, achievements, and positions in higher education and society. The primary goal is to build a community of first-year women leaders and provide a space to examine their academic experiences. The course supports the transition of first-year female students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success.

101G-3 Foundations of Inquiry. Campus Sustainability: SIU Environmental Activities. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of a particular college at SIUC. Students will learn about, experience, and participate in sustainability activities on campus and in the southern Illinois region. Sections limited to approximately 20 students.

101I-3 Foundations of Inquiry: Introduction to Agriculture, Food and Forestry. This First-Year Seminar supports the transition of first-year students as they enter our research univer-

sity. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of the College of Agricultural Sciences at SIUC. Sections will be limited to approximately 25 students each.

101L-3 Foundations of Inquiry in the Liberal Arts. Course provides a survey of various fields of study that comprise the liberal arts. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career pathways found among the social sciences, arts, and humanities.

101M-3 Foundations of Inquiry: Introduction to Mass Communication and Media Arts. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the College of Mass Communication and Media Arts.

101O-3 Foundations of Inquiry in Anthropology. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks found among the social sciences, arts, and humanities. The specific content of this section of UCOL 101 adds an anthropological perspective to the topics discussed. [Modifies SFY 101D].

101P-3 Foundations of Inquiry: Careers in Psychology. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with psychology. This is a required course for psychology majors but is open to any interested student.

101S-3 Foundations of Inquiry: Introduction to Scientific Research. This seminar-style course is designed to promote an understanding of the value and expectations of higher education and to explore the resources available to science majors. Students will learn study skills, time management, and explore strategies for success in classes. The nature and process of scientific investigation will be presented by SIUC and regional scientists who solved local and global problems and contribute to the science knowledge-base. Students will be exposed to

the excitement of inquiry-based discovery and will explore the methods by which practicing scientists guide their work. Classroom activities will enhance communication skills and assist students in networking and integrating into the scientific community at SIUC.

101T-3 Foundations of Inquiry in Aviation Technologies. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with a major in Aviation Technologies.

101U-3 Foundations of Inquiry for Pre-Majors. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered at SIUC. Sections will be limited to approximately 25 students each. [Modification of UNIV 101]

101W-3 Foundations of Inquiry: Gender and Sexuality in Higher Education. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the interdisciplinary subject of gender and sexuality studies.

101Z-3 Foundations of Inquiry: Aviation Management and Flight. The First-Year Seminar supports the transition of first-year students as they enter our research university. Students will demonstrate the knowledge, skills and behaviors critical for academic and personal success; acquiring these capabilities as they are introduced to the foundations of inquiry. Successful completion of UCOL 101Z will fulfill the University Core Curriculum requirements for Area 1-Inquiry for Aviation Management and Flight students.

102-1 Strategies for Success Seminar. This course facilitates the reentry into the University of students who have been academically suspended. It provides assistance and support in pursuing their academic degrees, focusing on the acquisition of knowledge, attitudes and skills associated with successful academic performance, career and personal development. Restricted to Pre-Majors in their first semester following suspension. [Replaces UNIV 102]

103-2 Academic Probation Intervention. Restricted to first-year students who have been placed on Academic Probation following their first semester at SIUC. Students will participate in an intake, followed by semi-individualized program of intervention strategies to improve academic performance. Topics include motivation, stress reduction, selecting main ideas, information processing, note-taking, test preparation, career exploration and setting academic goals.

University Honors Program

Courses (UHON)

111-3 Honors Colloquium. Open to underclass members of the University Honors Program. Special approval needed from the Director.

150-3 to 6 Disciplinary Honors I. For University Honors Program members only. Courses for which the student contracts for Honors credit. Prior written departmental approval required. May be repeated, up to a maximum of six credit hours.

250-3 to 9 Disciplinary Honors II. For University Honors Program Members only. Courses for which the student contracts for Honors Credit. Prior written departmental approval required. May be repeated, up to a maximum of nine credit hours.

350-3 to 9 Disciplinary Honors III. For University Honors Program Members only. Courses for which the student contracts for Honors Credit. Prior written departmental approval required. May be repeated, up to a maximum of nine credit hours.

351F-3 to 9 (3 per topic) Honors Seminar in Fine Arts. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for disciplinary studies in fine arts.

351I-3 to 9 (3 per topic) Honors Seminar in Interdisciplinary Studies. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for interdisciplinary studies.

351L-3 to 9 (3 per topic) Honors Seminar in Human Health. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for disciplinary studies in human health.

351M-3 to 9 (3 per topic) Honors Seminar in Multicultural Diversity in the United States. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for Integrative Studies in Multicultural Diversity in the United States.

351O-3 to 9 (3 per topic) Honors Seminar in Social Science. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for disciplinary studies in social science.

351S-3 to 9 (3 per topic) Honors Seminar in Science. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for disciplinary studies in science.

351U-3 to 9 (3 per topic) Honors Seminar in Humanities. For University Honors Program Members only. Topics vary and will be announced by the University Honors Program each time

the course is offered. These seminars may be used to satisfy the University Core Curriculum requirement for disciplinary studies in humanities.

399-1 to 15 Honors Independent Study. Preparation of a paper or comparable project under supervision of a faculty member in the appropriate discipline or director of the University Honors Program. Special approval needed from the Director.

450-3 to 9 Disciplinary Honors IV. For University Honors Program Members only. Courses for which the student contracts for Honors credit. Prior written departmental approval required. May be repeated, up to a maximum of nine credit hours.

499-3 to 9 Undergraduate Honors Thesis. Preparation of Honors thesis or comparable project under supervision of a committee consisting of one or more faculty members in appropriate disciplines and director of University Honors Program. Not for graduate credit. Special approval needed from the director of University Honors Program.

University Studies (Program)

The University Studies program allows students to design an interdisciplinary program of study leading to a Bachelor of Science or Bachelor of Arts degree. The Bachelor of Arts degree requires one full year of college-level foreign language, while the Bachelor of Science degree does not. Students must also take one course in English composition in addition to the University Core Curriculum composition requirement and one writing intensive course designated by a College of Liberal Arts department as fulfilling the Writing-Across-the-Curriculum requirement.

To be admitted to the University Studies degree program, a student must meet the following criteria.

1. Contract to earn a minimum of 30 semester hours while a University Studies major.
2. Have completed at least one full year of college course work (a minimum of 24 semester hours) with a 2.00 grade point average or higher.
3. Have exceeded none of the limitations prescribed by the program.
4. Complete the assessment requirements as outlined by the faculty advisor for University Studies.

Although University Studies imposes few specific requirements for the degree other than those that are University-wide baccalaureate requirements, there are limitations on the selection of course work. In addition, students must achieve a minimum grade point average of 2.00 for the 40 semester hours of 300-400 level course work (including 300-level University Core Curriculum courses).

Bachelor of Arts Degree in University Studies

<i>University Core Curriculum Requirements</i>	41 ¹
<i>Requirements for University Studies</i>	79 ²
Foreign language	8
English Composition	3
Writing Intensive course	3
300-400 level coursework	40
Other courses approved by the chief academic advisor in	

the College of Liberal Arts. 25
 Total 120

Bachelor of Science Degree in University Studies

University Core Curriculum Requirements 41
Requirements for University Studies 79¹
 English Composition 3
 Writing intensive course 3
 300-400 level coursework 40
 Other courses approved by the chief academic advisor in
 the College of Liberal Arts 33
 Total 120

¹Two limitations are placed on course distribution:

- a. Students may take no more than 40 semester hours excluding courses used to satisfy University Core Curriculum requirements in any College, except for the College of Liberal Arts where they may take up to 54 hours (but no more than 27 semester hours in the social sciences, humanities, or fine and performing arts);
- b. Students may take no more than 20 semester hours excluding courses used to satisfy University Core Curriculum requirements, in a department or in a School within a College).

Urban Forestry

(SEE FORESTRY)

Watershed Management

(SEE FORESTRY)

Wilderness Recreation

(SEE RECREATION)

Women, Gender and Sexuality Studies (Minor)

Women, Gender and Sexuality Studies minor is an interdisciplinary degree designed to enrich and extend a student’s major field by enhancing their awareness of the issues and theories associated with the study of gender, race, sexuality, and social class. Course work can be selected to reflect individual student interests and enhance the major by contributing knowledge, understanding, and sensitivities helpful to students in both the university and work settings.

Women, Gender and Sexuality Studies is an appropriate minor for many undergraduate majors as well as for students planning graduate or professional studies. For example, people’s orientation toward their work may be affected by an historical understanding of the significance of gender roles from various disciplinary perspectives, or a multicultural approach to viewing the ways women and sexual minorities have been treated by the courts, the health care professions, the educational system, employment, religion, literature, or the arts.

Because it is interdisciplinary, inclusive of race, class, and sexuality scholarship, the Women, Gender and Sexuality Studies minor should reflect academic work in the arts and humanities, the natural and social sciences, and race and cross-cultural issues.

Women, Gender and Sexuality Studies Minor

Minors must be approved by the director of Women, Gender

and Sexuality Studies in order to assist students in developing a coherent program that meets their individual interests. The minor requires 18 semester hours of credit, 15 of which must be in Women, Gender and Sexuality Studies courses, while the remaining 3 hours may be selected from a special interest or related course; for example, Africana Studies. Schedules of classes contain listings of relevant courses. The minor must include 201, 300 and 495. Elective courses should be taken from at least two different cross-listing departments. Students must discuss and plan their minors with the director of Women, Gender and Sexuality Studies or with a faculty member who teaches women, gender and sexuality studies courses.

Minors in Women, Gender and Sexuality Studies may elect an emphasis in Sexual Diversity Studies. This emphasis requires 18 semester hours of credit, which must include 201, 203, and 497. Students who choose this emphasis must plan their minor in consultation with the director of Women, Gender and Sexuality Studies or a faculty member who teaches sexual diversity courses.

Courses (WGSS)

200-3 Women in French and Francophone Literatures. (University Core Curriculum) (Same as FR 200) This course offers a study of the representation of women in 20th century French and Francophone literatures. The class will study female characters as they are represented in novels, short stories and essays of contemporary French and Francophone writers, and will analyze the development of women as characters from a psychological, sociological, and literary point of view. All readings and lectures are in English.

201-3 Multicultural Perspectives on Women, Gender and Sexuality. (University Core Curriculum) This interdisciplinary and multicultural survey course covers important issues of women, gender and sexuality studies in the United States. Topics include language, media, education, family, labor, politics, literature and the arts. Within each topic, issues of race, class, ability, and other intersecting aspects of identity are also addressed.

203-3 Introduction to Sexual Diversity Studies. An interdisciplinary examination of sexual diversity, including discussion of major concepts and theories of sexual identity and sexual politics, application in various disciplines, and intersections with race, class, and ability.

220-3 Gender Around the World. (Same as Anthropology 221) This course is designed to introduce students to the variety of gender relations in different cultures around the world. Through reading about a number of different world areas, students will be introduced to questions of differing notions of what makes “men”, “women” and other possible gender categories, to issues of different power relations, to cultural constructions of sexuality, and to the relationship of gender to everyday life.

223-3 Women and Men in Contemporary Society. (University Core Curriculum) [IAI Course: S7 904D] (Same as SOC 223) Examines theories of women and men’s roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

225-3 Women in Literature. (Advanced University Core Curriculum course) (Same as ENGL 225) [IAI Course: H3 911D] Examines the ways in which women are portrayed in literature, especially in twentieth-century novels, drama, short fiction, and poetry written by women. Prerequisite: English 102 or English 120. Satisfies University Core Curriculum Multicultural requirement in lieu of English 205.

286-3 Marriage and Family Living. (Same as CI 227) [IAI Course: S7 902] A study of relationships and adjustments in family living, designed largely to help the individual. To help student better understand the recent changes that have occurred in marriage and the family in the US.

298-3 Multicultural Applied Experience Option. (University Core Curriculum) An applied experience, service-oriented credit in American diversity involving interaction with those exemplifying life experiences centering on women's issues, organizations, services, etc. Students should consult the Women, Gender and Sexuality Studies Program staff to discuss placement options and supervision. Special approval needed from the Women, Gender and Sexuality Studies Director. Not for graduate credit.

300-3 Feminist Theory. This course is an introduction to feminist social and political theory. The course covers the definition of feminism and feminist theory, the development of multiple perspectives within social and historical contexts, and major debates within feminism. Prerequisite: WGSS 201 or consent of the instructor

301I-3 Women in Science, Engineering and Technology. (University Core Curriculum) This course will explore the historical contributions of women and challenges they faced as they entered educational programs and careers in various fields of engineering, science and technology. The course will also consider the current status of women in these fields.

305-3 Introduction to Law. (Same as PARL 305) This course will provide a basic background of the United States legal process. It will provide an introduction to civil and criminal processes, legal terminology, a history of common law, and cover various areas of substantive law. Ethics, regulations, and professional responsibilities involved in the legal profession will be discussed, along with the basic legal concept and legal analysis. Students will learn to read and brief legal cases.

307I-3 Women in the Visual Arts: Social and Educational Contexts. (Same as AD 307I) (University Core Curriculum) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

315-3 Global Perspectives on Sexual Diversity. (Same as SOC 307) This course explores sexual diversity within different hegemonic heterosexual cultures, worldwide. Using insight from historical and sociological analysis, the contemporary development of social movements for lesbians, gays, and bisexuals and

their oppositional forces is analyzed, and consequent cultural changes that have resulted from the confrontation of these forces are examined.

320I-3 Language, Gender and Power. (University Core Curriculum) (Same as Linguistics 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the fields of linguistics, anthropology, psychology, sociology and speech communication will be used.

321-3 Reproduction and Sexuality. (Same as PHSL 320) Comprehensive course examining the physiological basis of mammalian reproduction and the behavioral aspects of sexuality. Human sexuality and reproductive function is the primary focus. Topics include hormonal control, anatomy, ovulation, sexual response and behavior, fertilization, pregnancy and parturition. Human specific topics include reproductive medicine, STDs, paraphilias, birth control and infertility. Prerequisite: BIOL 200A.

341-3 Psychology of Women. (Same as PSYC 333) An examination of empirical evidence on the biological, psychological, and social functioning of women, describing women's roles, the genetic versus social determinants of women's behavior, and the implications for women's potential. Prerequisite: PSYC 102 or consent of instructor.

348-3 Women in Western Society: 1600 to Present. (Same as HIST 324) The legal, social, economic and political positions of women in Western society during the past 350 years are examined against the backdrop of industrialization, political democratization, world wars totalitarianism. Emphasis is on women in England, France and the United States.

356-3 US Women's History. (Same as HIST 356) This course will survey the role of women in US history from colonial times to the present. Students will be introduced to contributions made by women to US society, politics, and cultures.

357-3 Women and Work in the United States. (Same as HIST 357) An introduction to the diversity of women's experiences as workers in the home, the household economy, and the labor market segregated by race, ethnicity and gender.

360-3 American Rural History. (Same as HIST 360) An examination of America's rural history from the 17th to the 20th century, focusing especially on social and economic relationships and attitudes, the role of ethnicity and gender, environmental and technological issues, agrarian radicalism, and governmental activities.

396-3 Special Topics in Sexual Diversity Studies. Consideration of a topic of interest in sexual diversity studies not offered through regular course listings.

401-3 Third Wave Feminism. This course discusses theories and practices of third wave feminism from a national and global perspective. We will discuss ways third wave feminism is being talked about and understood by others and ourselves. The selected readings offer a range of voices and articulation of third wave feminism including United States, post-colonial, transnational, queer, multicultural, theoretical, and practical. The course is heavy on reading. By the end of this course students should be able to express their understanding of third wave feminism.

403-3 Masculinity in the United States. This course is a read-

ings-based seminar covering concepts of masculinity in the United States. The readings cover cultural as well as identity elements of what being a “man” means (and how that definition has changed over time and contexts), historical as well as contemporary understandings of masculinity.

406A-3 Gender, Family and Sexuality in Pre-Modern Europe. (Same as HIST 406A) A discussion of the history of the family, creation of gender roles and importance of sexuality from medieval times to the French Revolution.

406B-3 Gender, Family and Sexuality in Modern Europe. (Same as HIST 406B) From the French Revolution. A discussion of the history of family, creation of gender roles, and importance of sexuality from the French Revolution to the present. Fulfills the CoLA Writing-Across-the-Curriculum (WAC) requirement.

410-3 Transcending Gender. (Same as ANTH 410L) How do humans become male and female in different societies? Can men become women and women become men? What other gender possibilities exist? Is male dominance universal? What are the sources of male and female power and resistance? Do women have a separate culture? What are the relationships between gender, militarism and war? These and other questions will be examined in cross-cultural perspective. Prerequisite: ANTH 240D or ANTH 500D.

411-3 Human Sexuality. (Same as HED 410) Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases; contraceptive issues and concerns; sexual victimizations; and sexuality through the life cycle.

415-6 (3,3) Topics in Gender, Sexuality, and Communication. (Same as SPCM 415) An exploration of advanced theories and research in gender and sexuality from communication perspectives. Course may be repeated when topics vary. Special approval needed from the instructor.

426-3 Gender, Culture and Language. (Same as ANTH 426 and LING 426) This course is designed for students who have had some exposure to gender studies. It will focus on readings in language and gender in the fields of anthropological and sociolinguistics. Issues to be addressed are the differences between language use by men/boys and women/girls, how these differences are embedded in other cultural practices, and the various methodologies and theories that have been used to study gendered communication.

437-3 Lesbian and Gay History in the Modern United States. (Same as HIST 437) This course explores the social, political, and cultural history of lesbians, gay men, and other sexual and gender minorities in the United States from the turn of the twentieth century to the present. Themes to be taken up in the class include: the emergence of heterosexuality and homosexuality as distinct categories of identity; the intersection between sexual identity and identities of race, class, gender, and ethnicity; the relationship between homosexuality and transgenderism; the movement for gay liberation; the creation of lesbian and gay urban and rural subcultures; representations of homosexuality in popular culture; anti-gay backlash; and AIDS.

438-3 Women, Legal Practice, and Social Change. (Same as POLS 438) This course is an advanced seminar in public law with a focus on gender, law and society. The course will engage with issues in feminist legal practice and the development of

legal theories regarding gender. We will interrogate the relationship between theory and practice and the ways in which feminist jurisprudence has taken shape in the dynamics of this relationship. POLS 114 and 230 recommended prerequisites.

440-3 Queer Visual Culture. (Same as CP 469) Course discusses aspects of the aesthetics, history, theory and politics of media representations of gender and sexuality. Cultural texts from one or a combination of media forms, genres, historical periods, and platforms will inform the historical and theoretical consideration of media representations of gender and sexual variation with a special interest on their bearings upon the present moment. May be repeated if topics vary.

442-3 Sociology of Gender. (Same as Sociology 423) Examines social science theory and research on gender issues and contemporary roles of men and women. The impact of gender on social life is examined on the micro level, in work and family roles, in social institutions, and at the global, cross-cultural level.

446-3 Gender and Global Politics. (Same as Political Science 456) An advance course examining gender systems and women’s situations across cultures and countries. This course also studies the impact globalization has had on gender issues by looking at women’s activism at international and transnational levels. Topics covered include women’s political representation, gender and culture, women’s social movements, gender and development, and gendered policy issues.

448-3 Gender and Family in Modern US History. (Same as HIST 448) This course explores the history of gender and the family in the United States from the late 19th century to the present. Themes to be explored include: the family and the state, motherhood, race and family life, and the role of the “family” in national politics.

449-3 Advanced Human Sexuality. (Same as PHSL 450) Advanced, comprehensive course intended to supplement and expand the critical examination of topics covered in PHSL 320, Reproduction and Sexuality. The objectives of this class are to examine the physiological and behavioral basis of human reproduction and sexuality. Examining how humans reproduce from a physiological perspective including all aberrations and clinically relevant dysfunctions, as well as, the spectrum of human sexual behaviors including typical and atypical sexual behavior, paraphilias and diversity of human relationships. Prerequisite: PHSL 320.

450A-3 Women in Music. (Same as MUS 450A) Explores the creative contributions of women in music, examining women’s participation across a range of genres, cultural/geographic areas, and time periods. Restricted to junior/senior/graduate music major or consent of instructor.

452A-3 Traditions of Uppity Women’s Blues. (Same as AFR 452A and MUS 452A) Examines the tradition of “uppity” women’s blues from the so-called “classic” blues singers of the 19th century (Gertrude “Ma” Rainey, Bessie Smith, Ida Cox, etc.) to the contemporary blues of Saffire, Denise LaSalle and others. Explores ways blues women challenge conventions of gender and sexuality, racism, sexism, classism and homophobia. Restricted to junior/senior/graduate music major or consent of instructor.

456A-3 Feminist Philosophy. (Same as PHIL 446A) A general survey of feminist theory and philosophical perspectives.

456B-3 Special Topics in Feminist Philosophy. (Same as PHIL

446B) A special area in feminist philosophy explored in depth, such as Feminist Ethics, French Feminism, Feminist Philosophy of Science, etc.

456C-3 Women Philosophers. (Same as PHIL 446C) Explores the work of one or more specific women philosophers, for example Hannah Arendt, Simone DeBeauvoir, etc.

464-3 Audio Documentary & Diversity. (Same as Radio-Television 464) The purpose of this course is the creation of short and long form documentaries by students, regardless of production background. It will introduce students to basic production techniques and diversity considerations during the making of a documentary. This course uses qualitative methods to investigate an issue or document an event, with an emphasis on observation and interview techniques. Topics will explore the role of gender, race, ethnicity and class during the planning, gathering and production stages of the documentary. Course open to non-majors.

465-3 History of Sexuality in America. (Same as HIST 465) Comprehensive survey of sexuality from colonial times to the present. Examines social trends, politics, and cultural debates over various forms of sexuality. Students will engage in discussion, research, and writing.

470-3 College Student Sexuality. (Same as EAHE 470) Seminar designed to provide students with a strong grounding in the field of college student sexuality and sexual identity, covering the lived experiences of U.S. college students, the construction of sexualized collegiate identities through U.S. history, and how institutions of higher education have attempted to regulate, control, and (intentionally as well as inadvertently) effect college student sexuality.

475-3 College Student Masculinities. A readings-based seminar covering theories and concepts of masculinity as demonstrated by collegiate men in the United States. The readings in this course cover cultural as well as identity elements of what being a “college man” means (and how that definition has changed over time and contexts). The readings cover historical, theoretical and empirical research on collegiate men and masculinity. Prerequisite: WGSS 403 or consent of the instructor.

476-3 Women, Crime and Justice. (Same as CCJ 460 or SOC 461) Addresses the topics of women as offenders, as victims and as workers in the criminal justice system.

489-3 Women, State and Religion in the Middle East. (Same as HIST 489) Following an introduction to the question of women in Islamic law and Islamic History, this course will examine the changing status and experiences of women in a number of Middle Eastern countries in the 20th century, focusing on Egypt, Iran, and Turkey. Major themes will include legal, social and political rights, participation in social and economic life, cultural and literary production, and recent secular and Islamist women’s movements.

490-1 to 6 Readings. Supervised readings in selected content areas of women’s studies. Special approval needed from the instructor and Women, Gender and Sexuality Studies coordinator.

491-1 to 6 Special Topics. Concentration on a topic of interest not offered through the regular course listings. Special approval needed from the instructor & the Director of Women, Gender and Sexuality Studies.

492-3 Women and Religion. This course will heighten and

strengthen student’s awareness of the roles and responsibilities of women as outlined in the sacred writings and scriptures of various world religions and as carried out in various cultures around the world.

493-2 to 6 Individual Research. Exploration of a research project under the supervision of a faculty member having graduate faculty status. The project must result in a written research report, which is filed with the Director of Women, Gender and Sexuality Studies. Restricted to senior standing. Special approval needed from the instructor and Director of Women, Gender and Sexuality Studies.

494-1 to 6 Practicum. Supervised practical experience in situations centering on women’s issues, organizations, services, etc. The setting may be in one’s own field of study or in general content areas recognized in the women’s studies program. Special approval needed from the instructor and Director of Women, Gender and Sexuality Studies.

495-3 Women, Gender & Sexuality Studies Student Seminar. A synthesizing experience for individuals minoring or interested in women, gender and sexuality studies, and all graduate students. Topics will differ each semester. Special approval needed from the Director of Women, Gender and Sexuality Studies.

496-3 Advanced Special Topics in Sexual Diversity Studies. Advanced consideration of a topic of interest in sexual diversity studies not offered through regular course listings.

497-3 Independent Study in Sexual Diversity. Supervised readings in selected content areas in sexual diversity studies. This is a capstone, synthesizing experience for students in sexual diversity studies. Prerequisites: WGSS 201, 203. Special approval needed from the instructor.

Workforce Education and Development

(Department, Major [Workforce Education and Development], Minor, Courses, Faculty)

The Department of Workforce Education and Development offers a major in Workforce Education and Development with specializations in: (a) Career and Technical Education; and (b) Education, Training, and Development. Graduates with a degree in Workforce Education and Development under the Career and Technical Education specialization are prepared for teaching positions in public secondary career/technical education programs. Graduates with the degree under the Education, Training, and Development specialization are prepared for such positions as instruction and learning (training) specialist, training curriculum developer/instructional systems designer, human resource specialist, or internal auditor/training evaluator in private sector training departments. Program areas of emphasis are offered within each specialization. On approval of the department, teacher candidates may complete a minor in WED major within the Education, Training and Development specialization. A grade of C or better is required in all WED prefix courses. Eligible teacher candidates may elect to apply for Capstone. Criteria for acceptance unto the Capstone Option appear in Chapter 3.

Bachelor of Science Degree in Workforce Education and Development, College of Education and Human Services

University Core Curriculum Requirements ¹	30-41
Requirements for Major in Workforce Education and Development	83-94
Core Requirements	3
Three hours of upper division course work: Workforce Education and Development 466	
Specialization Requirements (see below) ²	80-91
Total	120-129

¹Capstone = 30; UCC = 41.

²Teacher candidates choosing the health career option in the Career and Technical Education specialization must: (1) have an Associates Degree in Nursing; (2) qualify for admission to Capstone; and (3) complete the core requirement and 57 semester hours beyond the 60 semester hours earned in the Associates degree. Teacher candidates choosing the technology education option in the Career and Technical Education specialization must: (1) have an Associates of Applied Science Degree; (2) qualify for admission to Capstone; and (3) complete the core requirements and 57 semester hours beyond the 60 semester hours earned in the Associates degree. For those teacher candidates intending to receive state teacher licensure, additional courses may be required. See Teacher Education Program for additional requirements.

Career and Technical Education Specialization

Teacher candidates selecting this specialization will complete teacher licensure requirements as identified by the Illinois State Teacher Certification Board for their selected career and technical education (6-12 Secondary License) option.

BUSINESS, MARKETING AND COMPUTER EDUCATION OPTION

ACCT 220A,B,C; 230 or 240	6
ECON 240; 241.....	6
FIN 270 or 280; 330.....	6
MGMT/ACCT 208.....	3
MGMT 350	3
MKTG 304; 401 or 438; WED 427	9
WED 403, 404, 405, 407, 413, 416A, 416B	21
(For Business Computer Programming certification, an additional 6 hours of pre-approved courses in computer programming or systems analysis is required)	
Professional Education Requirements (See Teacher Education Program)	31
Additional Education Requirement	
CI 360.....	3
Total	88

Business, Marketing and Computer Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH 108, SPCM 101	3	3
UCOL 101, Fine Arts	3	3
Health, Biology	2	3
PSYC 102, EDUC 210.....	3	3
WED 403.....	3	-
Total	17	15

SECOND YEAR	FALL	SPRING
Humanities.....	3	3
Physical Science, ECON 241	3	3
Multicultural, EDCU 314	3	2
WED 413, ECON 240.....	3	3
MATH 139, WED 466	3	3
EDUC 311, ACCT 208/MGMT 208	3	3
Total	18	17

THIRD YEAR	FALL	SPRING
ACCT 220, 230	3	3
FIN 270/280, WED 427.....	3	3
MGMT 350, MKTG 401/438	3	3
MKTG 304, WED 404	3	3
EDUC 313, WED 416B.....	3	3
CI 360, EDUC 316.....	3	3
Total	18	18

FOURTH YEAR	FALL	SPRING
FIN 330, EDUC 401.....	3	12
WED 407.....	3	-
WED 405.....	3	-
WED 416A.....	3	-
EDUC 308.....	3	-
EDUC 317.....	2	-
Total	17	15

FAMILY AND CONSUMER SCIENCES OPTION

CI 227, 237, 327, 337, 360	15
FIN 200	3
MKTG 305	3
WED 326, 413, 416C, 416D, 427, 497	17
Additional hours of pre-approved courses required for teacher licensure in designated areas of Apparel and Textiles and/or Nutrition, Wellness and Hospitality	14
Professional Education Requirements (See Teacher Education Program) or pre-approved career electives for Educational Services/Extension	31
Total	83

Family Consumer Science Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH, SPCM 101	3	3
UCOL 101, Fine Arts	3	3
HND 101, Biology	2	3
PSYC 102, EDUC 210.....	3	3
Total	14	15

SECOND YEAR	FALL	SPRING
Humanities.....	3	3
CHEM 106/140A, FIN 200.....	3	3
Multicultural, EDUC 314	3	2
Social Science, CI 227	3	3
WED 413, 466	3	3

EDUC 311, CI 237.....	3	3
<i>Total</i>	18	17

THIRD YEAR	FALL	SPRING
WED 427, 416D.....	3	3
WED 326, 416C.....	3	3
EDUC 313, WED 497.....	3	3
CI 360, EDUC 316.....	3	3
MKTG 305, CI 337.....	3	3
FDM 111, 112.....	3	3
FDM 241.....	3	-
<i>Total</i>	21	18

FOURTH YEAR	FALL	SPRING
HND/HTA 360, EDUC 401.....	4	12
HND/HTA 206.....	1	-
CI Elective.....	3	-
CI 327.....	3	-
EDUC 308.....	3	-
EDUC 317.....	2	-
<i>Total</i>	16	12

Family Consumer Science Educational Services Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH, SPCM 101.....	3	3
Fine Arts, Humanities.....	3	3
HND 101, Biology.....	2	3
UCOL 101, Social Science.....	3	3
<i>Total</i>	14	15

SECOND YEAR	FALL	SPRING
Humanities, CI 227.....	3	3
Physical Science, FIN 200.....	3	3
Multicultural, Elective.....	3	3
Social Science, CI 237.....	3	3
CI 327, WED 466.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
WED 427, 416D.....	3	3
WED 326, 416C.....	3	3
FDM 241, WED 497.....	3	3
HND/HTA 206, MKTG 305.....	1	3
HND/HTA 360, CI 337.....	4	3
<i>Total</i>	14	15

FOURTH YEAR	FALL	SPRING
FDM 111, 112.....	3	3
WED 486, Elective.....	3	3
WED 462, Elective.....	3	3
WED 463, Elective.....	3	3
Elective, Elective.....	3	3

Elective	-	2
<i>Total</i>	15	17

HEALTH CAREERS OPTION

Admission: Completion of the Associate Degree in Nursing (minimum of 60 hours – 45 hours of technical nursing courses plus 15 hours of transferred University Core Courses), licensed through the National Council Licensure Examination for Registered Nurses, and admitted to the Capstone Option.

Workforce Education and Development 404, 407, 413, 416E, 460	15
Professional Education Requirements (See Teacher Education Program)	31
Electives	41
Additional Education Requirement	
CI 360.....	3
<i>Total</i>	90

Health Careers Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
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Associate Degree Completion

SECOND YEAR	FALL	SPRING
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EDUC 210.....	3	3
<i>Total</i>	3	3

Associate Degree Completion

THIRD YEAR	FALL	SPRING
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WED 413, 407.....	3	3
WED 404, EDUC 314.....	3	3
EDUC 311, 316.....	3	3
EDUC 313, WED 466.....	3	3
Core Curriculum, WED 460.....	3	3
Core Curriuclum.....	3	3
<i>Total</i>	18	18

FOURTH YEAR	FALL	SPRING
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WED 416E, EDUC 401.....	3	12
EDUC 308.....	3	-
EDUC 317.....	3	-
CI 360.....	3	-
Core Curriuclum.....	3	-
Core Curriuclum.....	3	-
<i>Total</i>	18	12

TECHNOLOGY EDUCATION OPTION

Admission: Completion of the Associate of Applied Science Degree (minimum of 60 semester hours – 48 hours of technical courses plus 12 hours of transferred University Core Curriculum courses), credentialed through national or Illinois occupational/industry skills standards system in the industrial occupation that the teacher candidate will teach, and admitted to the Capstone Option.

Workforce Education and Development 404 or 407, 413, 416F, 460	12
Professional Education Requirements (See Teacher Education Program)	31
Electives	44
Additional Education Requirement CI 360.....	3
Total	90

Technology Education Suggested Curricular Guide

FIRST YEAR **FALL** **SPRING**

Associate Degree Completion

SECOND YEAR **FALL** **SPRING**

EDUC 210.....	3	3
<i>Total</i>	3	3

Associate Degree Completion

THIRD YEAR **FALL** **SPRING**

WED 413, EDUC 314.....	3	3
WED 404, EDUC 316.....	3	3
EDUC 311, WED 466.....	3	3
EDUC 313, WED 460.....	3	3
Core Curriculum	3	3
Core Curriiculum	3	3
<i>Total</i>	18	18

FOURTH YEAR **FALL** **SPRING**

WED 416E, EDUC 401	3	12
EDUC 308.....	3	-
EDUC 317.....	3	-
CI 360	3	-
Core Curriiculum	3	-
Core Curriiculum	3	-
<i>Total</i>	18	12

Education, Training and Development Specialization

In support of the mission of the Workforce Education and Development major, the two-fold purpose of the Education, Training and Development (ETD) specialization is to (1) prepare occupationally competent people in the areas of instruction and learning, instructional systems design, human resources, and evaluation and quality assurance for professional and leadership positions in corporate, apprenticeship, proprietary, government, military, post-secondary and/or volunteer education and training organizations and to (2) articulate the undergraduate ETD offerings with those of the WED master’s and doctoral program offerings along the same four dimensions of instruction and learning, instructional systems de-sign, human resources, and evaluation and quality assurance.

The ETD specialization requires students to successfully complete course work in four areas: University Core, ETD Professional Sequence, Technical/Professional Training and Work Experience. The number of semester hours posted for each area

represent the minimum number of semester hours needed to complete the 121 semester hour requirement for graduation.¹

ETD Specialization

Professional Sequence: 27 semester hours (see example programs of study below)	27
Technical/Professional courses: 35 or 46 semester hours minimum ¹	35-46
Work experience or approved interdisciplinary courses: 15 semester hours minimum	15
Total	77-88

¹The “regular” and “Capstone” versions of the ETD specialization differ. The regular version has a 41 semester hour University Core requirement and the Capstone version a 30-semester hour requirement. Also, the regular version re-quires the teacher candidate to have, at a minimum, 35 semester hours of Technical/Professional Training whereas Capstone requires a minimum of 46 semester hours of Technical/Professional Training to account for the 11-semester hour difference in University Core requirements. Both versions require a minimum of 121 semester hours for graduation.

Education, Training and Development Suggested Curricular Guide

FIRST YEAR **FALL** **SPRING**

ENGL 101,102.....	3	3
MATH, SPCM 101	3	3
Fine Arts, Humanities	3	3
Health, Biology.....	2-3	3
UCOL 101, Social Science	3	3
<i>Total</i>	14-15	15

SECOND YEAR **FALL** **SPRING**

Humanities, Social Science	3	3
Physical Science, WED 466	3	3
Multicultural, WED 474	3	3
WED 460, 486.....	3	3
Professional Electives	3	3
<i>Total</i>	15	15

THIRD YEAR **FALL** **SPRING**

WED 462, 461.....	3	3
WED 463, 469.....	3	3
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	3
<i>Total</i>	15	15

FOURTH YEAR **FALL** **SPRING**

Professional Elective, WED 495/496.....	3	6
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	2
<i>Total</i>	15	17

Human Resources Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH, SPCM 101	3	3
Fine Arts, Humanities	3	3
Health, Biology.....	2-3	3
UCOL 101, Social Science	3	3
<i>Total</i>	14-15	15

SECOND YEAR	FALL	SPRING
Humanities, Social Science	3	3
Physical Science, WED 466	3	3
Multicultural, WED 467	3	3
WED 460, 486.....	3	3
Professional Electives	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
WED 302, 461.....	3	3
WED 463, 469.....	3	3
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Professional Elective, WED 495/496.....	3	6
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	3
Professional Electives	3	2
<i>Total</i>	15	17

Examples of Education, Training and Development Programs of Study for Different Career Tracks

Instruction and Learning Specialist:

WED 381-6	Training Proposal and Report Writing
WED 460-3	Occupational Analysis and Curriculum Development
WED 462-3	Instructional Methods and Materials
WED 463-3	Assessment of Learner Performance
WED 486-3	Adult Learning
WED 495 and/or 496	Instructional/Professional Internship

Curriculum Developer-Instructor Systems Designer:

WED 381-6	Training Proposal and Report Writing
WED 403-3	Integrating and Managing Technology Applications in Workforce Education and Training
WED 460-3	Occupational Analysis and Curriculum Development
WED 461-3	Workforce Education Needs Assessment
WED 474-3	Individualized Training
WED 495 and/or 496	Instructional/Professional Internship

Human Resources Specialist

WED 302-3	Business Communications
WED 381-6	Training Proposal and Report Writing
WED 460-3	Occupational Analysis and Curriculum Development
WED 461-3	Workforce Education Needs Assessment
WED 465	The Human Resource Specialist
WED 467-3	Theory and Practice of HRD
WED 469-3	Training Systems Management
WED 495 and/or 496	Instructional/Professional Internship

Evaluation and Quality Specialist:

WED 460-3	Occupational Analysis and Curriculum Development
WED 461-3	Workforce Education Needs Assessment
WED 463-3	Assessment of Learner Performance
WED 470	Quality Systems Management in Education
WED 495 and/or 496	Instructional/Professional Internship
EPSY 402-3	Basic Statistics
IT 386-3	Total Quality
IT 475-3	Quality Control
IT 485-3	Quality Control II

Instruction Systems Design Specialist Certificate (Online)

The ISD Specialist certificate recognizes achievement of specific skill sets in the ADDIE model. This online certificate program is specifically designed for those non-degree seeking individuals needing or desiring documented evidence of competency in instructional system design theory and application for employment purposes. However, students will receive academic credit after the successful completion of each course, which may be applied toward the B.S. degree within the major of Workforce Education and Development. Completion of this program and receipt of the certificate will require students to successfully complete (grade of C or better) WED 460-3 Occupational Analysis and Curriculum Development; WED 461-3 Workforce Education Needs Assessment; WED 462-3 Instructional Methods and Materials; WED 463-3 Assessment of Learner Performance; WED 469-3 Training Systems Management; and, WED 486-3 Adult Learning.

Workforce Education and Development Minor

A minor in Workforce Education and Development consists of 20 hours. The student and advisor plan minors for Workforce Education and Development.

Courses (WED)

258-1 to 30 Work Experience. Credit granted for past work experience while employed in business, industry, labor, government service or military organizations. Credit determined by departmental evaluation. Prerequisite: Completion of 12 semester hours of Workforce Education and Development courses with C or better.

259-1 to 60 Occupational Training. Credit for documented occupational study in accredited and selected other programs. Credit determined by departmental evaluation. Prerequisite:

Completion of 12 semester hours of Workforce Education and Development courses with C or better.

302-3 Business Communications. (Same as MGMT 202) Creating and managing written and oral administrative communications including the analysis, planning and practice of composing different types of internal and external communications in various administrative and business contexts. To successfully complete this course, a communication competency examination (additional fee required) must be passed with at least 70% accuracy prior to University course drop date. Prerequisite: English 101 and English 102 or equivalent.

322-3 Curriculum in Family and Consumer Sciences. Planning curriculum to meet societal needs for the total family and consumer sciences programs in junior and senior high school settings. Includes management of department facilities and student organizations.

326-3 Interior Living Environment. Personal and family living environments including textiles, furnishings and color. Emphasis on creating a more knowledgeable consumer atmosphere appropriate to their lifestyles.

327-3 Management of Family Resources. Emphasis of the resources used in Family and Consumer Sciences (clothing, food, housing, money, time and other resources related to daily needs of individuals and families) to enhance family well-being. Emphasis given to life skills reflected in needs of students.

381A-3 Training Proposal and Report Writing. Theoretical and applied, guided self-study develop skills necessary to conduct feasibility studies and write technical reports.

381B-3 Training Proposal and Report Writing. Principles and practices of preparing training proposals and reporting results in corporate or agency settings.

382-3 Developing Your Career. An introduction to the professional field of human resource development (HRD) with a focus on trends, issues, roles, and competencies. Content and activities are provided to assist students in planning and preparing for a career in human resource development (HRD).

395-1 to 30 Field Experience. Supervised work experience in a departmental approved position in business, industry, labor, government or military organizations for students in Workforce Education and Development. Clock hours/credit arranged by department coordinator.

398-1 to 3 Special Problems. Independent study for qualified students in Workforce Educational and Development. Special approval needed from the instructor.

403-3 Integrating and Managing Technology Applications for Workforce Education & Training. Design of workforce training applications integrating professional advanced features of computer software, communication technologies and multimedia features, including management of educational LAN systems. Restricted to WED majors or consent of department.

404-3 Technology Applications in Workforce Education and Training. Analyses of technology used and demonstration of skill level needed to train others in secondary/postsecondary education and business training environments on technological administrative processes, data management, and curriculum integration. Students will learn advanced computing concepts and applications using integrated software. Prerequisite: WED 403 or equivalent. Restricted to WED majors or consent of de-

partment.

405-3 Multimedia-based Instruction for Workforce Education. Acquisition of skills to produce multimedia "assets" (web page, audio/soundbytes) and application of instructional design techniques to computer-based instruction in workforce education. Impact of multimedia on workplaces and workforce training and utilization of course management systems to deliver instruction will be analyzed. Prerequisite: WED 404. Restricted to Workforce Education and Development majors or consent of department.

407-3 Administrative Communications and Technology. Application of communication theory, human relations concepts, and information technology to workplace situations. The process of organizational information for productivity will be stressed. Students will acquire skills to make sound decisions of how to best communicate in work-based situations. Students will learn computerized procedures for communication. Prerequisite: WED 404 or equivalent. Restricted to WED majors or consent of department.

410-3 Issues in Business Training/Education. Study of current issues in business training and education related to history, current status and trends. Organization of instruction, instructional settings, relation to general education, integration and impact of technology, curriculum development/review and evaluation of business training/education impact in the workplace. Restricted to Workforce Education and Development majors or consent of department.

413-3 Organizing and Directing Instruction in Secondary Career and Technical Programs. Techniques and procedures applicable to effective teaching including planning for instruction, instructional design technology and general teaching strategies for the secondary career and technical classroom. This course will study pedagogy and utilize various techniques and technology to help students master the skills needed in their respective careers. Students will learn about and practice various teaching methods including demonstrations, cooperative learning, service learning, integration of academics and technology into the workplace-oriented class, project-based learning, and contextual learning. A laboratory section will be required. Limited to Workforce Education and Development students admitted to the teacher education program or one of the career and technical education alternative certification programs in workforce education. Restricted to Workforce Education and Development majors or consent of department.

414A-3 Instructional Methods for Business Education. Specific methods, techniques and materials to deliver instruction in business education-accounting, basic business (business and technology concepts, economics, consumer education, product-oriented marketing, small business management), and workplace skills. This course requires an additional laboratory meeting time. Prerequisite: WED 310 or WED 462. Restricted to Workforce Education and Development majors or consent of department.

414B-3 Instructional Methods for Business Education. Specific methods, techniques and materials to deliver instruction in business education: business computer systems, information processing and keyboarding. This course requires an additional laboratory meeting time. Prerequisite: WED 310 or WED 462.

Restricted to Workforce Education and Development majors or consent of department.

416A-F -3,3,3,3,3 Instructional Methods in Career and Technical Education. Specific methods, techniques and materials to deliver instruction in **(a)** Business-accounting, basic business, economics, personal finance, marketing, entrepreneurship; **(b)** Business-business computer systems, information processing, keyboarding; **(c)** Family & Consumer Sciences-nutrition, wellness, and hospitality; **(d)** Family & Consumer Sciences-living environments, apparel, and textiles; **(e)** Health Careers; **(f)** Technology Education. This course requires an additional laboratory meeting time. Prerequisite: WED 413 or WED 462. Restricted to WED majors or consent of department.

427-3 Resource Management and Consumer Economics for Work and Life. Focus on utilizing resources and consumer information to address the diverse needs and goals of individuals in areas such as resource management, home ownership, and financial literacy.

431-3 Demonstration and Laboratory Techniques. Practice in planning and carrying out instructional demonstrations in Family and Consumer Sciences. Procedures for laboratory and guided practice to develop psychomotor skills. Attention given to TV/Media presentation and use of equipment. Prerequisite: WED 320 or consent of instructor. Restricted to Workforce Education and Development majors or consent of department.

460-3 Occupational Analysis and Curriculum Development. System approach to curriculum development. Includes analyzing occupations, specifying objectives and developing curriculum. Restricted to Workforce Education and Development majors or consent of department.

461-3 Workforce Education Needs Assessment. Overview of needs assessment and analysis procedures used in workforce education environments. Learners will design and develop needs assessment instruments, collect and diagnose data to identify those workplace performance issues requiring training solutions, and develop a formal report detailing needs assessment findings and training solution recommendations. Restricted to Workforce Education and Development majors or consent of department.

462-3 Instructional Methods and Materials. Instructional methods in occupational training program. Prerequisite: WED 460. Restricted to Workforce Education and Development majors or consent of department.

463-3 Assessment of Learner Performance. Development and use of evaluation instruments to assess student performance in training classrooms and laboratories. Criterion- and norm-referenced objectives, applications of taxonomies in development of written tests, performance tests and attitude measure. Prerequisite: WED 460. Restricted to Workforce Education and Development majors or consent of department.

465-3 The Human Resource Specialist. This course provides an overview of the theoretical frameworks and practices related to human resource management and development. Examines the strategic alignment of human resource functions with organizational goals. Restricted to Workforce Education and Development majors or consent of department.

466-3 Foundations of Workforce Education. Examination of the historical, social, economic and psychological foundations of workforce education. Nature and role of education and training

in preparing people for the world of work. Restricted to Workforce Education and Development majors or consent of department.

467-3 Theory and Practice of HRD. Students will examine different factors that influence, direct and shape the functions of human resource development (HRD) in organizations. Topics include models, theoretical foundations, and philosophical perspectives with HRD, an overview of the HRD functions within organizations, and the various roles HRD can play within organizations. Restricted to Workforce Education and Development majors or consent of department.

468-3 Education/Labor Force Linkages. Attention given to the following areas: overcoming barriers to the linkage process; developing effective lines of communication; resource sharing; conducting joint problem solving with other agencies and individuals within the community; and jointly developing and providing programs and services. Restricted to Workforce Education and Development majors or consent of department. Not for graduate credit.

469-3 Training Systems Management. Insight and understanding of administration and management of organizational training. Principles and techniques of managing training organizations. Process of planning, organizing, marketing, programming, staffing, budgeting and evaluating a training organization. Restricted to Workforce Education and Development majors or consent of department.

470-3 Trends and Issues in Quality Systems Management in Education. This course provides an overview of the economic basis of and trends and issues relevant to Quality Systems Management in Education. The course examines compliance models and criteria models for quality systems. Concentration will be on ISO 9000:2000 series model requirements with specific emphasis on internal audits, documentation, implementation and registration. Restricted to Workforce Education and Development majors or consent of department.

472-3 Organizing Cooperative Education. Introduction to cooperative education including history, rationale, legislation, goals and objectives. Programming, public relations and evaluation of cooperative education. Introduction of student selection and management of cooperative education programs. Fulfills three semester hours of six required for State of Illinois certification. Restricted to Workforce Education and Development majors or consent of department.

473-3 Coordinating Cooperative Education. Competencies required for coordination of cooperative education programs. Selection and maintenance of training stations, student placement, related instruction and program management. Fulfills the remaining three semester hours required for State of Illinois Certification. Restricted to Workforce Education and Development majors or consent of department.

474-3 Individualizing Training. Study and development of theory, characteristics, appropriateness and evaluation techniques of individualized training packages. Review of current state of individualized instruction in work education. Prerequisite: WED 460. Restricted to Workforce Education and Development majors or consent of department.

486-3 Adult Learning. Course focus is on adult development and learning principles. Adult learning styles and motivation to learn are discussed in the context of designing effective instruc-

tional strategies appropriate in various workforce education venues. Restricted to Workforce Education and Development majors or consent of department.

490-1 to 4 Readings. Supervised reading for qualified students in Workforce Education and Development. Restricted to Workforce Education and Development majors or consent of department. Special approval needed from the instructor.

491-1 to 5 Advanced Occupational Skills. Modern occupational practice in selected fields for experienced professionals seeking advanced techniques. Restricted to Workforce Education and Development majors or consent of department. Special approval needed from the instructor.

494-1 to 4 Workshop. Current workforce education issues for teachers, supervisors, and administrators. Emphasis of each workshop will be identified in workshop announcements. Restricted to Workforce Education and Development majors or consent of department.

495-3 to 12 Instructional Internship. Internship in approved education and/or training centers. Intern instructor will increasingly assume responsibilities for preparing, presenting and guiding occupational learning in workforce education and development. Not for graduate credit. Prerequisite: WED 462 and 12 semester hours in Workforce Education and Development. Restricted to WED majors or consent of department.

496-3 to 12 Professional Internship. Research, curriculum development or program management at approved education training sites. The intern will follow the program of a supervising professional in regular and related activities. For students in Workforce Education and Development. Not for graduate credit. Prerequisite: 12 semester hours in Workforce Education and Development. Restricted to WED majors or consent of department.

497-1 to 6 Practicum. Applications of work education skills and knowledge. Cooperative arrangements with corporations and professional agencies to study under specialist. Prerequisite: twenty hours in specialty. Restricted to Workforce Education and Development majors or consent of department.

498-1 to 5 Special Problems. Investigation of problems in workforce education and development. Restricted to Workforce Education and Development majors and consent of department. Special approval needed from the instructor.

Workforce Education and Development Faculty

Aguirre, Jeanne, Visiting Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1975.

Anderson, Garfield, Visiting Assistant Professor, *Emeritus*, Ed.D., Auburn University, 1976.

Anderson, Marcia, Professor, *Emerita*, Ph.D., Southern Illinois University, 1975.

Asunda, Paul, Assistant Professor, Ph.D., University of Georgia, 2007.

Aydt, Roger, Visiting Assistant Professor, *Emeritus*, Ph.D., Southern Illinois University, 1987.

Bailey, Larry J., Professor, *Emeritus*, Ed.D., University of Illinois, 1968.

Baker, Clara Mae, Associate Professor, *Emerita*, Ph.D., Ohio State University, 1989.

Blackstone, Glen, Lecturer, Ph.D., Southern Illinois University

Carbondale, 1985.

Bortz, Richard F., Professor, Ph.D., University of Minnesota, 1967.

Bourne, Shirley A., Visiting Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1983.

Bubnas, Phyllis, Assistant Professor, *Emerita*, M.S., Southern Illinois University, 1960.

Buila, Theodore, Associate Professor, *Emeritus*, Ph.D., Cornell University, 1968.

Calvin, Jennifer, Assistant Professor, Ph.D., Ohio State University, 2005.

Coney, Tasha, Instructor, M.S., Southern Illinois University Carbondale, 2008.

Davis, Marty S., Visiting Assistant Professor, *Emerita*, Ph.D., Southern Illinois University, 1995.

Diffenauer, Deborah, Visiting Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2010.

Dotzler, Robert J., Visiting Assistant Professor, *Emeritus*, Ph.D., George Washington University, 1987.

Eversden, Terre, Lecturer, Ph.D., Southern Illinois University, 2001.

Freeburg, Elizabeth, Associate Professor and *Chair*, Ph.D., Southern Illinois University, 1994.

Garcia, Roberta, Senior Lecturer, MPA, University of New Mexico, 2005.

Gooch, Bill G., Professor, *Emeritus*, Ed.D., University of Tennessee, 1973.

Grayson, Jeff, Visiting Instructor, M.A., Webster University, 2008.

Griffin, Keith H., Visiting Assistant Professor, Ph.D., Louisiana State University, 1977.

Hagler, Barbara, Associate Professor, Ph.D., Arizona State University, 1991.

Hall, M. Eugene, Visiting Assistant Professor, *Emeritus*, Ph.D., Ohio State University, 1982.

Hamilton, Molly, Lecturer, Ph.D., Southern Illinois University Carbondale, 2011.

Hanlon, Thomas P., Visiting Assistant Professor, Ph.D., St. Louis University, 1977.

Hunter, Wallace D., Visiting Assistant Professor, *Emeritus*, Ph.D., The Florida State University, 1974.

L'Angelle, David, Visiting Assistant Professor, *Emeritus*, Ph.D., Ohio State University, 1983.

Lee, Robert, Senior Lecturer, M.B.A., City University-Washington, 1998.

Owens, Douglas, Senior Lecturer, M.S., Eastern Illinois University, 2003.

Plessman, Connie K., Visiting Assistant Professor, Ph.D., University of Nebraska, 1985.

Putnam, Alvin R., Associate Professor, Ph.D., Oklahoma State University, 1978.

Reneau, Fred, Professor, *Emeritus*, Ed.D., Virginia Polytechnic Institute and State University, 1979.

Shields, Bill J., Assistant Professor, M.S. in Ed., Southern Illinois University, 1963.

Sidell, Charles, Visiting Assistant Professor, Ph.D., Southern Illinois University, 1999.

Sims, Cynthia, Associate Professor, Ed.D., Northern Illinois University, 2004.

Stadt, Ronald W., Professor, *Emeritus*, Ed.D., University of Illinois, 1962.

Stitt, Thomas R., Professor, *Emeritus*, Ph.D., Ohio State University, 1967.

Sullivan, James A., Professor, *Emeritus*, Ed.D., West Virginia University, 1967.

Taylor, David, Visiting Assistant Professor, Ed.D., Alliant International University, 2004.

Washburn, John S., Professor, Ed.D., *Emeritus*, University of Illinois, 1977.

Wagh, C. Keith, Associate Professor, Ph.D., Virginia Polytechnic Institute and State University, 1996.

Westberry, Richard, Visiting Assistant Professor, Ph.D., University of South Florida, 2000.

Veterinary Medicine, Preprofessional Program

(SEE ANIMAL SCIENCE OR COLLEGE OF SCIENCE PRE-HEALTH PROFESSIONAL PROGRAMS)

Youth Development

(SEE RECREATION)

Zoology (Department, Major, Minor, Faculty)

A major in Zoology is an appropriate beginning for those planning careers in teaching, research, or other employment in animal biology, environmental biology, fisheries biology, veterinary medicine, or wildlife biology. Students majoring in Zoology are required to develop an individualized curriculum in consultation with a faculty advisor within the department.

A student majoring in Zoology may work toward either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The B.A. with a major in Zoology provides the opportunity for a broad, liberal arts education by allowing students to take 18-25 hours of courses in areas of interest outside the major. The B.A. is appropriate for students who desire a strong background in zoology, but have interests in biology-associated careers in business, law, journalism, or other fields. Students with a B.A. may continue their education toward a graduate degree in zoology or biology, but may need to fulfill deficiencies in physical sciences and mathematics.

Students seeking a B.S. with a major in Zoology must choose one of five specializations: animal biology, environmental biology, fisheries biology and aquatic conservation, pre-veterinary medicine, or wildlife biology and conservation. The B. S. requires more courses in physical sciences and mathematics than does the B.A., and is appropriate for students planning careers as practicing zoologists in one of the emphasized fields, particularly those who wish to pursue graduate studies.

To prepare for a major in Zoology at SIUC, students should have a solid high school background in biology, mathematics, and physical sciences, as well as practiced writing skills and a sustaining curiosity about animal life. Students transferring to SIUC after two years at a community college should have completed introductory biology, introductory chemistry, and pre-calculus sequences.

Zoology majors must take ZOOL 215 (Sophomore Seminar) immediately after completing BIOL 200A and B, or (for transfer students) during the first semester of enrollment at SIUC. ZOOL 215 provides students with an orientation to the department and requirements of the major, and assigns them faculty advisors who will act as mentors until graduation. Each student will complete an independent-study project under the supervision of their faculty mentor, submit a written summary of the project, and present their results as part of ZOOL 482 (Senior Seminar), to be taken during the final year of study.

B.A. and B.S. degrees require a minimum of 41 semester hours of biology or zoology courses. No more than 11 semester hours of biology or zoology courses that are used to satisfy degree requirements for another major may be used to meet the Zoology requirements.

Bachelor of Arts Degree in Zoology, College of Science

University Core Curriculum Requirements 41¹

College of Science Academic Requirements 7-11

Biological Sciences: completed with the Zoology major

Mathematics 108 and 109, or 111 or 141 or 150

Physical Sciences: completed with the Zoology major

Supportive Skills: at least six credit hours chosen from EPSY 402 or MATH 282 or PLB 360 or ZOOL 360; CS 105 or 200B, 201 or 202; ENGL 290 or 291; any two-semester sequence of a foreign language (Chinese, French, German, Japanese, Russian, Spanish)^{2,3}

Requirements for Major in Zoology 47-50

BIOL 200A, 200B, 305, and 307

BIOL 304 or 309 or ZOOL 300

CHEM 200, 201, 210, and 211; or PHYS 203A, 203B, 253A, and 253B

Zoology 215, 220, and 482

18-19 hours of 300-and 400-level Zoology courses

One of the following quantitative skills courses:

EPSY 402 or MATH 282 or PLB 360

CS 201 or 202

MATH 141 or 150

Electives 18-25

Total 120

¹A total of nine hours of biological science, mathematics, and physical science course work is accounted for in the 41-hour University Core Curriculum requirement.

²The foreign language requirement can also be met by one of the following: (a) earning eight hours of 100-level credit in one language by proficiency examination; (b) completing three years of one language in high school with no grade lower than C.

³Courses used to satisfy College of Science requirements may not be used to satisfy the quantitative skills requirement of the major. Only one of MATH 282 and PLB 360 may be counted toward the supportive skills or major requirements.

Zoology Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211	5	5

BIOL 200A, 200B.....	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290.....	3	3
CS 201, Social Science	3	3
ZOOL 215, 220; Fine Arts.....	6	3
SPCM 101.....	-	3
Humanities.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 304	6	3
Human Health, ZOOL 360	2	3
Social Science, Multicultural.....	3	3
Zoology electives.....	4	3
Elective	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
ZOOL 482	-	1
Zoology electives.....	6	5
Electives	9	9
<i>Total</i>	15	16

Bachelor of Science Degree in Zoology (Animal Biology Specialization), College of Science

The Animal Biology specialization is designed for students who wish to obtain a broad background in zoology, but especially those contemplating graduate studies of animal behavior, biodiversity, evolution, natural history, or systematics.

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Academic Requirements</i>	7-9
Biological Sciences: completed with the Zoology major	
Mathematics: MATH 108 and 109, or 111	
Physical Sciences: completed with the Zoology major	
Supportive Skills: EPSY 402 or MATH 282 or PLB 360 or ZOOL 360; ENGL 290 or 291 or 391, or JRNL 310	
<i>Requirements for Major in Zoology</i>	57-60
BIOL 200A, 200B, 304, 305, and 307	
BIOL 309 or ZOOL 300	
CHEM 200, 201, 210, and 211	
CHEM 339, 341, 350, and 351; or GEOL 220, 221, 223, and 224; or PHYS 203A, 203B, 253A, and 253B	
CS 200B or 201 or 202	
MATH 139 or 141 or 150	
ZOOL 215, 220, and 482	
At least 18 hours from the following: ZOOL 393, 405, 407, 408, 409, 410, 413, 414, 415, 418, 426, 433A, 433B, 435, 450, 461, 465, 467, 469, 471, 473, 478, 480, 490, 493; GEOL 425	
<i>Electives</i>	10-15
<i>Total</i>	120

¹A total of nine hours of biological science, mathematics, and physical science course work is accounted for in the 41-hour University Core Curriculum requirement.

Zoology Suggested Curricular Guide (B.S., Animal Biology specialization)

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211.....	5	5
BIOL 200A, 200B.....	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, MATH 109	3	3
GEOL 220, 223; 221, 224	4	4
ZOOL 215, 220	1	5
SPCM 101, Fine Arts	3	3
Human Health, Humanities.....	5	-
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 304, 309	6	6
ENGL 290, Humanities	3	3
CS 201, ZOOL 360	3	3
Social Science	3	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Zoology electives.....	9	9
Multicultural, ZOOL 482.....	3	1
Electives	3	4
<i>Total</i>	15	14

Bachelor of Science Degree in Zoology (Environmental Biology Specialization), College of Science

The Environmental Biology specialization is designed for students interested in biological approaches to the study of environmental quality. Students in this program should also consider the Environmental Studies minor.

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Academic Requirements</i>	7-9
Biological Sciences: completed with the Zoology major	
Mathematics: MATH 108 and 109, or 111	
Physical Sciences: completed with the Zoology major	
Supportive Skills: EPSY 402 or MATH 282 or PLB 360 or ZOOL 360; ENGL 290 or 291 or 391, or JRNL 310	
<i>Requirements for Major in Zoology</i>	57-58
BIOL 200A, 200B, 305, and 307	
BIOL 309 or ZOOL 300	
CHEM 200, 201, 210, 211, 340, 341, 350, and 351	
GEOL 222 and 223, or PLSS 240	
MATH 141 or 150	
PLB 301I	
ZOOL 215, 220, 410, 411, 432, and 482	
At least 6 hours from the following: ZOOL 351, 415, 445, 458	
At least 6 hours from the following: FOR 429; GEOG 320, 430, 471; PLB 337, 439, 440, 443, 444, 452	

Electives 12-15
 Total 120

¹A total of twelve hours of biological science, mathematics, physical science, and interdisciplinary course work is accounted for in the 41-hour University Core Curriculum requirement.

Zoology Suggested Curricular Guide (B.S., Environmental Biology specialization)

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290	3	3
PLSS 240, MATH 141	4	4
ZOOL 215, 220; Fine Arts	6	3
SPCM 101	-	3
Humanities	3	3
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 309	6	3
CHEM 340, 341; 350, 351	5	5
ZOOL 432, 360	3	3
Human Health, Social Science	2	3
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
Social Science, Multicultural	3	3
ZOOL 410; 411, 482	3	4
Zoology electives	3	3
Environmental electives	3	3
Elective	3	-
<i>Total</i>	15	13

Bachelor of Science Degree in Zoology (Fisheries Biology and Aquatic Conservation Specialization), College of Science

Fisheries Biology and Aquatic Conservation is designed for students whose primary interest is in the ecology and management of fishes and aquatic ecosystems. This emphasis is appropriate for those with career goals involving fisheries management, aquaculture, aquatic ecosystem management, or graduate studies in applied fish biology. Course requirements are those necessary for certification as a Fisheries Professional Associate by the American Fisheries Society.

University Core Curriculum Requirements 41¹
 College of Science Academic Requirements 7-9
 Biological Sciences: completed with the Zoology major
 Mathematics: MATH 108 and 109, or 111
 Physical Sciences: completed with the Zoology major

Supportive Skills: EPSY 402 or MATH 282 or PLB 360 or ZOOL 360; ENGL 290 or 291 or 391, or JRNL 310
 Requirements for Major in Zoology 58-61
 BIOL 200A, 200B, 305, and 307
 BIOL 304 or 309 or ZOOL 300
 CHEM 200, 201, 210, and 211
 CHEM 339, 341, 350, and 351; or PHYS 203A, 203B, 253A, and 253B
 MATH 141 or 150
 ZOOL 215, 220, 306, 415, 466, 477, and 482
 At least 6 hours from the following: ZOOL 414, 458, 465, 473
 Electives 9-14
 Total 120

¹A total of nine hours of biological science, mathematics, and physical science course work is accounted for in the 41-hour University Core Curriculum requirement.

Zoology Suggested Curricular Guide (B.S., Fisheries Biology specialization)

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290	3	3
MATH 282, 141	3	4
ZOOL 215, 220; Fine Arts	6	3
SPCM 101	-	3
Humanities	3	3
<i>Total</i>	15	16

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 304	6	3
CHEM 339, 341; 350, 351	5	5
ZOOL 306, Social Science	3	3
Human Health, Social Science	2	3
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
Multicultural	-	3
ZOOL 415, 482	3	1
ZOOL 466, 477	3	3
Zoology electives	3	3
Electives	6	4
<i>Total</i>	15	14

Bachelor of Science Degree in Zoology (Pre-Veterinary Science Specialization), College of Science

The Pre-Veterinary Science specialization is designed for Zoology majors planning to enter veterinary school. Students in this

program must register with the College of Science Pre-Health Professions Advisement Office.

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Academic Requirements</i>	7-9
Biological Sciences: completed with the Zoology major	
Mathematics: MATH 108 and 109, or 111	
Physical Sciences: completed with the Zoology major	
Supportive Skills: EPSY 402 or MATH 282 or PLB 360 or ZOO 360; ENGL 290 or 291 or 391, or JRNL 310	
<i>Requirements for Major in Zoology</i>	67-68
BIOL 200A, 200B, 305, and 306	
BIOL 309 or ZOO 300	
CHEM 200, 201, 210, 211, 339, 341, 350 and 351	
CS 200B or 201	
PHYS 203A, 203B, 253A, and 253B	
ZOO 215, 220, and 482	
At least 9 hours from the following: ZOO 407, 409, 413, 418, 426, 433A, 433B, 440, 471, 478	
At least nine hours from the following: ANS 337; BIOL 307; MICR 301, 302, 403; PHSL 310, 430; PLB 405	
<i>Electives</i>	2-5
<i>Total</i>	120

¹A total of nine hours of biological science, mathematics, and physical science course work is accounted for in the 41-hour University Core Curriculum requirement.

Zoology Suggested Curricular Guide (B.S., Pre-Vet specialization)

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290	3	3
CS 201, ZOO 360	3	3
ZOO 215, 220; Fine Arts	6	3
SPCM 101	-	3
Humanities	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 309	6	3
CHEM 339, 341; 350, 351	5	5
PHYS 203A, 253A; 203B, 253B	4	4
Social Science	-	3
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
Human Health, Multicultural	2	3
Social Science, ZOO 482	3	1
Zoology electives	6	3
Pre-vet electives	3	6

Electives	2	2
<i>Total</i>	15	15

Bachelor of Science Degree in Zoology (Wildlife Biology and Conservation Specialization), College of Science

The Wildlife Biology specialization is designed for students whose primary interests are in wildlife ecology, management, and conservation. Course requirements in this track include those specified by The Wildlife Society's certification program.

<i>University Core Curriculum Requirements</i>	41 ¹
<i>College of Science Academic Requirements</i>	7-9
Biological Sciences: completed with the Zoology major	
Mathematics: MATH 108 and 109, or 111	
Physical Sciences: completed with the Zoology major	
Supportive Skills: EPSY 402 or MATH 282 or PLB 360 or ZOO 360; ENGL 290 or 291 or 391, or JRNL 310	
<i>Requirements for Major in Zoology</i>	66-68
BIOL 200A, 200B, 305, and 307	
BIOL 304 or 309 or ZOO 300	
CHEM 200, 201, 210, and 211	
MATH 139 or 141 or 150	
PHYS 203A or 253A	
PLB 304	
PLSS 240	
ZOO 215, 220, 410, 468, 469, and 482	
At least 8 hours from the following: ZOO 408, 443, 460, 461, 462A and 462B, 463, 467	
At least 3 hours from the following: PLB 300, 320, 400, 415, 440, 445, 449, 451, 478	
At least 3 hours from the following: ZOO 464; FOR 325, 409; GEOG 422, 425, 470, 471	
<i>Electives</i>	2-6
<i>Total</i>	120

¹A total of nine hours of biological science, mathematics, and physical science course work is accounted for in the 41-hour University Core Curriculum requirement.

Zoology Suggested Curricular Guide (B.S., Wildlife Biology specialization)

FIRST YEAR	FALL	SPRING
UCOL 101, ENGL 101	3	3
MATH 108, 109	3	3
CHEM 200, 201; 210, 211	5	5
BIOL 200A, 200B	4	4
<i>Total</i>	15	15

SECOND YEAR	FALL	SPRING
ENGL 102, 290	3	3
SPCM 101	-	3
ZOO 215, 220; Fine Arts	6	3
MATH 139; PHYS 203A, 253A	4	3
Humanities	3	3
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
BIOL 305, 307; 304	6	3
PLSS 240, PLB 304.....	4	4
Social Science	3	3
ZOOL 410, 360	3	3
Human Health	-	2
<i>Total</i>	16	15

FOURTH YEAR	FALL	SPRING
ZOOL 468, 469; Multicultural.....	6	3
Wildlife elective, ZOOL 482	3	1
Zoology electives.....	4	4
Botany elective, Elective.....	-	7
<i>Total</i>	13	15

Zoology Minor

A minor in Zoology consists of 15 hours beyond BIOL 200A and 200B, including ZOOL 220. ZOOL courses suitable for majors, as well as BIOL 304, 305, 306, 307, and 309 may be used to complete the 15-hour minimum requirement; no University Core Curriculum courses can be included. Courses used to satisfy degree requirements for a major or another minor cannot be used for the minor in zoology.

Honors Program

An honors program is available to those juniors and seniors in zoology who maintain a grade point average of 3.25 or better, overall and in the major. To enroll in Zoology 493, the student must complete a departmental form that requires the project title; a description of the proposed project; and the signatures of the student, the faculty advisor, and the chair of the department. The student must complete six hours of 493 with a grade of *B* or better, file with the department a final report on the research, and present the results at a public seminar in order to graduate with departmental honors in zoology. At the time of graduation, an indication of participation in the program is made on the diploma and transcript for students who complete the requirements. Concurrent participation in the University Honors Program is encouraged. Students receiving credit for Zoology 493 may not apply Zoology 393 hours toward the major.

Certificate Program in Histotechnology See Histotechnology in this chapter.

Courses (ZOOL)

Students enrolled in zoology courses may incur field or lab expenses of \$5 to \$25.

115-3 General Biology. (Same as PLB 115) (University Core Curriculum) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Laboratory/field trip fee: \$15.

118-4 Principles of Animal Biology. (Advanced University Core Curriculum course) [IAI Course: L1 902L] Introduction to the basic concepts of animal biology including chemical organization of protoplasm; organization of matter into cells, tissues, organs and organ systems; classification and distribution of animals; ecology; heredity and organic evolution; economic biology and conservation, and animal behavior. Credit may not be used toward a major in zoology. Three lecturers and one 2-hour laboratory per week. Prerequisite: high school biology. Laboratory/Field Trip Fee: \$15.

215-1 Sophomore Seminar in Zoology. Development of the skills and background knowledge required to be a modern zoologist. Students will receive an orientation to the Zoology Department and the requirements of their major, be assigned a faculty advisor, introduced to philosophy of science, critical thinking, and scientific literature, and learn the basics of scientific writing and oral presentation. One meeting per week. Prerequisites: BIOL 200A and 200B. Restricted to sophomore standing.

220-5 Animal Diversity. (Advanced University Core Curriculum course) Diversity and its taxonomic treatment of animals, emphasizing structure, function, life cycles, behavior, and phylogeny. Three lectures and two two-hour laboratories per week. Prerequisite: BIOL 200A and 200B. Laboratory/field trip fee: \$40. Satisfies University Core Curriculum Science Group II requirement in lieu of Plant Biology 115 or Zoology 115.

300-4 Vertebrate Embryology. Main features of embryonic and fetal development from fish to humans. Two lectures and two 2-hour laboratories per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$15.

306-3 Fish Biology. Anatomy, physiology, sensory biology, functional morphology, and ecology of fishes. Prerequisite: ZOOL 220.

312-3 Conservation of Natural Resources. (University Core Curriculum) [IAI Course: L1 905] This course adopts an interdisciplinary approach to the study of conservation of natural resources. It integrates environmental science and environmental economics. By examining the costs and benefits of resource consumption, we will attempt to determine the socially optimal level of resource utilization. We will look at ways in which governments attempt to achieve socially optimal resource use, and the effects of these government policies on the environment. Topics considered in the course include: solid waste, energy consumption, air pollution, agriculture and global environment change. Credit may not be used toward a major in zoology.

316-3 Insect Pests and Their Control. Classical and economic entomology including morphology, physiology, and taxonomy. Life history, damage, and control of principal injurious insects will be discussed. Two lectures and one 2-hour laboratory per week. Credit may not be used toward a major in zoology. Prerequisite: ZOOL 118 or equivalent.

351-3 Ecological Methods. (Same as PLB 351) Basic ecological field techniques for analysis of community structure and functional relationships. Two 3-hour laboratories per week. Prerequisite: BIOL 307. Laboratory/field trip fee: \$25.

360-3 Introductory Biostatistics. (Same as PLB 360) Introduction to basic statistical concepts and methods as applied to biological data. Includes descriptive techniques such as measures

of central tendency, variability, hypothesis testing, analysis of variance and simple linear regression and correlation. Analysis of computer generated output and report writing will be required. Prerequisite: Mathematics 108.

390-1 to 12 Internship. Supervised off-campus training in a formalized internship program with a zoological institution or agency. May not be used for credit in zoology. Must submit letter from sponsoring agency and prospectus with duties and duration of internship to director of undergraduate studies. No more than three hours per semester may be taken if student is on-campus, or six hours if off-campus. Mandatory Pass/Fail. Restricted to major in zoology. Special approval needed from the faculty supervisor.

393-1 to 3 Individual Research. Research on zoological problems. May not be used for minor in zoology. Some cost may be borne by student. Student must identify a zoology faculty supervisor to approve proposed research and evaluate performance. Approved proposal detailing research project and number of credit hours requested must be filed with director of undergraduate studies before the semester in which student is enrolled. Mandatory Pass/Fail. Prerequisite: minimum of 2.50 GPA (A = 4.00). Restricted to senior standing. Special approval needed from the faculty supervisor.

405-3 Systematic Zoology. Theory and procedure of classification; population taxonomy; variation and its analysis; zoogeography; rules of zoological nomenclature; taxonomic publication. Three one-hour lecture-discussion meetings per week. Prerequisite: ZOOL 220A,B or ZOOL 220.

407-4 Parasitology. Principles, collection, identification, morphology, life histories, and control measures. Two lectures and two 2-hour laboratories per week. Prerequisite: ZOOL 220. Laboratory/Field Trip Fee: \$15.

408-3 Herpetology. Taxonomic groups, identification, morphology, and natural history of amphibians and reptiles. One lecture and two 2-hour laboratories per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$15.

409-4 Vertebrate Histology. Microscopic structure of organs and tissues with emphasis on mammalian material. Two lectures and two 2-hour labs per week. Prerequisite: ZOOL 220A,B or ZOOL 220. Laboratory/Field Trip Fee: \$15.

410-3 Conservation Biology. An introduction to patterns of global biodiversity and threats to that diversity. Course emphasizes how principles from numerous biological disciplines are involved in conserving and managing biodiversity, and how social, economic, and political factors affect conservation strategies. Prerequisite: Biology 307.

411-3 Environmental Risk Assessment. Risk assessment can be defined as the process of assigning magnitudes and probabilities to the adverse effects of human activities or natural catastrophes. Prerequisite: ZOOL 220, BIOL 307, and CHEM 340.

413-4 The Invertebrates. Structure, phylogeny, distinguishing features and habitats of the invertebrates. Two lectures and two 2-hour laboratories per week. Prerequisite: ZOOL 220A or ZOOL 220. Laboratory/Field Trip Fee: \$15.

414-4 Freshwater Invertebrates. Taxonomic groups, identification, distribution, and habitats of the North American freshwater invertebrate fauna. Two lectures, two 2-hour laboratories per week. Prerequisite: ZOOL 220A or ZOOL 220. Laboratory/

Field Trip Fee: \$15.

415-3 Limnology. Lakes and inland waters; the organisms living in them, and the factors affecting these organisms. Two lectures and one 4-hour laboratory alternate weeks. Prerequisite: ZOOL 220A or ZOOL 220. Laboratory/Field Trip Fee: \$15.

418-5 Comparative Vertebrate Anatomy. The comparative structure and evolution of vertebrate organ systems. Two lectures and three 2-hour laboratories per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$30.

421-4 Histological Techniques. Methods of preparing animal tissue for microscopic study and theories of staining and histochemistry. One lecture and two 3-hour laboratories per week. Prerequisite: 10 semester hours of biological science.

426-3 Comparative Endocrinology. Comparison of mechanisms in influencing hormone release, hormone biosynthesis, and the effects of hormones on target tissues. Include ablation and histology of glands and chemical and bio-assays with vertebrates and invertebrates. Two lectures and one 2-hour laboratory per week. Prerequisite: ZOOL 220A,B or ZOOL 220. Laboratory/Field Trip Fee: \$15.

432-3 Principles of Toxicology. This course will introduce students to the main topics in the field of Toxicology. The emphasis will be on understanding physiological, biochemical and molecular mechanisms of toxicity. Prerequisite: ZOOL 220.

433A-3 Comparative Physiology. (Same as Physiology 433A) Variations of physiological processes in animal phyla, comparison with human physiology, and physiological adaptation to environmental variation. Review of basic physiological principles and comparative aspects of mechanism and function. Prerequisite: One year of biological science.

433B-3 Comparative Physiology. (Same as Physiology 433B) Variations of physiological processes in animal phyla, comparison with human physiology, and physiological adaptation to environmental variation. Comparative physiology and environmental adaptation; mechanisms of coping with environmental variation. Prerequisite: ZOOL 433A, PHSL 433A, or equivalent.

435-3 Plant-Insect Interaction. (Same as Plant Biology 435) Plants and insects have played major roles in influencing each other's evolutionary diversification. This course will be an evolutionary and ecological examination of the interactions between plants and insects. Topics will include herbivory, pollination relationships, ant-plant mutualisms, host plant choice, specialized vs. generalized relationships, seed and fruit dispersal, co-evolution/cospeciation, and chemical ecology. Prerequisite: Biology 200A and B or equivalent; Biology 307 or equivalent.

438-3 Plant and Animal Molecular Genetics Laboratory. (Same as PLB 438, PSAS 438, AGSE 438, PLSS 438) Arabidopsis and Drosophila model organisms, training in laboratory safety, reagent preparation, phenotype analysis, genetics, DNA and RNA analysis, PCR, cDNA construction, cloning and sequencing. Includes plant and bacterial transformation, and population level analysis of genetic variation using RAPD markers in grasses and Alu insertion in humans. Two 2-hr labs and one 1-hr lecture per week. Prerequisite: BIOL 305 or equivalent or consent of instructor. Lab fee: \$30.

440-3 Wildlife Nutritional Ecology. This course will provide an understanding of basic nutritional principles (including foraging, digestion, absorption, metabolism, and requirements),

demonstrate their application to ecological relationships of wild terrestrial vertebrates with their environment, and stimulate students to critically evaluate published literature in this field of study. Prerequisite: BIOL 307.

441-3 Evolutionary Ecology. An overview of how phenotypic variation in organisms is optimized and constrained by ecological and evolutionary factors. Material drawn from perspectives of life history, behavioral ecology, and population and community ecology. Overview of the theoretical frameworks and case studies of major areas in evolutionary ecology. Prerequisites: BIOL 304, 307. Recommended: MATH 141.

443-3 Restoration Ecology. (Same as Plant Biology 443) Ecological restoration tests current understanding of ecosystem assembly and function. This course applies ecological theory to restoration, with an emphasis on factors influencing plant community assembly and evaluating restoration success. Two lectures a week and one four-hour lab alternate weeks. Prerequisite: Biology 307 or equivalent.

444-4 Ecological Analysis of Communities. (Same as PLB 444) Includes concepts and methods pertaining to the analysis of ecological data. Approaches will include a variety of methods for analyzing multivariate ecology, diversity, pattern, and spatial data. Laboratory will include the computer application of these concepts and methods to field situations. Prerequisite: BIOL 307 or equivalent, or consent of instructor. Lab fee: \$15.

445-3 Wetland Ecology and Management. (Same as PLB 445) This course provides students with experience in wetland ecology and management with an emphasis on wetland functioning, field sampling, and identification of common wetland plants. Prerequisite: either BIOL 200B or PLB 200; and BIOL 307; or consent of instructor. Two lectures and one 4-hour lab per week. Lab fee: \$25.

450-3 Genome Evolution. (Same as PLB 455) This course introduces the diversity of genomes and the evolutionary forces shaping them. Molecular evolution from the level of single nucleotides to whole genomes will be covered. Prerequisites: BIOL 304 and BIOL 305.

458-3 Issues in Aquatic Ecology. With its primary focus on freshwater ecosystems, this course will cover important issues in aquatic ecology, including: surface water and groundwater quality, global warming, use of fish hatcheries, exotic species, genetically manipulated organisms, stream habitat degradation, dams, diversions, the Great Lakes and local issues. Prerequisite: Biology 307 or consent of instructor.

460-2 Upland Game Birds. Biological overview and identification of upland and shoreline game birds plus raptors and selectively managed species. One lecture and one 2-hour laboratory per week; there will be up to two Saturday field trips. Prerequisite: ZOOL 220B or ZOOL 220 or consent of instructor. Laboratory/Field Trip Fee: \$10.

461-3 Mammalogy. Taxonomic characteristics, identification, and natural history of mammals. Two 1-hour lectures and one 2-hour laboratory per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$10.

462A-2 Waterfowl Ecology and Management (Lecture). This class will explore the pertinence of basic life history theory and ecological principles to waterfowl management. Lecture topics include but are not limited to waterfowl life histories (i.e., productivity and mortality), foraging ecology, nutrition, habitat

use, habitat management, migration, and the influence of harvest. Prerequisites: ZOOL 220, BIOL 307, or consent of instructor.

462B-1 Waterfowl Ecology and Management (Laboratory). This laboratory will meet 1 day/week for 2 hours. The primary objective will be waterfowl identification with a secondary emphasis on wetland plant identification and field techniques in waterfowl research and management. There will be 2-3 Saturday field trips. Prerequisites: none. Laboratory/field trip fee: \$20.

463-3 Game Mammals. Natural history and management. Two lectures and one 2-hour laboratory per week. Prerequisite: ZOOL 220B or ZOOL 220 or consent of instructor. Laboratory/Field Trip Fee: \$10.

464-3 Wildlife Administration and Policy. Responsibilities of private, state, and federal natural resources management agencies. Legal and political processes in areas of wildlife and natural resources. Three lectures per week. Special approval needed from the instructor.

465-3 Ichthyology. Taxonomic groups, identification, and natural history of fishes. Two lectures and one 2-hour laboratory per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$10.

466-3 Fish Management. Sampling, age and growth, dynamics, habitat improvement, manipulation of fish populations, and management of freshwater and marine fish stocks. Two lectures per week and one 4-hour laboratory alternate weeks. Prerequisite: 10 hours of biological science or consent of instructor.

467-3 Ornithology. Classification and recognition of birds and the study of their songs, nests, migratory habits, and other behavior. One lecture and one four-hour laboratory per week. Prerequisite: ZOOL 220B or ZOOL 220. Laboratory/Field Trip Fee: \$10.

468-3 Wildlife Biology Principles. Basic concepts of wildlife ecology and management. Includes lectures on ecological physiology, population dynamics, and wildlife management strategies. Prerequisite: ZOOL 220, BIOL 307.

469-3 Wildlife Techniques. Field-oriented course with instruction in techniques for management of wild species and their habitat. One 1 1/2-hour lecture and one 3-hour laboratory per week, two of which may be field trips on Saturdays. Prerequisite: ZOOL 220A,B or ZOOL 220. Laboratory/Field Trip Fee: \$30.

470-3 Interdisciplinary Approaches to Environmental Issues. (Same as ABE 470, FOR 471, GEOG 470, SPCM 470) Application of concepts for the biological, physical and social sciences, economics, humanities and law, are used to understand the interdisciplinary complexities of environmental issues. Students will develop and demonstrate problem-solving skills as part of a team analyzing a regional environmental issue. Team-taught seminar style discussions. Prerequisite: Plant Biology 301I and admission to Environmental Studies minor program.

471-4 Entomology. Structure, classification, and life histories of insects. Two lectures and two 2-hour laboratories per week. Prerequisite: ZOOL 220A or ZOOL 220. Laboratory/Field Trip Fee: \$10.

472-3 Introduction to Systems Biology. (Same as PLB 471) The experimental and bioinformatics analysis of large genomic and post-genomic data sets. The goal is integration of gene reg-

ulation, protein interaction, metabolite and hormonal signaling molecules into an understanding of basic cellular circuitry networks. Examine redundancy, robustness and decision making in biological systems. Prerequisite: BIOL 305 or CS 330. Lab fee: \$15.

473-4 Aquatic Entomology. Structure, classification, and biology of aquatic insects. Two lectures and two 2-hour laboratories per week. Prerequisite: ZOOL 220A or ZOOL 220. Laboratory/Field Trip Fee: \$10.

477-3 Aquaculture. (Same as ANS 477) Production of food, game, and bait fishes. Design of facilities, chemical and biological variables, spawning techniques, diseases and nutrition. Two lectures per week and one four-hour laboratory on alternate weeks. Prerequisites: BIOL 200A or ZOOL 118 or ANS 121 with grade of C or better.

478-3 Animal Behavior. Biological basis of the behavior of animals. Two lectures and one 2-hour lab per week. Prerequisite: One year of biological science or permission of instructor.

482-1 Zoology Seminar for Seniors. Each student reports on a selected topic, the class discusses using original scientific literature, and the report. The course emphasizes development of Oral and Written communication skills. One meeting per week. Not for graduate credit. Restricted to senior standing or 24 hours of life science completed.

485-2 to 4 Special Topics in Zoology. Examination of topics of special interest not available in other departmental courses. Offered in response to student need and faculty availability. Special approval needed.

490-3 Energetics, Food Webs, and Ecosystems. (Same as PLB 490) This course places conservation of particular species into the context of community and ecosystem management. Approaches to quantifying energy needs of individual species will be extended to models of trophic networks among multiple species. Food web structure and function, species interactions, and resilience to species loss species invasions, and environmental changes will be examined in light of landscape processes. Prerequisite: BIOL 307 or consent of instructor.

493-1 to 6 Honors Research. Individual research for honors students in zoology. For undergraduate credit only. Special approval needed from the departmental chair and a faculty supervisor.

496-1 to 4 Zoology Field Studies. Formal, individualized training in field zoology, including experiences that acquaint students with animals in various environments, methods of field study, specimen collection and preservation, management and conservation, or other relevant skills. A prospectus of the training experience must be approved by a faculty supervisor and the department chair, who will also determine the appropriate number of credit hours. Not for graduate credit. Mandatory Pass/Fail. Prerequisites: ZOOL 215 and 220.

497-1 to 4 Zoology Laboratory Studies. Formal, individualized training in laboratory zoology, including experiences that acquaint students with dissection, microscopy, museum preparatory and curatorial techniques, biotechnology, environmental chemistry assays, or other relevant skills. A prospectus of the training experience must be approved by a faculty supervisor and the department chair, who will also determine the appropriate number of credit hours. Not for graduate credit. Mandatory Pass/Fail. Prerequisites: ZOOL 215, 220.

Zoology Faculty

Anderson, Frank E., Associate Professor, Ph.D., University of California, Santa Cruz, 1998.

Anthony, Terence R., Associate Professor, *Emeritus*, M.D., Ph.D., University of Chicago, 1968, 1975.

Brandon, Ronald A., Professor, *Emeritus*, Ph.D., University of Illinois, 1962.

Brooks, Marjorie L., Assistant Professor, Ph.D., University of Wyoming, 2003.

Burr, Brooks M., Professor, *Emeritus*, Ph.D., University of Illinois, 1977.

Eichholz, Michael W., Associate Professor, Ph.D., University of Alaska, 2000.

Englert, DuWayne C., Professor, *Emeritus*, Ph.D., Purdue University, 1964.

Feldhamer, George A., Professor, Oregon State University, 1977.

Garvey, James E., Associate Professor, Ph.D., Ohio State University, 1997.

Halbrook, Richard S., Associate Professor, *Emeritus*, Ph.D., Virginia Polytechnic Institute and State University, 1990.

Heidinger, Roy C., Professor, *Emeritus*, Ph.D., Southern Illinois University, 1970.

Heist, Edward J., Associate Professor, Ph.D., College of William and Mary, 1994.

Hellgren, Eric C., Professor, Ph.D., Virginia Polytechnic Institute and State University, 1988.

Ibrahim, Kamal M., Associate Professor, Ph.D., University of Cambridge, 1989.

Jimenez-Ruiz, Francisco Agustin, Assistant Professor, Ph.D., University of Nebraska-Lincoln, 2004.

King, David, Associate Professor, Ph.D., University of California at San Diego, 1975.

Kohler, Christopher C., Professor, *Emeritus*, Ph.D., Virginia Polytechnic Institute and State University, 1980.

Krajewski, Carey, Professor and *Chair*, Ph.D., University of Wisconsin, 1988.

Lovvorn, James R., Professor, Ph.D., University of Wisconsin, 1987.

Lydy, Michael J., Professor, Ph.D., Ohio State University, 1990.

McPherson, John E., Jr., Professor, Ph.D., Michigan State University, 1968.

Muhlach, William L., Associate Professor, *Emeritus*, Ph.D., University of Illinois at Chicago, 1986.

Reeve, John D., Associate Professor, Ph.D., University of California Santa Barbara, 1985.

Schauber, Eric M., Associate Professor, Ph.D., University of Connecticut, 2000.

Shepherd, Benjamin A., Professor, *Emeritus*, Ph.D., Kansas State University, 1970.

Sparling, Donald W., Associate Professor, Ph.D., University of North Dakota, 1979.

Stahl, John B., Associate Professor, *Emeritus*, Ph.D., Indiana University, 1958.

Thomas, Richard, H., Associate Professor, Ph.D., University of Arizona Tucson, 1985.

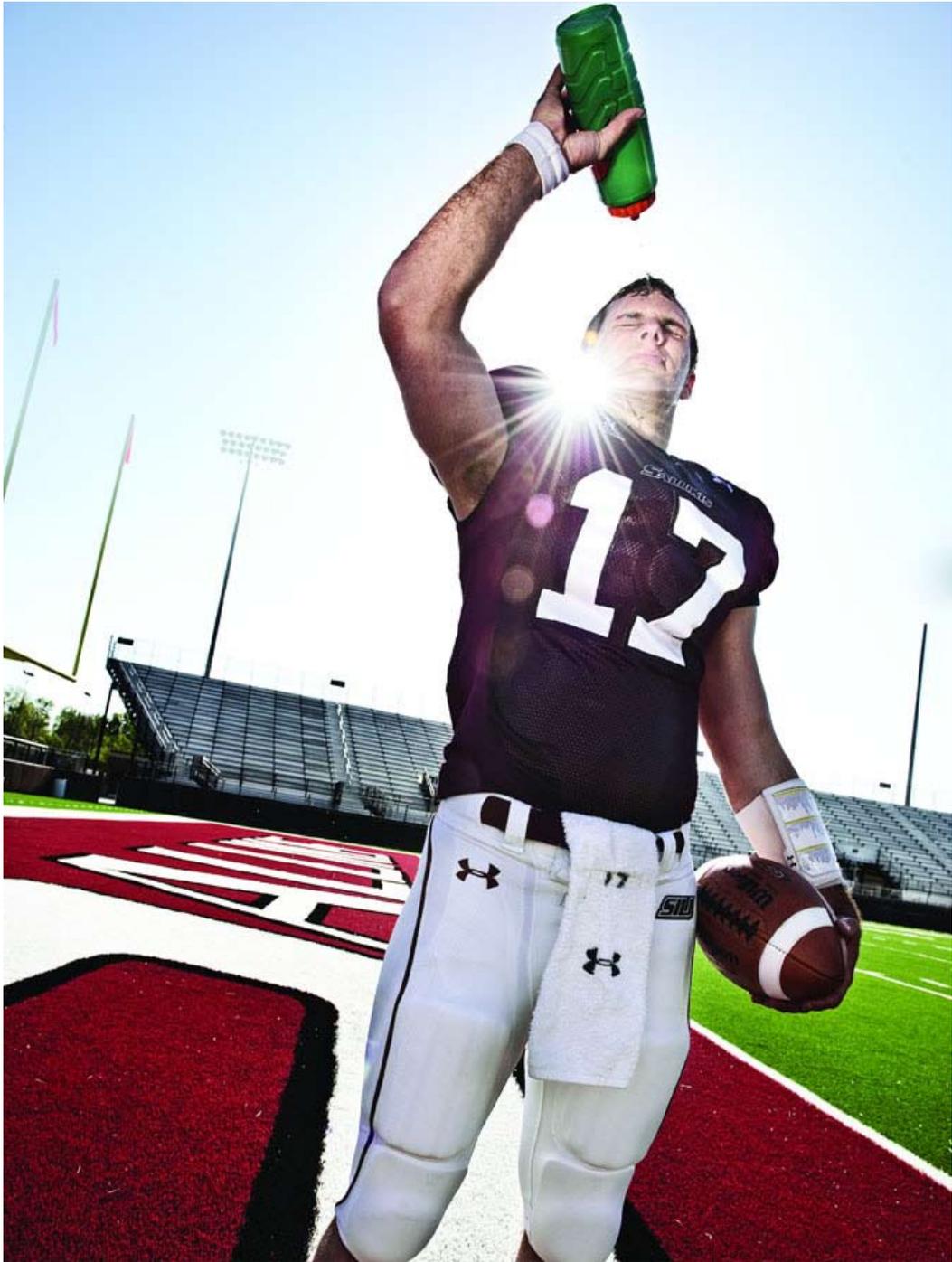
Trushenski, Jesse T., Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2006.

Waring, George H., Professor, *Emeritus*, Ph.D., Colorado State University, 1966.

Warne, Robin W., Assistant Professor, Ph.D., University of New Mexico, 2008.

Whiles, Matt R., Professor, Ph.D., University of Georgia, 1995.

Whitledge, Gregory W., Associate Professor, Ph.D., University of Missouri, 2001.



6/ Campus Programs and Services





CAMPUS PROGRAMS & SERVICES

Student Life & Intercultural Relations

Disability Support Services

The University is committed to making all services, programs, and activities equally accessible to students with disabilities in integrated settings. The Disability Support Services (DSS) Office provides federally mandated academic and programmatic support services to students with permanent and temporary disabilities. Services provided include pre-enrollment planning, adapted testing, note takers, textbooks and course materials in alternate format (electronic, MP3, large print, Braille) assistive technology and software, listening devices, sign language interpreters, speech-to-text, campus familiarization, housing assessments, and liaison services with faculty, staff, and outside agencies such as Division of Rehabilitation Services. In addition, we offer adapted computer technology evaluation and training. Students are responsible for identifying themselves to DSS, for providing documentation, and for requesting accommodations. Eligibility for DSS services is determined on a case-by-case basis. Students are normally eligible if they provide adequate documentation and are enrolled SIU students. Other disability services are located throughout the University. The Housing Office provides modified housing in the student and family housing areas. There are accessible resources in the Computer Labs, Morris Library, and Student Recreation Center and accessible transportation in the form of the Saluki Express and the Accessible Van Transport. Overall, the campus is exceptionally accessible. Persons with disabilities apply and are considered for admission in the same manner as non-disabled persons; the nature or severity of disability is not considered in the admission determination. Persons with disabilities interested in attending SIU Carbondale are encouraged to visit the campus in order to discuss services with DSS and to tour the campus. Prospective students who have disabilities are encouraged to formally apply for admission as far in advance as possible to ensure sufficient time for planning support services after being admitted but before the start of the semester. Further information is located on our website at <http://www.disabilityservices.siu.edu/> or students may contact DSS directly by e-mail at dssiu@siu.edu or by calling (618) 453-5738 (v) or (618) 453-2293 (TDD).

Fraternity & Sorority Life

Since 1923, the fraternity & sorority community at SIU has continued with a tradition of excellence that has fostered a community of academic excellence, leadership, & philanthropic services. SIU has 31 sororities & fraternities. While each organization maintains its own activities, traditions, & national affiliations, each is founded on similar principles of scholarship, leadership, community service, & lifelong friendship. The fraternity & sorority experience at SIU provides a safe & fun way to maximize the college experience!

- **Inter-Greek Council (IGC):** since 1954, IGC has served as the legislative, standard-setting, & coordinating body for all fraternities & sororities in the four subcouncils: Panhellenic

Association, Multicultural Greek Council, National Pan-Hellenic Council, & Interfraternity Council.

- **Interfraternity Council (IFC):** a sub-council of IGC and a member of the North American Interfraternity Conference (NIC). Founded at SIUC in 1934, it is the governing council for 16 IFC fraternities.
- **Multicultural Greek Council (MGC):** a sub-council of IGC. Serves as a governing body for the 7 culturally-based fraternities and sororities.
- **National Panhellenic Council (NPHC):** a sub-council of IGC and a member of the National Pan-Hellenic Council, Inc. NPHC is the governing council for historically established African-American fraternities and sororities similar in structure and background.
- **Panhellenic Association:** a sub-council of IGC and a member of the National Panhellenic Conference. Founded at SIUC in 1931, it is the governing body of three sororities.

Fraternity and Sorority Events:

- **Greek Sing (since 1934):** held each Saluki Family Weekend on the steps of Shryock Auditorium
- **Variety Show (since 1947):** held in the spring semester at Shryock Auditorium and is open to all SIU students. Originally founded by the Theta Xi Fraternity.
- **Greek Week:** a week of events that are held in the spring semester to unify all fraternities and sororities.
- **St. Jude Children's Research Hospital's Up 'til Dawn:** every fall semester nearly the entire fraternity & sorority community along with hundreds of other SIU students send letters to their friends and family to raise funds for St. Jude's. SIU ranks as one of the top schools in the country in raising funds for the hospital.
- **Safe Halloween:** a safe, fun, and kid-friendly event held annually in the Student Center for area children on Halloween.
- **Walk a Mile in her Shoes:** this event, in collaboration with the Women's Center, raises awareness regarding domestic violence. Men from the campus & community come together and walk a mile in high heel shoes to raise additional awareness. This event is organized by the Interfraternity Council.
- **Service to Southern Award:** since 1947, this award is given to an outstanding graduating SIU senior for their campus leadership and service. This award continues to be the highest honor a student can receive on our campus for involvement in co-curricular activities.

Non-Traditional Student Services

The office of Non-Traditional Student Services (NTSS) assists adult students with their transition into and through the campus learning environment by serving as a campus and community resource referral agency for students who may be non-traditional as defined by age, employment status, family status (spouse and/or dependents), gap in education, commuter status, etc. NTSS also serves as a resource for non-traditional student

concerns in addition to promoting campus awareness of and response to SIU's adult student population, their spouses, and family members. Additional services include:

- **Adult Student Organization** which seeks to build community among SIU's adult students through scholarship, support, and service;
- **Emergency Locator System** which provides emergency contact information for enrolled students who may need to be reached in cases of emergency related to their children or other family members. Students need only to file their campus class/work schedules with Student Life and Intercultural Relations;
- **Spouse/Domestic Partner Card** provides opportunities for the spouse or domestic partner of enrolled students to participate in designated campus programs and activities.

Phone (618) 453-7521 or nontrad.siu.edu.

RESOURCE CENTERS

Black Resource Center

The Black Resource Center is part of the overall educational mission of SIUC and is open to all members of the university community. Its purpose is to enhance the opportunity for African American student success, retention and graduation by providing support, advocacy, resources and programming activities - academic, educational, social and cultural - that enrich the learning environment for African American and all students in their pursuit of the best education possible.

Hispanic/Latino Resource Center

The purpose of the Hispanic/Latino Resource Center is to support and assist Hispanic/Latino students on campus as well as in the community. We participate in collaborative efforts with other programs and organizations to provide guidance in the form of referrals. Also, we offer workshops, seminars, professional networking, social and cultural events, Spanish language support for families, and mentorship opportunities for students. We have an unwavering commitment to help Hispanic/Latino students succeed.

GLBT Resource Center

The Gay, Lesbian, Bisexual, Transgender Resource Center serves as a centrally located safe campus space. We provide educational outreach, advocacy services, and referral information focused on individual needs and delivered in confidential and compassionate settings. We are committed to promoting an inclusive environment for GLBT students, faculty, staff, families, friends, alumni, allies, and the greater southern Illinois Community.

Service-Learning and Volunteerism

1. Saluki Volunteer Corps (SVC) promotes social and civic responsibility by encouraging students to volunteer to participate in a minimum of 30 community service hours each academic year of their enrollment. Students can receive guidance in academic-related service and/or community service opportunities. Volunteering engages students in holistic educational experience which encourages self-reflection and prepares students to become aware, engaged, involved citizens.

Students and student organizations are honored annually in the area of community service. Students also receive transcript notations and involvement transcripts. Phone (618) 453-5714.

2. AmeriCorps National Service provides opportunities for students "to earn while serving" through participation in the Land of Lincoln AmeriCorps (LLA) program, a component of the AmeriCorps National Service. Students selected to LLA focus their service in education by serving as tutors and mentors to children in grades PreK-8. Members receive a monthly stipend, in addition to a monetary education award upon successful completion of service. Students selected have opportunities for state level civic and leadership training and conferences. Phone (618) 453-5714.

Student Involvement and Leadership Development (SILD)

The Office of Student Involvement and Leadership Development actively strive to provide opportunities for students to enhance their leadership capacity and strengthen their campus engagement. Through environments that are socially just, culturally engaged, and civically involved, the office will enrich the students overall educational experience. Student involvement and Leadership Development is located in the Student Life and Intercultural Relations Office, (third floor of the Student Center). Phone (618)543-5714.

The office supports over 400 Registered Student Organizations (RSOs), which offer opportunities for involvement in many different categories, (i.e. Greek letter organizations, club sports, government, academic, and more). Students interested in joining an existing RSO or creating a new one should visit www.getinvolved.siu.edu.

SILD Events:

1. RSO and Volunteerism Fair-First Thursday of each semester.
2. Annual SIU Leadership Conference- Two day, student lead conference during the fall semester.
3. Social Justice Leadership Institute- Offered through a series of workshops during the spring semester.
4. RSO and Leadership Celebration- Annual celebration in the spring semester that recognizes the amazing work of our student community.

SILD Services:

1. Training and workshops for RSOs and classes.
2. Student access to a comprehensive Leadership Library.
3. Online support for RSO registration.

Students' Legal Assistance Office

The services of the Students' Legal Assistance Office are available without charge to all fee-paying undergraduate and graduate students. Students must pay any court costs or fees incurred outside of this office. The two lawyers and second and third year law students advise clients, and in certain situations, will represent them in court. The office may not handle criminal cases, contested domestic cases, bankruptcy and other fee-generating cases. The lawyers may not draft wills or represent clients in probate, real estate or business matters. Additionally, they may

not represent one student against another student, against the State of Illinois, or against SIUC. The office is located on the third floor of the Student Center. Students should call (618) 536-6677 to make an appointment between the hours of 8:00 a.m. to 4:30 p.m., Monday through Friday. Visit the Students' Legal Assistance website for information on services provided: <http://www.studentlegal.siu.edu/>.

Students' Rights and Responsibilities

Students' Rights and Responsibilities (SRR) serves as a resource for the university community in understanding and applying the Student Conduct Code and addresses situations where the Code may have been violated. We strive to promote a positive campus environment with an emphasis on creating a sense of community. In situations where it is determined that a violation of the Code has occurred, SRR will assign appropriate sanctions in an individualized manner, focusing on educational outcomes, learning, and personal growth. If you have questions about the Code, your rights as a student, or if you are interested in serving as a member of the Student Conduct Board, please visit us in our office in A302, Woody Hall or call our office at 618-536-2338 or on-line at <http://srr.siu.edu>. The Student Code of Conduct can be found at <http://policies.siu.edu>.

Bursar

The office of the Bursar is committed to excellence in providing financial services to students and the Southern Illinois University community. We are responsible for billing, collecting, refunding, and accounting of students' tuition and loan accounts, as well as other institutional receivables, and also provide the means to help understand basic aspects of an account with Southern Illinois University. Our mission is to provide these services in the most efficient, friendly, effective and customer-oriented fashion possible. Please contact us by telephone (618) 453-2221, e-mail: bursar@siu.edu, visit our website at <http://www.bursar.siu.edu>, or stop by our offices in Woody Hall-B6. Additional student information is also available through SalukiNet: <http://salukinet.siu.edu>.

Financial Aid

Financial Aid, located in Woody Hall, B-Wing, Third Floor, administers federal, state, and institutional financial aid programs for SIUC undergraduate, graduate and professional students. In Fiscal Year 2011, 19,277 students received \$289,248,242 in financial aid awards. Besides financial aid and scholarship processing, Financial Aid includes Student Employment Services. See additional information in Chapter One of this catalog.

Registrar's Office

The Office of the Registrar is the official academic records office at SIUC. We provide administrative services and academic support to currently enrolled students and the campus community, as well as to prospective and former students. The primary goals of the Registrar's Office are to assist students in the registration process, assess tuition and fees, monitor students academic progress, and determine eligibility for degree. The Registrar's office also provides many specialized services for student such as schedules classes and examinations into appropriate facilities, registers students for classes, academic

record adjustments and updates, and assists with the coordination of graduation. The Registrar's Office guides academic departments in complying with SIUC's policies and procedures pertaining to the observance of the academic calendar, examinations and grading practices. The registrar maintains timely and accurate academic records, and ensures the privacy and security of those records. The Registrar's Office acts to facilitate, implement and enforce academic policy in a manner that is sensitive to the needs of those that SIUC seeks to serve.

The Registrar's Office places service to students, faculty, administrators, and alumni first among its priorities, recognizing these persons as the Office's primary constituency. As a primary information resource for students and faculty, this office actively seeks ways to effectively communicate and to inform students about academic policies and procedures, and to provide prompt access to information. The office also seeks ways to continuously improve the quality of service provided, and to anticipate ways to better meet the changing needs of the Campus Community. The Registrar's Office strives to be a leader in the use of technology based solutions including database development and a web presence to better meet customer needs. For more information about the services provided by the Registrar's Office, visit our website at <http://registrar.siu.edu>.

Transitional Programs

Transitional Programs conducts exit interviews for all undergraduate students contemplating withdrawal from the University and reviews requests for credit/refund of tuition and fees. Students contemplating withdrawal from the University are encouraged to contact Transitional Programs prior to leaving the campus. Phone (618) 453-7041.

Student Absence notifications provide a method of notifying instructors of the reasons for student absences from class. This is only for emergency situations.

Transitional Programs serves as the official office of record regarding all student deaths, including those of former students, and provides special assistance to surviving parents or family members by notifying appropriate University offices so that institutional records may be adjusted to remove the name of the deceased student.

Powers of Attorney arranges to act for a student to negotiate a campus check to pay any outstanding bills owed to SIUC in cases where the student may be unable to be on campus to claim the check because of graduation, internship, practicum experiences, or student teaching assignment. (618) 453-7041.

Clinical Center

Faculty and supervised student clinicians provide a variety of services to SIUC students as well as faculty, staff and the general public. Services offered include: (1) Counseling (individual, family, marriage, group and child as well as parenting training); (2) Psychological evaluations (academic, neuropsychological, intellectual and Diagnostic evaluations); and (3) Speech-language and hearing evaluations and therapy in areas of speech and language, language processing, delayed language, fluency, accent reduction, and voice.

The Clinical Center also includes the Achieve Program, an academic support program for learning-disabled and attention deficit SIUC students. Please contact the Achieve Program for

information concerning application procedures and required fees. For more information visit our web site at: <http://www.siu.edu/offices/clinical/>.

Achieve Program

The Clinical Center Achieve Program is an academic support program for students with learning disabilities and attention deficit disorder (ADD) who are enrolled at SIUC. The program is self-supportive and participation is voluntary and confidential. Students in the Achieve Program are included in the regular college curricula and campus life.

1. Achieve members are matched to tutors on the basis of mutual academic strengths/weaknesses and individual course selection.
2. Achieve members whose disability is in the area of reading are provided with audio recorded textbooks.
3. They are also given the opportunity to take their exams with a proctor at the Achieve office. Proctored exams may be orally administered or simply untimed, depending on the needs of the individual student.
4. The Achieve Program hires and assigns note-takers to go into classes and take notes for members who demonstrate deficits in this area.
5. Each member is assigned to a graduate student/supervisor who monitors progress and intervenes/counsels when problems arise. Achieve provides an organization support group that targets the needs of its members with ADD/ADHD.
6. Writing assistance is provided.

An Education Evaluation is provided to assess student strengths and weaknesses to determine services.

Participation may vary from semester to semester, depending on the student's schedule and course load.

Those wishing to participate in the Achieve Program must apply to SIUC as well as to the Achieve Program. Students should make application early (junior year in high school) to assure a place in the program. However, applications from high school seniors and transfer students are always processed and considered if space is available.

Requests for information/applications should be addressed to: Clinical Center Achieve Program, Northwest Annex Wing C, SIUC, Carbondale, IL 62901-6832. Requests can also be made by calling (618) 453-2369.

The following fees for new (1st year) members are:

Application fee for Clinical Center:
\$50.00 (one time fee/non-refundable)

Educational Assessment fee:
\$1250.00 (one time fee/non-refundable)

Fees for academic support *:
\$3200.00 (SU 2011-SP 2012)
\$3200.00 (SU 2011-SP 2012)

*Part-time support (\$2,800.00/sem) is available following the first year of participation. Students wanting part-time support must select 3 of the 5 general services.

International Programs and Services

International Programs Services (IPS)

IPS is responsible for developing and supporting faculty, staff, and students in international education. The office administers International Students and Scholars, Study Abroad Programs, and International Development. Units of IPS are located in the Northwest Annex B. Phone (618) 536-7771.

International Students and Scholars

This division provides comprehensive programs and services for international students and scholars from pre-arrival correspondence to post-graduate concerns. These programs and services include processing of admission applications, serving as liaison with foreign governments and sponsoring agencies, providing certification for foreign currency exchange, and other needs. This office has been designated by the United States Citizenship and Immigration Services (USCIS) as having the official responsibility for interpretation and adherence to laws and regulations as they apply to non-immigrant students and faculty. Also, designated responsible officers administer proper compliance with the State Department's Exchange Visitor Program for the University. Assistance with regulations, forms, and procedures is provided to all non-immigrants related to University and broader community affairs.

Integral educative services include orientation programs, arrival and housing assistance, personal counseling and referral, a *Handbook for International Students and Faculty*, a newsletter *The International Dateline*, advisement of international student associations, and numerous workshops and seminars on topics of importance for students.

Special programs, which promote an international dimension of cross-cultural exchange to the broader community, are provided. An annual International Festival and various national day celebrations are held. The Community Programs sub-division in cooperation with the International Friends Club coordinates a Host Family Program, International Speakers' Bureau, English in Action, Language Exchange, American and International Cooking Exchange, an International Spouses Group and a Loan Closet.

The International Students and Scholars division is located on the first floor of the Northwest Annex B. (618) 453-5774.

International Development

This division provides University-wide leadership, coordination, and support for a wide variety of international activities. These activities include international recruitment and enrollment management, research and dissemination of information on external funding opportunities, maintenance of an international projects database and a resource library, development of grants and projects, administration of international projects, linkages and agreements, promotion of women in international development activities, sponsorship of international development forums, and assistance with international visitors and protocol. Assistance also is provided in the exploration of project ideas, identification of funding sources, development of proposals, negotiation of contracts, and administration of externally funded activities.

International Development is located in the Northwest Annex, Building B. Phone (618) 453-3070.

Study Abroad Programs

Coordinates overseas services for American students, including international grant programs, exchanges and study abroad programs. It is the central referral point for information on the student Fulbright program, National Security Education Program and The British Marshall Program. Graduate students may also participate in inter-university international exchange programs and in travel/study programs offered during the summer and intercession period under the auspices of this division. Study Abroad Programs is located on the second floor of Northwest Annex, Building B. Phone (618) 453-7670. New programs are developed regularly so please check our website: www.ips.siu.edu/sa.

International Studies in Austria. Consists of one or two semesters of study in German, Austrian life and culture, political science, business, fine arts and communications at the SIUC program in cooperation with Salzburg College in Salzburg, Austria. All courses, except German, are taught in English and will vary from term to term. No prior German is required, although it is recommended.

University Veritas. Consists of one month intensive Spanish modules up to a full semester. A variety of classes are offered depending on the term. No prior Spanish is required. The program is offered in cooperation with Universidad Veritas in San José, Costa Rica.

University of Wales Swansea. Consists of one or two semesters at Swansea, Wales, Great Britain. The pre-session course British Life and Culture is required. Beyond that, students have a wide number of classes available in a variety of subjects. Swansea is considered one of the best places to live in the United Kingdom.

International Student Exchange Program. This exchange program is multilateral and involves one-year placements at 100 study sites worldwide. It is a one-for-one exchange plan under which students pay their normal tuition and fees, including room and board, and apply credit earned toward their degrees. There are study sites in Africa, Asia, Australia, the British Isles, Canada, Europe, and Latin America. Applicants must be mature, have a minimum grade point average of 2.75, and possess the appropriate foreign language skills. Acceptance into the program is considered an honor bestowed in lieu of a scholarship. Most forms of financial aid can be used for this program.

Short-Term Program. Short-term courses are offered during intercession as well as during the summer months. Students must register two to four months prior to the start of the course and may earn graduate or undergraduate credit depending upon the nature of the course. Approximately ten offerings are available during each academic year, ranging in length from one week to two months. Full-time faculty of Southern Illinois University teach the courses and most do not require a specialized foreign language background.

Utrecht Network. The University participates in an exchange program with a consortium of European Community universities coordinated by Utrecht University in the Netherlands. There are currently possible exchange sites in Austria, Bel-

gium, Czech Republic, Denmark, France, Germany, Greece, Iceland, Ireland, Italy, Malta, Netherlands, Norway, Portugal, Slovenia, Spain and Sweden.

Council on International Educational Exchange. The University is an institutional member of this organization, which sponsors study abroad programs around the world, and various work abroad programs.

Bi-Lateral Exchange Program

Bi-Lateral Exchanges. The university offers a number of bi-lateral exchanges with individual universities around the world. These currently include options in Australia, Austria, France, Germany, Japan and Switzerland. Please contact Study Abroad Programs for the latest listing and further information.

Individual Opportunities

Credit might be earned through **(a)** a department's independent study courses such as readings, individual research, practicum or related types of courses with prior departmental approval; or **(b)** a department or college's travel/study course where offered.

Other Programs

Southern Illinois University Carbondale may also grant credit for programs not sponsored by the University. A student may enroll in a travel/study program conducted by a regionally accredited United States institution and transfer the credit to this university. Credits earned in this manner will be evaluated as electives unless a department, program, or the Office of Records and Registration approved the courses in advance to apply toward specific requirements. Additional information may be obtained from Study Abroad Programs.

A student may enroll in either a foreign institution or an independent location of a foreign institution. It is important that the student check with the International Admissions before registering since many foreign institutions are not accredited. Graduate students should check with the Graduate School. Credits earned in this manner will count as electives only unless a department or pro-gram approves them to apply toward specific requirements.

Recreational Sports and Services

880,000 Gallon-Natatorium
 213,747 Square footage Rec Center Building
 2,400 Square feet-Martial Arts Room
 4,200 Square feet-Aerobic Room
 1,800 Square feet-Assembly Room East
 137 Flags of countries represented by SIU students
 95 Bikes (Upright/Recumbent/Spin)
 85 Selectorized Weight Machines
 30+ Sport Clubs
 35 Free Weight/Plate Loaded Equipment
 28 Foot High Rock Climbing Wall
 27 Camera surveillance system
 16-Twenty-five yard swimming lanes
 12 CORE/Strength Classes
 12 Concept2 Rowers
 10-Fifty meter swimming lanes
 4 Summer Activity Youth Camps
 4-One meter diving boards

3-Three meter diving boards
 1-Three lane suspended jogging/walking track
 1-Six lane NCAA 200-meter running track
 1-Five meter diving platform
 7 Volleyball Courts
 6 Basketball Courts
 1 Bouldering Roof
 1 Cardio Studio
 200+ Exercise stations
 167 Cardio Pieces
 30 Intramural Sport Programs
 30+ Instructional Programs
 30 Treadmills
 30 Ellipticals
 2 Squash Courts
 2 Weight Rooms
 25 Cardio Classes
 22 Satellite Facilities
 20 Badminton Courts
 6 Racquetball Courts
 16 Foot deep diving well
 15 Spinning Classes
 1 Rec Sports Shop

Recreational Sports and Services

Student Recreation Center
 300 E. Grand Avenue
 Mail Code 6717
 Southern Illinois University

Carbondale, IL 62901
 (618) 453-1277
www.reccenter.siu.edu

Student Center

The Student Center covers over eight acres of floor space, but it is much more than just a building. The programs and services offered provide for the social and academic development of our students. In addition, the Student Center serves as a unifying force, bringing together the campus and the community. It is both an organization and a program, working together to form a foundation for university life. Four important missions guide the Student Center in providing services and programs for the University and the community. It provides support services, which compliment the academic mission of the University through the bookstore, information services, dining service, and meeting facilities. It is a laboratory for learning. The Student Center is an extension of the classroom allowing practicum students, graduate assistants and interns the opportunity to develop on-the-job experience in their fields of learning. It is a focal point to which alumni and students can relate when returning to campus.

The Student Center meets the needs of the students by providing services that are both convenient and practical, including multiple dining locations featuring name brand concepts like Chick-fi l-A, McDonald's, Blimpie, and Starbucks; ATM stations; ID cards; Debit Dawg program; e-mail checking stations; wireless internet and much more. SIUC apparel, textbooks, greeting

cards and other items can be purchased at University Bookstore. The Saluki Oasis is a one-stop-shop of convenience items for the student on the run. Laptop computers can be checked out at the Information Center on the first floor of the Student Center. This service is available to all full-time students at no cost as long as the computer is not damaged, stolen or lost. The

computers can be checked out for two-hour periods and are available on a first come, first served basis. Students and visitors can also send and receive both domestic and international faxes at the Information Center. For more details, call or visit the Information Center.

As the center for arts and entertainment, the Student Center has something for everyone. Films, lectures, art exhibits and concerts are held in the facility. In addition, a variety of recreation opportunities are available, including a renovated bowling

and billiards area and a video arcade. For those with artistic abilities and interests, the Craft Shop offers an opportunity to develop skills in clay pottery, stained glass, woodworking, card and jewelry making, and more. The Student Center is part of the educational program of the University and serves as a laboratory of learning and leadership through participation on various boards and committees that provide campus-wide social, cultural, and recreational programs. Through the Student Center and Student Programming Council, non-majors can become actively involved in theatre, dance, and other performing arts activities.

Additional Student Center facilities include four ballrooms, an auditorium, and multiple meeting rooms and dining areas. Offices located in the Student Center include Alumni Association,

Student Development, University Programming, Students' Legal Assistance, New Student Programs, student government, Student Services Campus Programs and Services /507 and registered student organizations. For more information about the Student Center call 618-536-4636 or check our website at: <http://www.siucenter.org>.

Debit Dawg – The SIUC Debit Card Program

Debit Dawg is the university's debit card program. It is a function of your ID card and is designed as a service to SIUC students, faculty and staff. There is no transaction or monthly fee to use the program. It is safer and easier than carrying cash. Simply deposit money into your account and you'll enjoy convenient

purchasing power at many on and off campus location including: Student Center recreation and dining areas, the University Bookstore in the Student Center, campus vending machines, campus copy machines, Student Health Center, Parking Division, University Housing food service locations, University Housing laundry facilities, Rec Center, network printing in most campus computer labs, Arby's Restaurant, Cartridge World, Castle Perilous Games, Chicago Hot Dawg, Chili's, Common Grounds Coffee House, Copies 'n' More, Denny's, Don Taco on Illinois Avenue and Grand Avenue, Golden Corral, Jimmy John's, Little Caesars Pizza, Moe's Southwest Grill, Neighborhood Co-op, Papa John's, Petal Patch Florist, Primo's Pizza, Quizno's Classic Subs, Saluki Bookstore, Sam's Cafe, Save-A-

Lot Grocery Store, Sport Clips, Southern Que, Subway Sandwiches (Grand Avenue Mall), UniversiTEES, Wendy's, Whiff e Boys Pizza, Wise Guys

Pizza & Subs, and 710 Bookstore. Your remaining balance will be displayed after most transactions so you'll always know how much money is in your account. In addition, a monthly statement of transactions will be sent to the account holder's email account. Deposits to your Debit Dawg Account may be made in person, by telephone (618.453.3493), online using SalukiNet or by mail. To deposit in person, you may go to the Student Center Business Office windows located on the second floor of the Student Center and use cash or Visa, MasterCard, Discover, or American Express. Cash deposits may be made in person at "Debit Dawg" cash machines located at Lentz, Trueblood, Grinnell, Morris Library, Law School Library, Student Center, Faner CLC1 and CASA CLC2 and University Hall. For deposits by mail, please include the SIUC ID number and name of the account holder on a check (payable to SIUC) and mail to Debit Dawg, Southern Illinois University Carbondale, Student Center ID Office, Mail Code 4407, Carbondale, IL 62901.

University Bookstore

The University Bookstore is conveniently located on the first floor of the Student Center and is an integral part of a student's academic success. It is the official University Bookstore, providing new, used, rental and digital textbooks, school supplies, art supplies and engineering materials are all available at University Bookstore. Textbook rental is available to students through the University Bookstore as a cost saving option. They provide quality textbook rentals at affordable prices. In addition to textbooks, University Bookstore sells reference books and current best sellers. Show your SIU spirit with imprinted apparel and souvenir items such as pennants, cups, mugs, umbrellas, diploma frames and more. Gifts, greeting cards and calling cards can also be found at University Bookstore.

Additionally, the University Bookstore provides many services to aid in a student's academic success. Books, thesis binding, class ring ordering, gift-wrapping, cap and gown rental, textbook buy back services and special order services for textbooks and supplies are offered. All major credit cards are accepted.

Student Health Services

Student Health Services is AAAHC accredited and is one of the largest and most comprehensive health centers in the nation. We serve as a medical facility and health information resource for a richly diverse campus community, supporting students in the achievement of their academic goals and personal development through the creation of a healthy campus. For more information, call 618-453-3311 or visit our website at www.shc.siu.edu.

Our Services Include:

Saluki Health Web Portal

From the Student Health Services' website, students can access the Saluki Health Web Portal with their SIU Network ID and Password. In the secure portal, students have many options including: make, view, and cancel appointments, send secure messages to the e-nurse, complete required forms, request a

prescription refill, etc. Go to our website at www.shc.siu.edu for more information.

Medical Clinic

Medical problems may interfere with your ability to succeed academically. Our Medical Clinic offers diagnostic services including lab and x-ray, treatment, and follow-up care. The Medical Clinic is known for delivering exceptional and responsive care. In most instances, students with a medical need may be seen the same day they call for an appointment. Students may schedule an appointment by accessing the Saluki Health Web Portal anytime (www.shc.siu.edu) or by calling 618-536-2391 Monday – Friday 8:00 am - 4:30 pm.

Wellness Center

The Wellness Center provides current and accurate health information about important lifestyle decisions. Our professional staff provides resources and programs in nutrition, sexual health, stress management, alcohol and other drug use, violence prevention, and other areas of Wellness that impact student success. For more information, call 618-536-4441.

Counseling Center

College is a time of change, transition and growth. At times, students find it useful to seek the assistance of a caring professional. Each year 1 out of 10 SIU Carbondale students seek services at the Counseling Center. The Counseling Center provides crisis walk-in counseling, group, individual, and couples counseling to SIU Carbondale students. Our staff of professional psychologists and counselors is trained to help you discover ways to cope more effectively with problems in day-to-day living. The staff has a commitment to meet the needs of individuals from diverse backgrounds including differences of culture, race, gender, sexual orientation, ability, and religion/spirituality. The Counseling Center is located in the Student Health Center on the second floor, room 253. For more information call 618-453-5371 or visit our website www.counselingcenter.siu.edu.

Sports Medicine & Physical Therapy

We offer a comprehensive approach towards the evaluation and treatment of activity-related injuries and physical impairments. After evaluation, recommendations are made which may include a supervised rehabilitation/treatment plan, a self-care plan or referral to a physician. Our therapy pool provides patients an aquatic environment to facilitate the rehabilitation process. Call 618-453-1292 for an appointment.

Psychiatry

Students can experience psychiatric difficulties which interfere with their academic and personal lives. The Psychiatric Clinic is staffed with a psychiatrist and psychiatric nurse who work closely with the psychologists and mental health professionals at the Counseling Center. Services include psychiatric evaluation and medication management. Call 618-453-4346 for an appointment.

Student Dental Service

Good oral care is one of the easiest ways to positively impact your overall health. We offer emergency, routine and preventive dental care for students. Routine dental services are pro-

vided on a fee-for-service basis. For an appointment or more information, call 618-536-2421.

Pharmacy

We have a full service pharmacy. You may fill prescriptions at our pharmacy from any licensed physician. In addition to prescriptions, the pharmacy has a selection of over-the-counter items available for purchase. You may purchase all pharmacy items with normal payment methods or by charging it to your Bursar account or Debit Dawg. Private insurance and Medicaid cards are not accepted. For pharmacy information, call 618-453-4417.

Insurance Benefits

The Student Medical Insurance Plan provides health insurance coverage that complements the on-campus primary care services with benefits for off-campus services such as hospitalization, surgery and specialty care. Most students are automatically enrolled in the Student Medical Insurance Plan as a condition of SIU Carbondale enrollment. Students with other health insurance coverage may be eligible for a refund of a portion of this fee. For more information go to our website at www.shc.siu.edu or call 618-453-4413.

Immunization Compliance

Illinois law requires that all students born after January 1, 1957, show proof of immunity to tetanus, diphtheria, measles, mumps and rubella. All international students, regardless of date of birth, must also complete a tuberculosis screening at the Student Health Center. Students cannot register for classes until compliance requirements are met. Elective immunizations such as meningitis, hepatitis, flu and travel vaccinations are also available. Call 618-453-4326 for more information.

After-Hours

For after hours emergencies, call 911 or go to the emergency room. Your Student Medical Insurance will not cover non-emergent ER visits.

Student Health Services
374 E. Grand Avenue
Mail Code 6740
Carbondale, IL 62901

Ph:618-453-3311
Fax:618-453-4449
Email:shcinfo@siu.edu
www.shc.siu.edu

Rainbow's End Child Development Center

Rainbow's End Child Development Center is on the campus of Southern Illinois University Carbondale. It is a comprehensive child development program licensed by the Department of Children and Family Services (DCFS) to serve 133 children ages 6 weeks to 12 years of University students, faculty and staff members. Rainbow's End is accredited by the National Association for the Education of Young Children (NAEYC) and holds a 3-Star Rating from the quality rating system through Child Care Resource and Referral (CCRR). The Center participates in the State of Illinois Child Care Food Program and the Child Care Assistance Program. The staff at Rainbow's End Child

Development Center is committed to promoting the well-being of children and their families. We provide a secure and positive atmosphere for children during the most important years of growth, development and learning. We offer children at the Center the opportunity to participate in a program that balances intellectual, social and emotional growth. The Center is open Monday through Friday from 7:30 a.m. to 5:30 p.m. Special features of Rainbow's End include various enrollment options and reduced tuition for SIUC student parents. There is a waiting list for enrollment, therefore it is strongly advised that parents place their child's name on the waitlist before childcare is needed. For more information call 618/453-6358.

Office of the University Ombudsman

(CONFLICT RESOLUTION, MEDIATION, CONFIDENTIAL
ADVICE, PROBLEM RESOLUTION)

The Office of the University Ombudsman is an impartial and confidential resource which assists individuals in resolving problems that arise within the University. The Ombudsman Office is an independent, neutral office reporting directly to the Chancellor. The office acts on complaints or suggestions from students, faculty, and staff in an attempt to ensure that members of the University community receive fair and equitable treatment within the University system. The Ombudsman Office also brings to the attention of those in authority any inadequacies in existing University procedures that might jeopardize the rights and privileges of members of the University community.

The Ombudsman Office helps individuals resolve a broad range of problems, including academic matters, employment concerns, and issues regarding University services. Such assistance may include: advising individuals on steps to take so that their claims may be heard or their questions answered; making referrals to other offices; informally investigating claims of unfair treatment or erroneous procedures; engaging in mediation or other third party intervention; and helping to access and understand University grievance processes when informal methods are unsuccessful or unsuitable.

As an informal conflict resolution resource, the University Ombudsman Office supplements, but does not replace, any formal University channels. The Ombudsman Office maintains no institutional records, and the names of persons requesting help cannot be used in the investigation of a case without permission. **Contact with the Ombudsman Office does not constitute notice to the University.** The office, however, can assist complainants in providing such notice to the proper administrators. The Ombudsman has the authority to access official records as required to fulfill the functions of the office. The Ombudsman and staff are not attorneys and do not give legal advice or participate in any legal or formal administrative process. The University Ombudsman Office adheres to the profession's code of ethics and standards of practice. All Ombudsman records, contacts and communications are confidential.

The University Ombudsman Office is located in Woody Hall C302; hours are 8:00 a.m. to 4:30 p.m. Monday through Friday. Contact numbers are (618) 453-2411 and (618) 453-2260 (fax). More information about the office may be found at: <http://www.ombuds.siu.edu>.

Alumni Services

Founded in 1896, the Southern Illinois University Alumni Association provides services and support to alumni and students of the University. The Association publishes the quarterly *Southern Alumni* magazine and the monthly *Saluki Pride Newsletter*. The Association sponsors alumni chapters, college alumni societies, reunions, Homecoming activities, and alumni events on and off campus throughout the year. Ongoing services to students include externships, opportunities for juniors and seniors to serve career internships with alumni, chapter scholarships, Super Student scholarships, 25 Most Distinguished Seniors Award, student/alumni membership opportunities, and the Student Alumni Council (a registered student organization). The SIU Alumni Association's activities and events are funded by alumni memberships. To join, phone (618) 453-2408, or sign up at www.siualumni.com.

Intercollegiate Athletics

Excellence on the field of competition and in the classroom remains the standard for Southern Illinois University Carbondale's athletics program, which provides 18 sports for men and women. All intercollegiate sports compete at the NCAA Division I level, with football competing in the Football Championship Subdivision (FCS).

Sports are offered in basketball, baseball, cross country, football, golf, softball, swimming and diving, tennis, track and field, and volleyball. All Saluki sports compete within the Missouri Valley Conference (MVC), except for football, which belongs to the Missouri Valley Football Conference, and men's swimming and diving, which competes in Mid-American Conference (MAC). The proud Saluki tradition includes many former professional and Olympic athletes as well as recent NCAA post-season appearances by men's basketball, football, softball, men's swimming and diving and men's and women's track and field. Women's track and field student-athletes have brought home three individual national championships in recent years.

Student-athletes routinely gain high marks in the classroom. During the 2010-11 academic year, 58 percent of the University's varsity sports participants earned a term grade-point average of 3.0 or above (4.0 scale). Almost nine of every ten student-athletes who complete their athletic eligibility at SIU earn their Baccalaureate degrees. All SIU students receive free admission to all SIU sporting events.

SIUC Arena

"SIU Arena" hosts a variety of athletic events, meetings, stage performances, concerts, as well as similar activities that demand a large participant area as well as large audience capacity. SIU Arena has also served as the site for a majority of commencement ceremonies conducted on the Carbondale campus, "SIU Arena" is operated by Intercollegiate Athletics, and assists SIU Event Services in providing facility availability for entertainment events outside of athletic events. "SIU Arena" is home for all Saluki Basketball games, and also hosts a variety of SIUC Intramural basketball events in cooperation with the SIUC Student Recreation Center staff.

Shryock Auditorium

Located on the old campus of Southern Illinois University Carbondale, Shryock Auditorium stands as the finest performing arts center in southern Illinois.

Constructed in 1917 and named after University president Henry William Shryock, the facility was renovated in 1970 at a cost of 1.5 million dollars. Upon re-opening in January 1971, guests were pleased and surprised to find a new decor of opulent grand opera splendor, while the original motif of the building had been retained.

As the largest auditorium on campus, seating 1,215, Shryock Auditorium is well equipped to handle almost any type of event, from the performing arts on a grand scale to large group meetings and conferences. Facilities include dressing rooms capable of accommodating up to 70 performers, modern stage rigging, lighting and sound systems, and air conditioning throughout the audience areas.

Shryock Auditorium annually presents the finest in touring musicals, plays, ballet, modern dance, opera, international entertainment, and big bands. In addition, the Auditorium is utilized by recognized student organizations and by non-student on-campus groups when the event is of educational, cultural, or social significance.

The beautiful decor and appointments of Shryock Auditorium, with the nostalgic memories surrounding this old campus landmark, make it one of the places to which students and alumni return and proudly show campus visitors year after year. For more information, visit www.shryock.siu.edu.

University Housing

For information see *Campus Living*, Chapter 1, page 16 or visit the website at: www.housing.siu.edu.

University Museum

The University Museum, now located in Faner Hall, has been a repository of artifacts since its first director, Dr. Cyrus Thomas, was commissioned to begin collecting for a museum by the Board of Trustees of Southern Illinois Normal University some time before 1871. The museum formally opened to the public in 1874. Today, the University Museum, with 75,000 artifacts, is the largest encyclopedic museum in Southern Illinois. The Museum provides leadership and assistance for museums throughout Southern Illinois. The American Association of Museums has accredited the University Museum since 1977.

The University Museum, a public steward and educational resource, serves the University and the larger community by collecting, preserving, researching, and exhibiting an encyclopedic range of artifacts illuminating the arts, humanities, and sciences. Changing exhibits include regular series of shows by graduate students, faculty and others beyond the campus. As a teaching institution, the museum offers in-depth, practicum classes and opportunities in the practice of Museology through its undergraduate Museum Studies minor. 400- and 500-level courses in museum studies are offered through the Department of Anthropology, Department of History, Department of Political Science, and the School of Art and Design.

WSIU Public Broadcasting

WSIU Public Broadcasting is licensed to the Board of Trustees of Southern Illinois University and is an integral part of the College of Mass Communication & Media Arts on the Carbondale campus. WSIU's mission is to improve the quality of life of the people they serve. The WSIU stations partner with other community organizations to promote positive change and to support the academic and public service missions of Southern Illinois University Carbondale (SIUC).

WSIU Television and WSIU Radio are member stations of PBS and NPR. WSIU reaches more than three million people across five states and beyond through digital television channels WSIU-TV 8.1, 8.2, 8.3 / WUSI-TV 16.1, 16.2, 16.3; radio stations WSIU 91.9 FM/HD, WUSI 90.3 FM, WWSI 88.9FM; an interactive website at wsiu.org; and a nationally-recognized education and community outreach department.

WSIU Radio also operates the Southern Illinois Radio Information Service (SIRIS), a radio reading service for individuals who are blind or have other physical disabilities that make reading difficult or impossible. WSIU also offers professional development opportunities for students seeking experience in the broadcast industry. Each year hundreds of students receive hands-on training in broadcast news, program production, station operations, graphic design, promotions, marketing, accounting, office systems, and more. Former students represent WSIU and SIUC with distinction at media organizations such as CNN, ESPN, ABC, NBC, and Fox, and at radio, television, cable, and satellite outlets in the U.S. and abroad.

Learn more at wsiu.org and on WSIU's Facebook and Twitter pages; by calling 1-866-498-5561; or by sending an email to contact@wsiu.org. Correspondence may be sent to WSIU, Communications Building 1003 - Mail Code 6602, Southern Illinois University Carbondale, 1100 Lincoln Drive, Carbondale, IL, 62901.

Newspaper

The Daily Egyptian, campus and community newspaper, is published when the University is in session Mondays through Fridays, spring and fall semesters and Tuesday through Thursday during the summer session, as well as Wednesdays during intersession periods. It serves as a morning daily newspaper for the University and local communities. *The Daily Egyptian* is produced under professional supervision, using student editors and staff. About 75 students work at news-gathering, editing and layout, production, advertising and distribution. The circulation is about 20,000 copies per day. Students do not have to be enrolled in journalism to be employed in the newspaper departments of news, photography, digital design and imagery, advertising, business, printing, and circulation. The newspaper is published and printed in a plant equipped with electronic facilities to produce a daily newspaper on a web offset press.

Campus Ministries

The Campus Ministries for SIUC believe in and affirm the presence of God working among us as a people. With an awareness of the diverse religious and cultural traditions existing among us, we are committed to all efforts unifying the people of God with loving concern for one another. We celebrate this diversity in unity because it reflects the rich variety of God's revelation

throughout history.

We see the University as a unique and varied setting for the development of personal growth and religious commitment. We feel called to share with all participants in the University Community in a joint search for truth and spiritual meaning in life. Twelve individual ministries, Jewish and Christian, constitute the Campus Ministries organization. For a current brochure containing more de-tailed information about their worship, programs, and fellowship offerings, telephone (618) 457-8165 or write Campus Ministries, 816 South Illinois Avenue, Carbondale, IL 62901 or visit our website at: <http://www.siu.edu/~siucmin>.

7 / University Policies



Determination of Residency Status

[The following has been reorganized and edited for undergraduate students. The full text appears as SIU Board of Trustees 3 Policies A.]

Establishment of Residency

Southern Illinois University Carbondale Board of Trustee policy requires students to establish residency in Illinois six consecutive months immediately preceding the beginning of the term.

Bona Fide Residence

For tuition purposes a *bona fide residence* is a domicile of an individual, which is the true, fixed, permanent home, and place of habitation. It is the place to which, whenever absent, the individual has the intention of returning.

Criteria to determine this intention include but are not limited to year around residence, voter registration, place of filing tax returns (home state indicated on federal tax return for purposes of revenue sharing), property ownership, driver's license, car registration, vacations, and employment.

Except for those exceptions clearly indicated in these regulations, in all cases where records establish that the person does not meet the requirements for resident status as defined in these regulations, the non-resident status shall be assigned.

Procedure for Review of Residency Status or Tuition Assessment

A student who takes exception to the residency status assigned or tuition assessed shall pay the tuition assessed but may file an application with the Admissions Office for a reconsideration of residency status and an adjustment of the tuition assessed.

The application and supporting documents must be filed within thirty (30) school days from the date of assessment of tuition or the date designated in the official university calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and adjustment of the tuition assessed for the term in question.

If the student is dissatisfied with the ruling in response to the application made within said period, the student may appeal the ruling to the chancellor's designee by filing a written request with that official within twenty (20) days of the notice of the ruling.

Definitions of Terminology

To the extent that the terms *bona fide residence*, *independent*, *dependent*, and *emancipation*, are not defined in these regulations, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the State of Illinois.

The term *the State* means the State of Illinois.

Residency Determination

Evidence for determination of residence status of each applicant for admission to the university shall be submitted to the Admissions Office at the time of application for admission. A student may be reclassified at any time by the university upon

the basis of additional or changed information. However, if the university has erroneously classified the student as a resident, the change in tuition shall be applicable beginning with the term following the reclassification; if the university has erroneously classified the student as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for review in accordance with these regulations. If the university has classified a student as a resident based on false or falsified documents, the reclassification to nonresident status shall be retroactive to the first term during which residency status was based on the false or falsified documents.

Adult Student

For the purpose of these regulations an *adult* is considered to be a student 18 years of age or over; a *minor* student is a student under 18 years of age. An adult, to be considered a resident, must have been a *bona fide* resident of the State for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university; and must continue to maintain a *bona fide* residence in the State, except that an adult student whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a *bona fide* residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Minor Student

The residence of a minor shall be considered to be and to change with and follow:

1. that of the parents, if they are living together, or living parent, if one is dead; or
2. if the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order or, in the absence of a court decree or order, that of the parent with which the person has continuously resided for a period of at least six consecutive months immediately preceding registration at the university; or
3. that of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
4. that of the legally appointed guardian of the person; or
5. that of the *natural* guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult relative with whom the person has resided and by whom the student has been supported for a period of at least six consecutive months immediately preceding registration at the university for any term, if the person's parents are dead or have abandoned said person and if no legal guardian of the person has been appointed and qualified.

Parent or Guardian

No parent or legal or natural guardian will be considered a resident of the State unless said person

1. maintains a *bona fide* and permanent place of abode within the State, and

2. lives, except when temporarily absent from the State with no intention of changing the legal residence to some other State or country, within the State.

Emancipated Minor

If a minor has been emancipated, is completely self-supporting, and actually resides in the State, the minor shall be considered to be a resident even though the parents or guardian may reside outside the State. An emancipated minor who is completely self-supporting shall be considered to *actually reside in the State of Illinois* if a dwelling place has been maintained within the State for a period of at least six consecutive months immediately preceding term registration at the university. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Married Student

A nonresident student, whether male or female, or a minor or adult, or a citizen or non-citizen of the United States, who is married to a resident of the State, may be classified as a resident so long as the individual continues to reside in the State; however, a spouse through which a student claims residency must demonstrate residency in compliance with the requirements applicable to students seeking resident status.

Persons Without United States Citizenship

A person who is not a citizen of the United States America who meets and complies with all of the other applicable requirements of these regulations may establish residence status; unless the person holds a visa, which on its face precludes intent to reside in the United States.

Armed Forces Personnel

A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the State in connection with that service and submits evidence of such service and station, shall be treated as a resident as long as the person remains stationed and present in Illinois.

If the spouse or dependent children of such member of the Armed Forces also live in the State, similar treatment shall be granted to them.

A person who is actively serving in one of the Armed Forces of the United States and who is stationed outside the State may be considered a resident only if the individual was a resident of the State at the time of entry into military service, except as otherwise specified by board policy.

A person who is separated from active military service will be considered a resident of Illinois immediately upon separation providing this person:

1. was a resident of the State at the time of enlistment in the military service; became treated as a resident while in the military by attending school at SIU while stationed in the State; or

2. has resided within the State for a period of six months after separation.

State and Federal Penitentiary

A person who is incarcerated in a State or Federal place of detention within the State of Illinois will be treated as a resident for tuition assessment purposes as long as said person remains 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.

Minor Children of Parents Transferred Outside the United States

The minor children of persons who have resided in the State for at least six consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within 5 years from the time their parents are transferred by their employer to some location outside the United States.

Dependents of University Employees

For purposes of tuition assessment, all faculty, staff (including civil service employees), and graduate assistants, as well as their spouses and dependent children, shall be considered as resident students. The non-resident portion of tuition is waived for the spouses and dependent children of fellows, assistants and trainees who are appointed as fellows, assistants and trainees to the fullest extent permitted by their appointment.

Contractual Agreements

The chancellors, with the approval of the president, may enter into agreements with other institutions in or out of state under the terms of which students at the other institutions are defined as residents of the State of Illinois.

Policy on the Release of Student Information and Access to Student Records at Southern Illinois University Carbondale

I. Purpose

Southern Illinois University Carbondale, hereinafter referred to as the University, maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student. For the purpose of complying with federal regulations regarding the maintenance of confidentiality of student educational records, as required by the Family Educational Rights and Privacy Act of 1974, the following policy has been enacted.

II. Definitions

A. Student is defined as a person who is or has been enrolled at Southern Illinois University Carbondale in a course of study either on campus or off campus. Solely for purpose of this policy, any student attending Southern Illinois University Carbondale will be considered to be an adult and to have sole control over the release of their information except as provided in this policy. The term *enrolled* is defined

as having registered and paid fees into a course of study.

B. Education records means those records, which are directly related to a student, and are maintained by Southern Illinois University Carbondale or any subunit or by any party acting for Southern Illinois University Carbondale. The term does not include:

1. Personal records of instructional, supervisory, and administrative personnel, which are not revealed to other individuals.
2. Records of a law enforcement unit of an educational institution which are (a) maintained apart from the education records, (b) maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction. For purposes of this policy, the Southern Illinois University Carbondale Public Safety Office will be treated as an outside agency and will therefore be required to comply with all regulations relating to the disclosure of information from students' educational records, as set forth in the policy.
3. Employment records of students whose employment is independent of student status, so long as they are maintained separately from any educational record.
4. Records of a physician, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity which are used only in connection with treatment and are not disclosed to individuals other than those providing the treatment; Provided that these records can be personally reviewed by a physician or other appropriate professional of the student's choice.
5. Records which contain only information relating to a person after that person was no longer a student at Southern Illinois University Carbondale, such as alumni files.

C. Student Information means any information contained in an educational record as defined in II. B.

D. Personally identifiable information includes

1. The name of a student, the student's parents, student's spouse, or other family member.
2. The address of the student.
3. A personal identifier such as the student's social security number or student number.
4. A list of personal characteristics which would make the student's identity easily traceable.
5. Information that would make the student's identity easily traceable.

E. Directory information includes

1. Student name.
2. Student local address and telephone number.
3. Student home address and telephone number.
4. Student email address
5. Current and past term status (full-time, part-time)
6. Classification (freshman, sophomore, etc.)
7. Academic unit.
8. Major.
9. Dates of attendance.
10. Degrees and honors earned and dates.

11. The most previous educational agency or institution attended prior to enrollment at Southern Illinois University.

12. Participation in officially recognized activity or sport.

13. Weight, height, and pictures of members of athletic teams.

14. Date of birth.

15. Picture.

III. Basic Policy Regarding Disclosure of Information from Educational Records

A. Disclosure not requiring prior consent:

1. The appropriate record keeping office shall obtain the written consent of the student before disclosing personally identifiable information from the records of a student, except in the case of directory information or disclosures to:

a. The student himself/herself.

b. University personnel who have a legitimate educational need to permit their functioning or research. The sufficiency of the need will be determined by the head of the unit from which the records are sought.

Student information supplied to any Southern Illinois University Carbondale personnel or unit is provided on the basis that it is needed to permit their necessary functioning. All members of the faculty, administration, and clerical staff must respect confidential information about students they require in the course of their work. They are bound by the conditions outlined in this policy statement relative to the release of student information. All institutional personnel should be alert to refer promptly to the appropriate office requests for transcripts, certifications, or other information which that office typically provides. They should restrict their responses to acknowledging, when appropriate, the receipt of requests for student information germane to their sphere of responsibility.

c. Officials of other schools or school systems in which the student seeks or intends to enroll, if there is a legitimate need. The sufficiency of the need will be determined by the head of the unit from which the records are sought. A copy of any information sent will be provided to the student upon request.

d. Faculty or students conducting student characteristic research providing the research project has written approval of the academic unit executive officer sponsoring the research and providing guarantees are made that no personally identifiable information will be published or released.

e. Certain state and federal representatives specified by law for the sole purpose of the evaluation and auditing of governmentally funded programs in which the University participates, with the guarantee that the identity of the students will be protected.

f. State and local officials as directed by the State Statute adopted prior to November 19, 1974, as approved by University Legal Counsel.

g. Organizations conducting studies for, or on behalf of,

state or federal educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, with the guarantee that the identity of the student shall be protected.

- h. In connection with financial aid for which the student has applied or received.
- i. Accrediting organizations to carry out their accrediting function, with guarantee that the identity of the student shall be protected.
- j. Appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other persons.
- k. Comply with a judicial order or subpoena, but the University should make a reasonable effort to notify the student first. The Office of the General Counsel will determine the sufficiency of the order or subpoena and that office shall send the required notice to the student.

B. Disclosure Requiring Prior Consent

1. Except as listed in III. A. above, all requests for student information other than directory information must be accompanied by a written consent of the student.
2. The written consent required by this section must be signed and dated by the student giving the consent and shall include (a) a specification of the records to be disclosed, and (b) the party or parties to whom the disclosure may be made.
3. When the disclosure is made pursuant to this section, the appropriate record keeping office shall, upon request, provide a copy of the records which are disclosed to the student.
4. Student information will not be released to parents of students without the student's permission.

C. Disclosure of Directory Information

Directory information pertaining to students may be released by the University at any time provided that it publish the definition at least once each academic year in the campus student newspaper or other designated publication with wide circulation, and the individual student is given a reasonable period of time to inform the University in writing, through the Registrar's Office, that they do not wish such information about themselves be released without their prior consent. The Registrar's Office will be responsible for identifying or deleting all information which the student desires not to be released outside the University and for informing all University recipients of that information that such information is not to be released. The student must request deletion of information each year.

The procedural requirements of this section do not apply to the disclosure of directory information from the educational records of an individual who is no longer in attendance at the University. Thus, the University (or appropriate record keeping office) is not required to give public notice of the above to former students.

All recipients of student information will be bound by this policy. Lists of student information are never knowingly provided to any requesting party for a commercial or

political purpose; however, directory information is subject to the Freedom of Information Act. If a student directory is published, it shall be equally available to all.

D. Records of Disclosure Made

Records of disclosure are not required to be kept in the record of a student when the students initiate the disclosure themselves.

The University may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the disclosure is made will not further disclose the information without the student's written consent, except in the case of disclosure of directory information.

The University shall, except for the disclosure of directory information, inform the party to whom disclosure is made of the obligation to receive the student's consent before further disclosure to other parties.

E. Waiver of Right to Inspect and Review Education Records

1. The student may waive their right to inspect and review education records. The waiver, in order to be valid, must be in writing and signed by the student. The University (or each appropriate record keeping office) may not require a waiver of rights but it may request such a waiver.
2. If a student has waived their right to see confidential letters of recommendation placed in their record after January 1, 1975, the waiver will be effective only if (a) the applicant or student is, upon request, notified of the names of all individuals providing the letters or statements; (b) the letters or statements are used only for the purpose for which they were originally intended, and (c) such waiver is not required by the University as a condition of admission to or receipt of any other service or benefit from the University.
3. A waiver may be revoked, but the revocation must be in writing and signed by the student. Revocation of waiver will affect only documents received after its execution.

IV. Identification and Description of Student Information

A. Academic Records

The Registrar's Office retains the official academic record of a student. It is a cumulative history of a student's admission, registration, and academic participation and performance. Certain biographic and demographic information is also kept for identification for enrollment and research related purposes. For information concerning these records contact the director of the Registrar's Office.

Academic records may also be maintained in academic units, departments, and divisions. For information concerning these records contact the head of the academic unit, department, or division in question. Institutional Research and Studies also maintains some academic records.

B. Financial Records

Offices within the Business area maintain certain financial records, which relate to payment and accounting of tuition, fees, and other charges. They also maintain records which

record student loans and grants. For information concerning these records, contact the Bursar's Office.

For billing purposes, the Registrar's Office maintains a record of financial aid received and tuition and fees paid. For information concerning these records, contact the director of the Registrar's Office.

Financial Aid maintains records of students receiving loans, grants, and aid along with scholarship information and some academic information. It also maintains records pertinent to student employment including the family financial statement. For information concerning these records, contact the director of Financial Aid.

Housing maintains records of housing accounts. For information concerning these records, contact the director of Housing.

C. Medical/Counseling/Clinical Center Records

The Health Service Clinic maintains medical records of students who have required medical assistance through Student Health Center. Only information pertinent to the health of the individual is contained therein. For information concerning these records, contact either the director of Student Health Center or the medical chief of staff of the Health Service Clinic.

The Counseling Center maintains records pertinent to services rendered by that office. For information concerning these records, contact the director of the Counseling Center.

The Clinical Center maintains records pertinent to services rendered by that office. For information concerning these records, contact the director of the Clinical Center.

D. Disciplinary Records

The Office of Student Rights and Responsibilities maintains records of disciplinary action which has been taken against a student with documentation pertaining thereto. That office also maintains only the academic information necessary to permit its functioning. For information concerning these records, contact the Office of Student Rights and Responsibilities.

E. Placement Records

The University Career Services creates a record for those persons who wish to avail themselves of its services, with student's voluntary participation. This information is distributed to potential employers. It consists of self-completed resumes and various personal references. For information concerning these records, contact the director of the University Career Services.

V. Access to Records

A. Right to Inspect or Review Educational Records

1. The student has the right to physically review his/her records in the presence of a designated University representative.
2. Requests for review may be required to be submitted in writing to the appropriate office.
3. That office shall comply with the request within a reasonable time, but in any case, compliance shall be no more than thirty (30) days after the receipt of the re-

quest.

4. Where necessary, interpretation of the record shall be provided by qualified University personnel.
5. Original records cannot be removed from University premises. A copy will be provided if requested, but only if not providing a copy would preclude review of the educational records by the student.
6. Copies of transcripts from other educational institutions will be provided only if the original source of those transcripts is no longer available or going to the original source would cause undue hardship as determined by this University.

B. Limitations on Right to Inspect or Review

1. The student may not inspect the following records:
 - a. Financial records and statements of their parents.
 - b. Confidential letters or materials placed in records before January 1, 1975 so long as they were solicited with an understanding of confidentiality and are used only for the purpose for which they were written.
 - c. Confidential letters of recommendation and confidential statements of recommendation placed in the education records of the student after January 1, 1975, are subject to the student's right to inspect and review unless the student has signed a written waiver.
2. Reports that involve two or more persons may be censored to protect the identity of the other person(s).

C. Administrative Hold on University Records

On occasion it is necessary for a University to place an administrative hold on a student's ability to request a transcript, to register for a subsequent term, to reenter the University after a period of attendance interruption, or to be officially graduated.

In cases where an administrative hold has been placed on a student's record, the student may view such records but will not be able to obtain a copy of said record until the administrative hold is removed through the appropriate University channels.

VI. Challenging Contents of a Student's Educational Record

A. Purpose

A student has the right to challenge the content of a record on the ground that they believe it is inaccurate, misleading, or otherwise in violation of their privacy or other rights and to have inserted in the record their written explanation of its contents. Academic grade review procedures are covered in the University Catalog and/or such particular academic unit, department or division and not by this policy.

B. Procedure

To initiate such a challenge, the student shall, within sixty (60) days after they have inspected and reviewed the record in question for the first time, file with the University office responsible for maintaining such record a written request for correction, on a form specified by the University. Within thirty (30) days following receipt of such request, the head of such office, or their representative, shall re-

view the record in question with the student and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data as specified in the request or notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate.

C. Hearing

The student shall be given written notice sent to their last known address of the time and place of such hearing not less than ten (10) days in advance. A University representative who does not have a direct interest in the outcome will conduct the hearing. The student might well challenge the hearing officer. Any disagreement regarding the hearing officer will be resolved by the appropriate Vice Chancellor.

The student shall have the right to attend the hearing, to be advised by an individual of their choice at their own expense, including an attorney, and to call witnesses in their behalf. The student shall be notified in writing of the decision within ten (10) days following the hearing or within five (5) days of a decision without a hearing. Such decision is final. The decision reached shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision.

(Note: A hearing may not be requested by a student to contest the assignment of a grade; however, a hearing may be requested to contest whether or not the assigned grade was recorded accurately in the education records of the student.)

VII. Destruction of Records

The University may destroy education records when they are no longer necessary, with the following limitations:

1. Education records may not be destroyed if there is an outstanding request to inspect and review them.
2. Explanations placed in the record by the student and the record of disclosure of information must be maintained as long as the education record to which it pertains is maintained.

VIII. Right to File Complaints

A. If the student thinks his or her rights have been violated, he or she should first file a complaint with the head of the office which maintains the records in question.

B. After exhausting all the internal remedies available within the University, if the student still thinks his or her rights have been violated, written complaints can be filed with: The Family Educational Rights and Privacy Act Office
Department of Education
330 Independence Avenue S.W.
Washington, D.C. 20201

The office shall notify the complainant and the University of the receipt of the complaint and an investigation will follow.

Policy Accommodating Religious Observances of Students Admissions/Registration

The University's admissions process provides ample opportunity for admission and registration activities without conflicting with religious holidays and observances. However, students may receive another appointment when an appointment for admission counseling, or an appointment for academic advisement, or an appointment for registration for classes falls on a date or at a time that would conflict with the student's observances of major religious holidays. The individual student must notify in writing the appropriate admissions officer or academic advisor of the conflict with the student's observance of the religious holiday. That notification shall be made immediately after the student's receipt of the appointment or at least five work days prior to the appointment time, whichever is later.

Class Attendance

Students absent from classes because of observances of major religious holidays will be excused. Students *must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday* and must take the responsibility for making up work missed.

Examinations

Instructors are requested not to schedule class examinations on dates that would conflict with major religious holidays. In the event an examination must be scheduled on a date that conflicts with a student's required observance of a religious holiday, the student should be given reasonable opportunity to make up the examination. It is the student's responsibility to notify the instructor of the class when the examination will be missed. That notification must occur at least three regular class meeting periods in advance of the absence or at the time the announcement of the examination is made, whichever is later.

Grievance Procedure

A student who believes he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may petition in writing as follows:

Cases involving class attendance or class examinations that are unresolved at the class instructor level may be appealed by the student by filing a petition in writing, within thirty (30) calendar days of the incident being appealed, to the chair or coordinator of the department or program in which the course is offered. In the event the case is not resolved to the student's satisfaction at the department/program level within five (5) working days after the chair's receipt of the petition, the student may petition in writing to the dean of the school or college to which that teaching department or program reports. The student's petition to the school or college level must be filed with the dean within five (5) working days of the decision at the department level. Should the case not be resolved to the student's satisfaction at the school or college level within five (5) working days of the petition filing at that level, the student may petition the Provost. If the student is still not satisfied at that level within the five (5) working day time period, he or she may petition to

the Chancellor within another five (5) working days. Decisions of the Chancellor may be appealed to the President, and to the Board of Trustees if necessary, in accordance with Bylaws of the Board of Trustees.

In cases involving admissions, *the grievance process should follow the time frames described above*, with the initial petition being filed with the Director of Admissions, which is the only filing point prior to the Provost.

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