

COLLEGE OF EDUCATION AND HUMAN SERVICES
TEACHER EDUCATION PROGRAM SUPPLEMENT
TO THE 2013-2014 UNDERGRADUATE CATALOG

SIU

Southern
Illinois
University

CARBONDALE

Teacher Education Program

Disclaimer

This supplement contains information about the undergraduate teacher education program(s) offered by Southern Illinois University Carbondale. The suggested curricular descriptions are listed for undergraduate courses of study leading to teacher licensure in the state of Illinois. Courses offered for graduate students are included in the Graduate Catalog. Programs of study leading to teacher licensure in the state of Illinois at institutions of higher education are currently under revision, as per the Illinois School Code. The suggested curriculum in this supplement will change in January 2014. It is advised that students seeking teacher licensure complete University Core Curriculum requirements and general education requirements (Education Core Courses) prior to beginning courses involving specialization.

The B.S. degree in education, with a major in elementary education, meets the objectives of students interested in teaching grades 1-6 and prepares them to fulfill the minimum requirements for a standard Elementary School Teaching License. Elementary education majors are prepared to accept jobs in self-contained or departmentalized classrooms. Students should study the section in the current SIU Carbondale undergraduate catalog that lists requirements.

In addition to general University and College of Education and Human Services requirements, students must meet all requirements prerequisite to student teaching.

SIU students seeking Illinois teacher licensure must apply for licensure through the College of Education and Human Services Office of Teacher Education and must meet licensure requirements in effect at the time of their graduation. Licensure requirements are determined by the Illinois State Board of Education and are subject to change. Teacher licensure candidates are urged to consult the current SIU Carbondale Undergraduate Catalog Supplement and materials published by the SIU College of Education and Human Services Office of Teacher Education for updates to Illinois teacher licensure requirements.

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.

Teacher Education Program Curriculum

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 licensure laws are in the process of changing; teacher candidates need to contact an SIU 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/_common/documents/pdfs/applications/tep-application.pdf.

Teacher candidates are admitted two times a year to the Teacher Education Program. Deadlines for completed applications are January 10 or previous business day for spring semester mission, and August 15 or previous business day for fall admission into the TEP. Completed applications will be accepted in the Office of Teacher Education, Wham Education Building, 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 with a grade of "C" or better;
4. Submission of a copy of the official score sheet showing a passing score on the Illinois Test of Academic Proficiency; or ACT + Writing with a score of 22 or higher;
5. Approval by major department if required (see application packet);
6. Special education majors must provide documentation of at least 100 clock hours of experience, paid or unpaid, working with individuals with disabilities;
7. A complete application packet (found at http://tep.ehs.siu.edu/_common/documents/pdfs/applications/tep-application.pdf);
8. Successful completion of five technology quizzes (see website);

9. 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 301 (*first clinical practice in the schools*):

1. Teacher candidates who have not taken Education 301 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 301, must reapply under the new major and be admitted in the new major before they can enroll in EDUC 301. Teacher candidates who change their major after enrolling in EDUC 301 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 301 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 in the major and receive departmental approval. This requirement 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, internship or practicum.

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 sensitivity 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 SIU'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.

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 Standards, 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 2.75 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 2.75 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, Education 301, 302, 303, 311, 313, 314, 319, 401 in the professional education sequence (with a grade of C or better).
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. EDUC 308, 319, 401 are required of all teacher candidates regardless of major.
7. CI 360 is required of all secondary teacher candidates unless otherwise specified in the major.

Professional Education Sequence (depending on major) 24-30

Basic Professional Preparation	
EDUC 311	3
EDUC 314	3
EDUC 313	3
EDUC 319	3
EDUC 308	3
<i>Total</i>	15
Courses with Clinical Practice	
EDUC 301	1
EDUC 302	1
EDUC 303.....	1
EDUC 400 (SPED only)	6
Professional Semester of Student Teaching	
EDUC 401	12
<i>Total</i>	15-20

See 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 License with the **Learning Behavior Specialist I** approval.

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 course-

work 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 center. 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. 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.

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 and Early Childhood Education may be available at the Rend Lake College Marketplace, 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 SIU 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. SIU 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 Office, 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 in the major before beginning work in student teaching.
6. All courses in the major, 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 Arts degree in the College of Education and Human Services, College of Agriculture Sciences, 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	•	
Art Education	•	
Biological Sciences	•	•
Economics		•
English Education	•	•
Foreign Languages	•	•
History Education	•	•
Mathematics Education	•	•
Music Education	•	•
Physical Education	•	
Political Science		•
Social Science Education	•	
Sociology		•
Special Education LBS I	•	
Workforce Education and Development	•	•
<i>Business Education</i>		
<i>Family and Consumer Sciences</i>		
<i>Technology Education</i>		
<i>Health Careers</i>		

Each teacher candidate who wishes to apply for the Initial Secondary License through the licensure 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 CI 360, EDUC 301, 302, 303, 308, 311, 313, 314, 319, 401 with a grade of C or better.

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 Test of Academic Proficiency or the ACT + Writing with a score of 22 or higher, 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 Licensure tests.
7. Successful completion of the Capstone.

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 SIU, teacher candidates who meet the requirements will be able to apply for initial licensure and register their license with a Regional Office of Education.

Applicants for licensure must register for and pass the Illinois Test of Academic Proficiency, the appropriate Illinois Certification Content Area Test, the appropriate Assessment of Professional Teaching Test, and successfully pass the Capstone in addition to completing all other program requirements prior to being granted entitlement. The Illinois Licensure 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 website www.isbe.net/.

Courses (EDUC)

301-1 Clinical I, Reflective Instructional Practices. Clinical I, Reflective Instructional Practices, is the first clinical field experience course in the TEP for all majors seeking licensure and is taken concurrently with EDUC 313. This field experience consists of five weeks of an introduction to using technology for student engagement and reflective teaching. It also includes ten weeks of clinical placement in the public school classrooms, where candidates will apply knowledge and skills presented in EDUC 313. Restriction: Admittance to the Teacher Education Program.

302-1 Clinical II, Methods of Instructional Practices. Clinical II, Methods of Instructional Practices, is the second clinical field experience course in the TEP for all majors seeking licensure. This course is taken concurrently with methods courses within the candidate's major. This field experience consists of five weeks of advanced technology use for student engagement and reflective teaching. It also includes ten weeks of clinical placement in the public school classrooms, where candidates will apply content and skills presented in content method courses. Prerequisites: EDUC 301 and EDUC 313 with a grade of C or above.

303-1 Clinical III, Advanced Instructional Practices. Clinical III, Advanced Instructional Practices, is the third clinical field experience course in the TEP for all majors seeking licensure. This course is taken concurrently with methods courses within the candidate's major. This field experience consists of five weeks of practical legal issues for educators and ten weeks of clinical placement in the public school classrooms, where candidates will apply content and skills presented in content method courses. Prerequisite: EDUC 302, minimum grade of C or above. Concurrent enrollment in EDUC 308 AND 319.

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, or permission from instructor.

311-3 Diversity, Culture, and Education in a Pluralistic Society. (Advanced University Core Curriculum course) Education 311 is one of the foundational courses required in the Teacher Education Program (TEP). The course fulfills the minimum state certification requirement for diversity in education and Standard 1 of the IPTS. The course introduces students to the philosophical and definitional issues related to pluralistic education. Course focus addresses philosophical positions, the design and implementation of effective teaching strategies that reflect ethnic and cultural diversity, and prepares students to function in a multicultural society.

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. Prerequisite: EDUC 313 or concurrent enrollment, or permission from instructor or the Director of Teacher Education.

313-3 Reflective Classroom Planning, Organization and Management. This course prepares teacher candidates to analyze and use student academic and behavioral data to design instruction that meets the diverse needs of students, and leads to ongoing growth and achievement. The candidates will develop an understanding of principles and techniques of evidence-based instructional practices that enable active student engagement and effective management of classrooms and student behavior. Co-requisite: EDUC 301. Restriction: Admittance to the Teacher Education Program. Minimum grade of C.

314-3 Human Growth, Development, and Learning in a Digital Age. (Advanced University Core Curriculum course) A requirement in the professional education sequence. This course examines human behavior as individuals and in groups. It includes social science research strategies, human development, individual differences, group dynamics, and principles of learning. Prerequisite is Psychology 102 or equivalent or permission from instructor.

316-3 Classroom Management. Covers techniques and procedures intended to provide teachers with skills for effectively

managing a classroom. Course will focus on classroom planning, organization, management techniques, models of behavior, child abuse identification and reporting, and clinical field experience 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 Teacher Education, Wham 135 coordinates placement in the schools. All sections require a special approval override from the academic advisor. Prerequisite: EDUC 313, 314, or permission from instructor.

319-3 Language, Culture, and Learning. This course introduces first and second language development and acquisition, language variation, cultural diversity, bilingual education, and culturally and linguistically responsive instruction. The course will serve as a foundation for methods courses in the teacher education program where teacher candidates will learn best practices to teach ELLs (English language learners), dialect speakers, and other students from diverse cultural and linguistic backgrounds. Prerequisite: EDUC 301 with a minimum grade of C.

400-6 Clinical Field Experience III-Special Education. This clinical field experience 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 Clinical Practice/Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher licensure 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 clinical practice/student teaching and all required seminars, and required licensure tests. Laboratory Fee: \$100.

401B-6 Clinical Practice/Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher licensure 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 clinical practice/student teaching and all required seminars, and required licensure tests. Laboratory Fee: \$50.

401C-3 Clinical Practice/Student Teaching. A requirement in the undergraduate professional education sequence necessary for initial teacher licensure 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 clinical practice/student teaching and all required seminars, and required licensure tests. Laboratory Fee: \$25.

402-1 to 12 Clinical Practice/Student Teaching for Provisionally Licensed Teachers. Offered for the purpose of converting a provisional teaching license to an initial teaching license and for alternative teacher licensure. The teacher can-

didate 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 license.

Teacher Education Faculty

Algee, Karen, Clinical Instructor, M.S. Ed., Southern Illinois University, 1997.

Burris, Deborah, Associate Clinical Professor, Ph.D., Southern Illinois University, 1988.

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.

Glassett, Kelly F., *Director of Teacher Education*, Ph.D., University of Utah, 2007.

Heinz, Fred, Instructor, M.S. Ed., Southern Illinois University, 1982.

Kirgan, Belinda, Clinical Instructor, Ed.S, Eastern Illinois University, 1996.

Loman, Casey, *Coordinator of Teacher Education Admission*, M.Ed., Northern Arizona University, 2006.

Maginel, Paige, Instructor, Ed.D., Oakland City University, 2004.

McAnelly, Kenneth, Clinical Instructor, M.S. Ed., Southern Illinois University, 1977.

Speith, Gerald, Clinical Instructor, M.S., Southern Illinois University, 1977.

Riley, Cheryl, M.S., Southern Illinois University, 1988.

Van Horn, Lori, Senior Lecturer, M.S. Ed., Southern Illinois University, 1997.

Agricultural Education

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 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 licensure in secondary Agricultural Education, and can optionally complete training for teacher licensure in other majors, including biology, math, physical sciences, and social sciences.

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.

AGRICULTURAL EDUCATION SPECIALIZATION

University Core Curriculum Requirements 41
 To include Chemistry 106, Plant Biology 115 and Psychology 102 plus the Non-Western Civilization requirement, and UCOL 101¹, EDUC 311, 314.

Agricultural Science Requirements 31
 Agribusiness Economics 204 .
 Agricultural Systems and Education 110, 118, 170, 314
 Animal Science 121, 122
 Crop Soil & Environmental Management 200 or Horticulture 220
 Ag. Systems and Education 311A,B and Agriculture 323

Agriculture and regular electives 21
 Professional Education Requirements..... 27
Total 120

¹Required for first semester students.

Agriculture 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, SPCM 101.....	4	3
HED 101/KIN 101, PSYC 102.....	2	3
<i>Total</i>	15	16
SECOND YEAR	FALL	SPRING
AGSE 110, Humanities	3	3
EDUC 314, Elective	3	3
Ag. Elective, ABE 204	3	3
AGSE 314, CSEM 200	3	3
EDUC 311, Fine Arts.....	3	3
<i>Total</i>	15	15
THIRD YEAR	FALL	SPRING
PLB 115, EDUC 319	3	3
EDUC 313, AGSE 118	3	3
Humanites, Ag Elective	3	3
EDUC 301, 302	1	1
Ag. Electives	3	3
AGSE 311A, CI 360	3	3
<i>Total</i>	16	16
FOURTH YEAR	FALL	SPRING
Elective	3	-
EDUC 308	3	-
EDUC 303	1	-
AGSE 311B	3	-
AGRI 323	2	-
Ag Elective, EDUC 401A	3	12
<i>Total</i>	15	12
TOTAL UNDERGRADUATE HOURS	120	

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)

University Core Curriculum Requirements41
 The following must be taken in order to satisfy state teacher licensure requirements: Psychology 102; Education 311 and 314.
 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 Art Education60
 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, 21915
 Art education requirements: 208, 308, 318, 328, 33815
 Art and Design history electives (300- or 400-level)3
 Art and Design studio and/or Art Ed. electives15

Professional Education Requirements 24
Total 125

Art Education Suggested 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, PSYC 102	3	3
Core Health	-	2
<i>Total</i>	15	17
SECOND YEAR	FALL	SPRING
AD 219, 202	3	3
AD 207A/B/C	3	3
AD 201, 203	3	3
Core Science, EDUC 314	3	3
SPCM 101, AD 318	3	3
AD 208, EDUC 311	3	3
<i>Total</i>	18	18
THIRD YEAR	FALL	SPRING
AD 204, 328	3	3
AD Studio elective.....	3	6
AD 308, Studio/Art History elec.	3	3
AD 207A/B/C	3	-
EDUC 313, 319	3	3
EDUC 301, 302	1	1
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
EDUC 303	1	-
AD Studio elective	3	-
Art History elective	3	-
EDUC 308.....	3	-
AD 338 , EDUC 401A.....	3	12
<i>Total</i>	13	12
TOTAL UNDERGRADUATE HOURS	125	

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 Psychology 102, Education 311, 314.

Requirements for Specialization in Art Education55

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

Art education requirements: Art and Design 208, 308, 318, 328, 338

Studio and/or Art Education electives

Professional Education Requirements 24

Total

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, PSYC 102.....	3	3
Human Health	-	2
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
Core Science, EDUC 311	3	3
AD 207A/B/C, 202	3	3
AD 201, 203	3	3
SPCM 101, AD 207A/B/C.....	3	3
AD 208, EDUC 314	3	3
AD 318	-	3
<i>Total</i>	15	18

THIRD YEAR	FALL	SPRING
AD 207A/B/C, Studio elective.....	3	3
AD 204, 328	3	3
AD 308, Studio/Art History elective.....	3	4
EDUC 313, 319	3	3
EDUC 301, 302.....	1	1
AD Studio elective	3	-
<i>Total</i>	16	14

FOURTH YEAR	FALL	SPRING
AD 219	3	-
AD 338, EDUC 401A	3	12
EDUC 308.....	3	-
EDUC 303.....	1	-
AD Studio/Art History Elective.....	3	-
<i>Total</i>	13	12
TOTAL UNDERGRADUATE HOURS	120	

Biological Sciences

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 License

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 licensure in science with a designation in biology.

University Core Curriculum Requirements41¹⁻⁴

To include Mathematics 109; Biology 200A-advanced UCC Group I Science; Chemistry 200/201/202-advanced UCC Group II Science; Psychology 102-Social Science; Education 314-advanced UCC Social Science; Education 311-advanced UCC Multicultural; and Philosophy 307I-advanced UCC Humanities.

Biological Sciences Major Requirements 55-59⁵
Life Science

BIOL 200A, 200B

BIOL 304, 305, 306, 307

PHSL 201, 208

MICR 301; or PLB 300; or ZOOL 220

Six hours of 400-level electives in BIOL, MICR, PHSL, PLB, or ZOOB	6
MICR 495, PHSL 490, PLB 480, or ZOOB 482	1
Mathematics and Statistics	
MATH 109.....(+3) ⁸	
MATH 282 or PLB 360 or EPSY 402.....	3
Physical Science	
CHEM 200, 201, 202, 210, 211, 212	7 (+3) ⁹
GEOL 220 and 223, or 221 and 224, or 222 and 223....	4
PHYS 103, 203A, 203B, 253A, 253B.....	11
Professional Education Sequence	30
CI 360, 468	6
EDUC 301, 302, 303, 308, 313, 319, 401	24
Total	133

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 Humanities 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 licensure 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 200A and B with grades of C or better are required for admission to the Teacher Education Program.
⁷Satisfies the Human Health requirement of the University Core Curriculum.
⁸Satisfies the Mathematics requirement of the University Core Curriculum.
⁹Satisfies 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 109, SPCM 101	3	3
CHEM 200, 201, 202; 210, 211, 212	5	5
BIOL 200A, 200B	4	4
Total	15	15
SECOND YEAR	FALL	SPRING
ENGL 102, EDUC 314*	3	3
PHYS 203A, 253A; 203B, 253B.....	4	4
GEOL 220, 223; Fine Arts	4	3
PSYC 102, ZOOB 220.....	3	5
Total	14	15
THIRD YEAR	FALL	SPRING
BIOL 305, 304	3	3
BIOL 306, 307	3	3
PHYS 103, Fine Arts	3	3
PHIL 307I, Humanities	3	3
EDUC 311*	3	-
EDUC 313	-	3
EDUC 301	-	1
Total	15	16
FOURTH YEAR	FALL	SPRING
EDUC 319, 308	3	3

EDUC 302, 303	1	1
PHSL 201, 208; PLB 480	4	1
CI 468, 360	3	3
400 Elective, PLB 360	3	3
Life Science 400-level electives	3	3
Total	17	14

Student Teaching12
 *In addition to the courses listed here, one semester of student teaching (EDUC 401, 12 hours) is required.
TOTAL UNDERGRADUATE HOURS 133

Curriculum and Instruction

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 licensure program. The department offers programs to prepare teacher candidates to qualify for the following Illinois teaching licenses: Early Childhood Teacher Endorsement (for teaching ages 0-8); Elementary Teacher License (for teaching in grades 1-6); or High School Teacher License (for teaching in grades 9-12). Teacher candidates may enter the department (1) directly from within the College of Education and Human Services, (2) from the exploratory student advisement 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.

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, and approved by the Illinois State Board of Education (ISBE).

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 an early childhood endorsement. Specifically designed to prepare future teachers of children up to the age of 8, this program will lead to the State of Illinois Professional Educator License.

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 licensure

(Illinois Professional Teaching Standards) the NAEYC Professional Teaching Standards, the Early Childhood Content Area Standards, and the Social Emotional 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 EDUC 314 to enroll in 318A, B and 405A, B.

To be eligible for student teaching, teacher candidates must have attained a minimum grade point average of 2.75 in the major, attained a minimum overall grade point average of 2.75, and completed the following courses with a grade of C or better: Curriculum and Instruction 227, 313, 317, 318A,B, 325, 337, 405A,B, 413, 418, 419, 429, 430, Education 301, 302, 303, 311, 313, 308, 319, 314, 401 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 337.

<i>University Core Curriculum Requirements</i>	41
To include CI/Mathematics 220; Political Science 114 or History 110; Education 311; Psychology 102.	
<i>Preschool/Primary Specialization Requirements</i>	44*
Curriculum and Instruction 227, 313, 317, 318A,B, 325, 337, 405A,B, 413, 418, 419, 429, 430, 435; Education 314.	
<i>Additional Requirements</i>	39
Education 301, 302, 303, 313, 308, 319, 40124	
Health Education 3513	
CI/Mathematics 1203	
Special Education 300, 405, 4129	
<i>Total</i>	124

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
Human Health, HIST 110/POLS 114	2	3
<i>Total</i>	17	18
SECOND YEAR	FALL	SPRING
CI 317	-	3
EDUC 311, HED 351	3	3
CI 227, 325	3	3
EDUC 314, CI 413.....	3	3

Humanities, CI 337.....	3	3
SPED 300	3	-
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
CI 318A, 313	3	3
CI 318B, 405A	1	2
CI 405B.....	-	2
Humanities, CI 419.....	3	3
SPED 412	-	3
CI 435	3	-
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
<i>Total</i>	14	17

FOURTH YEAR	FALL	SPRING
CI 429, EDUC 401A.....	3	12
CI 430	3	-
CI 418	3	-
SPED 405	3	-
EDUC 308.....	3	-
EDUC 303.....	1	-
<i>Total</i>	16	12

TOTAL UNDERGRADUATE HOURS 124

Elementary Education Major

A Bachelor of Science degree with a major in elementary education entitles the student to apply for the State of Illinois Elementary License, which will allow the holder to teach in first grade through sixth grade.

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 30 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 or ACT+. 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) 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 reflected in the state standards for licensure: the Illinois Professional Teaching Standards, Elementary Education Standards, and Social Emotional 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.

ELEMENTARY EDUCATION MAJOR

<i>University Core Curriculum Requirements</i>	41
To include Mathematics/CI 220; Art and Design 101; Health Education 101; English 121 or 204; Science 210A,B; Political Science 114; Psychology 102; Foreign Language 301I or History 101A,B ¹ , Education 311.	
<i>Elementary Education Major Requirements</i>	50
CI/Math 321, 322, CI 422, 423, 424, 426, 427, 435 462, 473.....	30
Health Education 450	2
Concentration	18
To be selected from one of the following areas: mathematics, science, language arts (English), social science.	
<i>Professional Education Sequence</i>	27
<i>Additional Elementary Education Program Requirements</i>	15
To include Math/CI 120; Music 101/103; Kinesiology 202; History 110; Plant Biology 301I, 303I; Engineering 301I, 303I; Geography 303I; Geology 328I, 330I; or Zoology 312I.	
<i>Total</i>	133

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, MUS 103	3	3
CI/MATH 120, 220	3	3
HIST 101A/B, 110	3	3
UCOL 101, PSYC 102.....	3	3
Academic Concentration	-	3
<i>Total</i>	15	18
SECOND YEAR	FALL	SPRING
AD 101, HED 101.....	3	2
ENGL 121/204, Third Science	3	3
EDUC 311, 314.....	3	3

SCI 210A, B.....	3	3
POLS 114, Academic Concentration.....	3	3
Academic Concentration.....	3	3

<i>Total</i>	18	17
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THIRD YEAR **FALL** **SPRING**

EDUC 313, 301; 319, 302.....	4	4
CI 435, 422	3	3
KIN 202, CI 423	3	3
CI/MATH 321, 322	3	3
HED 450, CI 426.....	2	3
Academic Concentration, CI 462.....	3	3

<i>Total</i>	18	19
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FOURTH YEAR **FALL** **SPRING**

EDUC 308, 303	4	-
Academic Concentration	3	-
CI 424	3	-
CI 427	3	-
CI 473	3	-
EDUC 401A.....	-	12

<i>Total</i>	16	12
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TOTAL UNDERGRADUATE HOURS 133

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. The second option is a Bachelor of Arts 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 guiding middle school/junior high and senior high school students 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.

<i>University Core Curriculum Requirements</i>	41
To include Geography 103 and History 301 as Core Social Science substitutes; Geography 104 as Group I Science; History 207A and 207B as Core Advanced Humanities substitutes; History 300 as Core Advanced Multicultural substitute; Geography 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 310I	3
<i>Education Requirements</i>	39
Professional Education Requirements	30
Additional Licensure Requirements	9
Curriculum and Instruction 360, 469, 470	
<i>Total</i>	125

Social Science Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
SPCM 101.....	3	-
MATH 101, POLS 114	3	3
UCOL 101, Core Science.....	3	3
PSYC 102.....	3	-
Core Fine arts (HIST 201 rec)	-	3
ECON 113	-	3
SOC 108	-	3
<i>Total</i>	15	18
SECOND YEAR	FALL	SPRING
HIST 207A, 207B	3	3
HIST 300, 301	3	3
Core Human Health, HIST 367	2	3
GEOG 104, 103.....	3	3
EDUC 314, ECON 240/241.....	3	3
EDUC 311, POLS 170/270.....	3	3
<i>Total</i>	17	18
THIRD YEAR	FALL	SPRING
EDUC 313, 319	3	3
EDUC 301, 302	1	1
HIST 4XX (US)	3	3
HIST 3XX-4XX (non-US), 392	3	3
Soc Sci Contr GEOG/POLS	-	3
CI 360	-	3
CI 469	3	-
<i>Total</i>	13	16
FOURTH YEAR	FALL	SPRING
EDUC 308, 401A	3	12
EDUC 303.....	1	-

CI 470	3	-
HIST 4XX (US).....	3	-
HIST 3XX-4XX (non-US)	3	-
Soc Sci Contr GEOG/POLS	3	-
<i>Total</i>	16	12
TOTAL UNDERGRADUATE HOURS	125	

English

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 interdepartmental 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 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 licensure 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
(Psychology 102; Education 311, 314; Classics 230 recommended but not required)	
<i>Requirements for Major in English</i>	
Content Courses: English 301, 300 or 401, 302A,B, 303, 305, 365, Before 1800, After 1800, Continental Literature.....	30
Methods Courses: English 485A, 485B.....	6
Professional Education Requirements: EDUC 313, 308, 319, 301, 302, 303, 401.....	24
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>Electives</i>	11
<i>Total</i>	120

English Suggested Curricular Guide (Teacher Education Specialization)

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101, Fine Arts	3	3
UCOL 101, Core Humanities	3	3
PSYC 102, Core Science.....	3	3
MATH 101, EDUC 314	3	3
<i>Total</i>	15	15
SECOND YEAR	FALL	SPRING
CLAS 230, EDUC 311.....	3	3
Core Science, ENGL 301	3	3
HED 101, ENGL 302A.....	2	3
ENGL Elective, ENGL 365	3	3
Foreign Language	4	4
<i>Total</i>	15	16
THIRD YEAR	FALL	SPRING
EDUC 301, 302	1	1
EDUC 313, 319.....	3	3
ENGL Elective, ENGL 300 (or 401).....	3	3
ENGL Elective, ENGL 485A	3	3
ENGL Elective, ENGL 302B.....	2	3
ENGL 303, 305.....	3	3
<i>Total</i>	15	16

FOURTH YEAR	FALL	SPRING
Continental Literature	3	-
English/American/Irish Literature:		
Before 1800.....	3	-
After 1800.....	3	-
ENGL 485B	3	-
EDUC 308.....	3	-
EDUC 303.....	1	-
EDUC 401.....	-	12
<i>Total</i>	16	12

TOTAL UNDERGRADUATE HOURS 120

Foreign Languages and Literatures

In coordination with the Teacher Education Program, the Department of Foreign Languages and Literatures offers K-12 licensure in French, German, or Spanish. Students must pass oral and written examinations in their chosen language before beginning their professional semester of student teaching.

For information on transfer credits, assessment, placement, validating credit, and proficiency exams, see the Foreign Languages and Literatures section in the undergraduate catalog. Students who enter SIU with previous training in the language should consult with a language area advisor before enrolling for classes.

Students pursuing teaching licensure may pursue either a B.S., via the College of Education and Human Services (CoEHS), or a B.A., via the College of Liberal Arts (CoLA). There is no substantial difference between the two programs, as while CoLA has requirements in addition to those required by COEHS, all additional CoLA requirements will be met by TEP language students by courses that are already required in their language area (details below). Whichever degree they pursue, students should be sure to consistently consult with the relevant advisors in both Foreign Languages and the College of Education and Human Services.

Bachelor of Science Degree, College of Education and Human Services

FOREIGN LANGUAGE (WITH K-12 TEACHING LICENSURE)

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
 Psychology 102; Education 311 will satisfy the multicultural requirement; Education 314 will satisfy 3 hours of social science, and one language class at 201A or higher will satisfy 3 hours of humanities. This results in students effectively having 9 more hours of electives than are listed below.

Foreign Language Requirements:

<i>French</i>	
FR 101A or 123A, 101B or 123B	8
FR 201A, 201B	8
FR 320A, 320B, and two additional 300-level courses.....	12
Three 400-level FR courses, at least one in literature.....	9

FL 436.....3
Total French area requirements40

German

GER 101A, 101B8
 GER 201A, 201B8
 GER 320A, 320B6
 GER 410, plus five additional GER courses at the 300
 or 400-level18
 FL 436.....3
Total German area requirements43

Spanish

SPAN 140A or 141A, 140B or 141B8
 SPAN 201A, 201B8
 SPAN 320A, 320B, 306, 310A/B, and 370A/B.....16
 SPAN 410; 411 or 412, and one 400-level course in lit.....9
 FL 436.....3
Total Spanish area requirements 44

Professional Education requirements30
Electives9 (FR) or 6 (GER) or 5 (SPAN)
Total 120

Bachelor of Arts Degree, College of Liberal Arts

FOREIGN LANGUAGE (WITH SECONDARY SCHOOL TEACHING CERTIFICATION)

University Core Curriculum Requirements 41
 To include Psychology 102; Education 311, 314.

College of Liberal Arts Academic Requirements..... 40-44

The College of Liberal Arts language requirement (8 hours) will be met in the course of language study. The international coursework requirement (6) will be met by courses in the language area. In addition to these requirements, students must take a second Writing Across the Curriculum course in their language area in addition to the relevant 320b class. The 410 class in all language areas meets this requirement.

Foreign Language Requirements:

French

FR 101A or 123A, 101B or 123B8
 FR 201A, 201B8
 FR 320A, 320B, and two additional 300-level courses...12
 Three 400-level FR courses, at least one in literature....9
 FL 436.....3
Total French area requirements40

German

GER 101A, 101B8
 GER 201A, 201B8
 GER 320A, 320B6
 GER 410, plus five additional GER courses at the 300
 or 400-level18
 FL 436.....3
Total German area requirements43

Spanish

SPAN 140A or 141A, 140B or 141B8
 SPAN 201A, 201B8
 SPAN 320A, 320B, 306, 310A/B, and 370A/B.....16
 SPAN 410; 411 or 412, and one 400-level course in lit.....9
 FL 436..... 3
Total Spanish area requirements44

Professional Education Requirements27
Electives8-12
Total 120 (French) 124 (German) 120 (Spanish)

French Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
FR 123A,B	4	4
ENGL 101, 102	3	3
UCOL 101, MATH 101	3	3
PSYC 102, EDUC 314	3	3
Core Human Health, Fine Arts	2	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
FR 201A,B	4	4
SPCM 101, EDUC 311	3	3
Core Humanities	3	-
Core Science	3	3
Electives	3	6
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
EDUC 313, 319	3	3
EDUC 301, 302	1	1
FR 320A,B	3	3
FR 300-level Electives	3	3
FR 400-level Electives	3	3
Elective, 400-level LIT	3	3
<i>Total</i>	16	16

FOURTH YEAR	FALL	SPRING
EDUC 308	3	-
EDUC 303	1	-
FR 400-level Elective	3	-
FL 436	3	-
EDUC 401A	-	12
CI 360	3	-
<i>Total</i>	13	12

TOTAL UNDERGRADUATE HOURS 120

German Studies Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
GER 101A,B	4	4
ENGL 101, 102	3	3
UCOL 101, MATH 101	3	3
PSYC 102, EDUC 314	3	3
Core Human Health, Fine Arts	2	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
GER 201A,B	4	4
SPCM 101	3	-
UCC Science	3	3
UCC Humanities, EDUC 311	3	3

Electives	3	6
<i>Total</i>	16	16

THIRD YEAR	FALL	SPRING
EDUC 313, 319.....	3	3
EDUC 301, 302	1	1
GER 320A, 320B	3	3
GER 300-level Electives	3	3
GER 400-level Electives	3	3
Electives	2	2
<i>Total</i>	15	15

FOURTH YEAR	FALL	SPRING
EDUC 308.....	3	-
EDUC 303.....	1	-
GER 410.....	3	-
GER 400-level Electives	6	-
FL 436.....	3	-
EDUC 401A.....	-	12
CI 360	3	-
<i>Total</i>	19	12

TOTAL UNDERGRADUATE HOURS 124

Spanish Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
SPAN 140A,B.....	4	4
ENGL 101, 102.....	3	3
UCOL 101, MATH 101	3	3
PSYC 102, EDUC 314.....	3	3
Core Human Health, Fine Arts.....	2	3
<i>Total</i>	15	16

SECOND YEAR	FALL	SPRING
SPAN 201A,B.....	4	4
SPCM 101, EDUC 311.....	3	3
UCC Science.....	3	3
UCC Humanities.....	3	-
Electives	3	5
<i>Total</i>	16	15

THIRD YEAR	FALL	SPRING
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
SPAN 320A, B.....	4	3
SPAN 306, 310A/B.....	3	3
CI 360	3	-
SPAN 370A/B.....	-	3
Electives	-	3
<i>Total</i>	14	16

FOURTH YEAR	FALL	SPRING
EDUC 308.....	3	-
EDUC 303.....	1	-
SPAN 410	3	-
SPAN 411/412	3	-

SPAN 400-level literature	3	-
FL 436.....	3	-
EDUC 410	-	12
<i>Total</i>	16	12

TOTAL UNDERGRADUATE HOURS 120

History

In order to teach the social sciences in middle school, junior high, and high school levels, two options for Illinois licensure in social studies education with a designation in history are offered: a Bachelor of Science degree in Social Science Education and a Bachelor of Science Degree in History Education. Teacher candidates pursuing the first option of 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. Teacher candidates working toward the second option will take additional coursework in history.

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 for both programs of study is to prepare prospective social science teachers for the role of leadership in guiding middle school, junior, and senior high school students 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 experiences provide teacher candidates an opportunity to use the knowledge and skills acquired in their program. A cooperating teacher and a university supervisor will assist the student to blend knowledge and skills with the adolescent behavior and curriculum needs.

Bachelor of Science Degree in History, College of Education and Human Services³ (History Designation for the Illinois Social Sciences Teaching License)

<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; Geography 104 or Geography 303I as Core Science I substitute.	
<i>Requirements for Major in History</i>	27 ¹
History 207A, 207B (included in Core Curriculum)	(6)
Two additional 300-400 level world history courses	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
Geography 300I	3
One 300-400 level history elective	3
<i>Additional Requirements for the Social Science Teaching License⁵</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>Professional Education Requirements</i>	30
<i>Additional Certification Requirements</i>	6
Curriculum and Instruction 360, 469	
Total	122

¹At least twelve hours must be taken at the 400 level.
²Students in CoLA seeking teacher licensure should select courses as described under the College of Education and Human Services.
³This degree leads to licensure 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 licensure allows a teacher to teach courses on the secondary level.

History Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101, SPCM 101	3	3
POLS 114, GEOG 300I	3	3
MATH 101, EDUC 314	3	3
ENGL 101, 102	3	3
PSYC 102, GEOG 104/303I	3	3
Human Health	-	2
Total	15	17

SECOND YEAR	FALL	SPRING
Group II Science, SOC 108	3	3
EDUC 311, GEOG 103	3	3
HIST 4XX U.S. History, Fine Arts	3	3
HIST 205A,B/207A,B	3	3
HIST 300, 301	3	3
Total	15	15

THIRD YEAR	FALL	SPRING
ANTH 104, CI 360	3	3
ECON 113, HIST 367	3	3
PHIL 307I, POLS 170/270	3	3
HIST 4XX U.S. History, CI 469	3	3
EDUC 313, 319	3	3
EDUC 301, 302	1	1
Total	16	16

FOURTH YEAR	FALL	SPRING
HIST 4XX, EDUC 401	3	12
HIST 3XX/4XX	3	-
Electives 300 or 400-level	6	-
EDUC 308	3	-
EDUC 303	1	-
Total	16	12

TOTAL UNDERGRADUATE HOURS 122

**Kinesiology
(formerly Physical Education, PETE)**

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.

PHYSICAL EDUCATION TEACHER EDUCATION MAJOR

University Core Curriculum Requirements 41+(2)

To include Education 311, 314, Psychology 102, Kinesiology 201, Physiology 201, 208.

Requirements for Major in Physical Education Teacher

<i>Education</i>	47
Kinesiology 113, 116, 118, 120, 205, 216, 220, 300, 301, 305, 313, 314, 320, 321, 323, 345, 370.	
<i>Professional Education Requirements</i>	27
<i>Elective</i>	3
Total	120

Physical Education Teacher Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
UCOL 101	3	-
ENGL 101, 102	3	3
SPCM 101, MATH 101	3	3
KIN 113, PSYC 102	2	3
KIN 116, 120	3	3
KIN 118, UCC Humanities	2	3
Total	16	15

SECOND YEAR	FALL	SPRING
KIN 201, 220	3	3
KIN 205	3	-
KIN 216, 320	3	3
PHSL 201/208, KIN 300	4	3

UCC Fine Arts, UCC Humanities	3	3
EDUC 314	-	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
EDUC 311.....	-	3
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
Elective	3	-
<i>Total</i>	16	15

FOURTH YEAR	FALL	SPRING
KIN 305, EDUC 401A	2	12
KIN 345	3	-
CI 360	3	-
EDUC 308.....	3	-
EDUC 303.....	1	-
Science Group I.....	3	-
<i>Total</i>	15	12

TOTAL UNDERGRADUATE HOURS 120

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

Mathematics

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 SIU 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 SIU, 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 SIU after two years at a community college should have completed. 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 for admission to the TEP.

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. The calculus sequence, linear algebra and a course in a high- level computer programming language.

As mathematics major at SIU, 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.

Bachelor of Science Degree in Mathematics, College of Education and Human Services

University Core Curriculum Requirements to include
 English 101 & 102, Psychology 102, Math 150, 300I advanced 41¹

UCC Humanities, Education 311 advanced UCC Multicultural, Education 314 advanced UCC Social Science.

<i>Requirements for major in Mathematics</i>	47 ¹
Content Courses	43 ¹
Mathematics 150, 221, 250 and 251, or 305	14 ¹
Computer Science 202 or approved substitute	4
Mathematics 302, 319, 335, 349, 352, 483	19
At least two additional approved 400-level mathematics courses excluding 411, 412.....	6
Methods Course, Mathematics 311	4
Professional Education and Licensure Requirements	27
Education 301, 302, 303, 308, 313, 319, 401A, CI 360	
Other requirements for licensure	
Electives to make 120 hours.....	5
<i>Total</i>	120

¹Three hours of mathematics course work required for the major and 6 hours of coursework required for the TEP are included in the University Core Curriculum. These hours cannot be counted twice.

8 hours electives if start in MATH 150.

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

FIRST YEAR	FALL	SPRING
MATH 150, 250	4	4
ENGL 101, 102	3	3
Science Core ¹	3	3
PSYC 102, MATH 221	3	3
UCOL 101, SPCM 101	3	3
<i>Total</i>	16	16
SECOND YEAR	FALL	SPRING
MATH 305/251, CS 202	3	4
MATH 302, 483	3	4
Humanities Core ¹ , Human Health ¹	3	2
Fine Arts ¹ , Elective	3	3
EDUC 314, 311	3	3
<i>Total</i>	15	16
THIRD YEAR	FALL	SPRING
MATH 300I, 352.....	3	3
MATH 349, 335	3	3
MATH 400-level, Elective	3	2
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
CI 360, Elective	3	3
<i>Total</i>	16	15
FOURTH YEAR	FALL	SPRING
MATH 311	4	-
MATH 400-level ²	3	-
EDUC 308, 401A.....	3	12
EDUC 303.....	1	-
MATH 319	3	-
<i>Total</i>	14	12

TOTAL UNDERGRADUATE HOURS 120

¹Consult with College of Education and Human Services academic advisor for appropriate course.

²Must be approved by mathematics department advisor.

Music

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 20190.

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. Criteria used for admission to the School of Music may be above and beyond the University standards for general admission. For more information, please contact the School of Music at 618-536-8742.

Students are admitted to the program in the Pre-Music status

when they are unsuccessful in the audition process. Students will be required to complete additional preparation, which may extend the time to graduation. This preparation will include instruction in the student's applied area (MUS 040), and may include the following courses with a grade of C or better: Music 101, 102, 030A,B, 031, 040 or 036A,B.

Transferring students are required to audition in the student's applied area for admission to the music program and will be placed at the appropriate applied course level. 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 assignment to 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.

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 Registrations is at one credit per semester, with no studio hour or recital attendance requirement. Those wishing such instruc-

tion 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 license. Additional information is given under Teacher Education Program, and Curriculum and Instruction in this chapter. Students specializing in Music Education must maintain a grade of C or better in all music courses required for the music degree.

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 for every student enrolled in applied music or using a school instrument each semester. Students are responsible for purchasing their own textbooks, solo literature, and incidental supplies for music lessons and classes. Such costs normally range from \$50 to \$100 per semester.

Bachelor of Music Degree, College of Liberal Arts

MUSIC MAJOR – MUSIC EDUCATION SPECIALIZATION

<i>University Core Curriculum Requirements</i>	41
Must include PSYC 102 and MUS 357A, EDUC 311, 314.	
<i>Requirements for Major in Music</i>	48
Theory: Music 104A,B; 105A,B; 204A,B; 205A,B; 308; 321 or 322	20
History-Literature: Music 357A,B	3
Major performing ensembles	7
Music 140-340, principal applied field, 6 semesters	11
Music 398 half recital	1
Music 304	2
Music 305	2
Music 306	2

Music Education Specialization (Instrumental emphasis)	11
Music 030	2
Music 032, 033, 034, 035	4
Music 316, 318	3
Music 031	1
Music 01.....	1
or	
Music Education Specialization (Choral/General emphasis)	11
Music 030	4
Music 036A, elective technique class	2
Music 316, 317	3
Music 363A,B	2
<i>Professional Education Requirements</i>	24
<i>Total</i>	124

Music Education Specialization (Choral/General) Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH Group.....	-	3
UCOL 101 (MUS 102), Health	3	2
MUS 104 A,B.....	1	1
MUS 105 A,B	3	3
MUS 140.....	2	2
MUS 030 A,B.....	1	1
MUS 036A	-	1
Major Ensemble	1	1
OneTechGroup	1	-
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
SPCM 101, Science Group 1	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
PSYC 102, EDUC 314.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
Humanities Group 1	-	3
MUS 308, MUS 321	2	2
MUS 357 A,B.....	3	3
MUS 340	2	1
MUS 398.....	-	1
MUS 304, 306	2	2
MUS 316.....	-	1
Major Ensemble	1	1
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
EDUC 311.....	3	-
<i>Total</i>	17	18

FOURTH YEAR	FALL	SPRING
Humanities Group 2	3	-
Science Group 2	3	-
MUS 305	2	-
MUS 317	2	-
Major Ensemble	1	-
EDUC 308, 303; 401A	3	12
EDUC 303	1	-
<i>Total</i>	15	12

TOTAL UNDERGRADUATE HOURS 124

Students should make formal application for admission to the Teacher Education Program in the Fall semester of their second year. Students should pass Upper Divisional Exam at the end of the second year.

* EDUC 314 substitutes for Multicultural Core.

**Music Education Specialization (Instrumental)
Suggested Curricular Guide**

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
MATH Group.....	-	3
UCOL 101 (MUS 102), Health	3	2
MUS 104 A,B.....	1	1
MUS 105 A,B	3	3
MUS 140	2	2
MUS 030 A,B.....	1	1
MUS 031, 034.....	1	1
Major Ensemble	1	1
<i>Total</i>	15	17

SECOND YEAR	FALL	SPRING
SPCM 101, Science Group 1	3	3
MUS 204 A,B	1	1
MUS 205 A,B	3	3
MUS 240	2	2
MUS 032, 033.....	1	1
MUS 015, 035.....	1	1
Major Ensemble	1	1
PSYC 102, EDUC 314.....	3	3
<i>Total</i>	15	15

THIRD YEAR	FALL	SPRING
Humanities Group 1	-	3
MUS 308, MUS 321	2	2
MUS 357 A,B	3	3
MUS 340.....	2	1
MUS 398.....	-	1
MUS 304, 306	2	2
MUS 316.....	-	1
Major Ensemble	1	1
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
EDUC 311.....	3	-
<i>Total</i>	17	18

FOURTH YEAR	FALL	SPRING
Humanities Group 2	3	-
Science Group 2	3	-
MUS 305	2	-
MUS 318	2	-
Major Ensemble	1	-
EDUC 308, 401A	3	12
EDUC 303.....	1	-
<i>Total</i>	15	12

TOTAL UNDERGRADUATE HOURS 124

Students should make formal application for admission to the Teacher Education Program in the Fall semester of their second year.

* EDUC 314 substitutes for Social Science Core.

* EDUC 311 substitutes for Multicultural Core.

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 License with the Learning Behavior Specialist I endorsement. The special education major prepares teachers to teach students with disabilities, elementary and secondary levels of education 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 of Academic Proficiency or ACT +.
5. A total of three letters of recommendation from college, university faculty or other individuals familiar with their performance as a student. Students advised by a College of Education and Human Services academic 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 SIU 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 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.

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

Holders of the LBSI credential may be assigned to serve students with the following disabilities: learning disabilities, social/emotional disorders, mental retardation (EMH or TMH), physical handicaps, autism, or traumatic brain injury.

University Core Curriculum Requirements 41
 To include Psychology 102, Education 311, 314, and Mathematics 220 or Curriculum and Instruction 220 (Mathematics 120, Curriculum and Instruction 120 are prerequisites that are not counted in the core)¹.

Requirements for Major in Special Education 51
 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, Computer Science 200B.

Electives (six hours) in content area e.g., Curriculum and Instruction 423, 424, 426, 435, 468, 469, English 393.....6

Professional Education Requirements 20
 Education 301, 302, 313, 319, 401

Additional Clinical Requirements 8
 Special Education 494A,B, 400 (six hours)

Total 126

¹Check with your advisor to complete non-western civilization/third world culture requirement.

Special Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101, 102.....	3	3
SPCM 101.....	3	-
MATH 120, 220.....	3	3
PSYC 102, Fine Arts.....	3	3
UCOL 101, Humanities.....	3	3
Human Health, GI: Science.....	2	3
Total	17	15

SECOND YEAR	FALL	SPRING
EDUC 311, SPED 410.....	3	3
EDUC 314, CDS 328 (S).....	3	3
CS 200B, GI: Science.....	3	3
SPED 300, Humanities.....	3	3
EDUC 313, 301; SPED 422.....	4	3
Total	16	15

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
EPSY 412; EDUC 302, 319.....	3	4
SPED 430.....	-	3
Content.....	3	-
Total	16	17

FOURTH YEAR	FALL	SPRING
SPED 417, EDUC 401B.....	3	12
SPED 419.....	3	-
EDUC 400.....	6	-
CI 407F.....	3	-
Content.....	3	-
Total	18	12

TOTAL UNDERGRADUATE HOURS 126

Workforce Education and Development

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. Students may complete teacher licensure programs in the following areas: Business, Marketing, and Computer Education; Family and Consumer Sciences; Health Careers; Technology Education—Capstone; or Technology Education/Automotive Technology Dual Degree. A grade of C or better is required in all teacher education coursework. Eligible teacher candidates may elect to apply for Capstone.

Bachelor of Science Degree in Workforce Education and Development, College of Education and Human Services

*University Core Curriculum Requirements*¹ 30-41
 To include Mathematics 101 or 108; Psychology 102; Education 311, 314.

Family and Consumer Sciences also requires: Chemistry 106 or 140A and Human Nutrition and Dietetics 101.

Requirements for Major in Workforce Education and Development 62
 Core Requirement: WED 466 3
 Specialization Requirements² (see below)30
Total 126-136

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 Associate 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. 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 220; 230 or 240	6
ECON 240; 241.....	6
FIN 270 or 280.....	3
MGMT/ACCT 208.....	3
WED 427 OR MKTG 305	3
MGMT 304	3
MATH 139	3
WED 404, 405, 407, 413, 416A, 416B, 466, 472, 473	27
(For Business Computer Programming certification, an additional 6 hours of pre-approved courses in computer programming or systems analysis is required)	
Professional Education Requirements	24
Additional Education Requirement: CI 360	3
<i>Total</i>	81

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
Human Health, Biology	2	3
PSYC 102, Humanities.....	3	3
WED 404	3	-
<i>Total</i>	17	15
SECOND YEAR	FALL	SPRING
Humanities.....	3	-
Physical Science, ECON 241	3	3
EDUC 314.....	3	-
WED 413, ECON 240	3	3
MATH 139, WED 466	3	3
EDUC 311 , ACCT 208/MGMT 208	3	3
WED 416B	-	3
ACCT 220	-	3
<i>Total</i>	18	18
THIRD YEAR	FALL	SPRING
ACCT 230	-	3
FIN 270/280, WED 427.....	3	3
MGMT 304, WED 473.....	3	3
WED 407	3	-
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
WED 472.....	3	-
<i>Total</i>	16	13

FOURTH YEAR	FALL	SPRING
CI 360, EDUC 401.....	3	12
WED 405.....	3	-
WED 416A.....	3	-
EDUC 308.....	3	-
EDUC 303.....	1	-
<i>Total</i>	13	12

TOTAL UNDERGRADUATE HOURS 122

FAMILY AND CONSUMER SCIENCES OPTION

CI 227, 237, 327, 337	12
FIN 200	3
MKTG 305	3
CHEM 106 or 140A	3-4
WED 413, 416C, 416D, 420, 427, 466, 472,473	24
Additional hours of pre-approved courses required for licensure in designated areas of Fashion Design and Merchandising and/or Human Nutrition and Dietetics, Hospitality Tourism Administration and/or Living Environments... 9	
Professional Education Requirements or pre-approved career electives for Educational Services/Extension	
	27
<i>Total Major Requirements</i>	81-82
<i>Total Major Requirements</i>	123-124

Family Consumer Science Education Suggested Curricular Guide

FIRST YEAR	FALL	SPRING
ENGL 101,102.....	3	3
MATH 101/108, SPCM 101	3	3
UCOL 101, Fine Arts	3	3
HND 101, Biology	2	3
PSYC 102.....	3	-
<i>Total</i>	14	12
SECOND YEAR	FALL	SPRING
Humanities.....	3	-
CHEM 106/140A, FIN 200.....	3/4	3
EDUC 314.....	-	3
CI 227	-	3
WED 413, 466.....	3	3
EDUC 311, CI 237.....	3	3
FDM 111, 112	3	3
<i>Total</i>	15/16	18
THIRD YEAR	FALL	SPRING
WED 427, 416D.....	3	3
WED 472, 416C.....	3	3
EDUC 313, 319.....	3	3
EDUC 301, 302.....	1	1
CI 360, WED 473.....	3	3
MKTG 305, CI 337	3	3
FDM 241, HND 215	3	2
<i>Total</i>	19	18

FOURTH YEAR	FALL	SPRING
HND/HTA 360, EDUC 401.....	4	12
HND/HTA 206.....	1	-
WED 420.....	3	-
CI 327	3	-
EDUC 308	3	-
EDUC 303	1	-
<i>Total</i>	15	12

TOTAL UNDERGRADUATE HOURS123-124

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 & Development 403 or 404 or 474.....	3
Workforce Education & Development 413, 416F, 259, 460, 466.....	15
<i>Professional Education Requirements</i>	33
<i>Total</i>	51

Technology Education Suggested Curricular Guide

FIRST AND SECOND YEAR

Associate Degree Completion

THIRD YEAR	FALL	SPRING
WED 413, EDUC 314.....	3	3
WED 404, 466.....	3	3
EDUC 311, WED 460	3	3
EDUC 313, 319	3	3
EDUC 301, 302	1	1
WED 259.....	3	-
<i>Total</i>	16	13

FOURTH YEAR	FALL	SPRING
WED 416F, EDUC 401	3	12
EDUC 308	3	-
EDUC 303	1	-
CI 360	3	-
Electives	6	-
<i>Total</i>	16	12

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, 466	18
<i>Professional Education Requirements</i>	30
<i>Electives</i>	17
Additional Education Requirement: CI 360	3
<i>Total</i>	68

Health Careers Suggested Curricular Guide

Associate Degree Completion

THIRD AND FOURTH YEAR

EDUC 311, 314	6
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THIRD YEAR	FALL	SPRING
WED 413, 407.....	3	3
WED 404, Elective	3	2
EDUC 313; 319, 302	3	4
EDUC 301, WED 466	1	3
Core Curriculum, WED 460	3	3
Core Curriculum	3	3
EDUC 314	3	-
<i>Total</i>	19	18

FOURTH YEAR	FALL	SPRING
WED 416E, EDUC 401	3	12
EDUC 308	3	-
EDUC 303	1	-
CI 360	3	-
EDUC 311	3	-
Core Curriculum	3	-
Core Curriculum	3	-
<i>Total</i>	19	12

TOTAL UNDERGRADUATE HOURS 120

