This Catalog

This publication provides information about the University. Primary attention is given to its academic programs, rules, regulations, and procedures. Students starting their collegiate training (first graded course from an accredited institution) during the period of time covered by this catalog (summer 2013 through spring 2014) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. If the students have not met their undergraduate educational objectives by that time, they will then become subject to current curricular requirements. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them. Where programs include requirements established by agencies external to the University, every effort will be made to follow this same principle as far as possible. Should subsequent curricular requirement changes work to the students’ advantage, they may elect to meet the new requirements rather than those contained herein. Should the University find it necessary to discontinue an academic program, the effective date, unless otherwise dictated, will be such that the last regularly admitted class would be able to complete the program in regular time sequence. This means four years for baccalaureate and two years for associate programs. A student who has withdrawn from the University may not be readmitted to a discontinued program.

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

The Undergraduate Catalog covers in detail questions concerning the undergraduate program of Southern Illinois University Carbondale for the period from summer 2013 through spring 2014. It supersedes Volume 53, Number 2.

Affirmative Action Policy

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

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

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

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

**Board of Trustees of Southern Illinois University**

<table>
<thead>
<tr>
<th>Trustee Name</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Herrin, Harrisburg</td>
<td>2017</td>
</tr>
<tr>
<td>Don Lowery, Carbondale</td>
<td>2015</td>
</tr>
<tr>
<td>Donna Manering, Makanda</td>
<td>2017</td>
</tr>
<tr>
<td>Marquita Wiley, Belleville</td>
<td>2015</td>
</tr>
<tr>
<td>Jesse Cler (Student Trustee), Carbondale</td>
<td>2013</td>
</tr>
<tr>
<td>David Hamilton (Student Trustee), Edwardsville</td>
<td>2013</td>
</tr>
</tbody>
</table>

**Misty Whittington, Executive Secretary of the Board of Trustees**

**Luke Crater, Interim General Counsel**

**Officers of Administration, Southern Illinois University**

<table>
<thead>
<tr>
<th>Officer Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn W. Poshard</td>
<td>President</td>
</tr>
<tr>
<td>Paul Sarvela</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Duane Stucky</td>
<td>Senior Vice President for Financial and Administrative Affairs</td>
</tr>
<tr>
<td>Vacant</td>
<td>Executive Director for Governmental and Public Affairs</td>
</tr>
</tbody>
</table>

**Officers of Administration, Southern Illinois University Carbondale**

<table>
<thead>
<tr>
<th>Officer Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Cheng</td>
<td>Chancellor</td>
</tr>
<tr>
<td>John W. Nicklow</td>
<td>Provost and Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Kevin Bame</td>
<td>Vice Chancellor for Administration and Finance, Dean and Provost, School of Medicine</td>
</tr>
<tr>
<td>John Koropchak</td>
<td>Vice Chancellor for Research and Graduate Dean</td>
</tr>
<tr>
<td>Vacant</td>
<td>Vice Chancellor for Institutional Advancement</td>
</tr>
</tbody>
</table>

## Approved 2013 - 2014 University Calendar

### Summer Session 2013
- Eight-Week Session Begins: Monday, June 10, 7:30 a.m.
- Independence Day Holiday: Thursday, July 4
- Final Examinations: Thursday, August 1 and Friday, August 2
- Commencement: Ceremonies now held only in May and December

### Fall Semester 2013
- Semester Classes Begin: Monday, August 19
- Labor Day Holiday: Saturday, October 12, 12:00 Noon through Tuesday, October 15
- Veteran’s Day Holiday: Monday, November 11
- Thanksgiving Vacation: Wednesday, November 27 through Sunday, December 1
- Final Examinations: Monday, December 9 through Friday, December 13
- Commencement: Saturday, December 14, 2013

### Spring Semester 2014
- Semester Classes Begin: Monday, January 13
- Martin Luther King, Jr. Holiday: Monday, January 20
- Spring Vacation: Saturday, March 8, 12:00 Noon through Sunday, March 16
- Honors Day: Sunday, April 13
- Final Examinations: Monday, May 5 through Friday, May 9
- Commencement: Saturday, May 10, 2014

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

### Accommodating Religious Observances of Students
Southern Illinois University Carbondale will make reasonable accommodation for individual student religious observances. The Policy Accommodating Religious Observances of Students appears in its entirety in Chapter 7.
Chapter 1
General Information

Chapter 2
Admission, Tuition and Academic Information

Chapter 3
University Core Curriculum

Chapter 4
Colleges, Academic Services and Programs

Chapter 5
Undergraduate Curricula and Faculty

Chapter 6
Campus Programs and Services

Chapter 7
University Policies

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

Southern Illinois University

Southern Illinois University is a multi-campus university comprising two institutions, Southern Illinois University Carbondale (SIU Carbondale) with a School of Medicine at Springfield, and Southern Illinois University Edwardsville (SIUE) with a School of Dental Medicine at Alton and a center in East St. Louis. Southern Illinois University, with an annual operating budget of more than $560 million, enrolls more than 33,000 students in programs from two-year technical curriculums to doctoral programs in 29 fields along with law and medicine. SIU was chartered in 1869 as Southern Illinois Normal University, a teachers' college. In 1947, the name was changed to Southern Illinois University, reflecting the institution's academic expansion. Southern Illinois University also expanded geographically. As early as 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of a separate institution in Edwardsville.

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

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

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

Southern Illinois University Carbondale

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

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

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

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

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

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

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

At this modern university in a rural setting, one can benefit
from the best of both worlds – the scenic wonders, the small-town friendliness, the easy access to all the area has to offer, and the resources of a sophisticated faculty and staff with the latest in technological marvels at its command.

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

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

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

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

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

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

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

Accreditations

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

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

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

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

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

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
  12000 Findley Rd., Suite 150
  Johns Creek, GA 30097
  Telephone: (770) 476-1224
  url: http://www.arc-pa.org
Accrediting Council on Education in Journalism and Mass Communications
School of Journalism/Stauffer-Flint Hall
1435 Jayhawk Blvd.
University of Kansas
Lawrence, KS 66045
Telephone: (785) 864-3973
url: http://www2.ku.edu/~acejmc/

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Commission on Accreditation for Dietetic Education of The American Dietetic Association
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Telephone: (312) 899-0040
url: http://www.eatright.org/acend/
Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N. Fairfax Street
Alexandria, VA 22314-1488
Telephone: (703) 684-2782
url: http://www.apta.org

Commission on Accreditation of Rehabilitation Facilities (CARF)
6951 East Southpoint Road
Tucson, AZ 85756-9407
Telephone: (520) 325-1044 or (888) 281-6531
url: http://www.carf.org

Commission on English Language Program Accreditation (CEA)
801 North Fairfax Street
Alexandria, VA 22314
Telephone: (703) 519-2070
url: http://www.cea-accredit.org/

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 N. Fairfax Street, Suite 510
Alexandria, VA 22314
Telephone: (703) 535-5990
url: http://www.cacrep.org

Council For Interior Design Accreditation (CIDA)
206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503
Telephone: (616) 458-0400
url: http://www.accredit-id.org

Council on Academic Accreditation in Audiology and Speech-Language Pathology
2200 Research Boulevard
Rockville, MD 20850-3289
Telephone: (301) 296-5700
url: http://www.asha.org *website down for changes

Council on Rehabilitation Education, Inc. (CORE)
1699 Woodfield Road, Suite 300
Schaumburg, IL 60173
Telephone: (847) 944-1345
url: http://www.core-rehab.org

Council on Social Work Education
1701 Duke St., Suite 200
Alexandria, VA 22314
Telephone: (703) 683-8080
url: http://www.cswe.org

Educational Leadership Constituent Council (ELCC)
1904 Association Drive
Reston, VA 20291
Telephone: (703) 860-7207
url: http://www.npbea.org

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

(The) Higher Learning Commission of the North Central Association of Colleges and Schools
230 S. LaSalle St. Suite 7-500
Chicago, IL 60604-1411
Telephone: (312) 263-0456 (800) 621-7440
url: http://www.ncahlc.org

Illinois Alcohol and Other Drug Abuse Professional Certification Assoc. Inc.
401 E. Sangamon Avenue
Springfield, IL 62702
Telephone: (217) 698-8110
url: http://www.IAODAPCA.org

International Association of Counseling Services
101 S. Whiting Street, Suite 211
Alexandria, VA 22304
Telephone: (703) 823-9840
url: http://www.iacsinc.org

International Fire Service Accreditation Congress
Oklahoma State University
1700 West Tyler
Stillwater, OK 74078-8075
Telephone: (405) 744-8303
url: http://www.ifsac.org

Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)
6021 University Boulevard, Suite 500
Ellicott City, MD 21043
Telephone: (443)973-3251
url: http://www.jrcdms.org

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Telephone: (312)704-5300
url: http://www.jrcert.org

Liaison Committee on Medical Education (LCME)
American Medical Association (AMA) and Association of American Medical Colleges (AAMC)

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

National Architectural Accrediting Board, Inc. (NAAB)
1735 New York Avenue, N.W.
Washington, DC 20006
Telephone: (202)783-2007
url: http://www.naab.org/
Faculty

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

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

In addition to the majors and minors listed, preprofessional programs may be completed in dentistry, law, medicine, nursing, optometry, pharmacy, physical therapy, physician assistant, podiatry, public health, and veterinary science.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MAJOR / MINOR</th>
<th>COLLEGE</th>
<th>DEGREE</th>
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<td>College of Agricultural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Airport Management and Planning</td>
<td>•</td>
<td>College of Applied Sciences and Arts</td>
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1 Described under Foreign Languages and Literatures
2 Described under Kinesiology
3 Described under Curriculum and Instruction
4 Described under Animal Science
5 Qualified A.A.S. graduates may be eligible to earn a B.S. degree through the Capstone Option. (See Chapter 3)
Campus Visitors
We welcome visitors to experience Southern Illinois University Carbondale through our Campus Visit Program, and by attending special events hosted by Undergraduate Admissions. Individual and group campus visits may be scheduled through the Campus Visit Program. Special events include open house programs and on- and off-campus previews.

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

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

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

Off-Campus Previews. Visit SIU without leaving home! Off-campus preview programs are held in Illinois and throughout the region. Students and families have the opportunity to speak with representatives from admissions, financial aid and housing, as well as with representatives from our academic colleges who can provide information about specific majors and minors offered. Also, local alumni will be available to share their SIU experiences and career accomplishments.

Admitted Student Days. Admitted Student Days are a great way to experience campus in a more in-depth way than you are able to see through Open House Programs and individual visits. These programs for accepted students are built to give you the information you need to make an informed decision about SIU. At SIU, we are very focused on academics, and so are these programs. You will talk to faculty, Deans, advisors, current students, and a number of other campus members.

For information about scheduled open houses and receptions, write Undergraduate Admissions, Mailcode 4710, Southern Illinois University Carbondale, Carbondale, Illinois 62901 or call (618) 536-4405 (direct), email to <admissions@siu.edu> or view our home page at <http://www.admissions.siu.edu> and view the section for prospective students and special events.

Applying for Admission
Request the Undergraduate Admission Application from Undergraduate Admissions, Mailcode 4710, Southern Illinois University Carbondale, Carbondale, Illinois 62901, call (618) 536-4405 (direct), email to <admissions@siu.edu> or view our home page at <http://www.admissions.siu.edu>. You can submit the Undergraduate Admission Application electronically. For admission requirements see Chapter 2.

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

Junior/Senior Housing
University Housing offers a residence hall on East Campus for juniors, seniors, graduate students and students age 21 and older. Residents will enjoy a private room at the double room rate. Rooms are furnished and include wireless Internet, cable TV, and all utilities. A kitchenette is available on site. A dining plan is optional for residents of this hall.

Residence Hall Dining
University Housing offers all-you-care-to-eat meals. We offer light menu options, vegetarian entrees, soup and salad bars and more. Complimentary nutritional counseling is available. Dietary questions can be addressed to our dietitian.

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

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

Wall & Grand Apartments offer all-inclusive two- and four-bedroom apartments that are a great transition from residence hall living. Each apartment houses four students and is fully furnished, with a complete kitchen and washer/dryer in each unit. Eligibility: Single sophomores, juniors, seniors, and graduate students of any age and single freshmen age 21 and older.
Evergreen Terrace offers two- and three-bedroom unfurnished apartments. Water and trash are included. A computer lab is located on site. Programs and activities for adults and children are available. Eligibility: Students with children, married or domestic partner students, and single graduate students.

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

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

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

Off-Campus Housing


Parking on Campus

Students wishing to operate, park or possess a motor vehicle on campus must apply for parking privileges online at the Parking Division website, http://www.dps.siu.edu/decalapp. Graduate students and the following categories of undergraduate students may apply for permission to use, operate, park or possess a motor vehicle on campus:

(1) Freshman and sophomores under the age of 21 and living on campus are eligible to apply for a limited number of green overnight decals by requesting application via the Lottery Wait List. Freshman and sophomore students under the age of 21 and residing off campus may apply for commuter parking privileges.

(2) Juniors and seniors (with proof of 56 or more credit hours completed).

(3) Veterans with 2 years or more of active military service with a copy of DD Form214.

(4) Students 21 years of age or older with a valid driver’s license.

(5) Married students with a copy of the marriage certificate.

(6) Students residing in the home of parents or guardians with a parent/guardian form on file with the Housing Office are eligible for red commuter parking privileges.

(7) A student who requires a motor vehicle for reasons of health or physical condition as certified in writing by Student Health Services.

To purchase a parking decal at the Parking Division, an eligible student must present a Proof of Submission Form, their student identification card, a valid driver’s license, and an unexpired vehicle registration card. The type of decal an applicant is eligible to receive and the date of purchase will determine the decal cost.

To accommodate unregistered vehicles, twenty-four-hour parking is available for the first five days and during final exam week of any term ONLY in lots 56, 59 and 100. See Parking Division’s website at http://www.dps.siu.edu/parking for the latest applicable parking information and policies.

Financial Aid

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

Offers of financial aid are extended beginning in March 2012 for the upcoming fall and spring semesters. These offers are based on the student filing the Free Application for Federal Student Aid (FAFSA), and may include a combination of grants, scholarships, loans and employment. Students should complete the FAFSA as early as possible after January 1. Institutional and state aid are awarded on a first come basis.

Financial Aid Programs

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

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Illinois Monetary Grant Program (MAP)
- Student-To-Student (STS) Grant
- SIU Grant

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

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

Employment. The University employed over 5,000 students last year. Most student employees work at the SIU minimum wage for 15 to 20 hours per week. Job listings can be found at <www.studentjobs.siu.edu>.

Application for Financial Aid for the 2013-2014 Academic Year

To apply for financial aid, students and their parents (if applicable) should complete a 2013-14 Free Application for Federal Student Aid (FAFSA). Students are encouraged to apply online at <www.fafsa.ed.gov>. When completing the FAFSA, entering
our school code of 001758 will allow us to receive application information electronically from the U. S. Department of Education.

Students should complete their FAFSA as early as possible after January 1, 2013, since funding is limited and distributed to eligible students on a first come, first served basis.

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

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

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

**Additional Financial Aid Information**
Students desiring information should contact the Financial Aid Office by telephone (618) 453-4334 or visit the website at http://www.fao.siu.edu. Students may FAX financial aid documents to (618) 453-7305.

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

Note: At the time of printing this publication, final rules and regulations for the 2013-2014 academic school year were pending. Students should contact the Financial Aid Office for the most recent information.
Admission, Tuition and Academic Information
Admission Policies, Requirements, Procedures

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

APPLYING FOR ADMISSION

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

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

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

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

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

Documents required to process an application for admission

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

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

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

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

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

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

Programs Requiring Additional Materials or Screening

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

The following majors require that students be screened beyond the regular SIU Carbondale admission requirements before entering directly into the programs: architectural studies, automotive technology, aviation flight, aviation management, business and administration, dental hygiene, fire service management, music, physical therapist assistant, and radiologic sciences.

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

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

ADMISSION OF FRESHMEN

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

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

Students admitted as beginning freshmen, but who enroll at another college or university prior to their enrollment at Southern Illinois University Carbondale may face a change in their admission status. It will be necessary for students to report work in progress and forward the official transcripts after
Beginning freshmen are considered for admission on the basis of a combination of high school performance and test scores (ACT or SAT). In addition, students entering the University are required to have completed selected high school courses to qualify for unconditional admission. All students granted admission while in high school are required to graduate from high school and to meet the High School Course Pattern Requirements listed below.

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

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

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

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

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

### High School Course Requirements for Admission

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

Total 15 – 15.5
ADMISSION OF TRANSFER STUDENTS

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

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

Requirements for Admission of Transfer Students

1. Graduation from a recognized high school or satisfactory completion of the General Educational Development Test; and,
2. An overall C average (2.0 on a 4.0 scale) from all post-secondary institutions. If necessary, grade point average will be converted to a 4.0 scale and/or semester hours. Remedial (non-credit) course work is not used in calculating the admission grade point average. All transfer work is calculated according to Southern Illinois University Carbondale regulations rather than those of institutions students have previously attended; or,
3. Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution; or completion of an A.A. from an accredited Missouri public two-year institution. The student will: (a) be admitted to the University with junior standing and, (b) be considered to have completed the University Core Curriculum requirements for general graduation purposes; and,
4. Eligible to continue your enrollment at the last post-secondary institution attended. Students who have been placed on scholastic probation or academic suspension from another college or university will be considered for admission by Undergraduate Admissions only if there is tangible evidence that additional education can be completed successfully. Tangible evidence might include: (1) an interruption of schooling for one or more years, (2) military experience, (3) work experience, and (4) previous academic performance.

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

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

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

Dual Admission Program

The Dual Admission Program allows baccalaureate-oriented students at eligible community colleges to benefit from pre-advisement for a chosen major at Southern Illinois University Carbondale. The Dual Admission Program addresses specific departmental requirements that a student may not automatically fulfill by completing their associate degree at their community college. Students who apply for the Dual Admission Program are provided with a transfer plan that will guide them to the most direct route to their bachelor’s degree, along with personalized contact with an SIU representative. The transfer plan includes major, College, and University Core Curriculum requirements. Dual Admission Program students receive access to enroll in an online Dual Admission Program course which connects students early to the University, its resources, and other transfer students. Students apply to the Dual Admission Program by filling out the Application for Undergraduate Admission and Scholarships and indicating interest in the Dual Admission Program. Students must have at least two semesters remaining at their community college to participate, must select a participating SIU major, and must attend an eligible community college. Information on participating degree programs and community colleges are located online at admissions.siu.edu/dap.

Transfer Credit

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

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

Credit will be accepted for DANTES subject standardized courses within the limits enforced for proficiency credit. No credit is allowed for college-level GED tests. In evaluating credit possibilities based on formal service-school training programs, the recommendations of the American Council on Education, as set forth in the US Government bulletin Guide to the Evaluation of Educational Experiences in the Armed Forces are followed. To receive credit for military service, veterans must present a copy of discharge separation papers, an AARTS transcript, a SMART transcript or transcript from the Community College of the Air Force to Southern Illinois University Carbondale, Transfer Student Services, Student Services Building, Mailcode 4725, 1263 Lincoln Drive, Room 0382, Carbondale, IL 62901. For information contact the World Wide Web site: <http://transfer.siu.edu>.

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

Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) in an accredited Illinois two-year public institution provides that the student will: (a) be accepted with junior standing and (b) be considered to have completed the University Core Curriculum requirements for general graduation purposes. These benefits do not automatically apply to other associate degrees (e.g., A.A.S., A.E.S., A.G.S., A.F.A.). Associate degrees earned at other than Illinois two-year institutions will be reviewed by Transfer Student Services. If the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates. Transfer students may also satisfy the requirements of the University Core Curriculum by successful completion of the Illinois Transferable General Education Curriculum. Credit from an accredited two-year institution is limited only by the provision that students must earn at least 42 semester hours of senior level (300-400) work at Southern Illinois University Carbondale or at any other approved four-year institution and must complete the residence requirements for a degree from the University.

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

ADMISSION OF SPECIAL CATEGORIES OF STUDENTS

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

Admission of International Students

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

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

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

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

2013-2014 Financial Requirements. Beginning Fall 2012 semester, international students must have assured financial resources of approximately $34,000 (U.S. dollars) for the 2012-2013 academic year of study at SIU. PLEASE NOTE: Tuition charges have not yet been determined for 2013-2014. The cost of attendance at SIU Carbondale is subject to change without notice. Please refer to the International Admissions Application for details.
**English Competency.** You must also demonstrate English competency before you can enroll in SIU Carbondale university courses. TOEFL scores are required of all International Students and those who have acquired immigrant status. Either of the following options will qualify you for exemption from our Center for English as a second Language TOEFL examination:

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>IELTS</th>
<th>US Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>520-Paper based</td>
<td>6</td>
<td>2 yrs high school</td>
</tr>
<tr>
<td>190-Computer based</td>
<td></td>
<td>56 college hours</td>
</tr>
<tr>
<td>68-Internet based</td>
<td>2</td>
<td>English composition classes taken in the US at the college level with a grade of A or B</td>
</tr>
</tbody>
</table>

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

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

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

**Admission of Former Students**

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

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

**Academic Renewal Program for Former Students**

The Academic Renewal Program is designed to allow some Southern Illinois University Carbondale students, who had academic difficulty in their initial enrollment, an opportunity to get off Probation faster and to graduate in a timely manner. The program permits eligible students to establish a new grade point average calculated from their first semester of readmission.

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

1. Adult re-entering students who previously earned at Southern Illinois University Carbondale less than a 2.0 grade point average and have since had at least three calendar years interruption following their last enrolled term at SIU Carbondale. Applicants who have attended any post-secondary institution, college, or university within the immediate three years prior to re-entering Southern Illinois University Carbondale in the Academic Renewal Program, must have earned a 2.0 cumulative GPA.

2. Veterans who have completed at least one year of active military service after having previously earned at Southern Illinois University Carbondale less than a 2.0 GPA. Southern Illinois University Carbondale must be the first institution attended since discharge or separation.

3. Community college associate degree graduates who have previously earned from SIU Carbondale a grade point average below 2.0 prior to completing an associate degree from a regionally accredited institution. SIU must be the first institution attended since earning the associate degree.

**Application/Admission Guidelines and Academic Regulations**

1. A former Southern Illinois University Carbondale student must meet the University readmission requirements at the time of readmission before applying for the Academic Renewal Program.

2. The Academic Renewal Program application must be submitted before completing the first semester of attendance after being readmitted to the University. The application should be submitted soon after the readmission decision is granted.

3. A student can be admitted to Academic Renewal only once. Students who are suspended for scholastic reasons while enrolled in Academic Renewal cannot be readmitted to this program.

4. Teacher Education Programs in the College of Education and Human Services as well as those majors in other colleges in which a student intends to pursue a Teacher Education Program are not available to students in the Academic Renewal Program.

5. Students readmitted through the Academic Renewal Program will have Academic Renewal indicated on their transcripts with an appropriate explanation of the program included in the transcript explanation sheet, which is attached to all transcripts.

6. A new Southern Illinois University Carbondale grade point average will be calculated from the first term of readmission through the Academic Renewal Program.

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

8. Previously earned work at Southern Illinois University Carbondale will remain on the student’s official record and passing work may be used to satisfy degree requirements.

9. Students readmitted through the Academic Renewal Program may not use the University’s forgiveness policy to calculate another GPA for graduation purposes.

10. To be eligible for graduation, a student readmitted through the Academic Renewal Program must earn at least 30 additional semester hours at Southern Illinois University Carbondale.

11. An Academic Renewal student who changes majors to a program, that does not participate in Academic Renewal, (see number 4 above) will have their previous SIU grade point average calculated in all future grade point averages.

**Admission of Veterans**

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

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

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

**Admission of Students as Unclassified**

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

**Senior Citizen Courses Act**

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

**Admission of High School Students for Concurrent Enrollment**

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

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

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

**Admission of Transient Students**

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

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

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

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

Academic Advisement

Academic advisement for the freshman student is administered by University College. Transfer students and continuing students advise with their academic unit. Each unit employs a select group of trained advisors. They operate under the supervision of a chief advisor who is responsible to the dean of the academic unit. Students who have not yet declared a major are advised in the Exploratory Student Advisement Center.

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

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

Changing Majors

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

Registration for Courses

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

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

Familiarization with the following general points about registration is important:

1. Registration for a semester is conducted under a registration calendar consisting of three distinct periods. Advance registration occurs during the last eight weeks of the preceding term, final registration immediately preceding the start of classes and late registration during the first week of classes.

2. Currently enrolled students are expected to register during the advance registration period. New freshmen, transfer, and re-entry students are provided an opportunity to advance register on specific new student registration days during the advance registration periods.

3. Students who are unable to advance register may register prior to the beginning of classes during the final registration period.

4. Students register online within SalukiNet (http://salukinet.siu.edu/) after visiting with the advisement center of their colleges, schools, or departments.

5. A student may not attend a class for which he/she is not officially registered. Mere attendance does not constitute registration in a class, nor will attendance in a class for which a student is not registered be a basis for asking that a program change be approved permitting registration in that class. Students should complete the registration process before classes begin.

6. Enrollment changes to classes are normally made within SalukiNet. After particular deadlines have passed which would prevent the student from doing this, such changes can only be made through the use of an official registration form approved by the advisement center and processed by the Registrar’s Office.

7. Tuition and fees are payable as billed, and no student shall be allowed to register for classes in any educational unit if they have a past-due balance greater than $500.

8. Students may not drop a course merely by stopping attendance, but must officially drop the course.

9. Transfer students admitted on the basis of incomplete transcripts must submit complete transcripts prior to being allowed to register for a second term at SIU.
Attendance
The faculty of Southern Illinois University Carbondale affirms the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. In the transition from high school to the university and from the university to the workplace, personal success is directly related to good attendance.

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

For these reasons the SIU faculty remind undergraduates and their instructor that the first day of class is just as valuable as the last day of class; that work and other extracurricular commitments do not necessarily justify an absence; that holidays begin and end precisely as stated in the University calendar; that instructors should be notified three days prior to religious observances; that major examinations, term papers, and/or assigned projects for one class do not exempt students from their need to attend another; and finally, that some financial assistance at the university is actually contingent upon attendance. Students who need to miss class due to religious observances should refer to the Policy Accommodating Religious Observances of Students at the end of Chapter 7 of this catalog.

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

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

Student Identification Numbers
Effective Fall 2009 all students will be issued a system-generated ID number (referred to as their DAWG Tag) to be used in place of their Social Security number (SSN). The DAWG Tag will be the basis for a student’s Network ID, which provides access to various campus computing systems (such as SalukiNet). The Network ID must first be claimed by the student (at http://netid.siu.edu/) before the student can use these computing systems.

The SSN may still be needed for things such as financial aid, student employment, and 1098-T reporting. If the SSN on file for the student is incorrect, the student can submit a correction of the SSN to the Bursar’s Office. Official documentation may be required.

Name and Date of Birth
A student's legal name may be changed upon request to the Records staff within the Registrar’s Office. If the name or the date of birth on file for the student is incorrect, the student can submit a correction to the same office. Official documentation may be required.

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

Deadline Dates

<table>
<thead>
<tr>
<th>If Classes Meet for</th>
<th>Deadline for Withdrawal to Receive Full Refund</th>
<th>Deadline to Withdraw</th>
</tr>
</thead>
<tbody>
<tr>
<td>13–16 weeks</td>
<td>2nd week</td>
<td>10th week</td>
</tr>
<tr>
<td>9–12 weeks</td>
<td>2nd week</td>
<td>8th week</td>
</tr>
<tr>
<td>8 weeks</td>
<td>2nd week</td>
<td>5th week</td>
</tr>
<tr>
<td>7 weeks</td>
<td>1st week</td>
<td>4th week</td>
</tr>
<tr>
<td>4–6 weeks</td>
<td>1st week</td>
<td>3rd week</td>
</tr>
<tr>
<td>2–3 weeks</td>
<td>1st day</td>
<td>1st week</td>
</tr>
<tr>
<td>Less than 2 weeks</td>
<td>1st day</td>
<td>2nd day</td>
</tr>
</tbody>
</table>

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

Effective for courses taken Summer 2013, or later, undergraduate students will be allowed a maximum of 6 credit hours or 50% of total semester enrollment, whichever is greater, of dropped courses during any given semester (3 hour limit in Summer) with a maximum of 12 credit hours of dropped courses over 60 hours of enrollment. Exceptions to this policy must be approved in writing by the Office of the Provost and Vice Chancellor of Academic Affairs. For the purpose of this policy, a dropped course is defined as any course dropped after the official date for receiving a full refund. This policy does not affect courses dropped as part of a full withdrawal for a term, nor do such courses count toward the maximums allowed.

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

Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, housing contracts, and academic records. A student may, with authorization from the Registrar’s Office and the academic dean, obtain a withdrawal. Continued on page 29.
Tuition and Fees and Other Financial Information

Tuition and Fees
Tuition and fees charged students are established by the Board of Trustees and are subject to change whenever conditions necessitate. All tuition assessments are on a per-hour basis, as are most fee assessments. The tuition and fee amounts to be assessed students for Fall 2013 were not approved in time for inclusion in this Catalog. The tuition and fee schedules shown below are the fees currently in place for Fall 2012. More up-to-date information on tuition and fees may be found at: http://tuition.siu.edu.

Fall 2012 On-Campus Undergraduate Tuition Charges (Per Semester Hour Enrolled)

<table>
<thead>
<tr>
<th>Term of Entry at SIU</th>
<th>Illinois Resident¹</th>
<th>Border State Resident¹,²</th>
<th>Other Non-IL Resident¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Fall 2004</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
<td>$680.75 per hour</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
<td>$680.75 per hour</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
<td>$680.75 per hour</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
<td>$680.75 per hour</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>$232.50 per hour</td>
<td>$581.25 per hour</td>
<td>$581.25 per hour</td>
</tr>
<tr>
<td>Fall 2008¹</td>
<td>$243.00 per hour</td>
<td>$607.50 per hour</td>
<td>$607.50 per hour</td>
</tr>
<tr>
<td>Fall 2009¹</td>
<td>$243.00 per hour</td>
<td>$243.00 per hour</td>
<td>$607.50 per hour</td>
</tr>
<tr>
<td>Fall 2010²</td>
<td>$243.00 per hour</td>
<td>$243.00 per hour</td>
<td>$607.50 per hour</td>
</tr>
<tr>
<td>Fall 2011³</td>
<td>$259.80 per hour</td>
<td>$259.80 per hour</td>
<td>$649.50 per hour</td>
</tr>
<tr>
<td>Fall 2012⁴</td>
<td>$272.30 per hour</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
</tr>
</tbody>
</table>

¹Tuition is capped at 15 times the above rates for students enrolled in 15 or more semester hours.
²College of Business students have a tuition surcharge of $36.45 per hour.
³College of Business students have a tuition surcharge of $38.95 per hour.
⁴College of Business students have a tuition surcharge of $40.85 per hour.
⁵Those from the border states of MO, KY, IN, TN, and AR.

Fall 2012 On-Campus Undergraduate Fee Charges (Flat and Per Semester Hour Enrolled)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Fee Type</th>
<th>Charge (all fees are subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS Grant (1)</td>
<td>Flat</td>
<td>$3.00 per semester</td>
</tr>
<tr>
<td>Student Attorney (2)</td>
<td>Flat</td>
<td>$6.00 per semester</td>
</tr>
<tr>
<td>Student Center (3)</td>
<td>Per Hour</td>
<td>$11.67 per hour up to a maximum of $140.00 for 12 or more hours</td>
</tr>
<tr>
<td>Student Activity (4)</td>
<td>Per Hour</td>
<td>$3.12 per hour up to a maximum of $37.40 for 12 or more hours</td>
</tr>
<tr>
<td>Student Rec (5)</td>
<td>Per Hour</td>
<td>$11.22 per hour up to a maximum of $134.60 for 12 or more hours</td>
</tr>
<tr>
<td>Athletic Fund (6)</td>
<td>Per Hour</td>
<td>$25.09 per hour up to a maximum of $301.00 for 12 or more hours</td>
</tr>
<tr>
<td>Campus Rec (7)</td>
<td>Per Hour</td>
<td>$0.72 per hour up to a maximum of $8.54 for 12 or more hours</td>
</tr>
<tr>
<td>Student Medical (8)*</td>
<td>Flat</td>
<td>$560.00 per semester</td>
</tr>
<tr>
<td>Revenue Bond (9)</td>
<td>Per Hour</td>
<td>$4.95 per hour up to a maximum of $59.40 for 12 or more hours</td>
</tr>
<tr>
<td>Mass Transit (10)</td>
<td>Per Hour</td>
<td>$4.00 per hour up to a maximum of $48.00 for 12 or more hours</td>
</tr>
<tr>
<td>Info. Technology (11)</td>
<td>Per Hour</td>
<td>$6.20 per hour up to a maximum of $74.40 for 12 or more hours</td>
</tr>
<tr>
<td>Student Svcs. Bldg. (12)</td>
<td>Per Hour</td>
<td>$6.67 per hour up to a maximum of $80.00 for 12 or more hours</td>
</tr>
<tr>
<td>Facilities Maint. (13)</td>
<td>Per Hour</td>
<td>$18.09 per hour up to a maximum of $217.00 for 12 or more hours</td>
</tr>
<tr>
<td>Green (14)</td>
<td>Per Hour</td>
<td>$0.84 per hour up to a maximum of $10.00 for 12 or more hours</td>
</tr>
</tbody>
</table>

*Student Medical Benefit Fee is comprised of the SMB: Student Health Fee of $215.00 and the SMB: Student Insurance Fee of $345.00.

The fees which have been established by the Board of Trustees are payable by all students unless they are specifically exempted by the Board of Trustees. All fees are considered to be institutional in nature and require payment regardless of whether or not the student receives direct benefits or is in a location which permits access to such benefits.
Continued from page 27.

There are, however, restrictions on a withdrawal. A withdrawal will not be issued beyond the eighth week of the semester unless the reasons for the withdrawal are beyond the student’s control and verified in writing. Warning: if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. The table above provides the deadline dates for withdrawal.

Students receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. The table above provides the deadline dates for withdrawal.

Students receiving the third through tenth weeks of school, these students may withdraw backdated to show no enrollment. If withdrawing during the third through tenth weeks of school, these students may receive WMS grades in all classes, with the appropriate refund.

When the withdrawal occurs after the tenth week, students will receive both grades and credit hours for the courses in which they are passing. In all instances, a copy of the military orders or a letter from the commanding officer is required for verification of impending military service. To be eligible for these benefits students must remain in school to within ten days of their military reporting date.

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

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

All students seeking a withdrawal must contact the Registrar’s Office in person or by mail. The effective date of the withdrawal, if granted, will be the student’s last date of class attendance, provided the student completes the requirements for the withdrawal. Incomplete applications for withdrawal will be denied. Any student who fails to comply with the withdrawal procedures will receive grades for the semester and must satisfy the financial obligations for the semester.

### Student Fees Include:

1. The Student-to-Student (STS) Grant Program Fee funds a student grant program. The fee is payable by undergraduate students only; those who do not wish to participate in the program may seek a refund of the fee by submitting a request, in writing, to the Registrar’s Office within ten days of the date of payment of fees.
2. Student’s Attorney Fee supports the budget of the Students’ Attorney Program.
3. Student Center Fee provides funding for operation of the Student Center.
4. Student Activity Fee funds student organizations and activities on campus; it includes $1.55 in funding for Campus Safety, $11.75 in support of Rainbow’s End and $5.50 for support of enhanced fine art activities.
5. Student Recreation Fee (REC) provides funds for operation of the Student Recreation Center and associated programs.
6. Athletic Fund Fee partially funds the University’s intercollegiate programs.
7. Campus Recreation Fee funds recreational facilities and programs external to the Student Recreation Center.
8. Student Medical Benefit Fee is comprised of the SMB: Student Health Fee of $215.00 and the SMB: Student Insurance Fee of $345.00. It funds the comprehensive Student Health Center that includes emergency service and hospitalization; specialty, primary and emergency dental care; and prevention programs. Students who pay these fees are entitled to...
full medical benefits at the Student Health Center. If the student feels they have comparable coverage, they may seek a refund of the SMB: Student Insurance Fee within the first two weeks of a fall or spring semester or the first week of a summer session by contacting the Student Health Center Insurance Department.

9. The Revenue Bond Fee (RBF) replaces funds which were previously obtained from tuition payments and used to underwrite the funded debt operations of the Student Center and University Housing.

10. The Mass Transit Fee provides funding for bus transportation to on-campus and certain Carbondale locations.

11. The Information Technology Fee provides funding for maintenance and improvements to the Information Technology network as well as funding for a new student information system.

12. The Student Services Building Fee provides funding for the planned new Student Services Building.

13. The Facilities Maintenance Fee provides funding to partially cover the costs of utilities and the maintenance and improvement costs to the University facilities.

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

**Additional Fee Information**

1. Students who register for regular term-length classes after classes begin and students who register for shorter-than-term-length classes, including intersession classes after the first listed meeting day of the class, will be assessed a Late Registration Fee of $15. The fee is non-refundable/non-waiverable unless it is clearly shown that faculty or administrative action caused the late registration. Off-campus classes and registration in courses 599, 600, 601 and 699 are exempt from this fee.

2. Graduate, medical, and law students are not charged the student-to-student grant program fee.

3. Permanent full-time or permanent part-time employees may be eligible for tuition and fee credit. Employees must have approval from their department head and the director of Human Resources before enrolling for courses.

4. Students taking regular off-campus courses (section number range 800-899, not cost recovery) are required to pay tuition, but do not pay student fees for those classes. Students who combine enrollment in on- and off-campus courses pay tuition only for hours off-campus and tuition and fees for hours enrolled on campus.

5. Students may also incur charges for departmental field trips, library fines and excess breakage. Students taking a course involving use of materials, as distinct from equipment, will ordinarily pay for such materials.

6. Students enrolling in Public Service Courses pay tuition and $3 per hour divided equally between Student Center and Medical fees. Students enrolling in a combination of public service courses and other courses pay tuition and fees based on the on-campus tuition and fee schedule for the combined total of hours enrolled.

7. Medical students at Springfield do not pay the Student Center Fee, Student Recreation Fee, Revenue Bond Fee, Students’ Attorney Fee, or Athletic Fund Fee.

8. Students taking distance education courses (section number range 900-999) are required to pay tuition (regardless of residency status) plus the Information Technology Fee, Student Services Building Fee, STS Fee (for undergraduates), and a $59 per credit hour Distance Learning Fee.

9. Tuition and program delivery charges for students enrolled in off-campus programs for the military are established in accordance with the Board of Trustee’s policies relating to such charges for Southern Illinois University Carbondale cost recovery programs and are not affected by the residency status of the student.

10. For the purpose of tuition assessment, all faculty and staff (including Civil Service employees), as well as their spouses and dependent children, shall be considered as resident students.

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

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

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

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

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

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

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

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

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

A service charge of one and one-half percent per month (18% APR) will be assessed on the balance of the amount due which is unpaid at the next billing cycle. To avoid the service charge, students must pay the total amount due on the statement prior to the next billing date. Detailed information is in the Schedule of Classes published each semester on the Registrar's Office website, http://www.registrar.siu.edu/records/schedclass.htm.

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

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

Tuition and Fee Refund Policy and Procedures

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

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

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

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

- Accident or illness occurring prior to the withdrawal deadline, which incapacitated the student and made it impossible for them to withdraw prior to the deadline.
- Accident or illness in the student’s immediate family, which occurs prior to the withdrawal deadline and is of such nature as to prevent the student from continuing their education.
- Emotional or psychological trauma resulting from an incident which occurred prior to the deadline and for which the student is undergoing counseling or therapy.
- A disciplinary, academic, or financial aid termination appeal, which is not accepted if the appeal was initiated prior to the withdrawal deadline.
- Induction into military service for a period not less than six months.

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

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

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

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

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

Tuition and fees will not be refunded for courses which have already been completed earlier in the semester, and for which a
The student requesting the refund shall be required to substantiate to the satisfaction of the Registrar’s Office (Transitiona l Programs) the nature, extent, and seriousness of conditions or circumstances which are the basis for the refund request.

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

**Tuition Waivers for Faculty and Staff**

Employees, who are seeking a waiver of tuition, must apply for the waiver each term by completing an Application for Tuition/Waiver. Waiver application forms may be obtained from Human Resources, 1255 Douglas Drive, 108 Miles Hall, or from the website at http://hr.siu.edu/html/forms/html. The form should be filled out each term and must be returned to Human Resources. The waiver benefit does not limit the number of credit hours that may be taken. The amount of the waiver will be credited to the applicant’s account after employment status has been verified and the application form has been processed.

Employees shall be eligible for a tuition waiver when they are employed at any time during a semester for which they register. The waiver benefit applies to the student’s immediate family and the student’s inability to withdraw prior to the deadline; or (b) written verification from a physician as to the accident or illness to the student or in the student’s immediate family and the student’s inability to withdraw prior to the deadline; or (c) a copy of the letter denying a disciplinary, academic or financial aid termination appeal and verification that the appeal was filed prior to the withdrawal deadline; or (d) written correspondence from the military which verifies when the student is to report for military service and the length of time the student is expected to serve.

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

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

**Local, Permanent and Billing Addresses**

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

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

The **permanent address** maintained by the University is your permanent home address or the address at which you will promptly receive mail when you are absent from Carbondale.

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

**Grading and Scholastic Regulations**

**Grading System Explanation**

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

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

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

Students enrolling for an Audit must designate their intent to enroll on an Audit basis at the time of registration, or prior to the end of the second week of an eight-week summer session. An equivalent prorated amount of time would be allowed for courses of shorter duration. Students registering for short courses must register for Audit prior to the beginning of those classes. Students registering for a course on an Audit basis receive no credit. Auditors’ Course Request Forms must be marked accordingly, and they pay the same fees as though they were registering for credit. They are expected to attend regularly and to determine from the instructor the amount of work expected of them. If auditing students do not attend regularly, the instructor may determine that the student should not have a satisfactory (AU) audit grade. If the audited class is unsatisfactory, a grade of UAU will appear on the student’s transcript.

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

**Pass/Fail Grading System**

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

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

**Changing of Grades**

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

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

**Repeat Policy**

Effective for courses taken Summer 2013, or later, an undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

Students seeking to repeat a course a second time (third enrollment) must obtain permission from the Office of the Provost to allow the student to register in the course.

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy.

**Grade Point Average and Scholastic Standing**

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

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

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

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

In computing a student’s grade point average (GPA), all grades of A, B, C, D, F, and WF are included in determining the number of quality hours. Each hour of these grades (1 hour of A is worth 4 quality points) is given its numerical quality points, which are then divided by the total number of quality hours to determine the student’s GPA. For further details about computing a GPA, see http://registrar.siu.edu/grades/gpa.html.

**Scholastic Probation and Suspension System**

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

**Scholastic Probation**

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

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

**Transfer Students Admitted on Probation**

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

**Scholastic Suspension**

Students will be scholastically suspended from the University if they (1) fail to meet the requirements of their conditional or probational status or (2) are enrolled full time their first term of enrollment, and earn a GPA of 0.00. Students placed on Scholastic Suspension may seek reinstatement after a minimum of two semesters’ interruption but must furnish tangible evidence that additional education can be successfully undertaken. Some academic units have scholastic requirements in addition to the overall University requirements listed here. Students must learn and comply with the University requirements as well as those requirements applying to individual schools and colleges.

**Positive and Negative Quality Points**

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

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

**For example:**

<table>
<thead>
<tr>
<th>Quality Hours</th>
<th>Quality Points</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>120</td>
<td>(C) 2.0</td>
</tr>
</tbody>
</table>

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

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

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

**For example:**

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

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

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

**Class Standing**

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

**Academic Load**

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

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

- Southern Illinois University Carbondale
  Transfer Student Services
  Student Services Building, Mail Code 4725
  1263 Lincoln Drive, Room 0382
  Carbondale, IL 62901

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

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

High School Advanced Placement Program (AP)

Through the High School Advanced Placement Program, high school students who are qualified through registration in an advanced placement course in their high schools or through other special educational experiences may apply for advanced placement and college credit through the Advanced Placement Program of the College Board. To receive credit, students must earn at least a grade of 3 and in some cases a 4 or 5. Transcripts from the Advanced Placement Program must be sent to Southern Illinois University Carbondale, Transfer Student Services, Student Services Building, Mailcode 4725, 1263 Lincoln Drive, Room 0382, Carbondale, IL 62901.

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

The maximum credit granted through advanced placement examinations is thirty hours (fifteen for an associate degree). It is nonresident credit, does not carry a grade, and is not used in computing the students’ grade point average. The thirty-hour limit also includes any CLEP credit or proficiency credit that has been earned.
Advanced classes, which qualify for this purpose, are offered in many high schools in specific subjects such as English composition, economics, foreign languages, history, biology, computer science, chemistry, government, mathematics, physics, and psychology. A national examination is given in each subject with the examinations administered through the Educational Testing Service. The examinations are prepared by a national committee of high school and college teachers and intended to measure the achievement of the student and determine at what point the student should begin college work in the subject.

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

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>SIU COURSE</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>Art History</td>
<td>AD 207C</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Biology</td>
<td>PLB 115</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Chemistry (score of 3)</td>
<td>CHEM 200</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Chemistry (score of 4 or 5)</td>
<td>CHEM 200 &amp; CHEM 210</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Computer Science:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>CS 202</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>CS 202 &amp; CS 220</td>
<td>8 semester hrs</td>
</tr>
<tr>
<td>Economics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics-Macroeconomics</td>
<td>ECON 241</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Economics-Microeconomics</td>
<td>ECON 240</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>English:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language &amp; Comp (score of 3 or 4)</td>
<td>ENGL 101</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>English Language &amp; Comp (score of 5)</td>
<td>ENGL 102 &amp; ENGL 120H</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>ENGL 121</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Environmental Science (score of 4 or 5)</td>
<td>GEOG 100</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Foreign Language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Language (score of 3)</td>
<td>CHIN 320A</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Chinese Language (score of 4 or 5)</td>
<td>CHIN 320A &amp; CHIN 390</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>French Language (score of 3)</td>
<td>FR 321</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>French Language (score of 4 or 5)</td>
<td>FR 321 &amp; FR 390</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>French Literature (score of 3)</td>
<td>FR 311</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>French Literature (score of 4 or 5)</td>
<td>FR 311 &amp; FR 330</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>German Language (score of 3)</td>
<td>GER 320A</td>
<td>3 semester hrs</td>
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<tr>
<td>German Language (score of 4 or 5)</td>
<td>GER 320A &amp; GER 390A</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>German Literature (score of 3)</td>
<td>GER 385</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>German Literature (score of 4 or 5)</td>
<td>GER 370 &amp; GER 385</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Japanese Language (score of 3)</td>
<td>JPN 320A</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Japanese Language (score of 4 or 5)</td>
<td>JPN 320A &amp; JPN 390</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>Classical Latin Language (score of 3)</td>
<td>CLAS 391</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Classical Latin Language (score of 4 or 5)</td>
<td>CLAS 391</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Russian Language (score of 3)</td>
<td>RUSS 320</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Russian Language (score of 4 or 5)</td>
<td>RUSS 305 &amp; RUSS 320</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>Russian Literature (score of 3)</td>
<td>RUSS 306</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Russian Literature (score of 4 or 5)</td>
<td>RUSS 306 &amp; RUSS 390</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>Spanish Language (score of 3)</td>
<td>SPAN 390</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Spanish Language (score of 4 or 5)</td>
<td>SPAN 306 &amp; SPAN 390</td>
<td>7 semester hrs</td>
</tr>
<tr>
<td>Spanish Lit &amp; Culture (score of 3)</td>
<td>SPAN 306</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Span Lit &amp; Culture (score of 4 or 5)</td>
<td>SPAN 306 &amp; SPAN 370A</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Span Lit/Sp-Am Culture (score of 3)</td>
<td>SPAN 306</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Spanish Lit/Sp-Am Culture (score of 4 or 5)</td>
<td>SPAN 306 &amp; SPAN 370B</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>AP EXAM</td>
<td>SIU COURSE</td>
<td>CREDIT HOURS</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Government &amp; Politics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government &amp; Politics: Comparative</td>
<td>POLS 250</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Government &amp; Politics: U. S.</td>
<td>POLS 114</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td>HIST 205A &amp; HIST 205B</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>U.S. History</td>
<td>HIST 300 &amp; HIST 301</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>World History</td>
<td>HIST 207A &amp; HIST 207B</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Human Geography (score of 4 or 5)</td>
<td>GEOG 103</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>MATH 150</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MATH 150 &amp; MATH 250</td>
<td>8 semester hrs</td>
</tr>
<tr>
<td>Statistics (score of 4 or 5)</td>
<td>MATH 282</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Music (score of 4 or 5)</td>
<td>MUS 104A &amp; MUS 105A</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Physics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B (score of 4 or 5)</td>
<td>PHYS 203A,B &amp; PHYS 253A,B</td>
<td>8 semester hrs</td>
</tr>
<tr>
<td>Physics B (score of 3)</td>
<td>Qualify for Proficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam in PHYS 203 A,B</td>
<td></td>
</tr>
<tr>
<td>Physics C, Part I-MECH (score of 4 or 5)</td>
<td>PHYS 205A &amp; PHYS 255A</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Physics C, Part I-MECH (score of 3)</td>
<td>Qualify for Proficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam in PHYS 205 A</td>
<td></td>
</tr>
<tr>
<td>Physics C, Part II-E&amp;M (score of 4 or 5)</td>
<td>PHYS 205B &amp; PHYS 255B</td>
<td>4 semester hrs</td>
</tr>
<tr>
<td>Physics C, Part II-E&amp;M (score of 3)</td>
<td>Qualify for Proficiency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam in PHYS 205 B</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC 102</td>
<td>3 semester hrs</td>
</tr>
</tbody>
</table>

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

**International Baccalaureate Program (IB)**

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

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

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

**IB Transcripts may be ordered from the following address:**

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

**The transcript scores should be sent to:**

Transfer Student Services
Southern Illinois University Carbondale
Student Services Building, Mail Code 4725
1263 Lincoln Drive, Room 0382
Carbondale, IL 62901
# INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM EQUIVALENCY CREDIT

<table>
<thead>
<tr>
<th>Course (HL-Higher Level)</th>
<th>Score</th>
<th>Course Equivalent</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1  Study in language and literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language A: Literature</td>
<td>5-7</td>
<td>ENGL 121 The Western Literary Tradition</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature*</td>
<td>5-7</td>
<td>Humanities Sub 2</td>
<td>3</td>
</tr>
<tr>
<td>*Additional language credit may be available through departmental evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 2  Language acquisition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language AB</td>
<td>5-7</td>
<td>FR 123A,B Elementary French,</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPAN 140A,B Elementary Spanish, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GER 126A,B Elementary German</td>
<td></td>
</tr>
<tr>
<td>Language B</td>
<td>6-7</td>
<td>FR 201A,B Intermediate French,</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPAN 201A,B Intermediate Spanish, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GER 201A,B Intermediate German</td>
<td></td>
</tr>
<tr>
<td>Latin or Classical Greek</td>
<td>5-7</td>
<td>CLAS 130A Elementary Classical Greek, or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLAS 133A Elementary Latin</td>
<td></td>
</tr>
<tr>
<td>*Additional language credit may be available through departmental evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 3  Individuals and Societies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>ECON 113 Introduction to Economics or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 114 Introduction to Economics: Classroom Simulations</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>6-7</td>
<td>ECON 240 Introduction to Microeconomics and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 241 Introduction to Macroeconomics</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>5-7</td>
<td>GEOG 103 World Geography</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>5-7</td>
<td>HIST 112 The Twentieth Century World</td>
<td>3</td>
</tr>
<tr>
<td>Information Technology (ITGS)</td>
<td>5-7</td>
<td>CS 200B Computer Concepts or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ISAT 229 Computing for Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5-7</td>
<td>PHIL 102 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>5-7</td>
<td>PSYC 102 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social and Cultural Anthropolgoy</td>
<td>5-7</td>
<td>ANTH 104 The Human Experience: Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Group 4  Experimental Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>PLB 115 General Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6-7</td>
<td>BIOL 200A Cell and Molecular Biology,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Genetics and Evolution, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 200B Organismal and Ecological Biology</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 106 Chemistry and Society</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6-7</td>
<td>CHEM 200/201 Intro to Chemical Principles and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 210/211 General and Inorganic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Design Technology</td>
<td>5-7</td>
<td>IT 208 Fundamentals of Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>PHYS 101 Physics that Changed the World</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>6-7</td>
<td>PHYS 203A,B College Physics and PHYS 253A,B Col. Physics Labs</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Systems and Society</td>
<td>5-7</td>
<td>GEOG 100 Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Group 5  Mathematics and Computer Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5-7</td>
<td>MATH 150 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>5-7</td>
<td>MATH 250 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>5</td>
<td>CS 202 Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6-7</td>
<td>CS 202 Introduction to Computer Science and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CS 220 Programming with Data Structures</td>
<td>8</td>
</tr>
</tbody>
</table>


The College Level Examination Program (CLEP)

Southern Illinois University awards credit for satisfactory performance on both the General Examinations and the Subject Examinations developed and administered through the College Level Examination Program Board (www.collegeboard.com). The General Examinations cover comprehensive content of a study which would be covered by several introductory-level courses, while the Subject Examinations cover more specific content of a single college-level course.

These exams allow students who have acquired knowledge outside the traditional classroom setting - through independent study, on-the-job training, or cultural inquiry - to gain recognition of mastering college-level material by receiving introductory course credit.

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

<table>
<thead>
<tr>
<th>General Exams</th>
<th>Paper-Based Exam Score</th>
<th>Computer-Based Exam Score</th>
<th>Credit Awarded (semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>52 or above (1)</td>
<td>52 or above</td>
<td>6 semester hours of University Core Curriculum Science credit: Science Group 1 (3) Science Group 2 (3)</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>52 or above (1)</td>
<td>52 or above</td>
<td>6 semester hours of University Core Curriculum credit in Social Science.</td>
</tr>
<tr>
<td>Humanities</td>
<td>52 or above (1)</td>
<td>52 or above</td>
<td>6 sem. hrs of University Core Curriculum credit in Humanities or 3 sem. hrs of credit in Humanities and 3 sem. hours of credit in Fine Arts.</td>
</tr>
<tr>
<td>College Composition</td>
<td>61 or above (1)</td>
<td>61 or above</td>
<td>6 sem. hrs of University Core Curriculum English Composition (ENGL 102 and 120H).</td>
</tr>
<tr>
<td>College Composition</td>
<td>57 to 60 (2)</td>
<td>57 to 60</td>
<td>Entitles student to receive advanced placement in ENGL 120H and 6 sem. hrs of credit for UCC English Comp (ENGL 102 and 120H) upon successful completion of ENGL 120H with a grade of C or higher.</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>58 or higher (3)</td>
<td>58 or higher</td>
<td>3 sem. hours of credit for Math 101, which will fulfill UCC math requirement.</td>
</tr>
</tbody>
</table>

**Group 6 The Arts**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Paper-Based Exam Score</th>
<th>Computer-Based Exam Score</th>
<th>Credit Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film</td>
<td>5-7</td>
<td>CP 101 Film History and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>5-7</td>
<td>MUS 103 Music Understanding</td>
<td>3</td>
</tr>
<tr>
<td>Theater</td>
<td>5-7</td>
<td>THEA 101 Theater Insight</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>5-7</td>
<td>AD 101 Introduction to Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>Subject CLEP Exam</td>
<td>SIU Equivalent</td>
<td>Minimum Score</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td><strong>Composition and Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>ENGL 121 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>ENGL 121 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>History and Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>POLS 114 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>History of US I: Early Colonization to 1877</td>
<td>HIST 210 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>History of US II: 1865 to present</td>
<td>HIST 110 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>SOCS SUB1 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECON 113 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECON 113 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSYC 102 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOC 108 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>HIST 101A (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>HIST 101B (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Science and Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>PLB 115 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 110 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 106 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>MATH 108 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Precalculus</td>
<td>MATH 111 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>ACCT 220 (3 semester hours)</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Computer App.</td>
<td>CS 200B/ISAT 229 (3 semester hours)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MGMT 304 (3 semester hours)</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MKTG 304 (3 semester hours)</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
<td>(Paper-Based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French-College Level 1</td>
<td>FR 123A, 123B (8 sem. hours)</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>French-College Level 2</td>
<td>FR 123A, 123B, 201A, 201B (16 semester hours)</td>
<td>45</td>
<td>59</td>
</tr>
<tr>
<td>German-College Level 1</td>
<td>GER 126A, 126B (8 sem hours)</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>German-College Level 2</td>
<td>GER 126A, 126B, 201A, 201B (16 semester hours)</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td>Spanish-College Level 1</td>
<td>SPAN 140A, 140B (8 sem hrs)</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Spanish-College Level 2</td>
<td>SPAN 140A, 140B, 201A, 201B (16 semester hours)</td>
<td>50</td>
<td>63</td>
</tr>
</tbody>
</table>

(CLEP Testing at DANTES Education Centers is by Paper-and-Pencil Exam Format.

If prior to taking a CLEP examination the student has received a grade (including a W or an audit) or has enrolled in college-level work in any discipline included in the CLEP exam (see below) they shall be ineligible for credit. (Military credit does not constitute prior coursework). One exception to this rule is made if the course the student took in a discipline from a CLEP exam was taken more than five years prior and no credit was awarded for the course.
The Natural Sciences General examination includes the disciplines of plant biology, microbiology, physiology, zoology, chemistry, physics, geography and all SIU University Core Curriculum science courses.

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

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

The College Composition General examination disciplines includes rhetoric; composition, creative writing and all English prefix courses.

The College Mathematics disciplines include all college-level mathematics courses.

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

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

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

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

A maximum of thirty hours of proficiency credit, including CLEP, Advanced Placement, departmental and Core Curriculum proficiency exams, will be accepted toward a Bachelor’s degree (fifteen hours toward an associate degree).

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

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

**Proficiency Examinations**

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

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

1. Students who believe they are qualified to take a proficiency examination should check with the department offering the course to determine their eligibility to do so. Students scoring in the top ten percent of ACT are particularly encouraged to avail themselves of this opportunity.

2. Credit not to exceed thirty hours (fifteen hours toward an associate degree), including credit through the College Board Advanced Placement Program and the College Level Examination Program, may be earned through proficiency examinations. Credit will be considered nonresident. A combined total of 40 hours may be earned through proficiency examinations and credit for work experience.

3. All University Core Curriculum courses are available for proficiency credit, subject to specified restrictions.

4. Upon passing proficiency examinations, students are granted course credit and receive a *Pass* grade. Their records will show the name of the course, the hours of credit granted, and the notation “credit granted by proficiency examination.” Students who fail a proficiency examination receive a *Fail* grade. This results in no penalty to the students. They will not receive credit and there will be no official record regarding the proficiency examination. However, the proficiency examination grade report form will be in the student’s file for reference purposes.

5. Students may not take proficiency examinations for the same course more than one time. Neither may they take a proficiency examination in a course in which they have previously received a grade. Students who are registered for a course may not receive credit by proficiency examination for that course unless they withdraw from the course by the date during the semester, which would result in no course entry appearing on the transcript. This date is the end of the second week for a regular semester course, and a correspondingly shorter period for summer session or short courses. Individual departments may require the proficiency examination to be completed in advance of this date.

6. No credit granted by proficiency examinations will be recorded until the student has earned at least 12 hours of credit of C grade or above in residence at the University.

**Credit for Work Experience**

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

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

In addition to the above degrees, the University offers undergraduate courses in preprofessional areas. The School of Law and the School of Medicine offer professional degrees. Information about the School of Law may be obtained by writing the dean, School of Law, Southern Illinois University Carbondale, Carbondale, Illinois 62901. Information about the School of Medicine may be obtained by writing the dean, Southern Illinois University School of Medicine, P.O. Box 19230, Springfield, Illinois 62794.

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

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

BACCALAUREATE DEGREE
Each candidate for a bachelor’s degree must complete the requirements listed:

Hour Requirements. Each student must complete at least 120 semester hours of credit, which can include credit for work experience, College Level Examination Program (CLEP), Advanced Placement Program (AP), military credit, and proficiency examination credit, with at least 42 semester hours (or equivalent number of quarter hours) in courses at the 300 level or above, earned at or awarded through proficiency examination from an accredited, senior-level institution. All credit granted may be applied toward the 42 hour requirement unless the credit has specifically been designated as being from a two-year college or credit has been awarded based on attendance at a two-year school. Mathematics 107 and University 388 cannot be counted in the 120 hours required for graduation.

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

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

Forgiveness Policy. The University has adopted a policy for students whose only graduation problem concerns the C average required for all work taken at the University. Such students may ask that the average be computed by one of the following methods: (1) by excluding from calculation of the grade point average a maximum of 13 semester hours of D or F grade earned at the University or, (2) by earning a grade point average of 2.10 or higher for the last 60 semester hours of work completed at the University. The student will be graduated if the average meets either of the two alternatives. It should be noted that the two alternatives are offered as a means of computing the GPA for graduation only and may not be used for any other purpose. Major requirements, including major GPA, are not subject to this policy. However, all grades, including those designated as repeats, are included in forgiveness calculation.

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

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

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

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

Recognition of High Scholastic Achievement

Dean’s List. At the end of each semester, a dean’s list is prepared. The criteria for inclusion on the dean’s list are established by each of the academic units. To be recognized as being on the dean’s list, you must have been in attendance full-time (12 semester hours or more) and must have earned the SIU average for the semester, which has been specified by the academic unit. If at the end of the semester you have met the criteria established, a notation will appear on your academic record. The dean’s list is recognition for a particular semester. It does not take into consideration your complete record.

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

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

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

A variety of professional, departmental, and fraternal honorary organizations offer recognition and membership based upon scholastic achievement. The following are examples of some of these organizations: Alpha Eta Rho, Alpha Kappa Delta, Alpha Lambda Delta, Alpha Zeta, Beta Alpha Psi, Beta Beta Beta, Delta Epsilon Iota, Eta Kappa Nu, Eta Sigma Delta, Eta Sigma Gamma, Golden Key Honor Society, Kappa Delta Pi, Lambda Nu, Omicron Tau Theta, Order of Omega, Phi Alpha Theta, Rho Lambda, Sigma Alpha Lambda, Sigma Tau Delta, Tau Alpha Phi, Tau Beta Pi, Xi Sigma Pi, and the Honor Society of Phi Kappa Phi. Selection to membership in these organizations is not reflected on the academic record or diploma.

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

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

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

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

The academic requirements for the various baccalaureate degrees are listed in Chapter 5. Presented here are the procedures that students expecting to graduate must follow. See details on the website: commencement.siu.edu.

Graduation ceremonies are held each year in May and December. These ceremonies are typically held in the SIU Arena on the Saturday after finals. There is no ceremony in August. The candidates who plan to complete degree requirements in August can choose to attend either the May or December ceremony. If you wish to attend the May ceremony, you should turn in your application early. The application deadline information is available online at commencement.siu.edu.

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

Undergraduate degree candidates should apply for graduation via Salukinet.

Application questions should be referred to the Graduation Office by phone: 618-453-2054, by email: registrar@siu.edu, or visit the website at commencement.siu.edu.

A Graduation Application fee is assessed and should appear on the applicant’s Bursar statement of account (found in Salukinet).

The graduation application fee does not cover the cost of the cap and gown rental or the invitations. Questions regarding the cap, gown and the invitations should be referred to the University Bookstore in the Student Center.

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

Candidates who fail to meet the degree requirements by the deadline for the graduation term will be removed from the pending graduation list. It will then be the student’s responsibility to submit a new Graduation Application form by the deadline for the term in which they now plan to graduate. The new application will result in the assessment of another Graduation Application fee.

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

Graduation Appeal

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

Issuance of Transcripts

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

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

Pat A. Manfredi, Director

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

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

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

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

University Core Curriculum Goals

In 2005 the Association of American Colleges and Universities launched its LEAP campaign (Liberal Education and America’s Promise). Central to this campaign are a set of learning objectives that SIU has adopted as its Core Curriculum Goals. For more on the LEAP campaign visit, www.aacu.org/leap

1. Knowledge of Human Cultures and the Physical and Natural World
   • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
   Focused by engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, Including
   • Inquiry and analysis
   • Critical and creative thinking
   • Written and oral communication
   • Quantitative literacy
   • Information literacy
   • Teamwork and problem solving
   Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

3. Personal and Social Responsibility, Including
   • Civic knowledge and engagement—local and global
   • Intercultural knowledge and competence
   • Ethical reasoning and action
   • Foundations and skills for lifelong learning
   Anchored through active involvement with diverse communities and real-world challenges

4. Integrative and Applied Learning, Including
   • Synthesis and advanced accomplishment across general and specialized studies
   Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

University Core Curriculum Requirements

I. Foundation Skills .......................................................... 15
   Foundations of Inquiry ................................................ 3
   Select either UCOL 100A, B, and C or one UCOL 101 course.
   This Core Curriculum requirement applies only to on campus undergraduates, first entering SIU in Summer 2012 or later, with fewer than 26 transferable hours (excluding AP, CLEP, IB and proficiency credits).
   However, some programs require all students (regardless of transferable hours) to take the UCOL 101 course they offer. Students should check with their academic advisors to determine whether the program they wish to enter requires a specific UCOL 101 course.
   English Composition .................................................. 6
   Both English 101 and 102 are to be completed with a grade of C or better. English 120H, if completed with a grade of C or better, will satisfy the composition requirement. Linguistics 101 and 102, also to be completed with a grade of C or better, will satisfy the composition requirement for ESL students.
   Mathematics ............................................................. 3
   Select one course from the following: MATH 101, 110.
   Advanced University Core Curriculum courses: Any mathematics course designated by a number greater than 107 except for 114, 120, and 300I.
   Speech Communication 101 ...................................... 3
   II. Disciplinary Studies .................................................... 23
   Fine Arts ................................................................. 3
   Select one course from the following: Architectural Studies 314I; Art and Design 100A, B, 101; Cinema and Photography 101, 354I; English 119, 206A, 307I; Foreign Language 200A,B,C; History 201; Music 103; Radio, Television and Digital Media 362I, Theater 101.
Advanced University Core Curriculum courses:
Architectural Studies 231 and 232; Music 357A,B; Theater 220.

Human Health ................................................................. 2
Select one course from the following: Biology 202; Health Education 101; Human Nutrition and Dietetics 101; Kinesiology 101; Physiology 201; Rehabilitation 205.

Advanced University Core Curriculum courses: Allied Health 241; Kinesiology 201; Physiology 310.

Humanities ................................................................. 6
Select two courses from the following or select a sequence: Art and Design 207A,B,C; Cinema and Photography 358I; Classics 230, 270, 271, 315I; East Asian 102; English 121, 204; French 101A,B; Geology 329I; German 101A,B; History 101A,B, 358I; Linguistics 200; Mathematics 300I; Philosophy 102, 103A,B, 104, 105, 303I, 307I, 309I.

Sequence I:  Art and Design 207A,B,C (select two)
Sequence II:  English 121, 204
Sequence III:  French 101A,B
Sequence IV:  German 101A,B
Sequence V:  History 101A,B
Sequence VI:  Philosophy 103A,B

Advanced University Core Curriculum courses:
Classics 304, History 207A,B; Philosophy 304, 305A or B, 340; a third semester of a foreign language or a first semester or more advanced course in Latin or Classical Greek.

Science ................................................................. 6
Select one course from each group. Lecture courses in Geology must be taken with the appropriate lab course.

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

Advanced University Core Curriculum courses:
Chemistry 140A, 200 and 201, 200H and 201; Geology 220 and 223, 221 and 224, 222 and 223; Physics 203A and 253A, 203B and 253B, 205A and 255A, 205B and 255B, 305 and 355; Science 210A.

Group II: Anthropology 240A; Plant Biology 115, 117, 301I; Zoology 115.

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

Social Science ............................................................. 6
Select two courses in different disciplines from the following: Agricultural Sciences 300I, Anthropology 104; Economics 113, 114, 302I; Geography and Environmental Resources 100, 103, 300I; History 110, 112; Journalism 306I, 314I; Liberal Arts 300I; Political Science 114, 314I, 332I, 372I; Psychology 102; Sociology 108, 306I; Zoology 312I.

Advanced University Core Curriculum courses:
Agribusiness Economics 204; Economics 240, 241; Education 314; History 301.

III. Integrative Studies ..................................................... 3
Students are strongly advised to complete their Disciplinary Studies courses before enrolling in the Integrative Studies courses.

Multicultural/Diversity: Improving Human Relations .... 3
Select one course from the following: Art and Design 227, 267, 307I, 317I; Africana Studies 215, 227, 303I; Anthropology 202, 204; Criminology and Criminal Justice 203; Engineering 304I; English 205 and 212; Foreign Languages and Literatures 301I; French 200; History 202, 210, 212; Kinesiology 210; Linguistics 201, 320I; Mass Communication and Media Arts 204; Music 203, 303I; Philosophy 210, 211, 308I; Political Science .... 215, 352I; Psychology 223, 233; Sociology 215, 223, 304I; Speech Communication 201, 301I; Women, Gender and Sexuality Studies 200, 201, 223, 301I, 307I, 320I.

Advanced University Core Curriculum courses: Education 311; English 225, 325, History 300, 368; Women, Gender and Sexuality Studies 225.

Total ................................................................. 41

1All majors in the College of Engineering may satisfy the science requirement by taking two physical science courses provided that they take BIOL 202, Human Genetics and Human Health.

Students whose catalog year is prior to Summer 2012 are not required to take a 3 credit hour Foundations of Inquiry course. These students are required to take a 3 credit hour Interdisciplinary course from the list below. Most of these courses also satisfy Core requirements in other areas, as indicated in the lists above. But no course can be used to satisfy more than one Core Curriculum requirement.

Interdisciplinary .......................................................... 3

Advanced University Core Curriculum courses:
Architecture 444 (minimum 3 credit hours).

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

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

1. Completion of Core Curriculum (or Advanced Core Curriculum) courses with a satisfactory grade. Each student must complete the Foundation courses (Composition, Foundations of Inquiry, Speech, Mathematics) or their approved Advanced Core courses prior to or upon completing 56 semester hours of coursework. The student, working with the academic advisor, shall have the responsibility of meeting this requirement.

2. Students completing the “42 Hour Block” or an AA degree in a baccalaureate-oriented program in an accredited Missouri two-year institution that participates in the 42 Hour Block program will be considered to have completed the University Core Curriculum.

3. Transfer students may satisfy the requirements of the University Core Curriculum by successful completion of the Illinois Transferable General Education Curriculum. Transfer students who have not completed all Core Curriculum requirements prior to enrolling at SIU can have their transcripts evaluated and comparable courses will be applied toward the University Core Curriculum or the IAI General Education Core Curriculum requirements on a course-by-course basis. A student must have a minimum of 30 semester hours of transfer credit toward the satisfaction of general education requirements prior to enrollment at SIU in order to be eligible to complete the IAI GECC in lieu of the SIU UCC requirement subsequent to admission to the University.

4. Students completing an AA or AS degree in a baccalaureate-oriented program in an accredited Illinois two-year institution will (a) be accepted with junior standing and (b) be considered to have completed the University Core Curriculum requirements (see The Compact Agreement). Associate degrees earned at other than Illinois two-year institutions will be reviewed by Transfer Student Services. If the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates. Credit from an accredited two-year institution is limited only by the provision that students must earn at least 60 semester hours of work at the University or at any other approved four-year institution and must complete the residence requirements for a degree from the University.

5. Students who have received a bachelor’s degree from an accredited institution will also be considered to have their University Core Curriculum complete. Additional information concerning admission of transfer students and the evaluation of transfer credit can be found in the sections of this catalog pertaining to those specific programs. (See Chapter 2 for admission and University Core Curriculum and Transfer Students in this chapter for more information on transfer of courses.)

6. Proficiency credit by examination for Core Curriculum courses or Advanced Core courses. All Core Curriculum courses are eligible for proficiency credit, subject to specified restrictions. (See proficiency examinations in Chapter 2.) Students should contact the individual department for specific information. Completion of courses listed as Advanced Core courses are limited to 12 hours.

7. Proficiency credit via General Examinations of the College Level Examination Program (CLEP) or Advanced Placement (AP). Credit given through the High School AP or CLEP examinations will be nonresident, will not carry a grade, and will not be used in computing the student’s grade point average. The credit will be validated after 12 hours of C grade or better in residence at Southern Illinois University Carbondale. A $15 charge will be assessed for proficiency examinations taken at Testing Services.

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

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

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

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<thead>
<tr>
<th>Core Curriculum</th>
<th>Advanced Core Curriculum Courses</th>
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<tr>
<td>AD 207A</td>
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<tr>
<td>CHEM 106</td>
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<td>DH 298</td>
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<td>ECON 113/114</td>
<td>ECON 240, 241 or ABE 204</td>
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## University Core Curriculum Courses

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

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

### I. FOUNDATION COURSES

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

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

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

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

MATH 101-3 Introduction to Contemporary Mathematics. [IAI Course: M1 904] Elementary mathematical principles as they relate to a variety of applications in contemporary society. Exponential growth, probability, geometric ideas and other topics. This course does not count towards the major in mathematics. Prerequisite: MATH 107 with a grade of C or better or high school Geometry and Algebra 2 with a grade of C or better, and satisfactory placement score.

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

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

UCOL 100-1 to 3 Transfer Student College Planning. The course is designed to help first-year transfer students make a successful transition to college life. Students will be guided through the transfer process. Topics of discussion include the value of pursuing higher education, developing a career goal; identifying academic majors, admissions and academic requirements, university comparison, and options in financial aid. The content of the course is pertinent to any student who is planning to transfer to a four-year institution to complete a Bachelor’s degree and satisfies transfer orientation requirements.

UCOL 100A-1 Foundations of Inquiry for Dual Admission Program Students: Part one of three. This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours each semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU.

UCOL 100B-1 Foundations of Inquiry for Dual Admission Program Students: Part two of three. This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours per semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU.

UCOL 100C-1 Foundations of Inquiry for Dual Admission Program Students: Part three of three. This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours each semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU.

UCOL 101A-3 Foundations of Inquiry: Academic Success Seminar. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry through intentional delivery of the Academic Success Seminar student-centered materials and the Center for Academic Success services. Sections will be limited to approximately 25 students each. [This course is a replacement for UNIV 100.]

UCOL 101B-3 Foundations of Inquiry for Business. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of the College of Business at SIUC.

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

**UCOL 101D-3 Foundations of Inquiry: Foreign Languages.** This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the study of a foreign language. In UCOL 101D: Foreign Language, you will study theories of second language acquisition, and how they can inform your learning across the curriculum, and you will discuss and debate the interaction between language and culture.

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

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

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

**UCOL 101H-3 Foundations of Inquiry: Education and Human Services.** This course provides a survey of various fields of study in the College of Education and Human Services. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career pathways found among the disciplines in this College.

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

**UCOL 101J-3 Foundations of Inquiry: Careers in Music.** The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with music. Students will explore what it means to be a music major, what careers they might pursue, activities, required skills, rewards, and expectations associated with majors in music, and how to navigate programs involving more than one school or college.

**UCOL 101K-3 Foundations of Inquiry: Introduction to History.** This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with history. This is a recommended course for potential history majors (in the College of Liberal Arts and the College of Education and Human Services), but is open to any interested students. Students will acquire an understanding of the basic analytical, writing, and research skills specific to the historical profession and general to the social sciences and the humanities.

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

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

**UCOL 101N-3 Foundations of Inquiry: Non-Traditional and Military.** The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines at SIU. This class focuses on concerns of Non-traditional and Military (Active, Guard, Reserve, Veterans) students, but it is open to any interested students.

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

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

**UCOL 101R-3 Foundations of Inquiry: Speech Communication.** This student success course supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. As students acquire these capabilities they will be introduced to the foundations of inquiry-those interests, assumptions, methodologies, and potential academic and career tracks-associated with the disciplines of a particular college at SIU. Specific to Speech Communication, this course will provide a rich foundation for developing essential personal, academic, and professional communication skills. These skills will be explored in relation to everyday interactions, education, networking and mentoring relationships, the workplace, social media, cultural awareness, and civic engagement.

**UCOL 101S-3 Foundations of Inquiry: Introduction to Scientific Research.** This seminar-style course is designed to promote an understanding of the value and expectations of higher education and to explore the resources available to science majors. Students will learn study skills, time management, and explore strategies for success in classes. The nature and process of scientific investigation will be presented by SIUC and regional scientists who solved local and global problems and contribute to the science knowledge-base. Students will be exposed to the excitement of inquiry-based discovery and will explore the methods by which practicing scientists guide their work. Classroom activities will enhance communication skills and assist students in networking and integrating into the scientific community at SIUC.

**UCOL 101T-3 Foundations of Inquiry in Aviation Technologies.** This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with a major in Aviation Technologies.

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

**UCOL 101V-3 Foundations of Inquiry: Political Science.** This course provides a survey of various fields of study that comprise the liberal arts. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career pathways found among the social sciences, arts, and humanities. Seminars presented by distinguished speakers on careers and topics of particular interest to Political Science majors. Open to students in any major.

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

**UCOL 101X-3 Foundations of Inquiry: Introduction to Information Assurance and Cybersecurity.** The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodology-
gies, and potential academic and career tracks associated with the disciplines at SIU. Students will be exposed to concepts and terminology relating to computer security. Additional topics will include methods for identifying and avoiding common online security threats.

**UCOL 101Y-3 Foundations of Inquiry: Black Men’s Initiative.** This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered at SIU. The particular focus of this course is on the black male experience. Through studying African American role models, students will investigate the triumphs, struggles, and complexities of the black male experience. Students will also learn how media and cultural representations affect expectations of academic success for black males. Enrollment in this course is open to all students.

**UCOL 101Z-3 Foundations of Inquiry: Aviation Management and Flight.** The First-Year Seminar supports the transition of first-year students as they enter our research university. Students will demonstrate the knowledge, skills and behaviors critical for academic and personal success; acquiring these capabilities as they are introduced to the foundations of inquiry. Successful completion of UCOL 101Z will fulfill the University Core Curriculum requirements for Area 1-Inquiry for Aviation Management and Flight students.

**II. DISCIPLINARY STUDIES**

**Fine Arts**

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

**AD 100B-3 Foundation Studio B.** A fundamental class with emphasis on contemporary and traditional three-dimensional processes, concepts and materials. Projects are designed to introduce and fuse content, skill and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically and creatively. Incidental expenses will be incurred. Studio fee: $30.

**AD 101-3 Introduction to Visual Culture.** [IAI Course: F2 908] This course aims to equip students with a critical awareness of contemporary visual culture - from art to advertising, from the built environment to cyberspace. Students will be encouraged to interrogate all varieties of visual forms and to consider the different viewing contexts, historical antecedents and cultural differences that condition their experience of the visual world. Weekly section meetings with a graduate assistant will provide an opportunity to discuss concepts presented in lectures and readings and to carry out assignments in the form of written reports and creative art and design projects. A field trip is required (a small fee will be required of those unable to provide their own transportation).

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

**CP 101-3 Film History and Analysis.** An introduction to world history of cinema from its origins to the present, featuring important and influential films of various types and genres from many countries. Basic formal and technical aspects of the medium and means of analysis are also introduced. Students purchase texts. It is also the required foundation course for the Cinema Specialization in the Cinema and Photography major. Screening fee: $30.

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

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

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

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

**FL 200A-3 Masterpieces of World Literature-France and Francophone Countries.** Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

**FL 200B-3 Masterpieces of World Literature-Germany, Switzerland, Austria.** Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

**FL 200C-3 Masterpieces of World Literature-Spain.** Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

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

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

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

**THEA 101-3 Theater Insight.** [IAI Course: F1 907] Through lectures, discussions, projects, text readings and written critiques, students examine how plays are written and produced and how these plays reflect the people and cultures that produce them. Theater Insight Fee: $13.

**Human Health**

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

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

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

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

**PHSL 201-3 Human Physiology.** [IAI Course: L1 904] A course which relates the normal function of the human body to the disruptions which occur in a variety of disease states. Three lecture hours per week. Not open to students who have taken 310. With 208 (if not used for health) satisfies University Core Curriculum Science Group II requirement.

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

**Humanities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**HIST 101A-3 The History of World Civilization I-To Industrialization.** A survey of various civilizations in the world from prehistory to the present with particular attention to non-Western cultures.

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

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

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

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

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

**PHIL 103A-3 World Humanities.** [IAI Course: HF 904N] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (A) The first semester will cover the early civilization of the Near East, the classical world of Greece and Rome, early China and India.

**PHIL 103B-3 World Humanities.** [IAI Course: H9 900] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (B) The second semester will look at the integrative civilizations of Buddhism, Medieval Christianity and Islam, and Modern Europe.

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

**PHIL 105-3 Elementary Logic.** [IAI Course: H4 906] Study of the traditional and modern methods for evaluating arguments.
Applications of logical analysis to practical, scientific and legal reasoning, and to the use of computers.

PHIL 303I-3 Philosophy and the Arts. [IAI Course: H9 900]
An interdisciplinary examination of (1) literary and other artistic works which raise philosophical issues and (2) philosophical writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

PHIL 307I-3 Philosophy of Science, Nature and Technology
Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

PHIL 309I-3 Philosophy of Peace, Law, and Justice
An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

Science

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

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

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

GEOG 303I-3 Physical Geography.
[IAI Course: P1 909L]
This course explores how biogeography, geomorphology and climatology interact in shaping the Earth’s environments. Case studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: $20.

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

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

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

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

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

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

GEO 124-1 History of the Earth Laboratory.
Laboratory to accompany GEO 121. Inquiry based laboratory sessions teaching the concepts of deep time, plate tectonics, evolution and the fossil record, biostratigraphy, rise and fall of the dinosaurs, evolution of mammals and humans. One laboratory session per week. Must be taken concurrently with or upon completion of GEO 121. If GEO 124 is dropped then GEO 121 must be dropped. $10 Field Trip Fee.
GEOL 128-2 The Dinosaurian World. An introduction to Dinosaurs and the world in which they lived, and died. Topics will include Mesozoic continents; Plants of the Mesozoic; Dinosaur paleoenvironments; Dinosaur origins; Dinosaur biology; Dinosaur fossilization; Dinosaur hunters and Dinosaur extinction. Must be taken concurrently with or upon completion of GEOL 129 or GEOL 113. If GEOL 129 or GEOL 113 is dropped then GEOL 128 must be dropped.

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

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

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

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

Social Science

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

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

ECON 113-3 Economics of Contemporary Social Issues. The purpose of this course is to examine a number of major social issues from an economics perspective. Thus the student will be taught some basic economic concepts (tool kit) which will then be used to analyze a variety of social problems. The emphasis will be on policy. Once the causes of social problems have been analyzed, then specific policies effective in solving or dealing with the social problem will be discussed. Only one of the courses, Economics 113 or Economics 114, can count among those economics courses required for an economics major or minor.

ECON 114-3 Introduction to Economics: Class Simulations. Basic economic problems are analyzed with market simulations through the uses of in-class “experiments,” in which the students act as the buyers and sellers. Topics usually include the effects of market-based taxes, illegal drug markets, minimum wage, pollution, monopoly, textbook pricing, measuring productivity, international trade and bargaining. Only one of the courses, Economics 113 or Economics 114, can count among those economics courses required for an economics major or minor.

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

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

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

**GEOG 3001-3 Geography, People and the Environment.** An introduction to human and environmental geography with a focus on food production, water and energy resources, and the services provided by Earth's ecosystems as the foundations of human life on Earth. Skillful use of visual information such as maps and satellite imagery and the challenge of sustainability are emphasized.

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

**HIST 112-3 The Twentieth Century World.** The history of Europe, Asia, Africa and Latin America since 1900. Emphasis on political conflict, economic development, social change and cultural transformation in an increasingly integrated world.

**JRLN 3061-3 International Media Systems.** An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

**JRLN 3141-3 American Politics and the Mass Media.** (Same as POLS 3141) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

**LAC 3001-3 Social Perspectives on Environmental Issues.** Case studies (e.g., rural village in developing nation; small town in the United States; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

**POLS 114-3 Introduction to American Politics.** [IAI Course: SS 900] The development and current state of the American political system.

**POLS 3141-3 American Politics and the Mass Media.** (Same as JRLN 3141) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

**POLS 3321-3 Introduction to Civil Liberties and Civil Rights.** This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court has interpreted and applied these rights over time. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. We will also address how social, economic, and political forces have shaped the evolution and nature of these protections.

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

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

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

**SOC 3061-3 Popular Culture in Society.** Examines the social organization of popular culture, treating popular culture objects as products that are created, manufactured, distributed and consumed. The focus is on the people, activities, organizations and institutions that are involved in popular culture.

**ZOOL 3121-3 Conservation of Natural Resources.** [IAI Course: L1 905] This course adopts an interdisciplinary approach to the study of conservation of natural resources. It integrates environmental science and environmental economics. By examining the costs and benefits of resource consumption, we will attempt to determine the socially optimal level of resource utilization. We will look at ways in which governments attempt to achieve socially optimal resource use, and the effects of these government policies on the environment. Topics considered in the course include: solid waste, energy consumption, air pollution, agriculture and global environment change. Credit may not be used toward a major in zoology.

### III. INTEGRATIVE STUDIES

**Multicultural: Diversity in the United States**

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

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

**AD 3071-3 Women in Visual Arts: Social and Educational Contexts.** (Same as WGS 3071) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's
art as well as the ways in which women have been represented. **AD 317L-3 Contemporary Native American Art: Anthropological Perspective.** This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

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

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

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

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

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

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

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

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

**ENGR 304I-3 Social History of American Technology.** Survey of some key technological transformations and their related social developments in the United States from colonial times to the present with emphasis on the effects of technological development on the United States.

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

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

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

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

**KIN 210-3 Diversity in American Sport.** Explores how historical and contemporary forces have shaped opportunities and experiences of various cultural groupings in American sport. The course focuses on diversity issues related to race, ethnicity, gender, social class, sexuality and physical ability/disability. Class utilizes a variety of interactive classroom activities to explore multicultural dynamics in sport and society.
tion of different varieties of English and the growing presence of other languages in the United States. Local, regional and national perspectives are used to review current patterns of language diversity and to explore the impact of language issues on policies and practices in education, the legal system and the workplace.

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

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

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

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

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

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

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

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

POL 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

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

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

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

SOC 223-3 Women and Men in Contemporary Society. (Same as WGSS 223) [IAI Course: S7 904D] Examines theories of women’s and men’s roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

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

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

**SPCM 301I-3 Communication Across Cultures.** This course provides an introduction to communication between/among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with individuals from different races, ethnicity, religions, gender, ages, sexual orientations and physical abilities. Credit cannot be earned in both SPCM 301I and SPCM 34I.

**WGSS 201I-3 Multicultural Perspectives on Women, Gender and Sexuality.** This interdisciplinary and multicultural survey course covers important issues of women, gender and sexuality studies in the United States. Topics include language, media, education, family, labor, politics, literature and the arts. Within each topic, issues of race, class, ability, and other intersecting aspects of identity are also addressed.

**WGSS 223I-3 Women and Men in Contemporary Society.** [IAI Course: S7 904D] (Same as SOC 223) Examines theories of women and men's roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

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

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

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

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

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

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

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

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

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

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

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

**ENGR 301I-3 Humans and Their Environment.** (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) [IAI Course: L1 906] An introduction to the study of the relationship between humans, resource consumption, pollution and the resulting environment. The effects of current human pollution and resource consumption on the environmental quality of the future. The interrela- 

tion of human population resource consumption and pollution. Methods of minimizing resource consumption and human pollution through both technological controls and changes in human behavior. Prerequisite: high school chemistry or equivalent.

**ENGR 303I-3 The Role of Energy in Society.** (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) Lectures, discussions and class projects directed at understanding the role of energy, power and related concepts in society in the past, the present and the future. Review of current energy resources and use patterns, as well as projections for new energy conservation techniques and the development of alternative energy technology. An overview of worldwide energy needs, seeking to identify future limits on energy use attributable to environmental, economic, political and other technological and evolutionary constraints. Prerequisite: satisfactory completion of three hours of University Core Curriculum science requirements.

**ENGR 304I-3 Social History of American Technology.** Survey of some key technological transformations and their related social developments in the United States from colonial times to the present with emphasis on unequal effects on cultural groups defined by race, gender, and ethnicity.

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

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

**GEOG 303I-3 Physical Geography.** [IAI Course: P1 909L] This course explores how biogeography, geomorphology and climatology interact in shaping the Earth’s environments. Case studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: $20.

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

**GEOG 327I-3 The World’s Oceans.** (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) The world’s ocean comprises up to 80% of the earth’s surface. It plays a significant role in global climate, contains mineral resources and harbors a wealth of plant and animal life. “The World’s Oceans”, through the scientific method, will provide a greater understanding of the processes and components of the oceans and their importance to our everyday life. The course will include lectures, discussion sessions, readings and exercises from the text, laboratory exercises and short field excursions.

**GEOG 328I-3 Dinosaurs and the Age of Reptiles.** (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) What we know about dinosaurs - their fossils, morphologies, origin, types, relatives, relationships, lifestyles, distributions (in time, in space, in paleoenvironments), biotic associates and extinction; and how we know it - interdisciplinary application of basic scientific concepts of geology, paleobiology, paleoecology and paleoenvironmental analysis.

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

**GEOG 330I-3 The Planets.** (University Core Curriculum: Students with a catalog year prior to Summer 2012 only) The geology of the planets and moons of the solar system, their origin and history, the origin of the universe and the solar system and the search for other planetary systems and life in the universe. The geologic processes of vulcanism, tectonism, weathering and meteorite impact on the various planets will be examined and compared. A main focus of the course will be examining the methods for discovering information about the solar system involving the interdisciplinary application of pertinent basic scientific concepts of geology, geochemistry, geophysics, meteorology and cosmology.

**HIST 358I-3 Introduction to Peace Studies.** (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.
JRNL 306I-3 International Media Systems. An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

JRNL 314I-3 American Politics and the Mass Media. (Same as POLS 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

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

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

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

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

PHIL 303I-3 Philosophy and the Arts. [IAI Course: H9 900] An interdisciplinary examination of (1) literary and other artistic works which raise philosophical issues and (2) philosophical writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

PHIL 307I-3 Philosophy of Science, Nature and Technology. Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

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

PHIL 309I-3 Philosophy of Peace, Law, and Justice. (University Core Curriculum) An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

PLB 301I-3 Evolution and Society. (University Core Curriculum: Students with a catalog year prior to Summer, 2012 only) An introduction to the basics of biological evolution and the effect of biological evolution on society. Historical and modern interpretations of biological evolution on the human experience will be developed. This will include legal, political, religious, scientific, racist, sexist, philosophical and educational aspects. Topics will be covered via discussions, presentations, papers and debates. Prerequisite: strongly recommend completion of University Core Curriculum Science requirements. Lab fee: $15.

POLS 314I-3 American Politics and the Mass Media. (University Core Curriculum: Same as JRNL 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

POLS 322I-3 Introduction to Civil Liberties and Civil Rights. This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court has interpreted and applied these rights over time. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. We will also address how social, economic, and political forces have shaped the evolution and nature of these protections.

POLS 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Addition-
ally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

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

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

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

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

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

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

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

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

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

### Multicultural Applied Experience Option

The Multicultural Applied Experience option is intended to deepen student and faculty involvement in extra-academic service. With prior approval from the director of the University Core Curriculum and the participating academic units, students may take non-Core service learning courses to satisfy the diversity requirement in the University Core Curriculum. Students who elect this option may also wish to sign up for Saluki Volunteers. The Saluki Volunteers can evaluate the Multicultural Applied Experience and those hours may be counted toward the 30-hour minimum per year for participation in the Volunteers. In addition to having their Volunteer hours noted on their transcript, the student will receive an involvement transcript from the Volunteers documenting their activities. This can be added to the resume. For more information about Saluki Volunteers, contact Saluki Volunteers in Student Development.

### Multicultural Applied Experience Courses

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

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

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

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

**FL 298-3 Multicultural Applied Experience.** An applied experience, service-oriented credit in American diversity involving a group different from the student’s own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students should consult the department for course specifications regarding grading, work requirements, and supervision. Graded Pass/Fail. Prerequisite: written approval from the instructor of record.

**HCM 298-3 Multicultural Applied Experience.** An applied experience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Students should consult the School of Allied Health for course specifications regarding grading, work requirements and supervision. Restricted to School of Allied Health major or consent of school.

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

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

**WGSS 298-3 Multicultural Applied Experience.** An applied experience, service-oriented credit in American diversity involving interaction with those exemplifying life experiences centering on women’s issues, organizations, services, etc. Students should consult the Women, Gender and Sexuality Studies Program staff to discuss placement options and supervision. Special approval needed from the Women, Gender and Sexuality Studies Director. Not for graduate credit.

**Capstone Option**

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

Key features of the Capstone Option are: (1) gives occupational students who have changed their educational and occupational goals an opportunity to pursue a four-year degree; (2) is an alternative option to obtaining the four-year degree typically involving no more than two additional years of college; (3) seeks to recognize similar objectives in both two-year occupational programs and four-year baccalaureate degree programs; and (4) seeks to recognize similar objectives in certain work experiences and in four-year baccalaureate degree programs.

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

**College of Agricultural Sciences**
- Agribusiness Economics
- Agricultural Systems and Education
- Animal Science
- Crop, Soil and Environmental Management
- Horticulture
- Hospitality and Tourism Administration

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

**College of Business**
- Accounting
- Business and Administration
- Business Economics
- Finance

**Chapter 3**
Management
Marketing

College of Education and Human Services
Rehabilitation Services
Workforce Education and Development

College of Engineering
Engineering Technology
Industrial Technology

College of Liberal Arts
Paralegal Studies

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

University Core Curriculum Requirements for Capstone

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>English 101, 102, or 120H or equivalent with a grade of C or better.</td>
<td></td>
</tr>
<tr>
<td>Speech Communication 101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics course numbered 101 or above, with the exception of 107, 114, 120 and 300I.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Select one physical and one life science with lab.*</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Select two courses from different disciplines on approved list.*</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the approved list.*</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the approved list.*</td>
<td></td>
</tr>
<tr>
<td>Multicultural: Diversity in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the approved list.*</td>
<td></td>
</tr>
<tr>
<td>Minimum Total</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

Eligibility for the Capstone Option Requires the Student to:

1. Have entered a bachelor's degree program at SIU which participates in the Capstone Option.
2. The student must not have earned more than 12 semester hours of major coursework toward the bachelor's degree program prior to approval for Capstone.
3. A student who changes their major will require recertification for Capstone for the new program by no later than the end of the first semester in the new program and have earned no more than 12 semester hours toward the new bachelor's degree program. Recertification occurs when the student requests a unit major change with Capstone Option indicated from the new degree program to be processed through the Registrar's Office.
4. Have earned an associate degree, or equivalent certification, in a non-baccalaureate-oriented program of at least 60 semester hours by no later than the end of the first semester in the bachelor's degree program at SIU. Equivalent certification, for the purposes of Capstone eligibility, is defined as the formal completion of a technically-oriented program of two years duration (60 semester hours), resulting in the receipt of the equivalent of an associate degree (certificate, diploma, or other documentation as provided by the student's educational institution).
5. Have submitted all transfer work including the associate degree by no later than the end of the first semester at SIU. This documentation includes all official transcripts from other institutions and may include test reports, evaluation of military experience, work experience, or whatever other kind of training has been used to award the associate degree. Official transcripts from other institutions must not be more than 30 days old when received by SIU.
6. Have earned a minimum grade point average of 2.0 (4.0 scale) as calculated by SIU grading regulations. An applicant determined ineligible for Capstone as a result of a low grade point average may not be considered again after raising the average in subsequent work (credit beyond the associate degree).

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

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

University Core Curriculum and Transfer Students

There are four different ways to complete Core Curriculum requirements:

1. Completion of an Associate in Arts or an Associate in Science degree at a public Illinois community college (see Compact Agreement below);
2. Students completing the “42 Hour Block” or an AA degree in a baccalaureate-oriented program in an accredited Missouri two-year institution that participates in the 42 Hour Block program will be considered to have completed the University Core Curriculum.
3. Completion of the Illinois Transferable General Education Core Curriculum as certified by a participating Illinois Articulation Initiative institution;
4. Completion of SIU’s Core Curriculum requirements; or
5. Admission to and completion of SIU’s Capstone Option for students with an AAS.

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

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

Students without an A.A. or A.S. from an Illinois Accredited Community College
Transfer students who have not earned a baccalaureate oriented Associate of Arts or Associate of Science degree from an accredited Illinois public community college prior to attending SIU, but who have been certified by a participating Illinois Articulation Initiative institution as having completed the Illinois Transferable General Education Core Curriculum (IAI GECC) will be considered as having fulfilled the SIU Core Curriculum requirements required for general graduation.

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

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

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

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

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

SIU reentry students who have not earned an Illinois baccalaureate oriented AA or AS degree, or students concurrently enrolled at another institution while attending SIU, must complete the SIU Core Curriculum or the IAI General Education Core Curriculum requirements. A student must have a minimum of 30 semester hours of transfer credit toward the satisfaction of general education requirements prior to enrollment at SIU in order to be eligible to complete the IAI GECC in lieu of the SIU UCC requirement subsequent to admission to the University. Concurrently enrolled students should seek advice from Transfer Student Services on acceptable course equivalents to the SIU Core Curriculum or visit the web site: transfer.siu.edu.

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

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

Certification of the Illinois Transferable General Education Core must contain the minimum requirements shown on following chart:
# ILLINOIS TRANSFERABLE GENERAL EDUCATION CORE CURRICULUM MINIMUM REQUIREMENTS

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

Total: 12-13 semester hours, 37-41 credit hours

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

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

## Students Completing IAI GECC Requirements

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

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

The courses listed on the following page are the SIU courses that have been approved for inclusion in the Illinois Transferable General Education Core. These same courses can be found throughout the catalog in their major departments and are designated by [IAI: course number]. Major IAI courses that can be used for lower division major requirements may also be found in their major departments.
<table>
<thead>
<tr>
<th>IAI Course Number and Title</th>
<th>SIU Course</th>
<th>SIU Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 900 (Writing Course Sequence)</td>
<td>ENGL 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>C1 900 (Writing Course Sequence)</td>
<td>LING 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>C1 901R (Writing Course Sequence)</td>
<td>ENGL 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>C1 901R (Writing Course Sequence)</td>
<td>ENGL 120</td>
<td>Honors Composition</td>
</tr>
<tr>
<td>C1 901R (Writing Course Sequence)</td>
<td>LING 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>C2 900 (Oral Communication)</td>
<td>SPCM 101</td>
<td>Intro: Oral Comm</td>
</tr>
<tr>
<td>F1 900 (Music Appreciation)</td>
<td>MUS 103</td>
<td>Music Understanding</td>
</tr>
<tr>
<td>F1 901 (Music History and Literature)</td>
<td>MUS 357A,B</td>
<td>Music History</td>
</tr>
<tr>
<td>F1 905D (Ethnic Tradition Am Music)</td>
<td>MUS 203</td>
<td>Diversity/Popular Music</td>
</tr>
<tr>
<td>F1 907 (Theatre Appreciation)</td>
<td>THEA 101</td>
<td>Theater Insight</td>
</tr>
<tr>
<td>F2 900 (Art Appreciation)</td>
<td>AD 101</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>F2 901 (History of Western Art I)</td>
<td>AD 207A</td>
<td>Intro to Art History I</td>
</tr>
<tr>
<td>F2 906D (Ethnic Traditions in Am Art)</td>
<td>AD 227</td>
<td>History African Am Art</td>
</tr>
<tr>
<td>F2 908 (Film Appreciation)</td>
<td>ENGL 307I</td>
<td>Film as Literary Art</td>
</tr>
<tr>
<td>H1 900 (Foreign Language IV)</td>
<td>CHIN 201B</td>
<td>Interm Chinese</td>
</tr>
<tr>
<td>H1 900 (Foreign Language IV)</td>
<td>CLAS 201B</td>
<td>Interm Greek II</td>
</tr>
<tr>
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<td>ENGL 209</td>
<td>Forms of Literature</td>
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<td>PHYS 253A,B</td>
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<td>Phys That Changed World</td>
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<td>CHEM 106</td>
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<td>P1 907 (Introduction to Geology)</td>
<td>GEOL 221</td>
<td>Earth Through Time</td>
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<td>P1 908 (Environmental Geology)</td>
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<td>Geol and Environment</td>
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<td>P1 908L (Environmental Geology)</td>
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<td>University Physics Lab</td>
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<td>Origins Am: 1492-1877</td>
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<td>HIST 300</td>
<td>20th Century America</td>
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<td>Mod Am Hist:1877-Pres</td>
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<td>Hist of Western Civ</td>
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<td>Hist of Western Civ</td>
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<td>S2 910N (History of Latin America I)</td>
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<td>S5 900 (Am/U.S. Natl Government I)</td>
<td>POLS 114</td>
<td>Am Govt and Politics</td>
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<td>POLS 213</td>
<td>State and Local Govt</td>
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<td>S5 904N (International Relations)</td>
<td>POLS 170</td>
<td>Global Politics</td>
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<tr>
<td>S5 905 (Comparative Government)</td>
<td>POLS 207</td>
<td>Political Ideologies</td>
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</table>
These SIU and corresponding IAI courses will not satisfy SIU’s University Core Curriculum requirement, but will satisfy the Illinois Transferable General Education Core.

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

Illinois Articulation Initiative Major Courses

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

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

### IAI MAJOR COMMON CORE COURSES OFFERED AT SIU

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<tr>
<th>IAI Major Course</th>
<th>SIU Course</th>
<th>SIU Course Title</th>
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<td>AG 901</td>
<td>ABE 204</td>
<td>Intro to Agricultural Economics</td>
</tr>
<tr>
<td>AG 902</td>
<td>ANS 121</td>
<td>Intro to Animal Science</td>
</tr>
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<td>AG 902</td>
<td>ANS 122</td>
<td>Livestock Production Laboratory</td>
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<td>AG 903</td>
<td>CSEM 200</td>
<td>Intro to Crop Science</td>
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<td>AG 904</td>
<td>CSEM 240</td>
<td>Soil Science</td>
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<td>AG 905</td>
<td>HORT 220</td>
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<td>AG 906</td>
<td>AGSE170</td>
<td>Intro Physical Principles in Agriculture</td>
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<td>AG 911</td>
<td>AGSE 110</td>
<td>Intro to Agriculture Education</td>
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<tr>
<td>AG 913</td>
<td>AGSE 118</td>
<td>Intro Computers in Agriculture</td>
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<td>BIO 910</td>
<td>BIOL 200A</td>
<td>Cell and Molecular Biology</td>
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<td>BIO 910</td>
<td>BIOL 200B</td>
<td>Organismal and Ecological Biology</td>
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<td>BUS 901</td>
<td>ACCT 208</td>
<td>Business Data Analysis</td>
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<td>MGMT 208</td>
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<td>BUS 902</td>
<td>CS 200B</td>
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<td>BUS 902</td>
<td>ISAT 229</td>
<td>Computing for Business Administration</td>
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<td>BUS 903</td>
<td>ACCT 220</td>
<td>Accounting I - Financial</td>
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<td>BUS 904</td>
<td>ACCT 230</td>
<td>Accounting II - Managerial</td>
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<td>CHEM 200</td>
<td>Intro to Chemical Principles</td>
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<td>CRJ 901</td>
<td>CCJ 201</td>
<td>Intro to Criminal Justice System</td>
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<td>CRJ 911</td>
<td>CCJ 384</td>
<td>Intro to Corrections</td>
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<td>CRJ 912</td>
<td>CCJ 290</td>
<td>Intro to Criminal Behavior</td>
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<td>CRJ 914</td>
<td>CCJ 374</td>
<td>Juvenile Justice</td>
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<tr>
<td>CS 911</td>
<td>CS 202</td>
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<td>CS 912</td>
<td>CS 220</td>
<td>Programming with Data Structures</td>
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<td>ENGR 335</td>
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<td>ECE 235</td>
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<td>ECE 225</td>
<td>Intro Discrete Logic and Digital Systems</td>
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<td>IT 208</td>
<td>Fundamentals of Manufacturing Processes</td>
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<td>MC 912</td>
<td>JRNL 301</td>
<td>Principles of Advertising/IMC</td>
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<td>MC 913</td>
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<td>Intro to Public Relations</td>
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<td>MC 914</td>
<td>RTD 200</td>
<td>Understanding Media</td>
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<td>MC 916</td>
<td>RTD 300</td>
<td>Introduction to Media Production</td>
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<td>MC 917</td>
<td>RTD 310</td>
<td>News Writing for Electronic Media</td>
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<td>MC 918</td>
<td>RTD 360</td>
<td>Electronic Media Performance</td>
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<td>MC 919</td>
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<td>JRNL 312</td>
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<td>MATH 305</td>
<td>Intro to Ordinary Differential Equations I</td>
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<td>PLS 913</td>
<td>POLS 207</td>
<td>Contemporary Political Ideologies</td>
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<td>TA 911</td>
<td>THEA 218A</td>
<td>Beginning Stagecraft-Scenery</td>
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Colleges, Academic Services and Programs
College of Agricultural Sciences
Mickey A. Latour, Dean

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

<table>
<thead>
<tr>
<th>Major (B.S. degree)</th>
<th>Specialization</th>
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<tbody>
<tr>
<td>Agribusiness Economics</td>
<td>Agribusiness Economics: curriculum individually designed to fit student needs</td>
</tr>
<tr>
<td>Agricultural Systems and Education</td>
<td>Ag Education, Ag Communications, Ag Production Management, Ag Systems Technology, Management, General Agriculture, Food &amp; Process Engineering, Technology</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Animal Production, Equine Science, Pre-Veterinary Medicine, Science</td>
</tr>
<tr>
<td>Crop, Soil and Environmental Management</td>
<td>Crop Production &amp; Management, Soil Science</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Production Horticulture, Landscape Horticulture, Turf Management</td>
</tr>
<tr>
<td>Human Nutrition and Dietetics</td>
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</tr>
<tr>
<td>Hospitality and Tourism Administration</td>
<td>Event Planning, Food Service Management, Lodging Management, Tourism</td>
</tr>
<tr>
<td>Forestry</td>
<td>Forest Resources Management, Forest Recreation &amp; Park Management, Wildlife Habitat Management &amp; Conservation, Urban Forest Management, Forest Hydrology</td>
</tr>
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</table>

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

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

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

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

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

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

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

The Agriculture Building houses the offices, classrooms, and laboratories for the agriculture and forestry programs. The Human Nutrition and Dietetics program has offices, classrooms, and laboratories in Quigley Hall. Other research and teaching facilities include over one-third acre in greenhouses plus 2,000 acres of farm and timberland.
The College of Agricultural Sciences assesses College of Agricultural Sciences undergraduate majors a technology fee of $4.58 per credit hour up to twelve credit hours. The fee is charged Fall and Spring semesters.

College of Applied Sciences and Arts
Ju An Wang, Dean

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

Requirements for Bachelor of Science and Associate in Applied Science degrees as well as additional information for each major offered can be found in specific program information in Chapter 5. Schools and programs within the College are:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Major</th>
<th>Degree</th>
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<td>Architectural Studies</td>
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<tr>
<td></td>
<td>Fashion Design and</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>Merchandising</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>Interior Design</td>
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<td>Transportation</td>
<td>Aircraft Product Support</td>
<td>Minor</td>
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<td>Airport Management &amp; Planning</td>
<td>Minor</td>
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<td>Air Traffic Control</td>
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<td>Automotive Technology</td>
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<td>Aviation Flight</td>
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<td>Aviation Technologies</td>
<td>Baccalaureate</td>
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<td></td>
<td>Aircraft Maintenance Specialization</td>
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<td>Aviation Electronics Specialization</td>
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<tr>
<td></td>
<td>Helicopter Specialization</td>
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<tr>
<td>Allied Health</td>
<td>Dental Hygiene</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>Health Care Management</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>Mortuary Science and</td>
<td></td>
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<td></td>
<td>Funeral Service</td>
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<tr>
<td></td>
<td>Physical Therapist Assistant</td>
<td>Associate</td>
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<tr>
<td></td>
<td>Radiologic Sciences</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>Magnetic Resonance Imaging and</td>
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<tr>
<td></td>
<td>Computed Tomography Option</td>
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<tr>
<td></td>
<td>Medical Diagnostic Sonography</td>
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<td></td>
<td>(Ultrasound) Option</td>
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<tr>
<td></td>
<td>Radiation Therapy Option</td>
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<tr>
<td>Information</td>
<td>Electronic Systems</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>Systems and</td>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>Electronics Management Specialization</td>
<td></td>
</tr>
<tr>
<td>Technologies²</td>
<td>Fire Service Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Resource Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Professional Construction Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialization</td>
<td></td>
</tr>
</tbody>
</table>

Anyone interested in the following off-campus programs should contact the Office of Distance Education and Off-Campus Programs at (618) 453-3430:

- Automotive Technology; Aviation Management; Electronic Systems Technologies; Fire Service Management; Health Care Management; Technical Resource Management.

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

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

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


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

College of Business
J. Dennis Cradit, Dean

Departments: Finance; Management; Marketing
School: Accountancy

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

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

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

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

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

Pre-College Preparation

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

Transferred Credits in Business Courses

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

Subject Hours

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

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

Admission Policy

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

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

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

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

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

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

Graduate Average Requirement

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

A minor from the College of Business requires students to earn a minimum grade of C in each of the courses taken to sat-
is offered as a means of computing the BUS GPA for graduation. Should be noted that the College of Business Forgiveness Policy, excluding grades earned outside of the Professional Business Core and grade(s) earned outside of the major, are not included in calculation of the BUS GPA. Such students may petition to have the College of Business Forgiveness Policy applied for the purpose of BUS GPA calculation.

**Pass/Fail Policy of the College**

Business majors may not register on a Pass/Fail basis for courses used to satisfy requirements in the College of Business unless the course is designated Mandatory Pass/Fail. Exception to this policy is based on extenuating circumstances as approved by the Dean.

**Course Sequencing**

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

**The Capstone Option for Transfer Students**

The Capstone Option is available to students who have earned an Associate in Applied Science (AAS) in an approved business area degree and who have a cumulative 2.0/4.0 GPA on all accredited coursework prior to the completion of the AAS, as calculated by SIU. The Capstone Option reduces the University Core Curriculum requirements from 41 to 30 hours, therefore reducing the time to degree completion. See Chapter 3 for more information on this option. Students who apply for Capstone will work with the College of Business Advisement Office for approval of the Capstone Option and will complete a personal contract for a degree completion plan.

**Technology Fee and Differential Tuition**

The College of Business assesses College of Business majors a technology fee of $6.00 per credit hour for Fall and Spring semesters up to twelve semester hours and Summer up to six semester hours. The technology fee is being phased out and will be subsumed under the differential tuition surcharge (see item below). Consequently, students will be charged either the technology fee or the differential tuition surcharge but not both. Starting Fall 2008, the College of Business has implemented a differential tuition surcharge of 15% of applicable tuition for declared College of Business majors that are new students. The differential tuition surcharge will be assessed at the in-state tuition rate. If students are charged the differential tuition surcharge, the technology fee (in above item) will not be assessed. Starting Fall 2008, the College of Business has implemented a “minor program fee” for other than College of Business majors that is equal to 15% of 15 credit hours of applicable tuition for declared College of Business minors. This fee is applicable for new students.

**Business GPA Forgiveness Policy**

The College of Business has adopted a policy for students whose only graduation concern is the 2.0 grade point average in all business prefix (ACCT, BUS, ECON, FIN, MGMT, MKTG) courses taken at the University. This is referred to as the Business grade point average (BUS GPA). Such students may petition to have a maximum of twelve semester hours of D or F grade(s) earned outside of the Professional Business Core and outside the major excluded from calculation of the BUS GPA. It should be noted that the College of Business Forgiveness Policy is offered as a means of computing the BUS GPA for graduation purposes only and may not be used for any other purpose. All grades, including those designated as repeats are included in forgiveness calculation. Only students with a University grade point average (SIU GPA) of 2.0 or above are eligible to petition to have the College of Business Forgiveness Policy applied for the purpose of BUS GAP calculation.

**University Core Curriculum Courses Prescribed for Business Majors**

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

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

**Professional Business Core**

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 220, 230</td>
<td>6</td>
</tr>
<tr>
<td>Business 302</td>
<td></td>
</tr>
<tr>
<td>English 291</td>
<td>3</td>
</tr>
<tr>
<td>Management 208</td>
<td>15</td>
</tr>
<tr>
<td>Economics 241, 240</td>
<td>(3) + 3</td>
</tr>
<tr>
<td>Finance 270</td>
<td>6</td>
</tr>
<tr>
<td>Marketing 304</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 139</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

**Professional Business Core (online program)**

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 220, 230</td>
<td>6</td>
</tr>
<tr>
<td>Management 208</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241, 240</td>
<td>(3) + 3</td>
</tr>
<tr>
<td>Mathematics 139</td>
<td>(3) + 4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

1See University Core Curriculum courses prescribed for business majors.
2The combination of Finance 280 and 380 may be substituted for 270.
3Mathematics 150 may be substituted for 140.
4Also listed as Accounting 208.
5May substitute English 290, Management 202 or Workforce Education 302 if necessary.

**College of Education and Human Services**

Keith B. Wilson, Dean

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

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

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

Programs with Teacher Certification:

- Agriculture Education
- Business Marketing & Computer Education (des.req.)
- Early Childhood
- Elementary Education
- English Language Arts
- Family & Consumer Sciences (des.req.)
- French
- German
- Spanish
- Health Careers (des.req.)
- History Education
- Learning Behavior Specialist (LBS1/Special Education)
- Mathematics Education
- Music Education
- Physical Education
- Sciences – Biology
- Social Science Education
- Technology Education (des.req.)
- Visual Arts

Programs in Human Services

- Curriculum and Instruction
- Child & Family Services
- Kinesiology
- Exercise Science
- Sport Administration
- Recreation
- Leisure Services Management
- Therapeutic Recreation
- Rehabilitation Institute
- Communication Disorders & Sciences
- Rehabilitation Services
- Social Work

Workforce Education and Development

Education, Training & Development

Human Resources

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

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

3 Specialty Areas available.

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

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

The College of Education and Human Services is the oldest unit of the University, which was originally chartered as Southern Illinois Normal University almost 150 years ago. The college is housed in the Wham Education Building, Rehn Hall, Pulliam Hall, Quigley Hall, and Davies Hall.

College of Engineering

John J. Warwick, Dean

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of people.

Vision. The College of Engineering at Southern Illinois University Carbondale will excel in engineering and technology education and research through the quality of its faculty, graduates, students, staff, facilities, and programs.

The College of Engineering at Southern Illinois University Carbondale will be the engineering and technology programs of choice where parents want to send their children, where students want to learn, where employers seek engineers and technologists, where industry and government find technological innovations, and where underrepresented and underserved populations are encouraged and supported to obtain a quality education. The College will continue to emphasize its strong minority engineering and outreach programs.

The College will respond to the needs of its constituencies. Our constituencies include: students, parents, employers, alumni, faculty, public communities, and the sponsors of our funded research. We will listen to all of our constituencies and will be responsive to their needs consistent with the University mission. The College administration will regularly and constantly seek the input of the faculty to determine the direction of the College.

Mission. To provide world-class programs in engineering and technology education, research, and service so as to enhance the economic and social well being of the citizens of Illinois, the nation, and the world.

In order to accomplish our mission we will:
- Provide a world-class education for our students by continu-
ally assessing and improving our educational programs

- Strengthen the diversity of our student population especially in our unique minority engineering program
- Support and expand the undergraduate Outreach Program to military bases in the nation and industrial sites in Illinois
- Perform state-of-the-art research that will improve the nation’s strategic engineering and environmental technologies
- Build productive and mutually beneficial partnerships with our external constituencies
- Continuously improve the critical student and faculty support processes that are key to the College’s mission
- Develop partnerships with industries to improve the economy of Southern Illinois

The College’s strategic and educational objective, consistent with the vision and mission statements, are to prepare students:

- To communicate clearly and concisely in written and oral formats with audiences ranging from technical to lay persons
- To be effective engineering and technology practitioners, with the ability to employ modern techniques, skills, and engineering tools, emphasizing computer capability and the access and use of information resources
- To be cognizant of current societal issues as well as technology issues so that they can function as effective partners with citizen groups; industries; local, state, federal, and international governing bodies; and other interest groups, in formulating policies and plans to address the contemporary and emerging problems
- To translate scientific, mathematical, and engineering theories into practical solutions of engineering problems through classroom presentations, laboratory and other experimentation, data analysis, employment opportunities such as those offered by cooperative education, internships, association with research projects, and other out of class experiences
- To function as interdisciplinary team members and/or team leaders in addressing multi-faceted engineering and social problems having ethical, public health, environmental, political, economic, international and/or other dimensions
- To recognize engineering problems, have the skills to develop strategies for solving such problems, be competent to carry out relevant design processes, recognize the need for considering alternative approaches to problem-solving, and to understand the realities of what society will and will not accept as feasible solutions
- To be responsible practitioners, having full understanding of the ethical and professional dimensions of good engineering and technology practice and the need for life-long learning

The college has four Engineering Departments and one Technology Department. The four Engineering Departments are:

- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Mechanical Engineering and Energy Processes
- Mining and Mineral Resources Engineering

These departments offer undergraduate and graduate degree programs ranging from Bachelor of Science to Doctor of Philosophy. The following undergraduate programs, leading to the Bachelor of Science degree are being offered:

- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering
- Mining Engineering

Detailed descriptions of these programs including, educational objectives, curricula, areas of specialization and suggested curricular guides are presented in Chapter 5.

The undergraduate engineering programs are accredited by Engineering Accreditation Commission of ABET, http://www.abet.org.

The Department of Technology offers the following undergraduate programs leading to the Bachelor of Science degree:

- Engineering Technology–Electrical Engineering
- Technology Specialization
- Industrial Technology–Manufacturing Technology
- Specialization

Detailed descriptions of these programs including, educational objectives, curricula, areas of specialization and suggested curricular guides are presented in Chapter 5.

The engineering technology program is accredited by the Technology Accreditation Commission of ABET, http://www.abet.org. The industrial technology program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

Civil and Environmental Engineering. Civil and Environmental Engineers are responsible for the design, construction, maintenance, and management of the infrastructure consisting of highways, bridges, dams, water and wastewater systems, power generating stations, pollution control systems, airports, skyscrapers, and other industrial and commercial buildings. Design and management decisions consider a wide range of factors, including earthquakes, hurricanes, progressive collapse and environmental impact.

The civil engineering program leading to the Bachelor of Science degree in Civil Engineering is designed to provide the student with the broad educational background essential to be a successful entry level Civil Engineer in practice and to meet the technological challenges of the 21st century. The program also provides additional coursework to the student who prefers to obtain a Civil Engineering degree with emphasis on Environmental Engineering. The technical electives in the senior year permit greater breadth and additional depth in the areas of structural engineering, geotechnical engineering, hydraulic engineering, environmental engineering, and land surveying.

The graduates from this program are eligible to become registered professional engineers (PE) after satisfying the state registration board’s requirements. In addition, the program offers the coursework required for admission to the Structural Engineer License (SE) and Land Surveyor in Training (LSIT) examination.

Electrical and Computer Engineering. The Department of Electrical and Computer Engineering offers Bachelor of Science degrees in Electrical Engineering and Computer Engineering.
The Department offers the option for a dual Degree in Electrical and in Computer Engineering.

The electrical engineering curriculum provides students with the opportunity to choose among advanced courses in the theory and applications of circuits, systems, control, signal processing, communications, digital systems, power systems, electronics, gaseous electronics, optics, electrooptics, electromagnetics, antennas and propagation.

The computer engineering curriculum provides emphasis on problem solving and design experiences through understanding of the fundamentals of both the hardware and software aspects of computer engineering.

Employment opportunities for electrical and computer engineers exist within a wide range of organizations, such as computer, semiconductor, aviation, electronics, microelectronics, broadcasting, telecommunications, defense, automotive, manufacturing and electric power companies, state and federal agencies and laboratories. Employment opportunities cover the spectrum of engineering activities, ranging from research and development, to systems analysis, automation, manufacturing, customer service and support, marketing and sales.

Mechanical Engineering. Mechanical engineering is one of the most broadly based of the traditional engineering disciplines. Mechanical engineers design and develop a wide variety of systems for conversion, transmission, and utilization of energy; for material processing and handling and packaging; for transportation; for environmental control; and for many other purposes for the benefit of humanity. Therefore, the curriculum contains a broad foundation in mathematics and the basic and engineering sciences, followed by more concentrated study in energy and machine systems. Mechanical engineers may be found in a variety of assignments including planning and design, research and development, supervision of installation and operation of complex systems, and management.

Mining and Mineral Resources Engineering. Mining engineers engage in planning, design, development, and management of surface and underground mining operations for extraction of the earth’s mineral deposits. The mining engineering program prepares graduates to meet the challenges of the mining industry with emphasis on the coal and aggregate industries. Coursework in the program includes such areas as surface and underground mining systems, mine ventilation, ground control and rock mechanics, mineral and coal processing, material handling systems, mineral economics, mine health and safety engineering, operations research, and computer-aided mine design.

The Geological Engineering specialization permits students to gain a broader background in mine geology and engineering disciplines.

After completing the program, the graduate may work in an engineering or management position for mining industries, equipment manufacturers, research organizations, or government agencies. The coursework also provides strong preparation for further study at the graduate level.

Engineering Technology. Engineering technology is that part of the technological field in which engineering knowledge and scientific methods are combined with hands-on technical skills to support engineering activities. It lies in the occupational spectrum between that of the technician and the engineer with specific responsibilities depending upon the nature of the training and requirements of the job but lying more closely to engineering. Graduates are prepared to deal with technical and production problems, and to apply their knowledge to such activities as development, design, construction, maintenance, and operational problems.

Industrial Technology. Industrial technology is a management-oriented technical profession that is built upon a sound knowledge and understanding of materials, processes, technical management, and human relations; and a proficiency level in the physical sciences, mathematics, and technical skills to permit the graduate to capably resolve technical-managerial and production problems. Graduates of this program are prepared for positions in processes, safety, quality control, supervision, robotics, methods analysis, and computer-aided manufacturing.

Admittance to the College
SIU engineering students are an exceptional and committed group. Success in the engineering programs demands academic dedication, personal discipline, and sufficient preparation at the high-school level. For more information please contact the College of Engineering at (618) 453-4321.

Readmission to the College
The readmission policy for the College of Engineering is the same as the University policy for a first suspension: students placed on academic suspension may seek reinstatement after a minimum of two semesters' interruption but must furnish tangible evidence that additional education can be successfully undertaken. Exceptions to this policy are sometimes made when students have extenuating circumstances. Students placed on academic suspension a second or subsequent time may reapply after an interval of no less than two calendar years. For information on procedures and requirements for readmission, students are advised to consult the Engineering advisement office.

Course Sequence
It is important that required courses in the program be taken in the proper sequence. Sequence guidelines are available from the college advisement office and the departmental offices. Courses on the 300-and 400-levels are reserved for juniors and seniors.

Transfer Students
Students enrolled in community colleges who plan to transfer to the College of Engineering at Southern Illinois University Carbondale should take courses that provide backgrounds in mathematics, physical sciences, social sciences, and humanities. Students may transfer at any time, but there are advantages in having completed a baccalaureate-oriented associate-degree program. Community college students may contact the Engineering Advisement Office for course recommendations applicable to majors in the College of Engineering.

All transfer credit from an accredited institution that is deemed acceptable at the University, both two-year and four-year, will be used in fulfillment of program requirements. Equivalencies for courses will be determined by the departmental chair, advisement office, or office of the dean, College of Engineering.

Students who are attending a public Illinois community col-
lege and contemplating application to the College of Engineering should obtain program information that has been prepared for their particular community college.

Qualified candidates for the Capstone Option are accepted with majors in Engineering Technology and Industrial Technology. The Capstone Option is described in Chapter 3.

Location
Administrative offices of the college are located in the Engineering Building near Lake-on-the-Campus.

College of Liberal Arts
Kimberly Kempf-Leonard, Dean

Departments: Africana Studies; Anthropology; Art and Design; Criminology and Criminal Justice; Economics; English; Foreign Languages and Literatures; Geography and Environmental Resources; History; Linguistics; Music; Philosophy; Political Science; Psychology; Sociology; Speech Communication; Theater.

The College of Liberal Arts offers the following majors leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music or Bachelor of Science degrees. Minors are possible in most of these areas. For exceptions, refer to footnote 1.

Africana Studies
American Studies
Anthropology
Art
Asian Studies
Chinese
Classical Civilization
Classics
Criminology and Criminal Justice
Design
East Asian Civilization
Economics
English
Foreign Languages and International Trade
Foreign Language and Literatures
French
Geography and Environmental Resources
German
GIS
Global Studies
Greek
History
International Studies
Japanese
Latin
Latino and Latin American Studies
Linguistics
Mathematics
Museum Studies
Music
Native American Studies
Paralegal Studies
Peace Studies
Philosophy
Political Science
Psychology
Russian
Sociology
Spanish
Speech Communication
Sustainability
Theater
University Studies

The College of Liberal Arts provides instruction in basic subject matter courses for the University Core Curriculum; majors in twenty-four subject areas; graduate programs for students pursuing Master’s and Ph.D. degrees; and preprofessional curricula for specialized schools such as law and courses offered through the Division of Continuing Education. The Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, or the Bachelor of Science degree is granted to students who fulfill requirements for graduation from the College of Liberal Arts. The courses of study outlined by the departments determine the degree awarded. Students in the College of Liberal Arts may also prepare directly for teaching at the secondary level by including in their studies certain professional courses offered by the College of Education and Human Services.

Through the diversified offerings of the College of Liberal Arts, students develop the ability to seek and weigh evidence and to think critically and independently; they gain a fundamental understanding of the ever changing social, political, and physical environment, and a deeper understanding of people, cultures, art, and literature.

ACADEMIC REQUIREMENTS
To receive a degree from the College of Liberal Arts students must fulfill the following:

1. University requirements including those relating to University Core Curriculum, residency, total hours completed, and grade point average.

2. College of Liberal Arts academic requirements:

   a. Writing: (i) one English Composition course at 200-level or higher (ENGL 290, LING 290, ENGL 291, ENGL 390, ENGL 391, ENGL 392; creative writing courses may not be used to fulfill this requirement) and one approved writing-intensive course designated by the major department as fulfilling the Writing-Across-the-Curriculum (WAC) requirement; or (ii) two approved writing-intensive courses designated by the major department as fulfilling the Writing-Across-the-Curriculum (WAC) requirement.

   b. Foreign Language: A minimum of one year (two courses) or higher of one foreign language, satisfaction by coursework or exam. Students may not use the same language course to fulfill requirements in both the University Core Curriculum and the College of Liberal Arts. International students who have met the Office of International Admissions competency requirement may satisfy this requirement with their native language by providing a secondary school certificate from their native country. (Bachelor of Fine Arts degree students in Art, Bachelor of Fine Arts degree students in Musical Theater, Bachelor of Music degree students, Bachelor of Arts degree students in Music Business Specialization, and Bachelor of Science degree students in University Studies do not have to fulfill the
foreign language requirement.)

c. **International Coursework:** Successful completion of 2 courses providing a global or comparative perspective on the world, and selected from the 30+ courses from ~12 disciplines listed in Section A of the Global Studies Minor [http://cola.siu.edu/undergraduate/documents/CollegeofLiberalArtsGlobalStudies.html] (or comparable list of the International Studies major/minor). Some courses may be used to fulfill the international coursework requirement as well as a University Core Curriculum requirement. (Bachelor of Fine Arts degree students in Art, Bachelor of Fine Arts degree students in Musical Theater, Bachelor of Music degree students and Bachelor of Arts degree students in Music Business Specialization do not have to fulfill the International coursework requirement, though they are strongly encouraged to take Core Curriculum courses that would also meet the requirement.)

3. Completion of an approved major in the College of Liberal Arts.

4. Completion of a minimum of 39 hours of course work at the 300- or 400-level.

Liberal arts major requirements provide for a number of elective courses, giving students maximum flexibility in planning their overall program of study at the University. To assist students in planning their programs, the college maintains an academic advisement office in Faner Hall 1229, as well as faculty advisors in each department. Students are urged to consult these academic advisors on how they can best use their electives to fulfill their intellectual interests and to prepare for particular career opportunities. A carefully planned minor or second major field can lead to additional career opportunities for the liberal arts major. Students who are planning to attend graduate school or one of the professional schools such as law or medicine should consult with their advisors on how best to plan their undergraduate curriculum.

**Instructional Support Equipment Fee**

The School of Art and Design assesses all undergraduate art and design majors an instructional support equipment fee of $10.00 per credit hour; a maximum of 12 credit hours will be charged each for fall and spring semesters and six for summer.

**Writing-Across-the-Curriculum Courses**

Anthropology 250, 480; Art and Design 308 and 318 sequence, 358 and 368, 389, 400C, 401C, 402C, 403C, 404C, 405C, 414C, 438, 452, 465B, 485B, 489D; Criminology and Criminal Justice 316, 492; Economics 308; English 301, 365, 471; Foreign Languages and Literatures: Chinese 320, 370, 435; Classics 311, 415, 416, 496; French 320B, 410; German 320B, 410; Japanese 320, 410, 435; Russian 305, 411; Spanish 320B, 410; Geography and Environmental Resources 304; History 392 and 499, 406B, 410, 412A, 412B, 413, 417, 418, 420, 426, 427, 429, 442, 447, 455, 456, 464, 467A, 467B, 492; Linguistics 406; Music 357 sequence, 471; Paralegal Studies 300A, 300B; Philosophy 304, 305; Political Science 205 and 270; Psychology 211, 451; Sociology 312, 497, 498; Speech Communication 262, 310, 326, 381, 401, 411, 471, 476, 481; and Theater 311A.

**University Studies Degree Program**

In the University Studies Program students pursue either a Bachelor of Arts or Bachelor of Science degree through an individually designed, broad-based curriculum rather than a traditional specialization. The program accommodates multidisciplinary and non-traditional approaches to education and to related careers.

To determine eligibility for the University Studies Program as well as to explore specific possibilities, students should consult with the College of Liberal Arts Advisement office in Faner 1229 for further information.

**Pre-Law**

The College of Liberal Arts has a pre-law designation to identify and assist students interested in pursuing a career in the law and/or enrolling in law school. Students planning to apply to law school may select any major course of study and, because their undergraduate grades are important in the law school application process, they are encouraged to select a major in which they can perform very well.

**APPLYING TO LAW SCHOOL**

Students who plan on applying to law school will need to take the Law School Admission Test (LSAT) sometime during their junior or senior year. The LSAT is administered by a company called Law Services and is offered at SIU. A practice LSAT is offered by SIU Testing Services and the SIU Division of Continuing Education offers an LSAT preparatory course. Students who perform exceptionally on the LSAT may be subject to certain conditions, enroll and be admitted into the SIU School of Law as a junior.

More information about the LSAT and the law school application process can be obtained from advisors in the College of Liberal Arts (CoLA) Advisement Office (Faner 1229), from Law Service at <http://www.lsac.org>, or from the SIU School of Law, Office of Admissions and Student Affairs at <http://www.law.siu.edu>.

**STUDENT ORGANIZATIONS**

Students interested in a career in the law and/or enrolling in Law School can join the Pre-Law Association, a registered student organization that schedules speakers and events related to a legal career. Students are encouraged to visit the Pre-Law Association website at <http://www.prelaw.rso.siu.edu>. In conjunction with the Pre-Law Association, the Department of political science sponsors an annual moot court competition for pre-law students that are held in conjunction with the Model Illinois Government simulation.

**SUGGESTED COURSES**

Students interested in pursuing a legal career should recognize that certain courses available in the College of Liberal Arts might be helpful in preparing either for the LSAT, the study of law, and/or a career in the law.

For example, the Paralegal Studies program is one course of pre-law study in which a student takes a variety of legal courses including legal writing and research, civil procedure and torts. Students in the Political Science program can declare a pre-law specialization within their major, which includes courses in administrative law, civil liberties and constitutional law.

Any course, however, that develops or improves a student’s analytical reasoning, reading comprehension, logical reasoning, or writing skills will be beneficial for the LSAT, the study of
law, and/or a career in the law. Development or improvement of oral communication skills, which are currently not tested on the LSAT but are very important for the study of law or a legal career, is also strongly recommended.

A list of courses that offer the opportunity to improve or develop these skills appears below. This is not an exhaustive list. With some exceptions, students do not need to be enrolled in a particular major to take any or all of these courses. Students who are not in a CoLA program, therefore, are strongly advised to take one or more of these courses to supplement their studies. For more information about these courses, contact an academic advisor in the CoLA Advisement Office. Anthropology 202, 298, 370, 410A and 410E; Criminology and Criminal Justice 203, 310, 320, 374 and 408; Economics 240, 241, 340 and 341; English 290, 291, 300, 381 and 491; History 330A, 400, 450B, 467A,B, and 490; Linguistics 104, 200, 201 and 415; Philosophy 105, 309I, 320, 344 and 441; Political Science 332I, 334, 435, 436, and 437; Psychology 211, 223, 301, 304, 311, 431 and 420; Sociology 308, 312, 372, 424, and 473; Speech Communication 221, 310, 325, 326, 411, 421 and 463.

College of Mass Communication and Media Arts
Dafna Lemish, Interim Dean

Departments: Cinema and Photography; Radio, Television, & Digital Media
Schools: Journalism

The College of Mass Communication and Media Arts (MCMA) offers the Bachelor of Arts degree in Cinema and Photography and Radio, Television, & Digital Media. The Bachelor of Science degree is awarded in Journalism.

Admission to the University is handled through the Office of Undergraduate Admissions, but those students who desire more specific information about a major should make an appointment with the academic advisor of that department or school. An academic advisor for MCMA undecided students and in each department or school of the college advises prospective students about major requirements, curriculum, extracurricular activities, careers, and opportunities. Transfer students may also discuss transfer credit and placement in courses at Southern Illinois University Carbondale.

Students who wish to first explore the academic majors in the college may apply for admission as an undecided major in Mass Communication and Media Arts. This gives students access to beginning courses in cinema, photography, journalism, radio, television and digital media.

Faculty of the college is engaged in research and creative activities concerning mass communication and media arts. They also provide consulting service and other community services to schools, newspapers, radio and television stations, museums, businesses, and government. They hold professional memberships and serve as officers in various local, state, national, and international organizations in mass communication and media arts. The college plans a number of special events each year, including lectures by noted artists and media professionals, photography exhibits, and film showings.

Opportunities for practical learning in real world settings include student employment at the Daily Egyptian, a student-run newspaper with a circulation of 27,000, a PBS television station, an NPR radio station, the Saluki Advertising Agency, and the Big Muddy Film Festival, all housed in the College. The River Region Evening Edition, a live newscast aired on PBS, is produced entirely by students under the supervision of a faculty member. Internship programs are available in Hollywood, New York City, Washington, D.C., Chicago, and Nashville, TN.

Administrative offices of the college are located in the Communications Building, which includes the broadcasting facilities, film, video, and multimedia production facilities, the New Media Center, the Daily Egyptian, and the River Region Evening Edition.

College of Science
Laurie Achenbach, Interim Dean

Departments: Chemistry and Biochemistry; Computer Science; Geology; Mathematics; Microbiology; Physics; Plant Biology; Zoology

The College of Science offers majors leading to the Bachelor of Arts and/or Bachelor of Science degrees in the following fields of study:
- Biological Sciences
- Chemistry
- Computer Science
- Geology
- Mathematics
- Microbiology
- Physics
- Physiology
- Plant Biology
- Zoology

Included in the curriculum of each department are survey courses that provide an introduction to the subject matter of that discipline while fulfilling the University Core Curriculum requirements of Southern Illinois University Carbondale. These courses enable students to develop an understanding and appreciation of the impact of science on our daily lives. Elementary and advanced courses are provided to prepare students for professional employment or entrance into professional and graduate schools. Graduate training is also provided by each of the science departments leading to the M.S. or Ph.D. degree. Research interests of the faculty are extremely diverse.

Students in the College of Science may prepare for teaching at the secondary level by fulfilling the additional requirements of the College of Education and Human Services.

The Bachelor of Arts or the Bachelor of Science degree is granted to students who fulfill the University requirements for graduation, the College of Science requirements as given below, and the requirements of the departments in which the students declare their majors.

Regularly enrolled students must declare a College of Science major by the end of their sophomore year. Transfer students must declare a College of Science major by the beginning of their second semester following transfer. Students planning post-baccalaureate work in a professional field may designate their intention by declaring a preprofessional area as a second-
ary concentration, e.g., pre-medicine.

Each department has specific requirements for students to major in the selected field of interest. The College of Science has some minimum general requirements listed below.

**ACADEMIC REQUIREMENTS**

None of these general academic requirements may be satisfied by taking the required courses on a Pass/Fail grading basis.

**Biological Sciences.** Six semester hours in courses offered by the biological sciences departments in the college, with the proviso that this requirement cannot be satisfied in whole or in part by the University Core Curriculum courses, but may be substituted for the latter in meeting the University Core Curriculum requirements.

**Mathematics.** The mathematics requirement can be met: (a) by passing Mathematics 108 and 109, or 111 or its equivalent, or Mathematics 141 or 150 or equivalent, or (b) by proficiency credit.

**Physical Sciences.** Six semester hours in courses offered by the physical science departments of the college, with the proviso that this requirement cannot be satisfied in whole or in part by University Core courses, but may be substituted for the latter in meeting the University Core Curriculum requirements.

**Supportive Skills.** Two courses, totaling at least six credit hours must be completed as supportive skills. Supportive skills courses are courses in communication or computation skills that have been approved by the major program and must be chosen from the following subject areas: (a) foreign language; (b) English composition or technical writing; (c) statistics; or (d) computer science. Students may not fulfill this requirement with courses offered by the student’s major department or program. Because departments have different supportive skills requirements, students should consult individual program descriptions for approved courses for each major.

**General Requirements.** At least 40 hours of the student’s 120 hours for graduation must be at the 300- or 400-level. The total may include transfer credit for courses judged by the department involved to be equivalent to its upper division courses. For transfer students submitting only the last year in residence, at least 24 of these must be at the 300- or 400-level.

**PRE-HEALTH PROFESSIONAL PROGRAMS**

SIU admits students with majors in pre-chiropractic, pre-dentistry, pre-medicine, pre-occupational therapy, pre-optometry, pre-physician assistant, pre-physical therapy, pre-podiatry, and pre-veterinary. These are not degree programs, but indicate the pre-physician assistant, pre-physical therapy, pre-podiatry, and pre-medicine, pre-occupational therapy, pre-optometry, pre-veterinary. These are not degree programs, but indicate the pre-physician assistant, pre-physical therapy, pre-podiatry, and pre-veterinary, pre-medicine, pre-occupational therapy, pre-optometry, pre-veterinary, pre-physician assistant, pre-physical therapy, and pre-podiatry.

SIU Carbondale has a collaborative nursing program with SIUE on the Carbondale campus; students desiring to obtain their Bachelor of Science in nursing must complete one year of pre-nursing (E-track), then apply to the three-year program. All four years are offered in Carbondale; however, students are awarded a nursing degree through SIUE. SIU Carbondale also has a traditional pre-nursing program for students who plan to apply to other schools of nursing besides SIU. Pre-pharmacy students may apply to pharmacy schools at SIUE and other locations after two to three years of rigorous prerequisite course work.

For a listing of SIU Carbondale Pre-Health program curricula requirements, see the corresponding link to the specific programs at the Health Professions Information Office page at: http://www.science.siu.edu/advisement/health_advisement/index.html.

**University College**

Mark Addison Amos, Associate Provost and Dean

The University College is a comprehensive administrative structure that promotes student engagement, connection and investment in the university community. By focusing on student learning through intentional, holistic, and student-centered programs and services, the University College provides a pathway to guide new students in the development of academic and personal skills essential for student success. The University College welcomes and orients new students to campus, and helps them maximize their university experiences and fully engage with the university community by becoming life-long, self-directed learners. Additional information is available at universitycollege.siu.edu. Several departments and programs are part of the University College. These include:

**Career Services**

Career Services is available to assist students as they explore their career options and develop their job search and interviewing skills. Services include individual career advising, professional development seminars, career interest assessments, mock interviews, access to Saluki Recruiting (an on-line job search database), various career fairs, writing professional job search correspondence, and developing networking strategies.

Career Services provides electronic and print resources for resume creation, exploration of majors and occupations, and researching job and internship opportunities.

For more information, contact Career Services at (618) 453-2391 or visit us online at www.careerservices.siu.edu.

**Core Curriculum**

The University Core Curriculum is a carefully structured and deliberately sequenced program of study required of all SIU undergraduate students. The program’s objectives are to develop
knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative learning across general and specialized studies. More information on Core Curriculum can be found in Chapter 3 and at corecurriculum.siu.edu.

Exploratory Student Advisement
Exploratory Student Advisement (ESA) is the academic home of students who are in the process of deciding on a major. This department provides students the opportunity to gain information about various majors and careers before committing to a major. Because exploratory students are completing University Core Curriculum requirements, their participation in this program does not lengthen their time to degree nor does it add to the cost of their education. Professional academic advisors help students explore and select majors in relation to their interests and abilities. Career counseling is available. For additional information call (618) 453-4351 or visit us online at exploratory.siu.edu.

For students who have been provisionally admitted to SIU ESA offers comprehensive support services along with academic advisement, including peer mentoring, tutorial assistance, study/learning skills, and career counseling. For additional information, call (618) 453-4351 or visit us online at exploratory.siu.edu.

New Student Programs
New Student Programs is responsible for the programs listed below to assist new students and their families with their orientation and transition to all aspects of campus life.

New Student Orientation
New Student Orientation offers students the opportunity to meet with their academic advisor, register for classes, connect with other new and current students, and meet faculty and staff. You will learn more about the City of Carbondale as well as about the resources in place to help students succeed both inside and outside of the classroom. Students who attend orientation tend to have higher first-semester GPAs and feel better prepared to begin their academic careers at SIU, therefore attendance at New Student Orientation is required for freshmen and highly recommended for transfer students. Students leave New Student Orientation with everything in place and eager to start classes, including Financial Aid, Academic Advisement, University Housing, and all the other essentials. Families leave New Student Orientation feeling excited about their student’s decision to attend SIU. Visit us online at orientation.siu.edu.

Saluki Startup
Saluki Startup offers educational and entertaining days of activities prior to the beginning of the semester to help students start the academic year on the right foot. Saluki Startup helps students learn more about what it takes to be a successful college student, gives them the opportunity to meet other students, faculty, staff, and community members, and gets them excited for the semester to begin. For more information, visit salukistartup.siu.edu.

Week of Welcome
Held during the first week of the fall semester, multiple activities are offered to welcome both new and returning students to campus. For more information, visit www.siu.edu.

Saluki Family Association
Membership in the Saluki Family Association has its rewards. Take advantage of our vast array of resources, ongoing communication and information focused on supporting students at SIU, Saluki Family Weekend advanced information, among many other important ways to engage families in the SIU experience. Visit salukifamily.siu.edu for more information.

Saluki Peer Mentors
Saluki Peer Mentors are specially trained upper-class students who serve as peer leaders to help new students learn about the campus and its programs and services. These student leadership positions vary based on the event or program, but the focus remains on the successful transition of students at SIU. For more information, visit salukipeers.siu.edu.

Saluki First Year
First-year students at SIU will benefit from the many resources and supportive community that will help guide them through their transition to campus life. Their Saluki First Year experiences will also help them lay a solid foundation for their continued academic and social success. The University College helps students get the most from their Saluki First Year experience by offering resources to help students succeed in their classes, encouraging them to participate fully in various activities, and connecting them to the campus community. University College services include keeping first-year students aware of upcoming programs and important deadlines, organizing social and academic events, coordinating tutoring, and offering classes that teach academic and personal skills essential to success. More information is available online at firstyear.siu.edu.

Student Support Services
Student Support Services, a TRIO program, provides comprehensive services to a select group of undergraduate students who meet specific educational and financial criteria. Services include peer academic coaching and mentoring, academic advisement, workshops, financial aid counseling and other support services designed to help the students excel in their academic studies, graduate, and reach their career goals. For additional information call (618) 453-6973 or visit us online at triostudentsupport.siu.edu.

First Scholars Program
First Scholars, a scholarship program designed to help support first-generation college students as they make the transition to college and throughout their undergraduate career, is open to incoming first-time, full-time freshmen whose parents have no more than two years of education beyond high school and no post-secondary degree. Selected students develop an individualized success plan, with assistance from the program coordinator, and participate in a variety of group activities tailored to enhance their college experience. If program requirements continue to be met, this scholarship can be renewed for three additional years. For more information call (618) 453-1843 or visit us online at firstscholars.siu.edu.
Center for Learning Support Services  
tutoring.siu.edu  
618-453-2925

Think. Learn. Change. CLSS’s goal is to assist all students with their self-management skills (such as task management, organizational and study skills) along with their interdependent learning skills (working collaboratively in groups, as employers will expect them to do). Students of all cultures, abilities, backgrounds and identities are welcome.

Tutoring
Individualized tutoring is available free of charge for selected 100- and 200-level courses. As a general rule, tutors are available Mondays through Thursdays, from 4:00 p.m. - 8:00 p.m. The website shows the courses CLSS serves along with information about the CLSS staff.

Math Tutoring
In conjunction with the Math Department, the CLSS staffs the Math Labs, which serve introductory math courses (107, 108, 109, 111, 113). Students in these math classes attend class sessions in the math labs; the math labs are also open later in the evening for additional assistance. See the website for open lab hours and locations.

Group Study Sessions
Some science courses are targeted for assistance from Group Study Leaders. In these classes, an experienced upperclassman who has already earned an “A” in the class runs two group study sessions per week, throughout the semester. All students who are enrolled in the targeted courses are encouraged not to struggle alone in their rooms, but to work with their peers and a trained peer leader.

Academic Coaching
Through individualized tutoring academic coaches help students understand both what to learn and how to learn. Academic coaches are trained to help students develop self-management skills and identify self-defeating attitudes and behaviors, and turn those around to achieve a positive outcome. Academic coaching is available upon request, free of charge.

Learning Skills Course
Academic coaching is also available as part of our UNIV 111 course - Learning and Metacognitive Strategies - which is available for selected students. This two-credit course is an in-depth exploration of students’ motivational and cognitive preferences.

Peer Leadership
All programs in the CLSS are staffed by carefully selected and trained undergraduate students. Students may apply to join the CLSS staff throughout the year, and will be provided intensive training and practice to serve as tutors and academic coaches. See the CLSS website for applications and more information.

University Honors Program
The University Honors Program (UHP) is a university-wide undergraduate program intended to reward SIU’s best students for their high academic achievement. It provides students a taste of the private-college experience at a state-university price. The heart of the UHP is its curriculum of small classes, unique in character and specially designed for UHP students by outstanding SIU faculty, to satisfy requirements in the University Core Curriculum as well as in the student’s major. More information on the University Honors Program can be found at the beginning of Chapter 5 and at honors.siu.edu.

Graduate School
John A. Koropchak,  
Vice Chancellor for Research and Graduate Dean

Southern Illinois University Carbondale is a comprehensive university with an extensive offering of graduate programs and an equally strong commitment to research.

More than 4000 graduate students pursue advanced study and research under the leadership and direction of over 900 graduate faculty members. The Graduate School offers master’s degrees in over seventy programs, and the doctoral degree in thirty-two programs.

The highest degree awarded is the Doctor of Philosophy. In addition to the Master of Arts and the Master of Science degrees, the master’s degrees awarded are Master of Accountancy, Master of Architecture, Master of Arts in Teaching, Master of Business Administration, Master of Engineering, Master of Fine Arts, Master of Legal Studies, Master of Music, Master of Public Administration, Master of Public Health, Master of Science in Education, Master of Science in Physician Assistant, Master of Social Work, and Professional Science Masters.

The Graduate School is fully accredited by the North Central Association of Colleges and Secondary Schools, and appropriate state and national accrediting associations have accredited specific programs.

SIU is classified as a Carnegie Doctoral/Research-Extensive University. This Carnegie ranking places SIU in the top 4.0% of U.S. institutions of higher learning.

A separate catalog describing admission, courses and graduation requirements for various programs in the Graduate School may be accessed at: http://www.gradschool.siu.edu/about-us/grad-catalog/index.html.

Library Affairs
Anne Cooper Moore, Dean

Morris Library is named after the late Delyte W. Morris, University president from 1948 to 1970. Students, faculty, and staff of the University benefit from unlimited access to millions of dollars of research materials carefully selected and maintained by professional, library faculty and staff through http://lib.siu.edu. The catalog, I-Share@Morris Library, is the gateway to identify and request items held in Morris Library, as well as in 75 other academic libraries in Illinois. Items requested from other libraries arrive within a few days through I-Share or Interlibrary Loan. Online resources include academic journals, e-books (now over 200,000 in number), full-text databases, and freely-available resources. The physical collections also include government documents, maps, films, DVDs, and sound recordings. Morris Library is a selective U.S. Federal Depository Library and an Illinois State Depository Library. With the exception of materials in the Special Collections Research Center, library materials are arranged on open
shelves for convenient browsing.

Over 200 computers distributed throughout the building provide access to the catalog and to all of the online resources while patrons are in the Morris Library building. Three computer labs are open to all students regardless of major. Throughout the building, patrons find wireless access, study tables with integrated power outlets, comfortable seating, and group study rooms of various sizes and configurations. Students may reserve group study rooms online. The basement, 4th, and 5th floors are reserved for quiet study. Other frequently-used services available in the building include copiers, scanners, printers, Debit Dawg machine, and vending machines.

Morris Library has been transformed into a spectacular center of academic, social, and aesthetic activity for the University and local community during the last decade. In addition to abundant natural light, a variety of seating arrangements cater to every patron’s study preference. Visitors enjoy intellectual, historical, cultural, and artistic events in the 200-seat Guyon Auditorium, Hall of Presidents and Chancellors, and two Rotundas. Events are also scheduled in meeting rooms, classrooms, and computer labs/classrooms. Art and exhibits adorn many areas of the building with receptions and lectures announced frequently.

Delyte’s Café serves coffee and other beverages as well as sushi, sandwiches, salads, baked goods, and snacks from early morning into the late evening. Delyte’s is located in the lobby on the north side of the building. During the academic year, the lobby area is open to the University community 24 hours a day, five days a week while the rest of the building is open to all Sundays from 1 p.m. – Midnight, Mondays – Thursdays 7:30 a.m. – Midnight, Fridays 7:30 a.m. – 9 p.m. and Saturdays 11 a.m. – 7 p.m.

Library services provided in Morris Library include:

- The Information Desk invites patrons to ask any question, obtain assistance with academic, professional, and personal research, and get technology help (Saluki Tech). The Information Desk and the “Ask a Librarian” service (http://libguides.lib.siu.edu/askalibrarian) are staffed by library faculty and staff who are eager to help students, faculty, staff, and others in fulfilling their research needs. Consultations, instructional sessions, online tutorials, and guides are provided free of charge on a continuous basis.

- Disability Support Services features software, hardware, and assistance for those who need adaptive technologies.

- Circulation Services checks out library materials, course reserves, interlibrary loan items, room keys, laptops, and other devices.

- Instructional Materials Center (IMC) contains a collection of PreK-12 materials designed to provide students, teachers, and school administrators both on-campus and in southern Illinois with sample teaching materials that can be used in the classroom or in evaluating curricular materials.

- Geospatial Resources includes the Map Library and Geographic Information Services (GIS). The Map Library houses more than a quarter of a million maps and nearly 100,000 aerial photographs. GIS assists patrons in locating existing digital maps or in creating customized maps.

The Special Collections Research Center (SCRC) is located off the Hall of Presidents and Chancellors. SCRC houses unique materials such as rare books, manuscript collections, and the University archives. It contains significant research collections in American Philosophy, First Amendment Freedoms, American and British twentieth century literature and theatre, a Political Papers archive, and the history of southern Illinois.

In addition to comprehensive library services, the Morris Library building is home to the Center for Teaching Excellence, the University Honor’s Program, the Writing Center, a Math Lab, and Saluki Tech (walk-up technology support and personal device configuration).

Building enhancements continue with interior completion of the 6th and 7th floors slated for 2014 when Math classrooms and labs, a testing lab, and Learning Support Services will move into innovative, flexible collaboration and classroom space.

School of Law
Cynthia L. Fountaine, Dean

The Southern Illinois University School of Law has established a positive, individualized learning environment that allows students to develop the skills necessary to compete in today’s legal market. The low student/faculty ratio (13- to 1) illustrates the School’s commitment to personal education. Students receive the very best in instruction from faculty drawn from distinguished practice and academic settings. The curriculum balances traditional legal education with practical skills training to produce an attorney who understands the law and how to apply it in real-world situations.

In the first year, students take fundamental law courses as well as Lawyering Skills classes that combine legal research and writing, interviewing, counseling, negotiation and oral advocacy. All first-year students take a Professionalism and the Law class. The School has been recognized by the Illinois Supreme Court and the American Bar Association for its leadership in the development of professionalism programs.

Students also have a variety of experiential learning and extracurricular opportunities including legal clinics, in which they assist actual clients under the supervision of licensed attorneys; externships; moot court; pro bono activities; study abroad; writing and editing for the Southern Illinois University Law Journal or the Journal of Legal Medicine; and more than twenty student organizations.

All law students enjoy 24-hour access to the Lesar Law Building and Library. Professionals who have expertise in the intersection of information systems and the law staff the Library and teach in the Lawyering Skills program.

The School also offers interdisciplinary courses including seven joint degree programs in Accountancy (M.Acc), Social Work (MSW), Public Administration (MPA), Educational Administration (M.S.Ed), Business Administration (MBA), Electrical Computer Engineering (ECE), and Medicine (MD). The School’s joint JD/MD program, offered in conjunction with the SIU School of Medicine, is one of only a few concurrent law/medicine programs available in the country.

The relationship between the schools of law and medicine offers law students unique opportunities for collaborative learning through the Center for Health Law and Policy.
The School also offers a Masters of Legal Studies (MLS) degree for those who wish to obtain an advanced knowledge of the law and the U.S. legal system, but who do not wish to become lawyers. This degree can enhance a broad range of careers - journalism, health, engineering, arts, education - just to name a few. The School also offers a Masters of Laws (LL.M.), the first degree beyond the Juris Doctor. Two degree programs are available: a general LL.M. with customizable specialization, and a highly specialized LL.M. in Health Law and Policy. The LL.M. benefits those who have earned a J.D. and want to further their studies in a particular area of the law. The program is also open to International students who have earned a law-related undergraduate degree (or equivalent) in their own country and desire to learn about the American legal system, either as a prerequisite to sitting for a bar examination in select states, or to enhance their marketability as a practicing lawyer in their native country.

Interested students can contact the Office of Admissions by email at lawadmit@siu.edu, by phone at (800) 739-9187, or by mail at SIU School of Law, 1150 Douglas Drive, Carbondale, Illinois 62901. Students are also encouraged to visit the School of Law’s website at www.law.siu.edu.

With advance notice, students and parents can request a tour, a meeting with law school staff, and an opportunity to sit in on a current law school class (when class is in session).

The School of Law is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

School of Medicine
J. Kevin Dorsey, M.D., Ph.D., Dean and Provost

Southern Illinois University School of Medicine was established in 1970 after the Illinois General Assembly passed a bill calling for a second state medical school to be established in downstate Illinois. The School graduated an advanced standing class in 1975 and its charter class of all Illinois students in 1976. Currently, 72 students are admitted each year. Today, the School encompasses a complete sequence of medical education beginning with the M.D. degree and progressing through residency training and on to continuing medical education for practicing physicians.

The medical education curriculum has brought the school national attention. Since students are not evaluated in competition with their peers, they are stimulated to cooperate with one another, a situation that more closely resembles what takes place in the actual practice of medicine. Problem-based learning concepts, including active learning situations with electronic and simulated patients, are used to help students work toward clinical competency throughout the four-year curriculum. The first year of the four-year M.D. degree is taught on the Carbondale campus where students concentrate on the basic sciences. The remaining three years are taught in Springfield where students study clinical medicine along with medical humanities and various electives.

The instructional program in Carbondale is based in Linge- gren Hall and Memorial Hospital. In Springfield, it is based in the Medical Instructional Facility, the SIU Clinics, Memorial Medical Center and St. John’s Hospital, and other locations.

The school offers an M.D.-J.D. dual degree program in conjunction with the SIU School of Law and an M.D.-MPH degree with the SIU College of Education and Human Services. The school also oversees a physician assistant program in Carbondale.

The School’s Medical/Dental Education Preparatory Program (MEDPREP) in Carbondale is designed to assist underrepresented populations and others with educationally disadvantaged backgrounds to prepare for success in medical and dental schools.

The School’s residency programs include dermatology, emergency medicine, family medicine, internal medicine, medicine/psychiatry, neurology, obstetrics and gynecology, pediatrics, psychiatry, radiology and six surgical specialties. There are sixteen fellowships for advanced clinical work.

The School’s continuing medical education program provides an extensive schedule of accredited conferences and symposia for physicians and other health-care professionals in central and southern Illinois. Programs are held in Springfield, Carbondale and throughout the School’s service area.

The School also offers graduate programs for master’s and doctoral degrees in physiology, pharmacology and molecular biology, microbiology and biochemistry, and a teaching certificate of anatomy. The faculty in Carbondale’s and Springfield’s basic science departments divide their time among teaching responsibilities, independent and collaborative research projects and regional support services. Both clinical investigators and basic scientists collaborate on a wide-range of medical and scientific projects; they work in the various basic science laboratories on both campuses and in the clinical facilities located in the affiliated hospitals in Springfield.

Interfaced with its various educational and research programs is the provision of patient care through the various clinical departments and specialized clinics of the School and the practice of its physician faculty.

Preference for admission is given to applicants from central and southern Illinois and other underserved (inner-city, rural) portions of the state who intend to practice medicine in the state. Inquiries regarding admissions and requests for a catalog from the School of Medicine should be addressed to the Director of Admissions, Southern Illinois University School of Medicine, P.O. Box 19624, Springfield, Illinois 62794-9624.

Academic Services and Programs

The Office of Distance Education and Off Campus Programs

Distance Education and Off Campus Programs extends resources to individuals both on and off campus. Administrative support services for distance education are provided through this area for the SIU Campus. Online programs and courses, off campus programs and courses, evening and weekend courses enable educational, cultural, and physical resources of the university to be extended beyond the traditional campus.

Online, Off Campus, & Military. Quality academic programs and courses are offered via online, blended (hybrid), and face-to-face instruction at various off campus and military installations. For more information about our online programs and
courses, please visit our website at: distanceeducation.siu.edu.

Contact information:
odecp@siu.edu email
618-453-3430 phone
618-453-5668 fax
distanceeducation.siu.edu website

**Continuing Education and Outreach**
Continuing Education and Outreach (CEO) provides non-academic support services for the SIU Carbondale campus. CEO’s non-credit classes, workshops and conferences, and contractual services program offer the University’s resources to a variety of groups and individuals both on and off campus.

**Contractual Services.** Continuing Education and Outreach provides specialized educational services to groups, organizations, governmental agencies, and businesses on a cost-recovery basis. Services are provided regionally, nationally, and internationally.

**Conferences and Professional Programs.** Conferences, workshops, seminars, non-credit, short courses, institutes and teleconferences are offered both on and off campus. CEO assists with the development, implementation, evaluation and financial accounting for these programs. Major emphasis is to provide and support quality learning programs through innovative continuing education and outreach experiences for diverse audiences.

Professional development programs are offered through short-term formats. They feature instruction by University faculty and carefully selected specialists from business and industry. Continuing Education Units (CEU’s) and Continuing Professional Development Units (CPDU’s) are available for many of these offerings and may meet mandated professional education requirements. Participants in these programs often include professionals from outside the University community.

The Community Listener’s Permit Program opens classrooms of SIU to the people of Southern Illinois. It is a special program that provides people of all ages and walks of life the opportunity to access the college classrooms without enrolling for credit. For a modest fee and the permission of the instructors, participants can sample subjects that interest them the most from art history to zoology.

For more information contact:
Continuing Education and Outreach
1255 Lincoln Drive
SIU Carbondale, MC 6705
Carbondale, IL 62901
Phone: 618-536-7751
Fax: 618-453-5680
Email: dcereg@siu.edu
www.dce.siu.edu

**The Paul Simon Public Policy Institute**
The Paul Simon Public Policy Institute strives to make an impact on regional, state and national policy matters by addressing and calling attention to critical issues such as the need for greater ethics in government, engaging young people in citizenship and public service, and conducting polls to guide decision makers on key policy issues facing the state.

The Simon Institute enriches the educational atmosphere at SIU by bringing noted leaders in public policy, politics, journalism and other fields to campus for speeches, conferences, and informal events with students and faculty and by including students and faculty in its conferences, research and polling.

The Institute’s popular “Pizza and Politics” programs are geared to both undergraduate and graduate students of all majors to interact with Institute guests. Recent speakers have included the Assistant Majority Leader of the U.S. Senate, Dick Durbin (D-IL), U.S. Congressman John Shimkus (R-Illinois), Illinois Senate Minority Leader Christine Radogno (R-Lemont), and Rick Pearson, the chief political reporter for the Chicago Tribune.

The Simon Institute also administers state government internship programs for undergraduate students, hosts an annual statewide youth government day program at the state Capitol, holds a leadership day for southern Illinois high school students, and organizes a high school leadership retreat for African American males from the East St. Louis region.

Paul Simon established the public policy institute in 1997 upon his retirement from more than 40 years in elected office. Simon was a state Representative, state Senator and Illinois Lieutenant Governor before being elected to five terms in the U.S. House of Representatives beginning in 1974 and then serving two terms as U.S. Senator. Additionally, he was a candidate for the Democratic nomination for President of the United States in 1988. He remains one of Illinois’ most revered political leaders and enjoyed broad bipartisan support from voters most of his career.

Simon died in 2003. Mike Lawrence, who had been press secretary and senior adviser to Illinois Governor Jim Edgar in the 1990s and who served as the Institute’s associate director since its inception, was named director upon Simon’s death. He retired in 2008. David Yepsen, a nationally recognized political columnist at the Des Moines Register for more than 30 years, was named director in 2009. Yepsen covered the Iowa caucuses dating back to the 1976 presidential race and is a frequent guest on national news shows. Like his predecessors, Yepsen teaches courses on journalism and political science as Institute director.

Learn more at www.paulsimoninstitute.org.

**Southern Illinois Regional Career Preparation Program**
The Southern Illinois Regional Career Preparation Program is sponsored by the state of Illinois. The program is designed to increase motivation, provide academic enrichment, and encourage career exploration and continued enrollment in school for promising southern Illinois minority and other traditionally underrepresented students who are middle school and high school students. Instruction in critical thinking, reading, writing, math, positive self-esteem, cultural diversity and career development is provided during the academic year and summer program. Parents are given information about financial aid and specific guidance in assisting their children in academic and career pursuits. For additional information contact the project director.
Upward Bound
This is a pre-college support program funded by the federal government for students that meet specific income and educational requirements, which identifies and recruits ninth to twelfth grade students in specific areas of southern Illinois who have the potential for serious academic work. The program provides developmental, personal, and academic opportunities for students who might not otherwise see themselves as future college students. Persons interested should direct inquiries to the director, Upward Bound, 618-453-3354.

The Writing Centers
The Writing Center staff, composed of English Department graduate assistants and specially trained undergraduate tutors, invites all SIU students to take advantage of the Center’s free services. The Center offers students single-visit or regular-weekly assistance on their writing, with both in-person, on-campus sessions and chat-based, online sessions available. Tutors can help students develop strategies for any stage of the writing process, including getting started on essays, organizing and focusing ideas, developing and connecting points clearly, and correcting grammar and punctuation errors. At every stage, the emphasis is on helping students to solve their writing problems and become better writers.

If students want to see a tutor or have questions about the Center’s services, they may visit one of the two campus locations: Morris Writing Center, Morris Library Room 236, or Trueblood Writing Center, Trueblood Hall Learning Resource Center. Or they may visit the Center online at www.write.siu.edu/ or call 453-1231. Writing Center brochures are available at both the Morris and Trueblood locations.
Campus Programs and Services
CAMPUS PROGRAMS & SERVICES

Student Life & Intercultural Relations

Disability Support Services
The University is committed to making all services, programs, and activities equally accessible to students with disabilities in integrated settings. The Disability Support Services (DSS) Office provides federally mandated academic and programmatic support services to students with permanent and temporary disabilities. Services provided include pre-enrollment planning, adapted testing, note takers, textbooks and course materials in alternate format (electronic, MP3, large print, Braille) assistive technology and software, listening devices, sign language interpreters, speech-to-text, campus familiarization, housing assessments, and liaison services with faculty, staff, and outside agencies such as Division of Rehabilitation Services. In addition, we offer adapted computer technology evaluation and training. Students are responsible for identifying themselves to DSS, for providing documentation, and for requesting accommodations. Eligibility for DSS services is determined on a case-by-case basis. Students are normally eligible if they provide adequate documentation and are enrolled SIU students. Other disability services are located throughout the University. The Housing Office provides modified housing in the student and family housing areas. There are accessible resources in the Computer Labs, Morris Library, and Student Recreation Center and accessible transportation in the form of the Saluki Express and the Accessible Van Transport. Overall, the campus is exceptionally accessible. Persons with disabilities apply and are considered for admission in the same manner as non-disabled persons; the nature or severity of disability is not considered in the admission determination. Persons with disabilities interested in attending SIU Carbondale are encouraged to visit the campus in order to discuss services with DSS and to tour the campus. Prospective students who have disabilities are encouraged to formally apply for admission as far in advance as possible to ensure sufficient time for planning support services after being admitted but before the start of the semester. Further information is located on our website at http://www.disabilityservices.siuc.edu/ or students may contact DSS directly by e-mail at dsssiu@siu.edu or by calling (618) 453-5738 (v) or (618) 453-2293 (TDD).

Fraternity & Sorority Life
Since 1923, the fraternity & sorority community at SIU has continued with a tradition of excellence that has fostered a community of academic excellence, leadership, & philanthropic services. SIU has 31 sororities & fraternities. While each organization maintains its own activities, traditions, & national affiliations, each is founded on similar principles of scholarship, leadership, community service, & lifelong friendship. The fraternity & sorority experience at SIU provides a safe & fun way to maximize the college experience!

- Inter-Greek Council (IGC): since 1954, IGC has served as the legislative, standard-setting, & coordinating body for all fraternities & sororities in the four subcouncils: Panhellenic Association, Multicultural Greek Council, National Pan-Hellenic Council, & Interfraternity Council.
- Interfraternity Council (IFC): a sub-council of IGC and a member of the North American Interfraternity Conference (NIC). Founded at SIU in 1934, it is the governing council for 16 IFC fraternities.
- Multicultural Greek Council (MGC): a sub-council of IGC. Serves as a governing body for the 7 culturally-based fraternities and sororities.
- National Panhellenic Council (NPHC): a sub-council of IGC and a member of the National Pan-Hellenic Council, Inc. NPHC is the governing council for historically established African-American fraternities and sororities similar in structure and background.
- Panhellenic Association: a sub-council of IGC and a member of the National Panhellenic Conference. Founded at SIU in 1931, it is the governing body of three sororities.

Fraternity and Sorority Events:
- Greek Sing (since 1934): held each Saluki Family Weekend on the steps of Shryock Auditorium.
- Variety Show (since 1947): held in the spring semester at Shryock Auditorium and is open to all SIU students. Originally founded by the Theta Xi Fraternity.
- Greek Week: a week of events that are held in the spring semester to unify all fraternities and sororities.
- St. Jude Children’s Research Hospital’s Up ‘til Dawn: every fall semester nearly the entire fraternity & sorority community along with hundreds of other SIU students send letters to their friends and family to raise funds for St. Jude’s. SIU ranks as one of the top schools in the country in raising funds for the hospital.
- Safe Halloween: a safe, fun, and kid-friendly event held annually in the Student Center for area children on Halloween.
- Walk a Mile in her Shoes: this event, in collaboration with the Women’s Center, raises awareness regarding domestic violence. Men from the campus & community come together and walk a mile in high heel shoes to raise additional awareness. This event is organized by the Interfraternity Council.
- Service to Southern Award: since 1947, this award is given to an outstanding graduating SIU senior for their campus leadership and service. This award continues to be the highest honor a student can receive on our campus for involvement in co-curricular activities.

Non-Traditional Student Services
The office of Non-Traditional Student Services (NTSS) assists adult students with their transition into and through the campus learning environment by serving as a campus and community resource referral agency for students who may be non-traditional as defined by age, employment status, family status (spouse and/or dependents), gap in education, commuter status, etc. NTSS also serves as a resource for non-traditional student
concerns in addition to promoting campus awareness of and response to SIU’s adult student population, their spouses, and family members. Additional services include:

- **Adult Student Organization** which seeks to build community among SIU’s adult students through scholarship, support, and service;
- **Emergency Locator System** which provides emergency contact information for enrolled students who may need to be reached in cases of emergency related to their children or other family members. Students need only to file their campus class/work schedules with Student Life and Intercultural Relations;
- **Spouse/Domestic Partner Card** provides opportunities for the spouse or domestic partner of enrolled students to participate in designated campus programs and activities. Phone (618) 453-5721 or nontrad.siu.edu.

**RESOURCE CENTERS**

**Black Resource Center**
The Black Resource Center is part of the overall educational mission of SIU Carbondale and is open to all members of the university community. Its purpose is to enhance the opportunity for African American student success, retention and graduation by providing support, advocacy, resources and programming activities - academic, educational, social and cultural - that enrich the learning environment for African American and all students in their pursuit of the best education possible.

**Hispanic/Latino Resource Center**
The purpose of the Hispanic/Latino Resource Center is to support and assist Hispanic/Latino students on campus as well as in the community. We participate in collaborative efforts with other programs and organizations to provide guidance in the form of referrals. Also, we offer workshops, seminars, professional networking, social and cultural events, Spanish language support for families, and mentorship opportunities for students. We have an unwavering commitment to help Hispanic/Latino students succeed.

**LGBTQ Resource Center**
The Lesbian, Gay, Bisexual, Trans*, Queer Resource Center serves as a centrally located safe campus space. We provide educational outreach, advocacy services, and referral information focused on individual needs and delivered in confidential and compassionate settings. We are committed to promoting an inclusive environment for LGBTQ students, faculty, staff, families, alumni, allies, and the greater southern Illinois community.

**Center for Service Learning and Volunteerism**

1. **Service-Learning:** The Center for Service-Learning and Volunteerism develops curricular and co-curricular service-learning opportunities on campus that build collaborative relationships with our surrounding community. Service-learning is defined as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts in service-earning.” (Jacoby, 1996, p. 5). The Center for Service-Learning and Volunteerism is a central resource for faculty, staff, students and community partners interested in community-based learning opportunities. Courses with service-learning components are listed on the Center’s website. Phone (618) 453-5714. Website www.cslv.siu.edu.

2. **Saluki Volunteer Corps (SVC)** promotes social and civic responsibility by encouraging students to volunteer to participate in a minimum of 30 community service hours each academic year of their enrollment. Students can receive guidance in academic-related service and/or community service opportunities. Volunteering engages students in holistic educational experience which encourages self-reflection and prepares students to become aware, engaged, involved citizens. Students and student organizations are honored annually in the area of community service. Students also receive transcript notations and involvement transcripts. Phone (618) 453-5714. Website www.cslv.siu.edu.

3. **AmeriCorps National Service** provides opportunities for students “to earn while serving” through participation in the Land of Lincoln AmeriCorps (LLA) program, a component of the Americorps National Service. Students selected to LLA focus their service in education by serving as tutors and mentors to children in grades PreK-8. Members receive a monthly stipend, in addition to a monetary education award upon successful completion of service. Students selected have opportunities for state level, civic and leadership training and conferences. Phone (618) 453-5714. Website www.cslv.siu.edu.

**Student Involvement and Leadership Development (SILD)**
The Office of Student Involvement and Leadership Development actively strives to provide opportunities for students to enhance their leadership capacity and strengthen their campus engagement. Throughout environments that are socially just, culturally engaged, and civically involved, the office will enrich the students overall educational experience. Student Involvement and Leadership Development is located in the Student Life and Intercultural Relations Office, (third floor of the Student Center). Phone (618) 453-5714.

The office supports over 400 Registered Student Organizations (RSOs), which offer opportunities for involvement in many different categories, (i.e. Greek letter organizations, club sports, government, academic, and more). Students interested in joining an existing RSO or creating a new one should visit www.getinvolved.siu.edu.

**SILD Programs:**

1. **RSO and Volunteerism Fair-First Thursday of each semester.**
2. **Annual SIU Leadership Conference- A student lead conference during the fall semester.**
3. **Social Justice Leadership Institute- Offered through a series of workshops during the spring semester.**
4. **RSO and Leadership Celebration- Annual celebration in the spring semester that recognizes the amazing work of our student community.**
5. Become a Leadership Educator (LE) - LEs represent SILD through orientations and by presenting leadership-based workshops for the SIU community.

SILD Services:
1. Training and workshops for RSOs and classes.
2. Student access to a comprehensive Leadership Library.
3. Online support for RSO registration.

Students’ Legal Assistance Office
The services of the Students’ Legal Assistance Office are available without charge to all fee-paying undergraduate and graduate students. Students must pay any court costs or fees incurred outside of this office. The two lawyers and second and third year law students advise clients, and in certain situations, will represent them in court. The office may not handle criminal cases, contested domestic cases, bankruptcy and other fee-generating cases. The lawyers may not draft wills or represent clients in probate, real estate or business matters. Additionally, they may not represent one student against another student, against the State of Illinois, or against SIU. The office is located on the third floor of the Student Center. Students should call (618) 536-6677 to make an appointment between the hours of 8:00 a.m. to 4:30 p.m., Monday through Friday. Visit the Students’ Legal Assistance website for information on services provided: http://www.studentlegal.siu.edu/.

Students’ Rights and Responsibilities
The Office of Student Rights and Responsibilities (SRR) serves as a resource for the University community in understanding and applying the Student Conduct Code. The office strives to enhance a sense of community, accountability and responsibility. This is accomplished through educational outreach, one-on-one interactions with students and the enforcement of educationally based sanctions to address violations of the Student Conduct Code and other university policies. SRR works to balance the individual needs of each student with the needs of the academic community to find positive outcomes for all involved parties. If you have questions about the Student Conduct Code, your rights as a student, or if you believe a student has violated the Student Conduct Code or another policy, please call our office at 618-536-2338 or visit us online at http://srr.siu.edu. All students are responsible for knowing and following the Student Conduct Code which is available on our website.

Veteran’s Center
Mission Statement: Making Veterans’ transition from the military to SIU a seamless, simple and stress-free process. The Veteran’s Center provides the following services: Shares information, checklists, and other information regarding the necessary steps for veterans to successfully transition to the university; helps disseminate information to veterans, active duty, reserve, guards, military, and dependents interested in attending SIU Carbondale. The Center assists with general inquiries about veteran services provided by the university and may include referrals to on and off-campus service providers. The Center serves as an initial contact on campus to resolve student veterans’ issues, provides referrals for on and off-campus housing for veterans, and assists with enrolling new and current student veterans in available veterans’ specific support programs. Contact the Veterans Center by phone (618) 453-1335 or visit the website at http://www.veterans.siu.edu/.

Bursar
The office of the Bursar is committed to excellence in providing financial services to students and the Southern Illinois University community. We are responsible for billing, collecting, re-funding, and accounting of students’ tuition and loan accounts, as well as other institutional receivables, and also provide the means to help understand basic aspects of an account with Southern Illinois University. Our mission is to provide these services in the most efficient, friendly, effective and customer-oriented fashion possible. Please contact us by telephone: (618) 453-2221, e-mail: bursar@siu.edu, or visit our website at http://www.bursar.siu.edu. Additional student information is also available through SalukiNet: http://salukinet.siu.edu.

Saluki Cares
Saluki Cares facilitates and coordinates a university-wide program of care and support for students in distress. By working closely with faculty, staff, students and their families, SIU Carbondale displays a culture of caring by demonstrating to our students and families that they are an important part of the community.

Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who work with students on a regular basis: Academic units, Student Life & Intercultural Relations, New Student Programs, International Programs & Services, Counseling Center, Public Safety, University Housing, University College, Wellness Center, and others. All concerns remain confidential. Referrals are made from faculty, staff, parents, other students or by the student him/herself.

HOW CAN WE HELP?
We are here for you. Saluki Cares offers students a supportive and encouraging partnership by linking them with appropriate resources. This partnership affords students opportunities to overcome personal and educational barriers encountered on their path to success.

TO NOTIFY SALUKI CARES OF A CONCERN PLEASE CONTACT:
Phone: 618-453-5714
Email: siucares@siu.edu
Website: salukicares.siu.edu
For emergencies, please call 911 and/or contact the SIU Dept. of Public Safety at 618-453-3771

SUPPORT
The Saluki Cares team can help students with issues surrounding, but not limited to:
- Adjustment Issues
- Academic Performance Concerns
- Homesickness
- Financial Stress
- Deaths (Student/Family)
- Extended Illnesses
- General Welfare Concerns
- Other Signs of Stress
Financial Aid
The Financial Aid Office administers federal, state, and institutional financial aid programs for SIU undergraduate, graduate and professional students. In Fiscal Year 2012, 19,086 students received $291,009,734 in financial aid awards. Besides financial aid and scholarship processing, Financial Aid includes Student Employment Services. See additional information in Chapter One of this catalog or visit the website at www.fao.siu.edu.

Registrar’s Office
The Office of the Registrar is the official academic records office at SIU. We provide administrative services and academic support to currently enrolled students and the campus community, as well as to prospective and former students. The primary goals of the Registrar’s Office are to assist students in the registration process, assess tuition and fees, monitor students academic progress, and determine eligibility for degree. The Registrar’s office also provides many specialized services for student such as schedules classes and examinations into appropriate facilities, registers students for classes, academic record adjustments and updates, and assists with the coordination of graduation. The Registrar’s Office guides academic departments in complying with SIU’s policies and procedures pertaining to the observance of the academic calendar, examinations and grading practices. The Registrar’s Office maintains timely and accurate academic records, and ensures the privacy and security of those records. The Registrar’s Office acts to facilitate, implement and enforce academic policy in a manner that is sensitive to the needs of those that SIU seeks to serve.

The Registrar’s Office places service to students, faculty, administrators, and alumni first among its priorities, recognizing these persons as the Office’s primary constituency. As a primary information resource for students and faculty, this office actively seeks ways to effectively communicate and to inform students about academic policies and procedures, and to provide prompt access to information. The office also seeks ways to continuously improve the quality of service provided, and to anticipate ways to better meet the changing needs of the Campus Community. The Registrar’s Office strives to be a leader in the use of technology based solutions including database development and a web presence to better meet customer needs. For more information about the services provided by the Registrar’s Office, visit our website at http://registrar.siu.edu.

Transitional Programs
Transitional Programs conducts exit interviews for all undergraduate students contemplating withdrawal from the University and reviews requests for credit/refund of tuition and fees. Students contemplating withdrawal from the University are encouraged to contact Transitional Programs prior to leaving the campus. Phone (618) 453-7041.

Student Absence notifications provide a method of notifying instructors of the reasons for student absences from class. This is only for emergency situations.

Transitional Programs serves as the official office of record regarding all student deaths, including those of former students, and provides special assistance to surviving parents or family members by notifying appropriate University offices so that institutional records may be adjusted to remove the name of the deceased student.

Powers of Attorney arranges to act for a student to negotiate a campus check to pay any outstanding bills owed to SIU in cases where the student may be unable to be on campus to claim the check because of graduation, internship, practicum experiences, or student teaching assignment. (618) 453-7041.

Clinical Center
Faculty and supervised student clinicians provide a variety of services to SIU students as well as faculty, staff and the general public. Services offered include: (1) Counseling (individual, family, marriage, group and child as well as parenting training); (2) Psychological evaluations (academic, neuropsychological, intellectual and Diagnostic evaluations); and (3) Speech-language and hearing evaluations and therapy in areas of speech and language, language processing, delayed language, fluency, accent reduction, and voice.

The Clinical Center also includes the Achieve Program, an academic support program for learning-disabled and attention deficit SIU students. Please contact the Achieve Program for information concerning application procedures and required fees. For more information visit our web site at: http://www.siu.edu/offices/clinical/.

Achieve Program
The Achieve Program is a fee-for-service program specializing in comprehensive academic support services for students with learning disabilities, attention deficits, and other learning differences.

The Achieve Program’s fee based services include case management, weekly supervision, academic coaching for effective study skills, one on one assistance for reading and writing, individualized or group tutoring for content in most college courses, tracking of academic progress, time management and organizational assistance. Adaptive technology solutions include Kurzweil for reading assistance and LiveScribe for note-taking. Test taking accommodations and referrals for mental health counseling are also provided upon request.

Interested students must submit a completed Achieve Program application with supporting documentation and attend an assessment interview session with Achieve Program staff. The applicant is evaluated on the basis of academic, cognitive, and social-emotional appropriateness for college-level achievement. The Achieve Program application may be obtained at achieve-program.siu.edu or by calling (618) 453-6155. Applicants must also submit a separate application to SIU Carbondale by applying online at admissions.siu.edu.

For additional information, please visit the Achieve Program’s website at achieve.siu.edu.

Center for International Education
Center for International Education (CIE)
CIE is responsible for developing and supporting faculty, staff, and students in international education. The office administers International Students and Scholars, Study Abroad Programs, and International Development. Units of CIE are located in the Northwest Annex B. Phone (618) 536-7771.
International Students and Scholars
This division provides comprehensive programs and services for international students and scholars from pre-arrival correspondence to post-graduate concerns. These programs and services include processing of admission applications, serving as liaison with foreign governments and sponsoring agencies, providing certification for foreign currency exchange, and other needs. This office has been designated by the United States Citizenship and Immigration Services (USCIS) as having the official responsibility for interpretation and adherence to laws and regulations as they apply to non-immigrant students and faculty. Also, designated responsible officers administer proper compliance with the State Department’s Exchange Visitor Program for the University. Assistance with regulations, forms, and procedures is provided to all non-immigrants related to University and broader community affairs.

Integral educative services include orientation programs, arrival and housing assistance, personal counseling and referral, a Handbook for International Students and Faculty, a newsletter, The International Dateline, advisement of international student associations, and numerous workshops and seminars on topics of importance for students.

Special programs, which promote an international dimension of cross-cultural exchange to the broader community, are provided. An annual International Festival and various national day celebrations are held. The Community Programs sub-division in cooperation with the International Friends Club coordinates a Host Family Program, International Speakers’ Bureau, English in Action, Language Exchange, American and International Cooking Exchange, an International Spouses Group and a Loan Closet.

The International Students and Scholars division is located on the first floor of the Northwest Annex B. (618) 453-5774.

International Development
This division provides University-wide leadership, coordination, and support for a wide variety of international activities. These activities include international recruitment and enrollment management, research and dissemination of information on external funding opportunities, maintenance of an international projects database and a resource library, development of grants and projects, administration of international projects, linkages and agreements, promotion of women in international development activities, sponsorship of international development forums, and assistance with international visitors and protocol. Assistance also is provided in the exploration of project ideas, identification of funding sources, development of proposals, negotiation of contracts, and administration of externally funded activities.

International Development is located in the Northwest Annex, Building B. Phone (618) 453-3070.

Study Abroad Programs
Coordinates overseas services for American students, including international grant programs, exchanges and study abroad programs. It is the central referral point for information on the student Fulbright program, National Security Education Program and The British Marshall Program. Graduate students may also participate in inter-university international exchange programs and in travel/study programs offered during the summer and intercession period under the auspices of this division. Study Abroad Programs is located on the second floor of Northwest Annex, Building B. Phone (618) 453-7670. New programs are developed regularly so please check our website: www.cie.siu.edu/sa.

International Studies in Austria. Consists of one or two semesters of study in German, Austrian life and culture, political science, business, fine arts and communications at the SIU program in cooperation with Salzburg College in Salzburg, Austria. All courses, except German, are taught in English and will vary from term to term. No prior German is required, although it is recommended.

University Veritas. Consists of one month intensive Spanish modules up to a full semester. A variety of classes are offered depending on the term. No prior Spanish is required. The program is offered in cooperation with Universidad Veritas in San José, Costa Rica.

University of Wales Swansea. Consists of one or two semesters at Swansea, Wales, Great Britain. The pre-session course British Life and Culture is required. Beyond that, students have a wide number of classes available in a variety of subjects. Swansea is considered one of the best places to live in the United Kingdom.

International Student Exchange Program. This exchange program is multilateral and involves one-year placements at 100 study sites worldwide. It is a one-for-one exchange plan under which students pay their normal tuition and fees, including room and board, and apply credit earned toward their degrees. There are study sites in Africa, Asia, Australia, the British Isles, Canada, Europe, and Latin America. Applicants must be mature, have a minimum grade point average of 2.75, and possess the appropriate foreign language skills. Acceptance into the program is considered an honor bestowed in lieu of a scholarship. Most forms of financial aid can be used for this program.

Short-Term Program. Short-term courses are offered during intersession as well as during the summer months. Students must register two to four months prior to the start of the course and may earn graduate or undergraduate credit depending upon the nature of the course. Approximately ten offerings are available during each academic year, ranging in length from one week to two months. Full-time faculty of Southern Illinois University teach the courses and most do not require a specialized foreign language background.

Utrecht Network. The University participates in an exchange program with a consortium of European Community universities coordinated by Utrecht University in the Netherlands. There are currently possible exchange sites in Austria, Belgium, Czech Republic, Denmark, France, Germany, Greece, Iceland, Ireland, Italy, Malta, Netherlands, Norway, Portugal, Slovenia, Spain and Sweden.

Council on International Educational Exchange. The University is an institutional member of this organization, which sponsors study abroad programs around the world, and various work abroad programs.
Bi-Lateral Exchange Program

Bi-Lateral Exchanges. The university offers a number of bi-lateral exchanges with individual universities around the world. These currently include options in Australia, Austria, France, Germany, Japan and Switzerland. Please contact Study Abroad Programs for the latest listing and further information.

Individual Opportunities

Credit might be earned through (a) a department’s independent study courses such as readings, individual research, practicum or related types of courses with prior departmental approval; or (b) a department or college’s travel/study course where offered.

Other Programs

Southern Illinois University Carbondale may also grant credit for programs not sponsored by the University. A student may enroll in a travel/study program conducted by a regionally accredited United States institution and transfer the credit to this university. Credits earned in this manner will be evaluated as electives unless a department, program, or the Registrar’s Office approved the courses in advance to apply toward specific requirements. Additional information may be obtained from Study Abroad Programs.

A student may enroll in either a foreign institution or an independent location of a foreign institution. It is important that the student check with International Admissions before registering since many foreign institutions are not accredited. Graduate students should check with the Graduate School. Credits earned in this manner will count as electives unless a department or program approves them to apply toward specific requirements.

Recreational Sports and Services (RSS) and the Student Recreation Center

All SIU Carbondale students paying student fees have access to the 210,000 square-foot Student Recreation Center. A limited number of memberships are also available to members of the community, alumni, and special guests. Operational hours to the facility are posted on the RSS website at reccenter.siu.edu

Among the Student Recreation Center’s offerings are upper and lower indoor running tracks, six multi-sport courts, a fixed-weight “selectorized” room, a free-weight room, an Olympic-size swimming pool with diving well, a climbing wall, 6 racquetball courts, 2 squash courts, cardio equipment room, and complete locker room facilities for both men and women with a sauna in each.

Recreational Sports and Services (RSS) offers a wide variety of programs and services including over 50 classes weekly for group fitness, yoga, Pilates, and dance. Our three-tiered system keeps classes affordable. Approximately 20 of the classes you can attend are FREE. Tier II and Tier III classes have additional fees. Many of our instructional programs are offered within the tier system, but we have many instructional programs available at a low price to patrons.

Additionally, our Lifestyle Enhancement Center (LEC) offers light-weight and free weight training, massage therapy, personal training services, and fitness assessments for students and members. Please check our website for more information.

RSS is the home for many Intramural Sports as well. We have an assortment of sports for individuals, small teams, and larger teams that range from basketball to more uncommon sports and activities such as Futsal!

With the Dr. Edward J. Shea Natatorium, our Aquatics area offers swim lessons for all ages as well as safety programs that include lifeguard training, CPR and first aid classes, and much more!

RSS has program opportunities for special populations and those individuals with disabilities. We offer social opportunities, dinners, activities, and special events for targeted populations as well.

Recreational Sports and Services offers a vast array of outdoor field and recreational locations across campus. We maintain three multi-sport, lighted playfields for softball, flag football, lacrosse, soccer, and other sports. These support some of the over 35 sport clubs that compete during the fall and spring semesters. Among them are equestrian, rugby, soccer, water polo, Ultimate Frisbee, volleyball, paintball, and various martial arts.

We also have you covered with Outdoor Pursuit options as well. Our “Base Camp” provides guided trips, “how to” clinics, coordinates the climbing wall, and offers outdoor equipment rentals that include canoes, sleeping bags, and cooking and other specialized gear. Recreational facilities at SIU Carbondale’s Lake-on-the-Campus include a 2-mile, lighted walking trail, a 9-hole Frisbee golf course, a boat dock with various types of boats to use for students and members, and our popular nighttime “moonlight canoeing.”

RSS is very involved with student employment. Each year, we give back over $650,000 to students at SIU Carbondale, making us the second-largest student employer on campus. We hire many of our employees in the springtime before spring semester ends and again in the late summer/early fall when students arrive. If you have an interest in student employment with RSS, please stop by the RSS Administrative Office to complete an application.

For up-to-date information and events, check us out on our website, Facebook, or Twitter. More information is available on the RSS website at: reccenter.siu.edu or call us 618-453-1277.

Student Center

The Student Center covers over eight acres of floor space, but it is much more than just a building. The programs and services offered provide for the social and academic development of our students. In addition, the Student Center serves as a unifying force, bringing together the campus and the community. It is both an organization and a program, working together to form a foundation for university life. Four important missions guide the Student Center in providing services and programs for the University and the community. It provides support services, which complement the academic mission of the University through the bookstore, information services, dining service, and meeting facilities. It is a laboratory for learning. The Student Center is an extension of the classroom allowing curriculum students, graduate assistants and interns the opportunity to develop on-the-job experience in their fields of learning. It is a focal point to which alumni and students can relate when returning to campus.

The Student Center meets the needs of the students by pro-
viding services that are both convenient and practical, including multiple dining locations; ATM stations; ID cards; Debit Dawg program; e-mail checking stations; wireless internet and much more. SIU apparel, textbooks, greeting cards and other convenience items can be purchased at the University Bookstore. Laptop computers can be checked out at the Information Center on the first floor of the Student Center. This service is available to all full-time students at no cost as long as the computer is not damaged, stolen or lost. The computers can be checked out for two-hour periods and are available on a first come, first served basis. Students and visitors can also send and receive both domestic and international faxes at the Information Center. For more details, call or visit the Information Center.

As the center for arts and entertainment, the Student Center has something for everyone. Films, lectures, art exhibits and concerts are held in the facility. In addition, a variety of recreation opportunities are available, including a renovated bowling and billiards area and a video arcade. For those with artistic abilities and interests, the Craft Shop offers an opportunity to develop skills in clay pottery, stained glass, woodwork- ing, card and jewelry making, and more. The Student Center Graphics department provides design and print services for Student Center departments, Registered Student Organizations (RSOs), students and the community. The Student Center is part of the educational program of the University and serves as a laboratory of learning and leadership through participation on various boards and committees that provide campus-wide social, cultural, and recreational programs. Through the Student Center and Student Programming Council, non-majors can become actively involved in theatre, dance, and other performing arts activities.

Additional Student Center facilities include four ballrooms, an auditorium, multiple meeting spaces and dining areas. Offices located in the Student Center include: Continuing Education and Outreach, University Programming, Students’ Legal Assistance, New Student Programs, and Student Life and Intercultural Relations. For more information about the Student Center or to reserve a space for your event, call 618/536-4636 or go to studentcenter.siu.edu.

Debit Dawg – The SIU Debit Card Program
Debit Dawg is the university’s debit card program. It is a function of your ID card and is designed as a service to SIU students, faculty and staff. There is no transaction or monthly fee to use the program. It is safer and easier than carrying cash. Simply deposit money into your account and you’ll enjoy convenient purchasing power at many on and off campus locations including: Student Center recreation and dining areas, the University Bookstore in the Student Center, campus vending machines, campus copy machines, Student Health Center, Parking Division, University Housing food service locations, University Housing laundry facilities, Rec Center, network printing in most campus computer labs, and many off campus restaurants and businesses. Go to our website, studentcenter.siu.edu/debitdawg for a full listing of locations Debit Dawg is accepted. Your remaining balance will be displayed after most transactions so you will always know how much money is in your account. In addition, a monthly statement of transactions will be sent to the account holder’s email account. Deposits to your Debit Dawg Account may be made in person, by telephone (618.453.3493), online using SalukiNet or by mail. To deposit in person, you may go to the Student Center Business Office which is located on the second floor of the Student Center and use cash or Visa, MasterCard, Discover, or American Express. Cash deposits may be made in person at “Debit Dawg” cash machines located at Lenzl, Trueblood, Grinnell, Morris Library, Law School Library, Student Center, Faner CLC1 and CASA CLC2 and University Hall. For deposits by mail, please include the SIU Carbondale ID number and name of the account holder on a check (payable to SIU) and mail to Debit Dawg, Southern Illinois University Carbondale, Student Center ID Office, Mail Code 4407, Carbondale, IL 62901.

University Bookstore
The University Bookstore is conveniently located on the first floor of the Student Center and is an integral part of a student’s academic success. It is the official University Bookstore, providing new, used, rental and digital textbooks, school supplies, art supplies and engineering materials. Textbook rental is available to students through the University Bookstore as a cost saving option. They provide quality textbook rentals at affordable prices. In addition to textbooks, University Bookstore sells reference books and current best sellers. Show your SIU spirit with imprinted apparel and souvenir items such as pennants, cups, mugs, umbrellas, diploma frames and more. Gifts, greeting cards, and an array of convenience items can also be found at the University Bookstore.

Additionally, the University Bookstore provides many services to aid in a student’s academic success. Books, thesis binding, class ring ordering, gift-wrapping, cap and gown rental, textbook buy back services and special order services for textbooks and supplies are offered. All major credit cards are accepted.

Student Health Services
Student Health Services is AAAHC accredited and is one of the largest and most comprehensive health centers in the nation. We serve as a medical facility and health information resource for a richly diverse campus community, supporting students in the achievement of their academic goals and personal development through the creation of a healthy campus. For more information, call 618-453-3311 or visit our website at www.shc.siu.edu.

Our Services Include:

Saluki Health Web Portal
From the Student Health Services’ website, students can access the Saluki Health Web Portal with their SIU Network ID and Password. In the secure portal, students have many options including: make, view, and cancel appointments, send secure messages to the e-nurse, complete required forms, request a prescription refill. Go to our website at www.shc.siu.edu for more information.

Medical Clinic
Medical problems may interfere with your ability to succeed academically. Our Medical Clinic offers diagnostic services including lab and x-ray, treatment, and follow-up care. The Medical Clinic is known for delivering exceptional and responsive care. In most instances, students with an urgent medical need
may be seen the same day they call for an appointment. Students may schedule an appointment by accessing the Saluki Health Web Portal anytime (www.shc.siu.edu) Monday – Friday 8:00 am - 4:30 pm.

Wellness Center
The Wellness Center provides current and accurate health information about important lifestyle decisions. Our professional staff provides resources and programs in nutrition, sexual health, stress management, alcohol and other drug use, violence prevention, and other areas of Wellness that impact student success. For more information, call 618-536-4441.

Counseling Center
College is a time of change, transition and growth. At times, students find it useful to seek the assistance of a caring professional. Each year 1 out of 10 SIU Carbondale students seek services at the Counseling Center. The Counseling Center provides crisis walk-in counseling, group, individual, and couples counseling to SIU Carbondale students. Our staff of professional psychologists and counselors is trained to help you discover ways to cope more effectively with problems in day-to-day living. The staff has a commitment to meet the needs of individuals from diverse backgrounds including differences of culture, race, gender, sexual orientation, ability, and religion/spirituality. The Counseling Center is located in the Student Health Center on the second floor, Room 253. For more information call 618-453-5371 or visit our website www.shc.siu.edu.

Sports Medicine & Physical Therapy
We offer a comprehensive approach towards the evaluation and treatment of activity-related injuries and physical impairments. After evaluation, recommendations are made which may include a supervised rehabilitation/treatment plan, a self-care plan or referral to a physician. Our therapy pool provides patients an aquatic environment to facilitate the rehabilitation process. Call 618-453-1292 for an appointment.

Psychiatry
Students can experience psychiatric difficulties which interfere with their academic and personal lives. The Psychiatric Clinic is staffed with a psychiatrist and psychiatric nurse who work closely with the psychologists and mental health professionals at the Counseling Center. Services include psychiatric evaluation and medication management. Call 618-453-4346 for an appointment.

Student Dental Service
Good oral care is one of the easiest ways to positively impact your overall health. We offer emergency, routine and preventive dental care for students. Routine dental services are provided on a fee-for-service basis. For an appointment or more information, call 618-536-2421.

Pharmacy
We have a full service pharmacy. You may fill prescriptions at our pharmacy from any licensed physician. In addition to prescriptions, the pharmacy has a selection of over-the-counter items available for purchase. You may purchase all pharmacy items with normal payment methods or by charging it to your Bursar account or Debit Dawg. Private insurance and Medicaid cards are not accepted. For pharmacy information, call 618-453-4417.

Insurance Benefits
The Student Medical Insurance Plan provides health insurance coverage that complements the on-campus primary care services with benefits for off-campus services such as hospitalization, surgery and specialty care. Most students are automatically enrolled in the Student Medical Insurance Plan as a condition of SIU Carbondale enrollment. Students with other health insurance coverage may be eligible for a refund of a portion of this fee. For more information go to our website at www.shc.siu.edu or call 618-453-4413.

Immunization Compliance
Illinois law requires that all students born after January 1, 1957, show proof of immunity to tetanus, diphtheria, measles, mumps and rubella. All international students, regardless of date of birth, must also complete a tuberculosis screening at the Student Health Center. Students cannot register for classes until compliance requirements are met. Elective immunizations such as meningitis, hepatitis, flu and travel vaccinations are also available. Call 618-453-4326 for more information.

After-Hours
For after hours emergencies, call 911 or go to the emergency room. Your Student Medical Insurance will not cover non-emergent ER visits.

Student Health Services
374 E. Grand Avenue
Mail Code 6740
Carbondale, IL 62901
Ph:618-453-3311
Fax:618-453-4449
Email:shcinfo@siu.edu
www.shc.siu.edu

Rainbow’s End Child Development Center
Rainbow’s End Child Development Center is on the campus of Southern Illinois University Carbondale. It is a comprehensive child development program licensed by the Department of Children and Family Services (DCFS) to serve 133 children ages 6 weeks to 12 years of University students, faculty and staff members. Rainbow’s End is accredited by the National Association for the Education of Young Children (NAEYC) and holds a 3-Star Rating from the Quality Rating System through Child Care Resource and Referral (CCRR). The Center participates in the State of Illinois Child Care Food Program and the Child Care Assistance Program. The staff at Rainbow’s End Child Development Center is committed to promoting the well-being of children and their families. We provide a secure and positive atmosphere for children during the most important years of growth, development and learning. We offer children at the Center the opportunity to participate in a program that balances intellectual, social and emotional growth. The Center is open Monday through Friday from 7:30 a.m. to 5:30 p.m. Special features of Rainbow’s End include various enrollment options and reduced tuition for SIU student parents. There is a waiting list for enrollment; therefore it is strongly advised that
parents place their child’s name on the waitlist before childcare is needed. For more information call (618) 453-6358.

Alumni Services
Founded in 1896, the SIU Alumni Association provides services and support to alumni and current students of the University. The Association publishes the quarterly Southern Alumni magazine and the monthly Saluki Pride Newsletter, and sponsors alumni chapters, college alumni societies, reunions, Homecoming activities, and events hosted on and off campus. Ongoing services to students include externships, networking opportunities, career training workshops, tailgates, chapter scholarships, and support of the Student Alumni Council (a registered student organization). The SIU Alumni Association’s activities and events are funded through alumni membership dues. To become a member, phone (618) 453-2408, or join online at www.siualumni.com/join.

Intercollegiate Athletics
Excellence on the field of competition and in the classroom remains the standard for Southern Illinois University Carbondale’s athletics program, which provides 18 sports for men and women. All intercollegiate sports compete at the NCAA Division I level, with football competing in the Football Championship Subdivision (FCS). All SIU students receive free admission to all SIU sporting events.

Sports are offered in basketball, baseball, cross country, football, golf, softball, swimming and diving, tennis, track and field, and volleyball. All Saluki sports compete within the Missouri Valley Conference (MVC), except for football, which belongs to the Missouri Valley Football Conference (MVFC), and men’s swimming and diving, which competes in Mid-American Conference (MAC). The proud Saluki tradition includes many former professional and Olympic athletes as well as recent NCAA post-season appearances by men’s basketball, football, softball, men’s swimming and diving and men’s and women’s track and field. Women’s track and field student-athletes have brought home five individual national championships in recent years.

Student-athletes routinely gain high marks in the classroom. During the 2011-12 academic year, 60 percent of the University’s varsity sports participants earned a term grade-point average of 3.0 or above (4.0 scale). Almost nine of every ten student-athletes who complete their athletic eligibility at SIU earn their Baccalaureate degrees.

SIU Arena
“SIU Arena” hosts a variety of athletic events, meetings, stage performances, concerts, as well as similar activities that demand a large participant area as well as large audience capacity. “SIU Arena” has also served as the site for a majority of commencement ceremonies conducted on the Carbondale campus. “SIU Arena” is operated by Intercollegiate Athletics and is home for all Saluki Basketball games.

Shryock Auditorium
Located on the old campus of Southern Illinois University Carbondale, Shryock Auditorium stands as the finest performing arts center in southern Illinois.

Constructed in 1917 and named after University president Henry William Shryock, the facility was renovated in 1970 at a cost of 1.5 million dollars. Upon re-opening in January 1971, guests were pleased and surprised to find a new decor of opulent grand opera splendor, while the original motif of the building had been retained.

As the largest auditorium on campus, seating 1,215, Shryock Auditorium is well equipped to handle almost any type of event, from the performing arts on a grand scale to large group meetings and conferences. Facilities include dressing rooms capable of accommodating up to 70 performers, modern stage rigging, lighting and sound systems, and air conditioning throughout the audience areas.

Shryock Auditorium annually presents the finest in touring musicals, plays, ballet, modern dance, opera, international entertainment, and big bands. In addition, the Auditorium is utilized by recognized student organizations and by non-student on-campus groups when the event is of educational, cultural, or social significance.

The beautiful decor and appointments of Shryock Auditorium, with the nostalgic memories surrounding this old campus landmark, make it one of the places to which students and alumni return and proudly show campus visitors year after year. For more information, visit www.shryock.siu.edu.

University Housing
For information see Campus Living in Chapter 1 or visit the website at: www.housing.siu.edu.

University Museum
The University Museum, now located in Faner Hall, has been a repository of artifacts since its first director, Dr. Cyrus Thomas, was commissioned to begin collecting for a museum by the Board of Trustees of Southern Illinois Normal University some time before 1871. The museum formally opened to the public in 1874. Today, the University Museum, with 75,000 artifacts, is the largest encyclopedic museum in southern Illinois. The Museum provides leadership and assistance for museums throughout southern Illinois. The American Alliance of Museums has accredited the University Museum since 1977.

The University Museum, a public steward and educational resource, serves the University and the larger community by collecting, preserving, researching, and exhibiting an encyclopedic range of artifacts illuminating the arts, humanities, and sciences. Changing exhibits include regular series of shows by graduate students, faculty and others beyond the campus. As a teaching institution, the museum offers in-depth, practicum classes and opportunities in the practice of Museology through its undergraduate Museum Studies minor. 400- and 500-level courses in museum studies are offered through the Department of Anthropology, Department of History, Department of Political Science, and the School of Art and Design.

WSIU Public Broadcasting
WSIU Public Broadcasting is licensed to the Board of Trustees of Southern Illinois University and is an integral part of the College of Mass Communication & Media Arts on the Carbondale campus. WSIU’s mission is to improve the quality of life of the people they serve. The WSIU stations partner with other community organizations to promote positive change and to
support the academic and public service missions of Southern Illinois University Carbondale (SIU).

WSIU Television and WSIU Radio are member stations of PBS and NPR. WSIU reaches more than three million people across five states and beyond through digital television channels WSIU-TV 8.1, 8.2, 8.3 / WUSI-TV 16.1, 16.2, 16.3; radio stations WSIU 91.9 FM/HD, WUSI 90.3 FM, WWSI 88.9FM; an interactive website at wsiu.org; and a nationally-recognized education and community outreach department.

WSIU Radio also operates the Southern Illinois Radio Information Service (SIRIS), a radio reading service for individuals who are blind or have other physical disabilities that make reading difficult or impossible. WSIU also offers professional development opportunities for students seeking experience in the broadcast industry. Each year hundreds of students receive hands-on training in broadcast news, program production, station operations, graphic design, promotions, marketing, accounting, office systems, and more. Former students represent WSIU and SIU with distinction at media organizations such as CNN, ESPN, ABC, NBC, and Fox, and at radio, television, cable, and satellite outlets in the U.S. and abroad.

Learn more at wsiu.org and on WSIU’s Facebook and Twitter pages; by calling 1-866-498-5561; or by sending an email to contact@wsiu.org. Correspondence may be sent to WSIU, Communications Building 1003 - Mail Code 6602, Southern Illinois University Carbondale, 1100 Lincoln Drive, Carbondale, IL 62901.

Newspaper

The Daily Egyptian, campus and community newspaper, is published when the University is in session Monday through Thursday, spring and fall semesters and Wednesday and Thurs-
day during the summer session, as well as Wednesdays during intersession periods. It serves as a morning daily newspaper for the University and local communities. The Daily Egyptian is produced under professional supervision, using student editors and staff. About 75 students work at news-gathering, editing and layout, production, advertising and distribution. The circulation is about 15,000 copies per day. Students do not have to be enrolled in journalism to be employed in the newspaper departments of news, photography, digital design and imagery, advertising, business, printing, and circulation. The newspaper is published and printed in a plant equipped with electronic facilities to produce a daily newspaper on a web offset press.

Campus Ministries

The Campus Ministries for SIU believe in and affirm the presence of God working among us as a people. With an awareness of the diverse religious and cultural traditions existing among us, we are committed to all efforts unifying the people of God with loving concern for one another. We celebrate this diversity in unity because it reflects the rich variety of God’s revelation throughout history.

We see the University as a unique and varied setting for the development of personal growth and religious commitment. We feel called to share with all participants in the University Community in a joint search for truth and spiritual meaning in life. Twelve individual ministries, Jewish and Christian, constitute the Campus Ministries organization. For a current brochure containing more detailed information about their worship, programs, and fellowship offerings, telephone (618) 457-8165 or write Campus Ministries, 816 South Illinois Avenue, Carbondale, IL 62901 or visit our website at: http://www.siu.edu/~siucmin.
University Policies
Determination of Residency Status

[The following has been reorganized and edited for undergraduate students. The full text appears as SIU Board of Trustees 3 Policies A.]

Establishment of Residency
Southern Illinois University Carbondale Board of Trustee policy requires students to establish residency in Illinois six consecutive months immediately preceding the beginning of the term.

Bona Fide Residence
For tuition purposes a bona fide residence is a domicile of an individual, which is the true, fixed, permanent home, and place of habitation. It is the place to which, whenever absent, the individual has the intention of returning.

Criteria to determine this intention include but are not limited to year around residence, voter registration, place of filing tax returns (home state indicated on federal tax return for purposes of revenue sharing), property ownership, driver’s license, car registration, vacations, and employment.

Except for those exceptions clearly indicated in these regulations, in all cases where records establish that the person does not meet the requirements for resident status as defined in these regulations, the non-resident status shall be assigned.

Procedure for Review of Residency Status or Tuition Assessment
A student who takes exception to the residency status assigned or tuition assessed shall pay the tuition assessed but may file an application with the Registrar’s Office for a reconsideration of residency status and an adjustment of the tuition assessed.

The application and supporting documents must be filed within thirty (30) school days from the date of assessment of tuition or the date designated in the official university calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and adjustment of the tuition assessed for the term in question.

If the student is dissatisfied with the ruling in response to the application made within said period, the student may appeal the ruling to the chancellor’s designee by filing a written request with that official within twenty (20) days of the notice of the ruling.

Definitions of Terminology
To the extent that the terms bona fide residence, independent, dependent, and emancipation, are not defined in these regulations, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the State of Illinois.

The term the State means the State of Illinois.

Residency Determination
Evidence for determination of residence status of each applicant for admission to the university shall be submitted to the Admissions Office at the time of application for admission. A student may be reclassified at any time by the university upon the basis of additional or changed information. However, if the university has erroneously classified the student as a resident, the change in tuition shall be applicable beginning with the term following the reclassification; if the university has erroneously classified the student as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for review in accordance with these regulations. If the university has classified a student as a resident based on false or falsified documents, the reclassification to nonresident status shall be retroactive to the first term during which residency status was based on the false or falsified documents.

Adult Student
For the purpose of these regulations an adult is considered to be a student 18 years of age or over; a minor student is a student under 18 years of age. An adult, to be considered a resident, must have been a bona fide resident of the State for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university; and must continue to maintain a bona fide residence in the State, except that an adult student whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Minor Student
The residence of a minor shall be considered to be and to change with and follow:
1. that of the parents, if they are living together, or living parent, if one is dead; or
2. if the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order or, in the absence of a court decree or order, that of the parent with which the person has continuously resided for a period of at least six consecutive months immediately preceding registration at the university; or
3. if the parents are separated or divorced, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
4. that of the legally appointed guardian of the person; or
5. that of the natural guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult relative with whom the person has resided and by whom the student has been supported for a period of at least six consecutive months immediately preceding registration at the university for any term, if the person’s parents are dead or have abandoned said person and if no legal guardian of the person has been appointed and qualified.

Parent or Guardian
No parent or legal or natural guardian will be considered a resident of the State unless said person
1. maintains a bona fide and permanent place of abode within the State, and
2. lives, except when temporarily absent from the State with no intention of changing the legal residence to some other State or country, within the State.

Emancipated Minor
If a minor has been emancipated, is completely self-supporting, and actually resides in the State, the minor shall be considered to be a resident even though the parents or guardian may reside outside the State. An emancipated minor who is completely self-supporting shall be considered to actually reside in the State of Illinois if a dwelling place has been maintained within the State for a period of at least six consecutive months immediately preceding term registration at the university. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Married Student
A nonresident student, whether male or female, or a minor or adult, or a citizen or non-citizen of the United States, who is married to a resident of the State, may be classified as a resident so long as the individual continues to reside in the State; however, a spouse through which a student claims residency must demonstrate residency in compliance with the requirements applicable to students seeking resident status.

Persons Without United States Citizenship
A person who is not a citizen of the United States of America who meets and complies with all of the other applicable requirements of these regulations may establish residence status; unless the person holds a visa, which on its face precludes intent to reside in the United States.

Armed Forces Personnel
A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the State in connection with that service and submits evidence of such service and station, shall be treated as a resident as long as the person remains stationed and present in the United States.

If the spouse or dependent children of such member of the Armed Forces also live in the State, similar treatment shall be granted to them.

A person who is actively serving in one of the Armed Forces of the United States and who is stationed outside the State may be considered a resident only if the individual was a resident of the State at the time of entry into military service, except as otherwise specified by board policy.

A person who is separated from active military service will be considered a resident of Illinois immediately upon separation providing this person:
1. was a resident of the State at the time of enlistment in the military service; became treated as a resident while in the military by attending school at SIU while stationed in the State; or
2. has resided within the State for a period of six months after separation.

State and Federal Penitentiary
A person who is incarcerated in a State or Federal place of detention within the State of Illinois will be treated as a resident for tuition assessment purposes as long as said person remains in that place of detention. If bona fide residence is established in Illinois upon release from detention, the duration of residence shall be deemed to include the prior period of detention.

Minor Children of Parents Transferred Outside the United States
The minor children of persons who have resided in the State for at least six consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within 5 years from the time their parents are transferred by their employer to some location outside the United States.

Dependents of University Employees
For purposes of tuition assessment, all faculty, staff (including civil service employees), and graduate assistants, as well as their spouses and dependent children, shall be considered as resident students. The non-resident portion of tuition is waived for the spouses and dependent children of fellows, assistants and trainees who are appointed as fellows, assistants and trainees to the fullest extent permitted by their appointment.

Contractual Agreements
The chancellors, with the approval of the president, may enter into agreements with other institutions in or out of state under the terms of which students at the other institutions are defined as residents of the State of Illinois.

Policy on the Release of Student Information and Access to Student Records at Southern Illinois University Carbondale

I. Purpose
Southern Illinois University Carbondale, hereinafter referred to as the University, maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student. For the purpose of complying with federal regulations regarding the maintenance of confidentiality of student educational records, as required by the Family Educational Rights and Privacy Act of 1974, the following policy has been enacted.

II. Definitions
A. Student is defined as a person who is or has been enrolled at Southern Illinois University Carbondale in a course of study either on campus or off campus. Solely for purpose of this policy, any student attending Southern Illinois University Carbondale will be considered to be an adult and to have sole control over the release of their information except as provided in this policy. The term enrolled is defined
as having registered and paid fees into a course of study.

B. Education records means those records, which are directly related to a student, and are maintained by Southern Illinois University Carbondale or any subunit or by any party acting for Southern Illinois University Carbondale. The term does not include:
1. Personal records of instructional, supervisory, and administrative personnel, which are not revealed to other individuals.
2. Records of a law enforcement unit of an educational institution which are (a) maintained apart from the education records, (b) maintained solely for law enforcement purposes, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction. For purposes of this policy, the Southern Illinois University Carbondale Public Safety Office will be treated as an outside agency and will therefore be required to comply with all regulations relating to the disclosure of information from students’ educational records, as set forth in the policy.
3. Employment records of students whose employment is independent of student status, so long as they are maintained separately from any educational record.
4. Records of a physician, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity which are used only in connection with treatment and are not disclosed to individuals other than those providing the treatment; Provided that these records can be personally reviewed by a physician or other appropriate professional of the student’s choice.
5. Records which contain only information relating to a person after that person was no longer a student at Southern Illinois University Carbondale, such as alumni files.

C. Student Information means any information contained in an educational record as defined in II. B.

D. Personally identifiable information includes
1. The name of a student, the student’s parents, student’s spouse, or other family member.
2. The address of the student.
3. A personal identifier such as the student’s social security number or student number.
4. A list of personal characteristics which would make the student’s identity easily traceable.
5. Information that would make the student’s identity easily traceable.

E. Directory information includes
1. Student name.
2. Student local address and telephone number.
3. Student home address and telephone number.
4. Student email address.
5. Current and past term status (full-time, part-time).
6. Classification (freshman, sophomore, etc.).
7. Academic unit.
8. Major.
10. Degrees and honors earned and dates.

11. The most previous educational agency or institution attended prior to enrollment at Southern Illinois University.
12. Participation in officially recognized activity or sport.
13. Weight, height, and pictures of members of athletic teams.
14. Date of birth.
15. Picture.

III. Basic Policy Regarding Disclosure of Information from Educational Records

A. Disclosure not requiring prior consent:
1. The appropriate record keeping office shall obtain the written consent of the student before disclosing personally identifiable information from the records of a student, except in the case of directory information or disclosures to:
   a. The student himself/herself.
   b. University personnel who have a legitimate educational need to permit their functioning or research. The sufficiency of the need will be determined by the head of the unit from which the records are sought.
   c. Officials of other schools or school systems in which the student seeks or intends to enroll, if there is a legitimate need. The sufficiency of the need will be determined by the head of the unit from which the records are sought.
   d. Faculty or students conducting student characteristic research providing the research project has written approval of the academic unit executive officer sponsoring the research and providing guarantees are made that no personally identifiable information will be published or released.
   e. Certain state and federal representatives specified by law for the sole purpose of the evaluation and auditing of governmentally funded programs in which the University participates, with the guarantee that the identity of the students will be protected.
   f. State and local officials as directed by the State Statute adopted prior to November 19, 1974, as approved by University Legal Counsel.
   g. Organizations conducting studies for, or on behalf of,
C. Disclosure of Directory Information

1. Directory information may be released by the University at any time provided that it publish the definition at least once each academic year in the campus student newspaper or other designated publication with wide circulation, and the individual student is given a reasonable period of time to inform the University in writing, through the Registrar’s Office, that they do not wish such information about themselves be released without their prior consent. The Registrar’s Office will be responsible for identifying or deleting all information which the student desires not to be released outside the University and for informing all University recipients of that information that such information is not to be released. The student must request deletion of information each year.

2. The procedural requirements of this section do not apply to the disclosure of directory information from the educational records of an individual who is no longer in attendance at the University. Thus, the University (or appropriate record keeping office) is not required to give public notice of the above to former students.

3. Appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other persons.

4. When the disclosure is made pursuant to this section, the appropriate record keeping office shall, upon request, provide a copy of the records which are disclosed to the student.

5. Student information will not be released to parents of students without the student’s permission.

B. Disclosure Requiring Prior Consent

1. Except as listed in III. A. above, all requests for student information other than directory information must be accompanied by a written consent of the student.

2. The written consent required by this section must be signed and dated by the student giving the consent and shall include (a) a specification of the records to be disclosed, and (b) the party or parties to whom the disclosure may be made.

3. When the disclosure is made pursuant to this section, the appropriate record keeping office shall, upon request, provide a copy of the records which are disclosed to the student.

4. Student information will not be released to parents of students without the student’s permission.

C. Disclosure of Directory Information

Directory information pertaining to students may be released by the University at any time provided that it publish the definition at least once each academic year in the campus student newspaper or other designated publication with wide circulation, and the individual student is given a reasonable period of time to inform the University in writing, through the Registrar’s Office, that they do not wish such information about themselves be released without their prior consent. The Registrar’s Office will be responsible for identifying or deleting all information which the student desires not to be released outside the University and for informing all University recipients of that information that such information is not to be released. The student must request deletion of information each year.

The procedural requirements of this section do not apply to the disclosure of directory information from the educational records of an individual who is no longer in attendance at the University. Thus, the University (or appropriate record keeping office) is not required to give public notice of the above to former students.

All recipients of student information will be bound by this policy. Lists of student information are never knowingly provided to any requesting party for a commercial or political purpose; however, directory information is subject to the Freedom of Information Act. If a student directory is published, it shall be equally available to all.

D. Records of Disclosure Made

Records of disclosure are not required to be kept in the record of a student when the students initiate the disclosure themselves.

The University may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the disclosure is made will not further disclose the information without the student’s written consent, except in the case of disclosure of directory information.

The University shall, except for the disclosure of directory information, inform the party to whom disclosure is made of the obligation to receive the student’s consent before further disclosure to other parties.

E. Waiver of Right to Inspect and Review Education Records

1. The student may waive their right to inspect and review education records. The waiver, in order to be valid, must be in writing and signed by the student. The University (or each appropriate record keeping office) may not require a waiver of rights but it may request such a waiver.

2. If a student has waived their right to see confidential letters of recommendation placed in their record after January 1, 1975, the waiver will be effective only if (a) the applicant or student is, upon request, notified of the names of all individuals providing the letters or statements; (b) the letters or statements are used only for the purpose for which they were originally intended, and (c) such waiver is not required by the University as a condition of admission to or receipt of any other service or benefit from the University.

3. A waiver may be revoked, but the revocation must be in writing and signed by the student. Revocation of waiver will affect only documents received after its execution.

IV. Identification and Description of Student Information

A. Academic Records

The Registrar's Office retains the official academic record of a student. It is a cumulative history of a student’s admission, registration, and academic participation and performance. Certain biographic and demographic information is also kept for identification for enrollment and research related purposes. For information concerning these records contact the director of the Registrar’s Office.

Academic records may also be maintained in academic units, departments, and divisions. For information concerning these records contact the head of the academic unit, department, or division in question. Institutional Research and Studies also maintains some academic records.

B. Financial Records

Offices within the Business area maintain certain financial records, which relate to payment and accounting of tuition, fees, and other charges. They also maintain records which
record student loans and grants. For information concerning these records, contact the Bursar’s Office.

For billing purposes, the Registrar’s Office maintains a record of financial aid received and tuition and fees paid. For information concerning these records, contact the director of the Registrar’s Office.

Financial Aid maintains records of students receiving loans, grants, and aid along with scholarship information and some academic information. It also maintains records pertinent to student employment including the family financial statement. For information concerning these records, contact the director of Financial Aid.

Housing maintains records of housing accounts. For information concerning these records, contact the director of Housing.

C. Medical/Counseling/Clinical Center Records
The Health Service Clinic maintains medical records of students who have required medical assistance through Student Health Center. Only information pertinent to the health of the individual is contained therein. For information concerning these records, contact either the director of Student Health Center or the medical chief of staff of the Health Service Clinic.

The Counseling Center maintains records pertinent to services rendered by that office. For information concerning these records, contact the director of the Counseling Center.

The Clinical Center maintains records pertinent to services rendered by that office. For information concerning these records, contact the director of the Clinical Center.

D. Disciplinary Records
The Office of Student Rights and Responsibilities maintains records of disciplinary action which has been taken against a student with documentation pertaining thereto. That office also maintains only the academic information necessary to permit its functioning. For information concerning these records, contact the director of the Office of Student Rights and Responsibilities.

E. Placement Records
The University Career Services creates a record for those persons who wish to avail themselves of its services, with student’s voluntary participation. This information is distributed to potential employers. It consists of self-completed resumes and various personal references. For information concerning these records, contact the director of the University Career Services.

V. Access to Records
A. Right to Inspect or Review Educational Records
1. The student has the right to physically review his/her records in the presence of a designated University representative.
2. Requests for review may be required to be submitted in writing to the appropriate office.
3. That office shall comply with the request within a reasonable time, but in any case, compliance shall be no more than thirty (30) days after the receipt of the request.
4. Where necessary, interpretation of the record shall be provided by qualified University personnel.
5. Original records cannot be removed from University premises. A copy will be provided if requested, but only if not providing a copy would preclude review of the educational records by the student.
6. Copies of transcripts from other educational institutions will be provided only if the original source of those transcripts is no longer available or going to the original source would cause undue hardship as determined by this University.

B. Limitations on Right to Inspect or Review
1. The student may not inspect the following records:
   a. Financial records and statements of their parents.
   b. Confidential letters or materials placed in records before January 1, 1975 so long as they were solicited with an understanding of confidentiality and are used only for the purpose for which they were written.
   c. Confidential letters of recommendation and confidential statements of recommendation placed in the education records of the student after January 1, 1975, are subject to the student’s right to inspect and review unless the student has signed a written waiver.
2. Reports that involve two or more persons may be censored to protect the identity of the other person(s).

C. Administrative Hold on University Records
On occasion it is necessary for a University to place an administrative hold on a student’s ability to request a transcript, to register for a subsequent term, to reenter the University after a period of attendance interruption, or to be officially graduated.

In cases where an administrative hold has been placed on a student’s record, the student may view such records but will not be able to obtain a copy of said record until the administrative hold is removed through the appropriate University channels.

VI. Challenging Contents of a Student’s Educational Record
A. Purpose
A student has the right to challenge the content of a record on the ground that they believe it is inaccurate, misleading, or otherwise in violation of their privacy or other rights and to have inserted in the record their written explanation of its contents. Academic grade review procedures are covered in the University Catalog and/or such particular academic unit, department or division and not by this policy.

B. Procedure
To initiate such a challenge, the student shall, within sixty (60) days after they have inspected and reviewed the record in question for the first time, file with the University office responsible for maintaining such record a written request for correction, on a form specified by the University. Within thirty (30) days following receipt of such request, the head of such office, or their representative, shall review the record in question with the student and either
VIII. Right to File Complaints

A. If the student thinks his or her rights have been violated, he or she should first file a complaint with the head of the office which maintains the records in question.

B. After exhausting all the internal remedies available within the University, if the student still thinks his or her rights have been violated, written complaints can be filed with:

The Family Educational Rights and Privacy Act Office
Department of Education
330 Independence Avenue S.W.
Washington, D.C. 202021

The office shall notify the complainant and the University of the receipt of the complaint and an investigation will follow.

Policy Accommodating Religious Observances of Students
Admissions/Registration

The University’s admissions process provides ample opportunity for admission and registration activities without conflicting with religious holidays and observances. However, students may receive another appointment when an appointment for admission counseling, or an appointment for academic advisement, or an appointment for registration for classes falls on a date or at a time that would conflict with the student’s observances of major religious holidays. The individual student must notify in writing the appropriate admissions officer or academic advisor of the conflict with the student’s observance of the religious holiday. That notification shall be made immediately after the student’s receipt of the appointment or at least five work days prior to the appointment time, whichever is later.

Class Attendance

Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed.

Examinations

Instructors are requested not to schedule class examinations on dates that would conflict with major religious holidays. In the event an examination must be scheduled on a date that conflicts with a student’s required observance of a religious holiday, the student should be given reasonable opportunity to make up the examination. It is the student’s responsibility to notify the instructor of the class when the examination will be missed. That notification must occur at least three regular class meeting periods in advance of the absence or at the time the announcement of the examination is made, whichever is later.

Grievance Procedure

A student who believes he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may petition in writing as follows:

Cases involving class attendance or class examinations that are unresolved at the class instructor level may be appealed by the student by filing a petition in writing, within thirty (30) calendar days of the incident being appealed, to the chair or coordinator of the department or program in which the course is offered. In the event the case is not resolved to the student’s satisfaction at the department/program level within five (5) working days after the chair’s receipt of the petition, the student may petition in writing to the dean of the school or college to which that teaching department or program reports. The student’s petition to the school or college level must be filed with the dean within five (5) working days of the decision at the department level. Should the case not be resolved to the student’s satisfaction at the school or college level within five (5) working days of the petition filing at that level, the student may petition the Provost. If the student is still not satisfied at that level within the five (5) working day time period, he or she may
petition to the Chancellor within another five (5) working days. Decisions of the Chancellor may be appealed to the President, and to the Board of Trustees if necessary, in accordance with Bylaws of the Board of Trustees.

In cases involving admissions, the grievance process should follow the time frames described above, with the initial petition being filed with the Director of Admissions, which is the only filing point prior to the Provost.
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