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 2015 through spring 2016) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. If the students have not met their undergraduate educational objectives by that time, they will then become subject to current curricular requirements. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them. Where programs include requirements established by agencies external to the University, every effort will be made to follow this same principle so far as possible. Should subsequent curricular requirement changes work to the students’ advantage, they may elect to meet the new requirements rather than those contained herein. Should the University find it necessary to discontinue an academic program, the effective date, unless otherwise dictated, will be such that the last regularly admitted class would be able to complete the program in regular time sequence. This means four years for baccalaureate and two years for associate programs. A student who has withdrawn from the University may not be readmitted to a discontinued program.

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

The Undergraduate Catalog covers in detail questions concerning the undergraduate program of Southern Illinois University Carbondale for the period from summer 2015 through spring 2016. It supersedes Volume 55, 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 protected veteran, 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 protected veteran, sexual orientation, or marital status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society. The university’s affirmative action program identifies special actions intended to bring such groups into full participation in all aspects of university life. Through its affirmative action program, Southern Illinois University Carbondale is committed to

- A. increased numbers of minorities, females, individuals with disabilities, and protected veterans in all aspects of SIUC employment with special procedures applicable to those positions determined to be underutilized for minorities, females, individuals with disabilities, and protected veterans;
- B. cultural and educational diversity in the curriculum and environment of the university;
- C. removal of barriers to the disabled;
- D. 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 University Affirmative Action Officer. Implementing and assuring compliance with these policies is the responsibility of the Associate Chancellor for Institutional Diversity and each vice chancellor. In addition, each dean, director, or other staff member involved in the recruitment and hiring process must ensure compliance with the spirit as well as letter of the policies and procedures. Many involved in the staff selection process assume that others are responsible for the success of the affirmative action program. It is a basic assumption of SIUC’s Affirmative Action Office that all administrative levels and especially deans, directors, chairs, faculty and all hiring administrators are responsible for fostering and enhancing institutional diversity. The initiating hiring officer has the primary responsibility for maintaining the integrity of these affirmative action policies and procedures and is ultimately accountable for attaining diversity within his or her staff.

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

Summer Session 2015
Eight-Week Session Begins Monday, June 15
Independence Day Holiday Friday, July 3
Final Examinations Thursday, August 6 and
Commencement Friday, August 7
Ceremonies now held only in May and December

Fall Semester 2015
Semester Classes Begin Monday, August 24
Labor Day Holiday Monday, September 7
Fall Break Saturday, October 10, 12:00 Noon through Tuesday, October 13
Veteran’s Day Holiday Wednesday, November 11
Thanksgiving Vacation Wednesday, November 25 through Sunday, November 29
Final Examinations Monday, December 14 through Friday, December 18
Commencement Saturday, December 19, 2015

Spring Semester 2016
Martin Luther King, Jr.’s Birthday Holiday Monday, January 18
Semester Classes Begin Tuesday, January 19
Spring Vacation Saturday, March 12, 12:00 Noon through Sunday, March 20
Honors Day Saturday, April 9
Final Examinations Monday, May 9, through Friday, May 13
Commencement Saturday, May 14, 2016

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

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

Chapter 1
General Information

Chapter 2
Admission, Tuition and Academic Information

Chapter 3
University Core Curriculum

Chapter 4
Colleges, Academic Services and Programs

Chapter 5
Undergraduate Curricula and Faculty

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, Student Services Building, Southern Illinois University Carbondale, Carbondale, IL 62901. For access to the Undergraduate Catalog visit: registrar.siu.edu. Published by the Registrar’s Office, Southern Illinois University Carbondale.

Photography: University Photo Communications.
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 $621,183,100 million (this includes Carbondale, University-Wide Services and School of Medicine), enrolls more than 31,961 students (SIUC total: 17,988; SIUE total: 13,972) in programs from two-year technical curriculums to doctoral programs in 34 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 SIU Extended Campus, which offers educational opportunities located off the main campus. SIU Extended Campus is present at 21 military locations, and 18 non-military locations across 13 states, offering 13 online degree programs, 9 off-campus programs, and 5 military programs. 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 hardworking 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 2,918,421 volumes, more than 3,600,000 units of microform, and more than 53,381 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
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
Engineering Accreditation Commission
Engineering Technology Accreditation Commission
Computing Accreditation Commission
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 Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Telephone: (312) 899-0040
url: http://www.eatright.org/acend/

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

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

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

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

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

American Camp Association, Illinois Section
5 S. Wabash St., 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

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 of American Law Schools (AALS)
1614 20th Street, N.W.
Washington, D.C. 20036-2717
Telephone: (202) 296-8851
url: http://www.aals.org

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

Association of American Law Schools (AALS)
1201 Connecticut Avenue, N.W., Suite 800
Washington, D.C. 20036-2717
Telephone: (202) 296-8851
url: http://www.aals.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

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

Clinical Lab Improvement Amendments
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 (CAHEP)
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 in Physical Therapy Education (CAPTE)
1111 N. Fairfax Street
Alexandria, VA 22314-1488
Telephone: (703) 884-2782
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 the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Ave., N.W., Suite 500
Washington, DC 20036
Telephone: (202) 223-0077
url: http://www.ncate.org

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

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

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

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

Educational Leadership Constituent Council (ELCC)
1904 Association Drive
Reston, VA 22091
Telephone: (703) 860-7207
url: http://www.npbea.org

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

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

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
1812 Tyler Avenue
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
330 N. Wabash Avenue, Suite 39300
Chicago, IL 60654
Telephone: (312) 464-4933
url: http://www.lcme.org

National Architectural Accrediting Board, Inc. (NAAB)
1101 Connecticut Avenue, N.W., Suite 410
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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<tbody>
<tr>
<td>Accounting</td>
<td>•</td>
<td>College of Business</td>
<td>B.S.</td>
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<tr>
<td>Aerospace Studies</td>
<td>•</td>
<td>College of Liberal Arts</td>
<td>B.A.</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>•</td>
<td>College of Liberal Arts</td>
<td>B.A.</td>
</tr>
<tr>
<td>Agribusiness Economics</td>
<td>•</td>
<td>College of Agricultural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Agricultural Systems and Education</td>
<td>•</td>
<td>College of Agricultural Sciences</td>
<td>B.S.</td>
</tr>
<tr>
<td>Air Traffic Control</td>
<td>•</td>
<td>College of Applied Sciences and Arts</td>
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<tr>
<td>Aircraft Product Support</td>
<td>•</td>
<td>College of Applied Sciences and Arts</td>
<td></td>
</tr>
<tr>
<td>Airport Management and Planning</td>
<td>•</td>
<td>College of Applied Sciences and Arts</td>
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<tr>
<td>American Sign Language</td>
<td>•</td>
<td>College of Liberal Arts</td>
<td>B.S.</td>
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<tr>
<td>American Studies</td>
<td>•</td>
<td>College of Liberal Arts</td>
<td>B.S.</td>
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<tr>
<td>Animal Science</td>
<td>•</td>
<td>College of Agricultural Sciences</td>
<td>B.S.</td>
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<tr>
<td>Animation</td>
<td>•</td>
<td>College of Mass Communication and Media Arts</td>
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<tr>
<td>Anthropology</td>
<td>•</td>
<td>College of Liberal Arts</td>
<td>B.A.</td>
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<tr>
<td>Aquatics</td>
<td>•</td>
<td>College of Education and Human Services</td>
<td>B.S.</td>
</tr>
<tr>
<td>Architectural Studies</td>
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$^1$Described under Languages, Cultures & International Studies
$^2$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 Programs, which include Individualized Visits, Group Visits, Saturday Visits and special events hosted by Undergraduate Admissions. Special events include Open Houses, Off-Campus Previews and Off-Campus Admitted Student Receptions. Information and registration for all visit options can be found at admissions.siu.edu/visit.

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. – 4:30 p.m. and select Saturdays during the fall and spring semesters (see Saturday Visits below). 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 admissions counselor will provide information on academic programs, student services, admissions 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 availability of a representative. Once your visit is scheduled, an itinerary will be sent via email. 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. To schedule an individualized campus visit, please complete the online visit request form at admissions.siu.edu/visit/programs/individual-visits.html or call 618-453-7141.

Group Visits. We encourage a visit from your high school, community college, community organization or church. One month advance notice is necessary to allow for special arrangements to ensure a successful visit for your group. Groups are encouraged to visit on the date of an Open House. Group Visits are only available Monday – Friday, except on Open House days. For more information about our Group Visit Program, please visit our website at admissions.siu.edu/visit/programs/group-visit.html or call 618-453-2957.

Saturday Visits. Prospective students and families may schedule a visit to campus on a few select Saturdays in the fall and spring. Saturday visits include a group admissions presentation, student-led campus tour and housing tour. On select Saturdays, students will have a chance to speak with an academic representative about our academic majors. For more information and to register for a Saturday visit, please visit our website at admissions.siu.edu/visit/programs/Saturday.html or call 618-453-7141.

Open Houses. Open house programs are held on campus multiple times each year. Activities include information sessions on housing, financial aid, admissions, honors and other student services. Additionally, an academic college fair and college showcases are held to allow students the opportunity to speak with faculty and staff in the college of their major interest. Campus and housing tours are offered at various times throughout the program, with a chance to enjoy other activities or events. For more information and to register for an Open House, please visit our website at admissions.siu.edu/openhouse or call 618-453-7141.

Off-Campus Previews. Visit SIU without leaving home! Off-campus preview programs are held in Chicago and St. Louis in the spring. Prospective students and families have the opportunity to speak with representatives from admissions, financial aid, housing and other student services, as well as 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. For more information and to register for an off-campus event, please visit our website at admissions.siu.edu/offcampus or call 618-453-7141.

Off-Campus Admitted Student Receptions. Students who have been accepted to SIU might be wondering what to do next. The next step for admitted students is New Student Orientation, but an admitted student reception is a chance to get any last minute questions answered before signing up for Orientation. At an off-campus admitted student reception, students and families will get a chance to meet fellow current and incoming Salukis and hear about student life at SIU. Also, faculty and staff will be present to share information on academic life at SIU and what to expect in the classroom. Local alumni will be available to share their SIU experiences. For more information and to register for an off-campus event, please visit our website at admissions.siu.edu/offcampus or call 618-453-7141.

For information about upcoming visit opportunities, please visit our website at admissions.siu.edu/visit or contact the Campus Visit Program at visitsiu@siu.edu or 618-453-7141.

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 admissions@siu.edu or view our home page at http://www.admissions.siu.edu. You can submit the Application for Undergraduate Admission and Scholarships 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. Students may contract online at housing.siu.edu.

Junior/Senior Housing
University Housing offers designated junior/senior housing in University Hall. Rooms are furnished and include wireless Internet, cable TV, and all utilities. A kitchenette is available on site. A dining plan is optional for juniors and seniors residing in University Hall.

Residence Hall Dining
University Housing offers the Saluki Anytime dining plan,
which provides all-you-care-to-eat meals. Options include cook
to order deli, light menu options, vegetarian entrees, soup and
salad bars and more. Complimentary nutritional counseling is
available. Dietary questions can be addressed to our Nutrition
Team. Information about dining off campus is available online
at housing.siu.edu.

Getting Involved
University Housing offers involvement and leadership opportu-
nities through the Residence Hall Association, Area Councils,
and the Black Togetherness Organization. In addition, more
than 2000 social and educational programs are offered in the
halls each year.

University Housing Apartments
University Housing offers three apartment areas. Live-in staff
are available to assist residents and 24-hour emergency main-
tenance is offered. All apartments are air-conditioned and laun-
dry facilities are located in each area.

Wall & Grand Apartments offer all-inclusive, two- and four-
bedroom apartments. 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 Apartments offer two- and three-bedroom
unfurnished apartments. Water and trash are included. A com-
puter lab and laundry room located on site. Programs and activ-
ities 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 fur-
nished efficiency apartments. Utilities are included. Eligibility:
Single graduate students.

For more information, visit housing.siu.edu.

Off-Campus Housing
All off-campus housing is privately owned. Off-campus hous-
ing information is available through online classifieds such as
dailygeyptian.com, southernillinoisan.com, and at apartment-
finder.com.

Parking on Campus
Students parking a motor vehicle on campus must display a
valid and appropriate parking permit obtained from the Park-
ing Division. The Parking Division of the Department of Public
Safety assists students with parking on campus by issuing a
parking decal or a temporary parking permit for individuals
with short-term parking needs. Parking regulations are en-
forced twenty-four hours a day, seven days a week and can be
reviewed at our website. Applications for parking privileges can
be completed online at http://www.dps.siu.edu/parking.

The Parking Division office is open 7:30 a.m. - 4:30 p.m. Mon-
day through Friday. After hours, please contact the SIU Police
Department for parking guidance at (618) 453-3771.

Please visit the Department of Public Safety website at http://
parking.siu.edu for additional parking information and policies
or contact us at (618) 453-5369 or parkingdiv@dps.siu.edu.

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
$284 million in financial aid to 17,395 students.

Offers of financial aid are extended beginning in March 2015
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 institution-
ally funded financial aid programs. The Financial Aid Office
website at <www.fao.siu.edu> summarizes the types of finan-
cial aid available, application procedures, eligibility require-
ments, 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 (SEOG)
- 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 pro-
gram provides entering freshmen and transfer awards to stu-
dents 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.schol-
arships.siu.edu.

Loans. Students attending SIU can borrow funds from the Fed-
eral 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 fi-
cancial 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 4,300 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 2015-2016
Academic Year
To apply for financial aid, students and their parents (if applic-
cable) should complete a 2015-16 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, 2015, 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 then 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, Mail Code 4702, Student Services Building-Suite 0211, 1263 Lincoln Drive, Carbondale, Illinois 62901; 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 2015-2016 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 Application for Undergraduate Admission and Scholarships from Undergraduate Admissions, Mailcode 4710, Southern Illinois University Carbondale, Carbondale, Illinois, 62901, phone (618) 536-4405 or email admissions@siu.edu or download a printable application at: http://admissions.siu.edu. The application requires a $40 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.

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 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.

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

Documents required to process an application for admission

All students need a completed Application for Undergraduate Admission and Scholarships accompanied by the $40 non-refundable application fee.

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

1. Official High School Transcripts or GED Test Scores.

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

1. Official 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.

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.

Mortuary Science and Funeral Service offers major courses beginning in the fall only, but will permit students to begin in the spring and summer terms to take non-major courses.

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.

Freshmen 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 and advised by University
College or the selected unit with an undecided major.

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

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

Course Subject 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 high school grade point average, 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 course subject pattern requirements. These include students whose high school grade point average and ACT/SAT test scores are at the seventy-fifth percentile, participants in the high school/concurrent enrollment program until the time of their high school graduation, and transfer students who have earned twenty-six semester hours of transferable credit.

Requirements for Admission of Freshmen

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

Additionally, applicants meeting either of the following two criteria will be automatically admitted to the University. Exceptions to this rule are those programs that have established additional admission requirements beyond the University’s minimum standards for admission, and recommendations of the Campus Violence Prevention Committee that deny or place conditions on admission.

- ACT composite score at or above 23 and a high school grade point average at or above a 2.0 (on a 4.0 scale)
- ACT composite score at or above 18 and a high school grade point average at or above a 3.0 (on a 4.0 scale).

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

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

Course Subject Pattern 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 ACCSCCT, 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; completion of an A.A. from an accredited Missouri public two-year institution; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System 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 and advised by University College or the selected unit with an undecided major.

Dual Admission Program
The Dual Admission Program allows baccalaureate-oriented students at eligible community colleges to benefit from preadvisement 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 completing 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 at: 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 freshman aerospace studies or army military science credit. Completion of basic training will result in an award of two hours of physical education credit. To receive credit, students must submit a copy of the DD 214 (copy 4) document.

Credit will be accepted for DANTES subject standardized courses within the limits enforced for proficiency credit. No credit is allowed for college-level GED tests. In evaluating credit possibilities based on formal service-school training programs, the recommendations of the American Council on Education, as set forth in the US Government bulletin Guide to the Evaluation of Educational Experiences in the Armed Forces are followed. To receive credit for military service, veterans must present a copy of DD214, a Joint Services (JST) transcript, 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 go to: 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 Application for Undergraduate Admission and Scholarships, 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; completion of an A.A. from an accredited Missouri public two-year institution; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System 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 out-of-state 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.

Provisional Admission at Off-campus Military Sites
Students may be provisionally admitted to off-campus degree programs at military sites for one semester with incomplete academic credentials. Certain academic records may be necessary to receive financial aid. For students to be released from provisional status, they must submit official transcripts from all institutions previously attended, including high school transcripts and ACT or SAT scores (if the applicant is under 21 years of age) if they have earned less than 26 hours of transfer work. Working closely with their academic advisors, students must submit all required academic records and meet all University admission requirements in order to register for further course work beyond the first semester of attendance.

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.

2014-2015 Financial Requirements. Beginning Fall 2013 semester, international students must have assured financial resources of approximately $38,000 (U.S. dollars) for the 2013-2014 academic year of study at SIU. PLEASE NOTE: Tuition charges have not yet been determined for 2014-2015. 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:

TOEFL IELTS ITP Academic Plus
520-Paper based 6 4 2 yrs high school
68-Internet based 56 college hours

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. 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 Student Rights and Responsibilities before they can be readmitted to the University. Students with less than a C average must be approved for readmission by an academic dean if they are entering an academic unit other than the one in which they were previously enrolled.

It is advisable for former students to initiate the readmission process with the Office of Undergraduate Admissions early. This permits students to complete any special requirements that may be imposed upon them. (See Scholastic Probation, Academic Renewal Program for Former Students 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 former Southern Illinois University Carbondale students, who had academic difficulty in their initial enrollment, an opportunity to get off probation faster and to graduate in a timely manner. The program permits eligible students to establish a new grade point average calculated from their first semester of readmission.

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

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 grade point average. 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 grade point average 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) 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 point average of C (2.0 on a 4.0 scale) 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 $40 non-refundable fee, which must accompany the Application for Undergraduate Admission and Scholarships.

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 Non-Degree Students
Adults may be considered for admission as Unclassified, non-degree students if they wish to take classes but do not intend to earn a degree at SIU. 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 credentials. Students in this category are not ordinarily eligible for any financial aid program. There is a $40 non-refundable 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 $40 non-refundable 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 grade point 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 or guidance counselors 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.

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 and transfer students are included with the orienta-
tion 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 undecided freshman student is administered in first-year advisement in University College. Transfer students and continuing students advise with their academic unit. Each unit employs a select group of professional advisors. They operate under the supervision of a chief advisor who is responsible to the dean of the academic unit.

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.

**Declaration of Major**

Effective March 1, 2014, ahead of advance registration for Summer and Fall 2014, undergraduate students who have earned more than 45 total credit hours, but who have not yet earned a Bachelor’s degree, must declare a major in a degree granting program, if they have not already done so. Such students who do not declare a major will be prevented from registering for future terms until they do declare a major. New and Transfer students, regardless of the number of credit hours that they may transfer to SIU, will be allowed to earn up to 26 credit hours of SIU work before being required to declare a major. Students concurrently enrolled at SIU and in the SIUE Nursing program may be exempt from this requirement.

**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 latter half 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 $200.
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 meet their responsibilities first of all to themselves, but also to their families, their classmates, their instructors and the taxpayers and donors who underwrite higher education in the state of Illinois.

For these reasons the 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).

<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 requested 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, obtain a withdrawal. There are, however, restrictions on a withdrawal. A withdrawal will not be issued beyond the tenth 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.

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 2015 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 2014. More up-to-date information on tuition and fees may be found at:  http://tuition.siuc.edu.

### Fall 2014 On-Campus Undergraduate Tuition Charges (Per Semester Hour Enrolled)

<table>
<thead>
<tr>
<th>Term of Entry at SIU</th>
<th>Illinois Resident</th>
<th>Border State Resident</th>
<th>Other Non-IL Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Fall 2004</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>$243.00 per hour</td>
<td>$243.00 per hour</td>
<td>$607.50 per hour</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>$259.80 per hour</td>
<td>$259.80 per hour</td>
<td>$649.50 per hour</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>$259.80 per hour</td>
<td>$259.80 per hour</td>
<td>$649.50 per hour</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>$272.30 per hour</td>
<td>$272.30 per hour</td>
<td>$680.75 per hour</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>$280.50 per hour</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>$280.50 per hour</td>
<td>$280.50 per hour</td>
<td>$701.25 per hour</td>
</tr>
</tbody>
</table>

1Tuition is capped at 15 times the above rates for students enrolled in 15 or more semester hours.
2Those from the border states of MO, KY, IN, TN, and AR (and effective Fall 2014, WI and IA).
3College of Business students have a tuition surcharge of $36.45 per hour.
4College of Business students have a tuition surcharge of $38.95 per hour.
5College of Business students have a tuition surcharge of $40.85 per hour.
6College of Business students have a tuition surcharge of $42.10 per hour.

### Fall 2014 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>$12.34 per hour up to a maximum of $148.00 for 12 or more hours</td>
</tr>
<tr>
<td>Student Activity (4)</td>
<td>Per Hour</td>
<td>$3.88 per hour up to a maximum of $46.48 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>$26.25 per hour up to a maximum of $315.00 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>$656.00 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>$4.21 per hour up to a maximum of $50.50 for 12 or more hours</td>
</tr>
<tr>
<td>Info. Technology (11)</td>
<td>Per Hour</td>
<td>$7.00 per hour up to a maximum of $84.00 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>$19.00 per hour up to a maximum of $228.00 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>
<tr>
<td>Student Media</td>
<td>Per Hour</td>
<td>$0.75 per hour up to a maximum of $9.00 for 12 or more hours</td>
</tr>
</tbody>
</table>

*Student Medical Benefit Fee is comprised of the SMB: Student Health Fee of $219.00 and the SMB: Student Insurance Fee of $437.00.

1New incoming students for Fall 2013 or later who register for more than 12 hours will not have this fee capped at the noted maximum amount.

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

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

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

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

<table>
<thead>
<tr>
<th>Percentage of Refund</th>
<th>Tuition</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week Two</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Week Three</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Week Four</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Week Five and after</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

All students seeking a withdrawal must contact the Registrar’s Office in person or by mail. The effective date of the withdrawal is based on the date the student initiates the withdrawal process, 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 $219.00 and the SMB: Student Insurance Fee of $437.00. 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 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.

15. The Student Media Fee provides funding for the operation of the Daily Egyptian newspaper.

**Additional Tuition and 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. Replacement ID cards will incur a $20 fee. For additional information contact the Student Center ID Card office.

12. Senior Citizen Courses Act. Senior citizen as defined under the Act means an Illinois resident 65 years of age or older whose annual household income is at or below 200% of the federal poverty level. The statute requires the University to waive the tuition for such citizens accepted for admission 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. For more information contact the Financial Aid Academic Scholarships office.

13. A $40 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. Effective Fall 2008, the technology fee is being phased out and will be subsumed under the differential tuition surcharge. Consequently, these 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. A $150 nonrefundable Matriculation Fee will be assessed to all new, undergraduate degree-seeking students taking on-campus classes to cover the costs associated with their orientation to campus.

18. 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 $200, 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/schedclass/.

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.

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.

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

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

The student must submit written verification of the reasons supporting the request: written verification from a physician or other healthcare professional; 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; written correspondence from the military which verifies when the student is to report for military service and the length of time the student is expected to serve.

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

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

Tuition Waivers for Faculty and Staff
Employees, who are seeking a waiver of tuition, must apply for the waiver each term by completing an Application for Tuition Waiver. Waiver application forms may be obtained from Human Resources, 1255 Douglas Drive, 108 Miles Hall, or from the website at http://hr.siu.edu/forms/index.html under Application for Employee Tuition Waiver. The form should be filled out each term and must be returned to Human Resources. The waiver benefit does not limit the number of credit hours that may be taken. The amount of the waiver will be credited to the applicant’s account after employment status has been verified and the application form has been processed. Employees shall be eligible for a tuition waiver when they are employed at any time during a semester for which they registered. Questions concerning the process may be directed to Human Resources (618) 453-6698.

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

Surviving spouses and dependent children of a deceased SIU employee may be eligible for a tuition waiver if the service time of the deceased employee was at least five years in a full-time capacity and if the employee was in active, retired or disability status at the time of death. In the case of a dependent child of a deceased employee, the applicant must have been less than 22 years of age at the date of death of the employee, or enrolled in the University at that time. Applicants who are themselves employed by SIU in a status other than student work are not eligible for this waiver. Human Resources administer applications for the waiver. Questions concerning the process should be directed to Employee Records (618) 453-6696.

Inter-institutional Undergraduate Tuition Waiver

Children of employees who have been employed by any Illinois senior public university for at least seven years shall receive a 50% tuition waiver for undergraduate tuition. The student must qualify for formal admission to the university and must be under the age of 25 at the beginning of the academic year during which the waiver is to be effective. Eligible applicants who have maintained satisfactory progress toward graduation may have the partial tuition waiver renewed each semester until they have reached 130 semester hours of undergraduate partial tuition waiver benefits. Human Resources administer applications for the waiver. Questions concerning the process should be directed to Employee Records (618) 453-6696.

Southern Illinois University Undergraduate Tuition Waive

In addition to the Inter-institutional tuition waiver benefit listed above, a waiver will be extended to eligible children of a seven year employee of Southern Illinois University who has retired or who is on permanent layoff status, and to the natural or adopted children of a domestic partner. Subject to the requirements listed above, an eligible child will be entitled to a 50% waiver of the undergraduate tuition for the number of credit hours in which the student is enrolled at Southern Illinois University. This waiver applies to the Southern Illinois University system only.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></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>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass. Used only in Pass/Fail system. See below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td>Work in Progress. See below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Authorized withdrawal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete. See below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit. No grade or credit earned. See below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS</td>
<td>Student failed to show up for the class and will soon be removed from it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Grade not yet recorded by instructor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Students enrolling for an Audit must designate their intent to enroll on an Audit basis at the time of registration, or prior to the end of the second week of a sixteen-week semester and prior to the end of the second week of an eight-week summer session. An equivalent prorated amount of time would be allowed for courses of shorter duration. Students registering for short courses must register for Audit prior to the beginning of those classes. Students registering for a course on an Audit basis receive no credit. Auditors’ Course Request Forms must be marked accordingly, and they pay the same fees as though they were registering for credit. They are expected to attend regularly and to determine from the instructor the amount of work expected of them. If auditing students do not attend regularly, the instructor may determine that the student should not have a satisfactory (AU) audit grade. If the audited class is unsatisfactory, a grade of AU 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 Uni-
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, SukiNet 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 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](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 (excluding Summer session) but must furnish tangible evidence that additional education can be successfully undertaken. Continuing students (those suspended at the end of the immediate preceding term) may not change academic units, nor may those readmitted prior to the end of the normally required two semester period of separation from the University. Some academic units have scholastic requirements in addition to the overall University requirements listed here. Students must comply with the University requirements as well as those requirements applying to individual schools and colleges. Appeals must be approved at the Office of the Provost and Vice Chancellor for Academic Affairs. Decisions by the Provost are final.

**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 0, students who have completed fewer than 26 hours; a sophomore, from 26 through 55; a junior, from 56 through 85; and a senior 86 or more.

<table>
<thead>
<tr>
<th>Load</th>
<th>Minimum load for full time</th>
<th>Average load</th>
<th>Maximum load without dean’s approval</th>
<th>Maximum load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>12</td>
<td>15–16</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>8-Week Summer Session</td>
<td>6</td>
<td>7–8</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

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** \times 2 = 6 positive points
- 3 hours of **B** \times 1 = 3 positive points
- 3 hours of **C** \times 0 = 0
- 2 hours of **D** \times 1 = 2 negative points
- 4 hours of **F** \times 2 = 8 negative points
- 4 hours of **WF** \times 2 = 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. Academic programs are designed for a four year completion; 15 credit hours a semester (fall and spring), or 30 credit hours a year. This is the figure used for enrollment reporting purposes on the undergraduate level. Academic load guidelines are as follows:

- **Regular Session**
- **8-Week Summer Session**

<table>
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<tr>
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<td>7–8</td>
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<td>11</td>
</tr>
</tbody>
</table>

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

Students on scholastic probation may not take more than 14 hours without approval of the dean of their academic unit.
Credit
Unit of credit
The University is on the early semester calendar. All references to hours of credit in this catalog are to semester hours unless otherwise specified. One semester hour of credit is equivalent to one and one-half quarter hours. One semester hour of credit represents the work done by a student in a lecture course attended fifty minutes per week for one semester and, in the case of laboratory and activity courses, the stated additional time.

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

CREDIT BY MEANS OTHER THAN CLASS-ROOM ATTENDANCE

Access SIU
Access SIU is designed to allow non-declared students to take courses for a fee. Greater flexibility and access for the non-declared student is the goal of Access SIU. If you have interest in Access SIU, please contact the Office of Distance Education and Off-Campus Programs at 618-453-3430 or at siuaccess@siu.edu.

Credit for Military Experience
In order to receive credit for military service, active military personnel and veterans must present an official copy of the Joint Service Transcript (JST), 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. No credit is allowed for college-level GED tests. The recommendations of the American Council on Education (ACE) as set forth in the U.S. Government bulletin, Guide to the Evaluation of Educational Experiences in the Armed Forces, are followed in evaluating credit possibilities based upon formal service-school training programs.

High School Advanced Placement Program (AP)

Through the High School Advanced Placement Program, high school students who are qualified through registration in an advanced placement course in their high schools or through other special educational experiences may apply for advanced placement and college credit through the Advanced Placement Program of the College Board. To receive credit, students must earn at least a grade of 3 and in some cases a 4 or 5. Transcripts from the Advanced Placement Program must be sent to 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.

The AP Capstone Program

AP Capstone is an innovative program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of a new, two-course high school sequence—AP Seminar and AP Research—and is designed to complement and enhance the in-depth discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical and evidence-based decisions. Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in both of the AP Capstone
mance in those courses. Students entering SIU having earned either the Diploma or the Certificate will receive the following credits in addition to any credits awarded on the basis of their AP exams:

**ENGL 120H, Honors English Composition (6 hours)**

**UCOL 101U, Foundations of Inquiry (3 hours)**

**Advanced UCC Substitution Credit in the area most closely related to their Research project (3 hours)**

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>SIU COURSE</th>
<th>CREDIT HOURS</th>
</tr>
</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>3 semester hrs</td>
</tr>
<tr>
<td>Chinese Language (score of 4 or 5)</td>
<td>CHIN 320A &amp; CHIN 390</td>
<td>6 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>
</tr>
<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>3 semester hrs</td>
</tr>
<tr>
<td>Japanese Language (score of 4 or 5)</td>
<td>JPN 320A &amp; JPN 390</td>
<td>6 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>Spanish Language (score of 3)</td>
<td>SPAN 306</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Spanish Language (score of 4 or 5)</td>
<td>SPAN 306 &amp; SPAN 304</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Spanish Literature &amp; Culture (score of 3)</td>
<td>SPAN 306</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Spanish Literature &amp; Culture (score of 4 or 5)</td>
<td>SPAN 306 &amp; SPAN 370A</td>
<td>6 semester hrs</td>
</tr>
<tr>
<td>Spanish 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>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 101A &amp; HIST 101B</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>
</tbody>
</table>
### AP EXAM

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>SIU COURSE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<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><strong>Music (score of 4 or 5)</strong></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 1: Algebra-Based (score of 4 or 5)</td>
<td>PHYS 203A</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Physics 1: Algebra-Based (score of 3)</td>
<td>Qualify for Proficiency Exam in PHYS 203A</td>
<td></td>
</tr>
<tr>
<td>Physics 2: Algebra-Based (score of 4 or 5)</td>
<td>PHYS 203B</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Physics 2: Algebra-Based (score of 3)</td>
<td>Qualify for Proficiency Exam in PHYS 203B</td>
<td></td>
</tr>
<tr>
<td>Physics C, Part I-MECH (score of 4 or 5)</td>
<td>PHYS 205A</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Physics C, Part I-MECH (score of 3)</td>
<td>Qualify for Proficiency Exam in PHYS 205A</td>
<td></td>
</tr>
<tr>
<td>Physics C, Part II-E&amp;M (score of 4 or 5)</td>
<td>PHYS 205B</td>
<td>3 semester hrs</td>
</tr>
<tr>
<td>Physics C, Part II-E&amp;M (score of 3)</td>
<td>Qualify for Proficiency Exam in PHYS 205B</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><em>Additional language credit may be available through departmental evaluation</em></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, SPAN 140A,B Elementary Spanish, or GER 126A,B Elementary German</td>
<td>6</td>
</tr>
<tr>
<td>Language B</td>
<td>6-7</td>
<td>FR 201A,B Intermediate French, SPAN 201A,B Intermediate Spanish, or GER 201A,B Intermediate German</td>
<td>6</td>
</tr>
<tr>
<td>Latin or Classical Greek</td>
<td>5-7</td>
<td>CLAS 130A Elementary Classical Greek, or CLAS 133A Elementary Latin</td>
<td>3</td>
</tr>
<tr>
<td><em>Additional language credit may be available through departmental evaluation</em></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 Economics of Contemporary Social Issues or 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 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 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 Anthropology</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>6-7</td>
<td>BIOL 200A Introductory Cell Biology, Genetics and Evolution, and BIOL 200B Introductory Organismal Biology and Ecology</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 106 Chemistry and Society</td>
<td>3</td>
</tr>
<tr>
<td>6-7</td>
<td>CHEM 200/201 Intro to Chemical Principles and CHEM 210/211 General and Inorganic Chemistry</td>
<td>8</td>
<td></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</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Systems and Society</td>
<td>5-7</td>
<td>GEOG 100 Environmental Conservation</td>
<td>3</td>
</tr>
</tbody>
</table>
Academic Information

Group 5  Mathematics and Computer Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 CS 220 Programming with Data Structures</td>
<td>8</td>
</tr>
</tbody>
</table>

Group 6  The Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Course Description</th>
<th>Credits</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>
</tbody>
</table>

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 (1)</td>
<td>58 or higher</td>
<td>3 sem. hours of credit for Math 101, which will fulfill UCC math requirement.</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>General Elective</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>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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French-College Level 1</td>
<td>FR 123A, 123B (6 sem. hours)</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>French-College Level 2</td>
<td>FR 123A, 123B, 201A, 201B (12 semester hours)</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>German-College Level 1</td>
<td>GER 126A, 126B (8 sem hours)</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>German-College Level 2</td>
<td>GER 126A, 126B, 201A, 201B (12 semester hours)</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Spanish-College Level 1</td>
<td>SPAN 140A, 140B (8 sem hrs)</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Spanish-College Level 2</td>
<td>SPAN 140A, 140B, 201A, 201B (12 semester hours)</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

(1) 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. Mathematics 107 and University 388 cannot be counted in the 120 hours required for graduation. Each student must have at least 42 hours in courses that number 300 or above from a four year institution.

**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 Achievement

Dean’s List. At the end of each semester, a dean’s list is prepared. 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 a grade point average of 3.50 for the semester. 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.

Honors Day. Each spring semester an Honors Day Recognition Ceremony is held for students exhibiting high achievement. Qualification for recognition is determined at the end of the third week of the spring semester. Recognition at that time will be accorded to a full- or part-time student who has (1) attained an undergraduate grade point average at SIU Carbondale of 3.50 or better and, if applicable, a 3.50 average or better in all undergraduate work (including transfer credit) recognized by SIU Carbondale; and (2) reached the benchmarks of 12, 45, 75, or 105 credit hours of coursework. Such an honors student will be invited by the University to the next regularly scheduled Honors Day ceremony. An institution wide recognition event will take place, as well as each academic unit scheduling its own ceremony. Each honors student is recognized individually on Honors Day.

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 wear-
The wearing of a cap and gown is compulsory. Formal military attire is also acceptable.

Undergraduate degree candidates should apply for graduation via Salukinet. A non-refundable graduation application fee is assessed for each application term. Questions regarding the application or application fee 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.

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 will meet 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: 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 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 two 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 website: [http://registrar.siu.edu/alumni/transcripts.html](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/](http://salukinet.siu.edu/).
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, Communication Studies, and Mathematics. Most undergraduates must also take a 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 ....................................................... 13-15

   Foundations of Inquiry .................................................1-3
   Select either UCOL 100A, B, or C or one UCOL 101 course. Juniors and seniors may substitute UCOL 301. The “Foundations of Inquiry” Core Curriculum requirement applies only to on-campus undergraduates, first entering SIU in Summer 2012 or later, with fewer than 26 transferable hours earned after high school graduation (excluding AP, CLEP, IB and proficiency credits). For students entering SIU from Summer 2012 through Spring 2015, this is a 3-credit hour requirement. For students entering SIU beginning in Summer 2015, this is a 1-credit hour requirement.
   Some programs require all students (regardless of Transferable hours) to take a specific Foundations of Inquiry course. These courses range from 1 to 3 credit hours. Students should check with their academic advisor to determine whether the program they wish to enter requires a specific UCOL 101 course.

   Advanced University Core Curriculum Courses: BUS 302.

   Communication Studies 101 ................................. 3

   English Composition .................................................. 6
   Both English 101 and 102 are to be completed with a grade of C or better. English 120H, if completed with a grade of C or better, will complete the composition requirement. Linguistics 101 and 102, also to be completed with a grade of C or better, will satisfy the composition requirement for ESL students.

   Mathematics ......................................................... 3
   Select one course from the following: MATH 101, 110.

II. Disciplinary Studies .................................................. 23

   Advanced University Core Curriculum courses: Any mathematics course designated by a number greater than 105 except for 107, 120, and 300I.
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 or Interior Design 333 and 334; 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; 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: German 101A,B
Sequence IV: History 101A,B
Sequence V: Philosophy 103A,B

Advanced University Core Curriculum courses:
Art and Design 358; Classics 304, History 207; 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 113, 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: Agribusiness Economics 300I, 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; Mass Communication and Media Arts 200; 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, 298; Communication Studies 201, 301I; Criminal Justice and Criminal Justice 203; Engineering 304I; English 205 and 212; Foreign Languages and Literatures 301I; French 200; History 202, 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; Women, Gender and Sexuality Studies 200, 201, 223, 301I, 307I, 320I.

Advanced University Core Curriculum courses: Africana Studies 325; 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 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

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. Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution; completion of an A.A. from an accredited Missouri public two-year institution; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System 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.

3. Other associate’s degrees 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.

4. 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 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.

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 requirements for general graduation purposes.)

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 $33 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>
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<th>Core Curriculum</th>
<th>Advanced Core Curriculum Courses</th>
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<td>AD 207A</td>
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<tr>
<td>CHEM 106</td>
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<td>DH 298</td>
<td>DH 417</td>
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<tr>
<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 pre requisites.

I. FOUNDATION COURSES

CMST 101-3 Introduction to Oral Communication: Speech, Self and Society. [University Core Curriculum] [IAI Course: C2 900] This course provides theory and practical application relevant to students’ development of basic oral communication competencies appropriate to a variety of contexts as situated in a culturally diverse world. Course Fee for Digital Materials: $72.

ENGL102-3 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. Course material fee: $62.

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. Course material fee: $62.

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, Linguis-
tics 101 teaches students processes and strategies for planning, drafting, revising and editing their English writing for academic audiences. Course assignments focus on writing from primary and secondary sources. ESL equivalent to University Core Curriculum English 101.

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

**MATH 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. $93 fee will cover student access to mylabsplus. Platform is used for assessment and online access to learning aids and e-textbook.

**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.

**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 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. Course material fee: $49.

**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. 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 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 101A-1 to 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 supplementary services. Sections will be limited to approximately 25 students each. [This course is a replacement for UNIV 100.] $46 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initiative that begins Fall 2013.

**UCOL 101B-1 to 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. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initia-
IVE that begins Fall 2013.

**UCOL 101C-1 to 3 Foundations of Inquiry: School of Art and Design.** This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the School of Art and Design at SIUC. Sections will be limited to approximately 25 students each. [Note: This is the replacement for SFY 101C.]

**UCOL 101D-1 to 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-1 to 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-1 to 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. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initiative that begins Fall 2013.

**UCOL 101G-1 to 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-1 to 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. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initiative that begins Fall 2013.

**UCOL 101I-1 to 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-1 to 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. Course material fee: $49.

**UCOL 101K-1 to 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. Course material fee: $49.

**UCOL 101L-1 to 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-1 to 3 Foundations of Inquiry: Introduction to Mass Communication and Media Arts.** This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the College of Mass Communication and Media Arts.

**UCOL 101N-1 to 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-1 to 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-1 to 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-1 to 3 Foundations of Inquiry: Communication Studies.** 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 Communication Studies, 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. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initiative that begins Fall 2013.

**UCOL 101S-1 to 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 101U-1 to 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 101V-1 to 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]. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU’s tablet initiative that begins Fall 2013.

**UCOL 101W-1 to 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 101X-1 to 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. Course material fee: $49.

UCOL 101X-1 to 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, methodologies, 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. Course material fee: $49.

UCOL 101Y-1 to 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. $49 fee will cover access to Pearson’s MyStudentSuccessLabPlus and a bundled eText that students can use as part of SIU’s tablet initiative that begins Fall 2013.

UCOL 101Z-1 to 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 900] This course aims to equip students with a critical awareness of contemporary visual culture—from art to advertising, from the built environment to cyberspace. Students will be encouraged to interrogate all varieties of visual forms and to consider the different viewing contexts, historical antecedents and cultural differences that condition their experience of the visual world. Weekly section meetings with a graduate assistant will provide an opportunity to discuss concepts presented in lectures and readings and to carry out assignments in the form of written reports and creative art and design projects. A field trip is required (a small fee will be required of those unable to provide their own transportation).

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

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

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

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

ENGL 206A-3 Literature Among the Arts: The Visual. A theoretical and historical examination of American graphic novels, comic books and “comix” from their origins in the 1930s to the present, emphasizing the opportunities that a new and developing medium makes available for redefining narration, for social critique, and for examining the historical.
ENGL 307I-3 Film as Literary Art. [IAI Course: F2 908] This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

FL 200A-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] Through lectures, in-class individual and group activities, readings, and discussions, students will learn to place musical works in their historical and cultural contexts by understanding the development of western art music. Students will also learn the listening skills necessary to perceive various fundamental aspects of any work of music. Course material fee: $73.

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. (University Core Curriculum course) This class studies art from the Renaissance to the present from around the world. 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.

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

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

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

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

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

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

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

**ENGL 204-3 Literary Perspectives of 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. Prerequisite: ENGL 102 or its equivalent.

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

**GER 101A-3 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. Must be taken in A,B sequence. Lab fee: $2 per credit hour.

**GER 101B-3 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, or equivalent. 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 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, Chi-
nese 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 philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

**PHIL 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. Course material fee: $103.

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

**GEOG 112-2 The History of the Earth.** Geologic 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 GEOG 124 or GEOG 113. If GEOG 124 or GEOG 113 is dropped then GEOG 121 must be dropped.

**GEOG 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 GEOG 123 or GEOG 113. If GEOG 123 or GEOG 113 is dropped then GEOG 122 must be dropped.

**GEOG 123-1 Natural Hazards and Catastrophes Laboratory.** Laboratory to accompany GEOG 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 GEOG 122. If GEOG 123 is dropped then GEOG 122 must be dropped. $10 Lab Fee.

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

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. Lab fee: $15.

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

PLB 301I-3 Environmental Issues. Fundamental biological and ecological processes important in the individual, population and community life of organisms integrating with the philosophical and ethical relationships of the contemporary, domestically diverse human society are examined. Emphasis is placed on a pragmatic understanding of environmental issues. Lab fee: $15.

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

Social Science

AGRI 300I-3 Social Perspectives on Environmental Issues. (Same as ABE/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.

ANTH 104-3 The Human Experience-Anthropology. [IAI Course: S1 900N] This course explores different human life ways around the world, past and present. It investigates the question of what is universal to all humans and the myriad ways they differ, through studying modern people, the 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 use of in-class experiments, in which the students act as the buyers and sellers. Topics usually include the effects of market-based taxes, illegal drug markets, minimum wage, pollution, monopoly, textbook pricing, measuring productivity and international trade. Only one of the courses, Economics 113 or Economics 114, can count among those economics courses required for an economics major or minor.

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

FIN 200-3 Personal Finance. An introduction to the problems of personal financial asset management, including income and expense budgeting. Emphasis also placed on consumer credit, insurance, investments, home ownership, and taxation. Will not count toward a major in finance.

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

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

**GEOG 300I-3 Geography, People and the Environment.** The goal of this course is to understand complex contemporary environmental problems using case studies. The problems we will study are “wicked”; they are difficult to formulate exactly, and they have no simple technological solutions. The class aims at teaching how to use a variety of perspectives to understand complex problems, and how to analyze coupled human and natural systems across time and space. We will study four case studies such as deforestation, but you will acquire the methodological knowledge to assess other wicked problems. We will emphasize 1) a science-based systems approach; 2) the role of geography as a linchpin discipline that spans the social and physical sciences; 3) the importance of interdisciplinary perspectives; 4) issues of collaboration, institution building, and policy development.

**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.

**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.** (Same as AGRI/ABE 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.

**MCMA 200-3 Media and Information Literacy.** The course will introduce students to the many roles media have in everyday lives, and their influence on individuals and societies. It will provide skills to critically analyze various contents offered by media (e.g., news, advertising, video games, Facebook pages) in all its forms: television, radio, print, internet, and mobile media; and an understanding of the institutions that produce these media and their economic and political interests. In this course we will ask ourselves: what does an educated person need to know about media today in order to take full advantage of everything they are offering us, and yet guard against potential negative influences?

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

**POLS 314I-3 American Politics and the Mass Media.** (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 372I-3 Politics of the Global 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 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.

**ZOOL312I-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 Eu-**
European Americans in American Art. This course examines paintings, sculpture, photographs and films representing Native, European, and African Americans. All have represented themselves and been represented by others, in works of visual art from the 18th century to the present. These will be examined within their own historical periods, within the history of art and within the historical development of multicultural American identities.

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

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

AFR 215-3 Black American Experience in a Pluralistic Society. A study and understanding of the evolution of issues of pluralism in contemporary African American society. 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, socioeconomic status, gender ideology, generational relations, and more. The course pivots around the construction of Latino identity: What helps shape it? How do Latinos perceive themselves? How do others perceive (us) them?

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.

CGJ 203-3 Crime, Justice and Social Diversity. Examination of 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.

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

CMST 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 CMST 301I and CMST 341.

ENGL 205-3 Cultural Diversity in American Literature. [IAI Course: H3 910D] This course explores the cultural diversity within American Literature. By studying the historical, philosophical, political and narrative contexts attributed to each culture, we will understand a particular culture’s interpretation of what it means to be an American and, in turn, appreciate our racial and multicultural diversity. Topics include the initial encounters between Native Americans and European colonists; slavery; immigration; African Americans, Eastern and Western European Americans, Hispanic Americans, Asian Americans and others who represent the American experience as reflected in literature, both in fiction and non-fiction.

ENGL 212-3 Introduction to American Studies. (Same as HIST 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 authentic-
ity. Fulfills central requirement for American Studies Minor.

ENGR 3041-3 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 3011-3 Cross-Cultural Orientation. Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

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

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

HIST 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.

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

LING 3201-3 Language, Gender and Power. (Same as WGSS 3201) 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 communication studies, linguistics, anthropology, psychology, and sociology will be used.

MCMA 204-3 Alternative Media in a Diverse Society. The freedoms guaranteed in the First Amendment have resulted in a multitude of alternatives to the establishment media. These alternative media give voice to a range of communities ignored or suppressed by the dominant culture. Publications, alternative art spaces, film, radio and television messages and the groups and individuals 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 projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions - instrumental and vocal, musical and literary - from fiction and poetry to jazz, R&B, and rap. In-depth analysis of blues music and literature.

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

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

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

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

POLS 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between
countries. Contributions from various scholarly disciplines will be 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, racioethnic minorities, older workers, disabled workers and workers with nontraditional sexual orientations in the workplace. Individual processes, such as group identities, stereotyping, prejudice; group processes such as intergroup conflict; and organizational processes such as structural barriers and informal integration will be studied. The class utilizes a lecture and small discussion-section format with in-class, team, and individual exercises and projects.

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

**SOC 215-3 Race and Ethnic Relations in the United States.** [IAI Course: S7 903D] Current theory, research and events in race-ethnic relations in the 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.

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

**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 communication studies, linguistics, anthropology, psychology, and sociology will be used.

**Interdisciplinary**

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

**AD 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-3 Women, Blues & Literature. This 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.
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 ABE/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.

**CMST 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 CMST 301I and CMST 341.

**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.** (Students with a catalog year prior to Summer, 2012 only) [IAI Course: L1 905] An introduction to the study of the relationship between humans, resource consumption, pollution and the resulting environment. The effects of current human pollution and resource consumption on the environmental quality of the future. The interrelation of human population resource consumption and pollution. Methods of minimizing resource consumption and human pollution through both technological controls and changes in human behavior. Prerequisite: high school chemistry or equivalent.

**ENGR 303I-3 The Role of Energy in Society.** (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.** The goal of this course is to understand complex contemporary environmental problems using case studies. The problems we will study are “wicked”; they are difficult to formulate exactly, and they have no simple technological solutions. The class aims at teaching how to use a variety of perspectives to understand complex problems, and how to analyze coupled human and natural systems across time and space. We will study four case studies such as deforestation, but you will acquire the methodological knowledge to assess other wicked problems. We will emphasize 1) a science-based systems approach; 2) the role of geography as a linchpin discipline that spans the social and physical sciences; 3) the importance of interdisciplinary per-
perspectives; 4) issues of collaboration, institution building, and policy development.

**GEOL 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.

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

**GEOL 327I-3 The World’s Oceans.** (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.

**GEOL 328I-3 Dinosaurs and the Age of Reptiles.** (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, paleocology and paleoenvironmental analysis.

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

**GEOL 330I-3 The Planets.** (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.

**JRN 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.

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

**LING 320I-3 Language, Gender and Power.** (Same as WGSS 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of communication studies, linguistics, anthropology, psychology, and sociology 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 philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

**PHIL 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 vari-
ous 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 then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

**PHIL 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 Environmental Issues.** Fundamental biological and ecological processes important in the individual, population and community life of organisms integrating with the philosophical and ethical relationships of the contemporary, domestically diverse human society are examined. Emphasis is placed on a pragmatic understanding of environmental issues. Lab fee: $15.

**PLB 303I-3 Evolution and Society.** (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.** (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 332I-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. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

**POLS 372I-3 Politics of the Global 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.

**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 communication studies, linguistics, anthropology, psychology, and sociology will be used.

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

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. Grade Pass/Fail. Prerequisite: written approval from the instructor of record.

AVM 298-1 298-3 Multicultural Applied Experience Option. 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 in American diversity, although neither is a requirement. Students should consult the respective program for course specifications regarding grading, work requirements and supervision. Special approval needed from the site representative, faculty supervisor, and department chair.

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. Grade Pass/Fail. Prerequisite: written approval from the instructor of record.

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

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

WGSS 298-3 Multicultural Applied Experience Option. An applied experience, service-oriented credit in American diversity involving interaction with those exemplifying life experiences centering on women’s issues, organizations, services, etc. Students should consult the Women, Gender and Sexuality Studies Program staff to discuss placement options 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 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 occupation-
al 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 Carbondale:

**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
- Management
- Marketing

**College of Education and Human Services**
- Early Childhood-Child and Family 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>Course Category</th>
<th>Minimum 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>3</td>
</tr>
<tr>
<td>Communication Studies 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, 120 and 300I.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Select one physical and one biological science.*</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</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 several different ways to complete Core Curriculum requirements:

1. Completion of an Associate in Arts or an Associate in Science degree at a public Illinois community college (see Compact Agreement below);

2. Completion of the “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 an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution; completion of an A.A. from an accredited Missouri public two-year institution; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System 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. Completion of the Illinois Transferable Education Core (general education) requirements required for general graduation.

5. Completion of the Illinois Transferable General Education Core Curriculum as certified by a participating Illinois Articulation Initiative institution;

6. 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 out-of-state institution or an Illinois institution that does not participate in IAI, who present 37 or more semester hours of general education credit prior to initial enrollment will be evaluated to determine completion of the 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 be issued within the last thirty days.

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
institutions 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 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></td>
</tr>
<tr>
<td>Physical &amp; Life Sciences¹</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>
<tr>
<td><strong>Total</strong></td>
<td><strong>12-13</strong></td>
<td><strong>37-41</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Transfer courses from 1996 and forward will be audited to determine if they will fulfill the model above.
Students Completing IAI GECC Requirements

Students may take 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.

### IAI GENERAL EDUCATION CORE COURSES OFFERED AT SIU

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<th>SIU Course Title</th>
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<tr>
<td>F1 905D (Ethnic Tradition Am Music)</td>
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<td>F2 900 (Art Appreciation)</td>
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<td>H3 900 (Introduction to Literature)</td>
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<td>H4 900 (Introduction to Philosophy)</td>
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### 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](http://www.itransfer.org/iai/majors).

#### IAI MAJOR COMMON CORE COURSES OFFERED AT SIU

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<td>AG 902</td>
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<td>AG 902</td>
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<td>AG 903</td>
<td>CSEM 200</td>
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<td>CSEM 240</td>
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<td>AGSE170</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.

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<th>Major (B.S. degree)</th>
<th>Specialization</th>
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<td>Agribusiness Economics¹</td>
<td>Agribusiness Economics: curriculum individually designed to fit student needs</td>
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<tr>
<td>Agricultural Systems and Education¹</td>
<td>Ag Education&lt;br&gt;Ag Communications&lt;br&gt;Ag Production Management&lt;br&gt;Ag Systems Technology Management&lt;br&gt;General Agriculture&lt;br&gt;Food &amp; Process Engineering Technology</td>
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<td>Animal Science¹</td>
<td>Animal Production&lt;br&gt;Equine Science&lt;br&gt;Pre-Veterinary Medicine Science</td>
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<tr>
<td>Crop, Soil and Environmental Management¹</td>
<td>Crop Production &amp; Management&lt;br&gt;Soil Science</td>
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<tr>
<td>Horticulture¹</td>
<td>Production Horticulture&lt;br&gt;Landscape Horticulture&lt;br&gt;Turf Management</td>
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<tr>
<td>Human Nutrition and Dietetics</td>
<td></td>
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<tr>
<td>Hospitality and Tourism Administration</td>
<td>Event Planning&lt;br&gt;Food Service Management&lt;br&gt; Lodging Management&lt;br&gt;Tourism</td>
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<tr>
<td>Forestry</td>
<td>Forest Resources Management&lt;br&gt;Forest Recreation &amp; Park Management&lt;br&gt;Wildlife Habitat Management &amp; Conservation&lt;br&gt;Urban Forest Management&lt;br&gt;Forest Hydrology</td>
</tr>
</tbody>
</table>

¹Minor available

It is recommended that high school students who are planning to pursue one of the above majors include the following in their high school program: four years of English, three years of mathematics (algebra, geometry, advanced mathematics); three years of science (biology, chemistry, physics); three years of social studies; and two years of art, music, vocational education (may include agriculture), or foreign languages. For prospective agriculture majors or 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 Crop, Soil and Environmental Management 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 eight 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 and Hospitality and Tourism programs have 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 first-time 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>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Architectural Studies</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Fashion Design and Merchandising</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Fire Service Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>Transportation</td>
<td>Aircraft Product Support</td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>Airport Management &amp; Planning</td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>Air Traffic Control</td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>Automotive Technology</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Aviation Flight</td>
<td>Associate</td>
</tr>
<tr>
<td></td>
<td>Aviation Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Aviation Technologies</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Aircraft Maintenance Specialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aviation Electronics Specialization</td>
<td></td>
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<tr>
<td></td>
<td>Helicopter Specialization</td>
<td></td>
</tr>
<tr>
<td>Allied Health</td>
<td>Dental Hygiene</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Health Care Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Mortuary Science and Funeral Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Therapist Assistant</td>
<td>Associate</td>
</tr>
<tr>
<td></td>
<td>Radiologic Sciences</td>
<td>Associate/Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Magnetic Resonance Imaging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Computed Tomography Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Diagnostic Sonography</td>
<td>(Ultrasound) Option</td>
</tr>
<tr>
<td></td>
<td>Radiation Therapy Option</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Applied Technologies</td>
<td>Electronic Systems Technologies</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Electronics Management Specialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Systems Technologies</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Technical Resource Management</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Construction Management</td>
<td></td>
</tr>
</tbody>
</table>

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 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.


Anyone interested in the following online or off-campus programs should contact SIU Extended Campus at (618) 453-3430: Automotive Technology; Aviation Management; Electronic Systems Technologies; Fire Service Management; Health Care Management; Technical Resource Management.

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**

**Jason Greene, Interim 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 knowl-
edge 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 (online and residential programs available)
- 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, undecided business, 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. Students with academic issues may be required to participate in an academic support program as a condition of readmission.

Business and Administration 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 should 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.

Grade Point Average Requirement

Graduation from the College of Business requires achievement of a 2.0 grade point average in all business-prefix (ACCT, BUS, ECON, FIN, MGMT, MKTG) courses taken at Southern Illinois University Carbondale. ACCT 210, ECON 113 and 302I, and MGMT 170 are not calculated into the business-prefix grade point average. In addition, students must earn a minimum grade of C in each of the courses taken 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. Pursuant to University policy, students seeking to repeat a course a second time (third enrollment) must obtain permission from the Office of the Provost.

A minor from the College of Business requires students to
earn a minimum grade of C in each of the courses taken to satisfy the requirements for their minor, and students must earn a minimum 2.0 grade point average for those minor courses.

**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 guidelines 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 problem concerns 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. 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 GPA 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 304, 318, 345, 481</td>
<td>12</td>
</tr>
<tr>
<td>Economics 241, 240</td>
<td></td>
</tr>
<tr>
<td>Finance 208, 270, 330</td>
<td>9</td>
</tr>
<tr>
<td>Marketing 304</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 139 and 140</td>
<td></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>Finance 208</td>
<td>3</td>
</tr>
<tr>
<td>Economics 241, 240</td>
<td>3 + 3</td>
</tr>
<tr>
<td>Mathematics 139 and 140</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 or Management 208.
5May substitute English 290 or Management 202.

**College of Education and Human Services**

Keith B. Wilson, Dean

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

The College hosts graduate and undergraduate programs in which students can prepare for careers in teaching, counseling, and administration in a range of levels, from private and public preschool to university level. All programs carrying licensure 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 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, secondary, 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 Educator Licensure:

- 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
- Health Education
- Community Health
- Kinesiology
- Exercise Science
- Sport Administration
- Recreation
- Leisure Services Management
- Outdoor Recreation Leadership and Management
- Therapeutic Recreation
- Rehabilitation Institute
- Behavior Analysis and Therapy
- Communication Disorders & Sciences
- Rehabilitation Services

School of Social Work

Workforce Education and Development

Organizational Training & Development

Career and Technical Education

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

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

In order to accomplish our mission we will:

• Provide a world-class education for our students by continually assessing and improving our educational programs
• Support and expand the undergraduate technology 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 undergraduate engineering programs in civil engineering, computer engineering, electrical engineering, mechanical engineering, and mining engineering are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

Undergraduates who major in civil engineering have the option for a specialization in environmental engineering. Students can also earn a dual degree in electrical and computer engineering.

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

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 Engineering 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, and environmental engineering.

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) 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, an-
tennas 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 basics of 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.

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

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

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

Admittance to the College
SIUC engineering students are an exceptional and committed group. Success in the engineering programs demands academic dedication, personal discipline, and sufficient preparation at the high-school level. Admission to the College of Engineering is selective and competitive and it is based on an individual review of each application. Emphasis is placed on the ACT composite and math sub-scores, science and math course work, and math placement. Students can apply to a specific departmental major or as an undeclared engineering major. For more information please contact the College of Engineering at (618) 453-4321.

Admittance to the Pre-Engineering Program
The pre-engineering program is designed for students who apply to our college with the potential to be successful, but who do not meet admission requirements for the College of Engineering. The pre-engineering advisor in the University College will develop an individualized program of study aligned with the curricular guides of programs offered in the College of Engineering with the goal of preparing these students to enter a major in engineering. All students must achieve satisfactory math placement, as determined by the college of engineering, before being formally admitted to one of the engineering majors, listed below:

- Civil Engineering
- Civil Engineering with a Specialization in Environmental Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Technology
- Industrial Technology
- Mechanical Engineering
- Mining Engineering

The curriculum guides for these degree programs can be found in the program sections of the catalog. The pre-engineering advisor will consider math placement when developing the individualized program of study.

As with students admitted to the College of Engineering, pre-engineering students will be required to live in the engineering Living-Learning-Community and to enroll in UCOL 101E. In addition, pre-engineering students will be invited to participate in the many different learning and social activities of the College of Engineering. The maximum time limit for the pre-engineering program is four semesters.

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

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

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

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

Qualified candidates for the Capstone Option are accepted with majors in 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, 1230 Lincoln Drive.

College of Liberal Arts
Jane L. Swanson, Interim Dean

Departments: Africana Studies; Anthropology; Art and Design; Communication Studies; Criminology and Criminal Justice; Economics; English; Geography and Environmental Resources; History; Languages, Cultures and International Trade; Linguistics; Music; Philosophy; Political Science; Psychology; Sociology; 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 footnotes.

Africana Studies
American Studies
Ancient Greek
Anthropology
Art
Asian Studies
Chinese
Classical Civilization
Classics
Criminology and Criminal Justice
Design
East Asian Studies
Economics
English
Foreign Languages and International Trade
French
Geography and Environmental Resources
German
GIS
Global Studies
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
Sociology
Spanish
Speech Communication (see Communication Studies)
Sustainability
Theater
University Studies
Women, Gender, and Sexuality Studies

1Minor Only.
2Available as a specialization within the Languages, Cultures and International Studies major offered by the Department of Languages, Cultures and International Trade.

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) re-
quirer; 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 300; Art and Design 308, 318, 358, 389, 400C, 401C, 402C, 403C, 404C, 405C, 414C, 438, 452, 489B, 489D; Communication Studies: Speech Communication 262, 310, 326, 381, 401, 411, 471, 476, 481; Criminology and Criminal Justice 316, 492; Economics 308; English 301, 365, 471; Geography and Environmental Resources 304; History 359, 392 and 499, 406B, 410, 412A, 412B, 413, 417, 420, 426, 427, 429, 442, 447, 455, 464, 467A, 467B; Languages, Cultures, and International Trade: Chinese 370, 435; Classics 415, 416, 491, 496; French 320B, 410; German 320B, 410; Japanese 410, 435; Spanish 320B, 410; Linguistics 406; Music 357 sequence, 471; Paralegal Studies 300A, 300B; Philosophy 304, 305A, 305B, 405; Political Science 405, 406, 416, 420, 435, 455, 459, 480; Psychology 211, 451; Sociology 312, 497, 498; and Theater 311A.

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 a 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, 391 and 491; History 330A, 400, 450B, 467A, 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.

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 the website at http://cola.siu.edu/academics/undergraduate/university-studies-degree/index.html.

College of Mass Communication and Media Arts

Dafna Lemish, 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 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.

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. Students can participate in internships in media centers across the country, such as Hollywood, Chicago, Nashville, New York City, Washington, D.C., as well as locally.

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, 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 beginning of their sophomore year. Transfer students must declare a College of Science major by the beginning of their second semester following transfer. Students planning post-baccalaureate work in a professional field may designate their intention by declaring a preprofessional area as a secondary concentration, e.g., pre-medicine.

Each department has specific requirements for students to major in the selected field of interest. The College of Science has some minimum general requirements listed below.

ACADEMIC REQUIREMENTS
None of these general academic requirements may be satisfied by taking the required courses on a Pass/Fail grading basis.

Biological Sciences. Six semester hours in courses offered by the biological sciences departments in the college, with the 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. Because departments have different supportive skills requirements, students should consult individual program descriptions for approved courses for each major.

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 students’ plans upon completion of the baccalaureate degree. Therefore, students should declare a degree-oriented major as soon as possible. They will complete their degree requirements and fulfill additional professional school requirements with the guidance of a Health Care Professions Advisor (located in the College of Science). Students who choose to pursue these careers must be dedicated and have good academic ability in both the sciences and humanities.

International students should be aware that acceptance at American public professional schools is difficult. As a general rule, no financial aid is available for non-citizens. A small number of international students are accepted at private schools, which are costly.

Students pursuing a career in veterinary medicine have the option of registering in the College of Science or the College of Agricultural Sciences. Typically, students are either Zoology (Science) or Animal Science (Agriculture) majors. Pre-veterinary requirements can be met through either college.

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.

STEM Education Research Center
Gregory Budzban, Director

With the approval of the Illinois Board of Higher Education, SIU and the College of Science have created a Research Center of Science, Technology, Engineering, and Mathematics (STEM) Education. The need for such a Center flows from critical issues that have emerged or are emerging in STEM education at the national, state, and local level.

At the national level, there is a clarion call for an increase in college graduates in STEM programs to address the critical need in the very industries that will be at the center of the continuing transformation of the world economy. National reports indicate the danger of the U.S. economy losing ground internationally unless our educational system becomes more effective at producing students interested in and capable of the rigors of the educational programs in the STEM disciplines. In addition, once these students enter university-level STEM programs, they must be greeted with effective state-of-the-art STEM content and pedagogy.

At the state and local level, one of the key components of an increase in the effectiveness of STEM education is the implementation of the Common Core State Standards (http://www.corestandards.org/ ) and the Next Generation Science Standards (NGSS; http://www.nextgenscience.org/ ) at the state level. While adopting these national standards is voluntary at the state level, Illinois has agreed to implement the Common Core and is an active lead state partner in the NGSS efforts. The implications of these decisions are just beginning to emerge.
and will completely transform the content and pedagogy employed in K-12 classrooms across the state. In addition, new high-stakes assessments (PARCC) have been prepared that have replaced the Prairie State Exam at the high school level. As the state research University in the Southern Illinois region, SIU has an obligation to provide as much support as possible during this important transition period to our local school districts.

The structure and programs of the STEM Education Research Center will correspond to the primary areas of interest: K-12 STEM education, undergraduate STEM education, and graduate STEM education. As indicated above, K-12 STEM education is in a period of rapid transformation. One area of emphasis of the Center will be coordination of the existing programs already implemented at SIU, many of which reside in the College of Science.

STEM education at the undergraduate level is under increasing scrutiny. From finding ways to improve success rates in lower-level undergraduate STEM classes to identifying new and innovative ways to deliver undergraduate STEM content in our courses, our programs are undergoing rapid change. SIU must continue to ensure that the content and structure of undergraduate STEM courses provide the optimal preparation either for graduate school or for our students’ chosen professions. In support of our undergraduates, the Center will be the natural leader in developing internship opportunities. One important collection of current programs that will be natural candidates for continued research will be the research experience for undergraduates (REU) programs that exist in the STEM disciplines.

Graduate STEM education must also stay current with the massive technological changes that are affecting our entire educational system. While the advisor-student mentorship which is at the heart of graduate education will almost certainly be preserved, the optimal uses of technology should be explored, and this will also be included under the umbrella of research programs at the STEM Education Research Center.

University College
Laurie Bell, Interim 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 a wide variety of electronic and print resources e.g., resume creation, exploration of majors and occupations, and researching job and internship opportunities.

For more information, stop by the office at Student Services 179, contact us 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.

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.

First-Year Advisement

First Year Advisement (FYA) is the advisement home for students in the process of deciding on a major. This office provides students the opportunity to learn about various majors and careers before committing to a degree program. Because undeclared 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 also available.

For students who have been provisionally admitted to SIU, FYA offers comprehensive support services along with academic advising, 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.

Pre-Engineering Program

The pre-engineering program is designed for students who apply to the College of Engineering with the potential to be successful, but who do not meet admission requirements for that College. The pre-engineering advisor in FYA will develop an individualized program of study aligned with the curricular guidelines of programs offered in the College of Engineering with the goal of preparing these students to enter a major in engineering. All students must achieve satisfactory math placement, as determined by the College of Engineering, before be-
ing formally admitted to one of the engineering majors, listed below:
- Civil Engineering
- Civil Engineering-with a Specialization in Environmental Engineering
- Computer Engineering
- Electrical Engineering
- Engineering Technology
- Industrial Technology
- Mechanical Engineering
- Mining Engineering

The curriculum guides for these degree programs can be found in the program sections of the catalog. The pre-engineering advisor will consider math placement when developing the individualized program of study.

As with students admitted to the College of Engineering, pre-engineering students will be required to live in the engineering Living-Learning-Community and to enroll in UCOL 101E. In addition, pre-engineering students will be invited to participate in the many different learning and social activities of the College of Engineering. The maximum time limit for the pre-engineering program is four semesters.

**Learning Support and Testing Services**

*tutoring.siu.edu*

618-453-1369

*Think. Learn. Change.* LSTS’s goal is to provide academic support to students of all cultures, abilities, backgrounds, and identities. Through tutoring, academic coaching, group study sessions, and peer mentoring, our staff members help students learn and understand course content. We also help with interdependent learning skills that employers will demand on the job (i.e. how to work collaboratively) and self-management skills that lead to success (time management, writing notes, getting organized, etc.).

**Tutoring**

Individualized tutoring for 100- and 200-level courses is available free of charge in the Tutoring Center located in room 710 of Morris Library. To request a tutor, students should complete the online application found on our webpage (tutoring.siu.edu).

**Group Study Sessions**

Several science classes have Group Study Leaders (students who have previously earned an A in the course and/or are recommended by the faculty for this position). Group Study Leaders attend the class and get to know the students; then offer two weekly, out-of-class study sessions throughout the entire semester. Students are encouraged to attend at least once a week. Special exam reviews may be offered as well.

**Academic Coaching**

Academic Coaches help students with both how to learn and what to learn. Coaching is more general than tutoring. Students who meet with academic coaches will review all their courses, and the focus centers on strategies for success.

**Saluki Peer Mentors**

These undergraduate students are assigned to sections of UCOL 101, and serve as mentors and role models for students who are new to SIU. The Saluki Peer Mentor is trained to provide both academic, social and personal support as needed during the students’ first semester of enrollment at SIU.

**Learning and Metacognitive Strategies Course**

UCOL 103 is a course offered during the spring semester for students who are at risk of academic suspension. Each student enrolled in UCOL 103 is assigned an academic coach who provides the academic support needed to help students achieve passing grades in all their classes.

**Peer Leadership**

UCOL 251 is a leadership development course through which our student staff are trained to become tutors, group study leaders, math lab assistants, academic coaches, and Saluki Peer Mentors. As our student staff members gain experience and demonstrate leadership potential, they are selected to undergo additional training to become peer supervisors. This training course is certified by the College Reading and Learning Association.

**Testing Services**

testingservices.siu.edu

618-453-6003

Testing Services is a regional testing center which administers and proctors a full array of examinations for SIU students and Southern Illinois community members. Located on the 7th floor of Morris Library, the testing lab supports computer-based and paper/pencil based tests.

Professional certification exams are offered (see our webpage for a listing of tests). Exams offered through SIU Extended Campus can be proctored in our facilities. Students who wish to “test out” of some classes may take the proficiency exam (please check with your academic advisor to discuss the procedure and impact for these exams). Credit for prior learning are offered through exams such as the CLEP and DSST.

Testing services also helps to check credentials of proctor candidates for off-site testing. For example, an SIU student taking Distance Education classes anywhere in the world can work with our staff to find and certify educational professionals who can proctor exams in their area.

Students who need extended time for tests, and are registered with the office of Disability Support Services, may take exams in the Testing Center. Additionally, if any student misses an in-class exam, the professor may allow the student to take a make-up exam in the testing lab.

Please visit our website at testingservices.siu.edu for services and fees associated with the many exams and proctoring services offered.

**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 Summer Bridge**

This program provides academic enrichment, articulates institutional and faculty expectations, and exposes students to behaviors characteristic of successful students attending the university. The two-week residential program provides students the opportunity to gain an early start to their undergraduate career and transition to campus life. In addition, during the first year Summer Bridge students participate in academic support services that continue the process of academic and social adjustment and enhance skills that will build a solid foundation for future success. These support services include UCOL 101 SSB section, peer mentoring, academic counseling, and workshops.

**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.

**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.

**Graduate School**

James E. Garvey,
Acting Graduate Dean

Southern Illinois University Carbondale is a comprehensive university with an extensive offering of graduate programs and an equally strong commitment to research.

More than 4000 graduate students pursue advanced study and research under the leadership and direction of over 900 graduate faculty members. The Graduate School offers master's degrees in over sixty programs, and the doctoral degree in thirty 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 5.0% 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 over 85 other 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 (250,000), full-text databases, and freely-available resources. The building houses three and a half million volumes, three and a half million microforms, and 43,000 currently-received periodicals and serials. 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.

Nearly 300 openly-available 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. Throughout the building, patrons find wireless access, study tables with integrated power outlets, comfortable seating, and group study rooms/areas of various sizes and configurations. Students may reserve group study rooms online.

The basement, 4th, and 5th floors are silent floors; the 2nd, 3rd, and 4th floors are reserved for quiet study; and the 1st, 6th, and 7th floors are for collaborative study and work.

The 6th and 7th floors opened in January 2014. The 6th floor features Math Central, which provides classrooms and labs for all pre-calculus courses. The 7th floor is the new home for the Center for Learning Support Services where students can visit the Tutoring Center and benefit from academic coaching, learning consultants, group study sessions, and Saluki peer mentors. Testing Services proctors several types of exams: make-up, distance education course, nationally-standardized, placement, and professional certification. The two new floors feature flexible classrooms, technology-equipped collaborative tables and spaces, and book stacks.

Other frequently-used services available in the building include copiers, scanners, printers, Debit Dawg machine, fax 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 sandwiches, soups, salads, baked goods, and snacks from early morning into the early evening. Delyte’s is located in the lobby on the north side of the building. The building is open Sundays from 11 a.m.–Midnight, Mondays – Thursdays 7:30 a.m.–Midnight, Fridays 7:30 a.m.–9 p.m. and Saturdays 9 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, adaptors, 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, Math Central, Saluki Tech (walk-up technology support and personal device configuration), Speaker’s Center, and the Center for Learning Support Services.

School of Law

Cynthia L. Fountaine, Dean

The Southern Illinois University School of Law has established a positive, individualized learning environment that allows students to develop the skills necessary to compete in today’s legal market. The low student/faculty ratio (13- to- 1) illustrates the School’s commitment to personal education. Students receive the very best in instruction from faculty drawn from distinguished practice and academic settings. The curriculum balances traditional legal education with practical skills training to produce an attorney who understands the law and how to apply it in real-world situations.

In the first year, students take fundamental law courses as well as Lawyering Skills classes that combine legal research and writing, interviewing, counseling, negotiation and oral advocacy. All first-year students take a Professionalism and the Law class. The School has been recognized by the Illinois Supreme Court and the American Bar Association for its leadership in the development of professionalism programs.

Students also have a variety of experiential learning and extracurricular opportunities including legal clinics, in which they assist actual clients under the supervision of licensed attorneys; externships; moot court; pro bono activities; study abroad; writing and editing for the Southern Illinois University Law Journal or the Journal of Legal Medicine; and more than twenty student organizations.

All law students enjoy 24-hour access to the Lesar Law Building and Library. Professionals who have expertise in the intersection of information systems and the law staff the Library and teach in the Lawyering Skills program.

The School also offers interdisciplinary courses including seven joint degree programs in Accountancy (MACC), Social Work (MSW), Public Administration (MPA), Educational Administration (M.S.Ed), Business Administration (MBA), Electrical Com-
puter 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 of-
ers 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) de-
gree 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 - jour-
nalism, 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 Inter-
national 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 sit-
ting 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, Il-
inois 62901. Students are also encouraged to visit the School of

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 As-
nociation and is a member of the Association of American Law
Schools.

School of Medicine
J. Kevin Dorsey, M.D., Ph.D., Dean and Provost
www.siumed.edu

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. Cur-
rently, 72 students are admitted each year. Today, the School
encompasses a complete sequence of medical education begin-
ning 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 com-
petition 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 virtual and
simulated patients, are used to help students work toward clini-
cal 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 vari-
ous electives.

The instructional program in Carbondale is based in Linde-
gren Hall and Memorial Hospital. In Springfield, it is based in the
Medical Instructional Facility, the SIU Clinics, Memorial
Medical Center, St. John’s Hospital and other locations.

The school offers an M.D. - D.J. dual degree program in conjunc-
tion 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 underrepre-
sented populations and others with educationally disadvantaged
backgrounds to prepare for success in medical and dental schools.

The School’s residency programs include dermatology, emer-
gency medicine, family medicine, internal medicine, medicine/
psychiatry, neurology, neurosurgery, obstetrics and gynecology,
pediatrics, psychiatry, radiology and six surgical specialties.
There are twelve 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 bi-
ology, microbiology and biochemistry, and a teaching certificate
of anatomy. The faculty in Carbondale’s and Springfield’s basic
science departments divide their time between teaching respons-
ibilities and research. Both clinical investigators and basic sci-
centists collaborate on a wide-range of medical and scientific proj-
ts; 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 de-
partments 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. Inquiries regarding admissions and re-
quests for a catalog from the School of Medicine should be ad-
dressed to the Director of Admissions, Southern Illinois Uni-
versity School of Medicine, P.O. Box 19624, Springfield, Illinois
62794-9624. Moore information can found at www.siumed.edu.

University Honors Program
The University Honors Program (UHP) is a university-wide un-
dergraduate 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 outstand-
ing 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.
Academic Services and Programs

SIU Extended Campus
SIU Extended Campus 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:
extendedcampus@siu.edu email
618-453-3430 phone
618-453-5668 fax
extendedcampus.siu.edu website

The Paul Simon Public Policy Institute
The Paul Simon Public Policy Institute (also called the Paul Simon Institute) is a resource for SIU students, the campus community, the region and the State of Illinois. The Institute’s mission focuses on fostering ethical conduct in government, opportunity and fair treatment for people in America and throughout the world, and promoting responsible citizenship for all Americans—but particularly for young Americans.

The Institute executes its mission by: Conducting nationally known public opinion polls (The Simon Institute Poll™ and The Southern Illinois Poll™) to inform decision makers and citizens; Publishing analysis of public policy issues in its occasion papers (The Simon Review); Providing and supervising paid internships, graduate assistantships and fellowships for undergraduate and graduate students in Carbondale, Springfield and elsewhere; hosting noted leaders in public policy, politics, journalism and other fields to campus for speeches, conferences, and hosting leadership and civic education opportunities for high school students.

The Institute’s popular “Pizza and Politics” programs are geared to both undergraduate and graduate students of all majors to interact with Institute guests. Other Institute undergraduate opportunities include the Vince Demuzio Internship program where juniors and seniors learn about public service during paid internships in local governmental offices. Undergraduate students can learn about public service while working paid internships in Springfield state government offices through the Gene Callahan Internship and the Alexander Lane Internship. The Institute has also sponsored learning opportunities for students in Washington D.C. and Pittsburgh, PA.

Student and parents can learn more at our website, www.paulsimoninstitute.org, and are encouraged to contact us at 618-453-4009 with questions, or stop by the Institute on campus at 1231 Lincoln Dr. (the Forestry Building). Like us on Facebook at https://www.facebook.com/paulsimoninstitute.

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 and a political mentor to many, including President Barack Obama. He remains one of Illinois’ most revered political leaders and enjoyed broad bipartisan support from voters most of his career.

After Sen. Simon’s passing 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. He retired in 2008. David Yepsen, a 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 has been a frequent guest on national news shows. Like his predecessors, Yepsen teaches courses in journalism as Institute director.

The Writing Center
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 the Morris Writing Center, Morris Library Room 236 or they may visit the Center online at www.write.siu.edu/ or call 453-1231. More information about the Center’s services is available at our website (write.siu.edu) or at the Morris Library location during the Center’s open hours (Monday - Thursday, 9 am to 4 pm; Sunday - Thursday, 6 p.m. to 8 p.m.; and Friday, 9 a.m. to 2 p.m.).
Campus Programs and Services


CAMPUS PROGRAMS & SERVICES

ALUMNI SERVICES
The goal of the SIU Alumni Association is to facilitate relationships in support of SIU. Founded in 1896, the SIU Alumni Association provides programs and services for alumni, current students, members, and friends in support of the University. A network of chapters, clubs, and constituent groups provide opportunities for engagement around the country. The online community provides access to alumni and members worldwide.

To learn more about the Association or to become a member, phone (618) 453-2408 or visit online at www.siualumni.com.

AUXILIARY SERVICES

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, and institutes 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 Professional Development hours 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: continuinged@siu.edu
www.continuinged.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 care program licensed by the Department of Children and Family Services (DCFS), accredited by the National Association for the Education of Young Children (NAEYC), and recognized as a Gold Circle of Quality child care facility by National Lewis University. The DCFS licensing allows the center to provide services to a maximum of 133 children ages 6 weeks to 12 years. Priority for enrollment is for SIU students and employees. If there is no waiting list in a specific age group, alumni and community members may be offered enrollment. 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. The center provides a secure and positive atmosphere for children during the most important years of growth, development, and learning. The center follows a curriculum model entitled Creative Curriculum, which is streamlined with the Illinois Kindergarten Standards and Illinois Learning Standards. The Center is open Monday through Friday from 7:30 a.m. to 5:30 p.m. There is a waiting list for most classrooms, 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.

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. 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 tracks, six multi-sport courts, a fixed-weight, “selectorized” room, a free-weight room, an Olympic-size swimming pool with diving well, a 28’ 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 weekly classes for group fitness, yoga, boxing, martial arts, and cycling.

Additionally, our Personal Fitness and Wellness Studio offers light-weight and free-weight training, personal training services, and fitness assessments for students and members. Please check our website for more information.

RSS is the home for many Competitive 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 (indoor soccer)!

With the Dr. Edward J. Shea Natatorium, our Aquatics Department offers swim lessons for all ages and skill levels!

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.

RSS offers a vast array of outdoor field and recreational lo-
soups, salads, and many grab 'n go items such as freshly made

cuisine. The Marketplace Food Court also offers Mexican cuisine,

Chick-fil-A and Sbarro, create a well-rounded dining experi-

dining concepts and popular franchises, such as Starbucks,

are a few conveniences available at the Information Center.

domestic and international faxes, and campus lost and found

store. Laptop computer checkout, ability to send and receive

Internet, TV lounges, study lounges, a meditation room and

needs of the students by providing convenient services, includ-

returning to campus.

- Student Center is an extension of the classroom allowing practi-

through the bookstore, information services, dining service,

is much more than just a building. The programs and services

The Student Center covers over eight acres of floor space, but it

is much more than just a building. The programs and services

offered 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. 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 Stu-

dent Center is an extension of the classroom allowing practi-

cum 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, being in the center of campus, meets the

needs of the students by providing convenient services, includ-
ing multiple dining locations, ATMs, SIU student ID cards, the

Debit Dawg program, mobile device charging stations, wireless

Internet, TV lounges, study lounges, a meditation room and

much more. SIU apparel, textbooks, greeting cards and other

convenience items can be purchased at the University Book-

store. Laptop computer checkout, ability to send and receive

domestic and international faxes, and campus lost and found

are a few conveniences available at the Information Center.

The Student Center has something for everyone. Our many
dining concepts and popular franchises, such as Starbucks,

Chick-fil-A and Sbarro, create a well-rounded dining experi-

ence. The Marketplace Food Court also offers Mexican cuisine,

soup, salads, and many grab 'n go items such as freshly made

wraps, yogurts, and veggie or fruit cups, as well as pastries,
candy, a large selection of beverages and more. In addition,
a variety of recreation opportunities are available, including
Bowling & Billiards, a 16 lane facility with 12 Olhausen billiard
tables. For those with artistic interests, the Craft Shop offers
an opportunity to develop skills in clay pottery, stained glass,

woodworking, card and jewelry making and more. The Student

Center Graphics department provides design and print services
for Student Center departments, Registered Student Organiza-
tions (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 leader-

ship through participation on various boards and committees

that provide campus-wide social, cultural and recreational pro-
grams. Through the Student Center and Student Programming
Council, students can become actively involved in planning and

implementing a plethora of exciting cultural, educational, rec-

reational and social events such as Homecoming, Family Week-

end, lectures and concerts.

Additional Student Center facilities include four ballrooms, an

auditorium, multiple meeting spaces and dining areas. Offices lo-
cated in the Student Center include: Continuing Education and
Outreach, University Programming Office, Center for Inclusive
Excellence, Campus Sustainability Office, SalukiTech Computer
Store, New Student Programs and Student Life. For more infor-
mation about the Student Center or to reserve a space for your
events, call 618/536-INFO 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 func-
tion of your ID card and is designed as a service to SIU stu-
dents, 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 con-
venient purchasing power at many on and off campus locations
including: Student Center recreation and dining areas, the Uni-

versity Bookstore in the Student Center, campus vending ma-

chines, campus copy machines, Student Health Center, Univer-
sity Housing laundry facilities, Rec Center, network printing
in most campus computer labs, and many off campus restaur-
ants 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 transac-
sions so you will always know how much money is in your ac-
count. In addition, a monthly statement of transactions will
be sent to the account holder’s SIU 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 win-

dows located on the second floor of the Student Center and use
cash or Visa, MasterCard, Discover, or American Express. Cash

deposits may be made in person at “Debit Dawg” cash machines
located at Lentz, Trueblood, Grinnell, Morris Library, Quig-
ley, Rehn CLC3, Communications CLC4, Law School Library,

Student Center, Faner CLC1 and CASA CLC2 and University
Hall. For deposits by mail, please include the SIU Dawg Tag
number and name of the account holder on a check (payable to
SIU) and mail to Debit Dawg, Southern Illinois University, Stu-
dent 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, 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 has now become more centralized and coordinated with its approach to facilitating partnerships between individual patients and their health care team. This new medical model will utilize multiple professional disciplines to promote holistic health and comprehensive medical care as the medical home away from home. 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**

MMedical 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 and Health Promotion Services (WHPS)**

WWHPS 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, and other areas of wellness that impact student success. For more information, call 618-536-4441.

**Counseling and Psychological Services (CAPS)**

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 CAPS. Counseling and Psychological Services 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. CAPS 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 Counseling and Psychological Services. 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 preventative 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 or send a fax to 618-453-4672.

**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 Higher Education Law requires all students born after
January 1, 1957, show proof of immunity to Measles, Mumps, Rubella, and vaccine protection against Tetanus Diphtheria. All international students, regardless of date of birth, must also complete a Tuberculosis screening at the Student Health Center. Students cannot register for classes in subsequent semesters until compliance requirements are met. Recommended immunizations such as Meningitis, Hepatitis, Flu, and travel immunizations 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

**University Housing**
For information see Campus Living in Chapter 1 or visit the website at: www.housing.siu.edu.

**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) 529-3311 or write Campus Ministries, 715 South Washington Street, Carbondale, IL 62901 or visit our website at: http://siucmin.rso.siu.edu.

**DEAN OF STUDENTS**

**Center for Inclusive Excellence**
The Center for Inclusive Excellence serves as a catalyst for inclusion, diversity and innovation. We have resources and expertise on a variety of diverse issues. The Center works to bring together the Black Resource Center, Hispanic/Latino Resource Center, LGBTQ Resource Center and Women’s Resource Center to facilitate student and professional development through numerous academic and non-academic programming. The goal of our programming is to increase the audience’s ability to appreciate, value, respect and connect with multiple and diverse cultures now and into the future. Our mission is to foster an environment where all campus members are respected and welcomed.

**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.

**WOMEN’S RESOURCE CENTER**
The Women’s Resource Center at SIU Carbondale seeks to improve recruitment, retention, empowerment, education, wellness and college-career preparation for the women students of SIU. This program will address and include all aspects of women’s wellness and include a focus on professional and leadership development. Campus safety and prevention of sexual assault is a central concern of the Women’s Resource Center and its weekly and monthly programming. All year long, the WRC celebrates the accomplishments, history and achievements of women and connects current faculty, staff and civic leaders with our students. The intention of our evolving programming is to create the most vital and empowering campus culture and college experience for all SIU women. The Women’s Resource Center is located in the Center for Inclusive Excellence (third floor of the Student Center, room 318). Call 618-453-4281 or email myeomans1@siu.edu or wrc.inclusiveexcellence@siu.edu for more information.

**Center for Service Learning and Volunteering**
1. Service-Learning: The Center for Service-Learning and Volunteering 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 opportuni-
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 citizens. Students and student organizations are honored annually in the area of community service. Students also receive transcript notations and involvement transcripts. Phone (618) 453-7520. 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 receive training in civic and leadership skills as well as professional development. Phone (618) 453-7520. Website www.cslv.siu.edu.

Disability Support Services

The University is committed to making all services, programs, and activities equally accessible to students with disabilities in integrated settings. The Disability Support Services (DSS) Office provides federally mandated academic and programmatic support services to students with permanent and temporary disabilities. Services provided include pre-enrollment planning, adapted testing, note takers, textbooks and course materials in alternate format (electronic, MP3, large print, Braille) assistive technology and software, listening devices, sign language interpreters, speech-to-text, campus familiarization, housing assessments, and liaison services with faculty, staff, and outside agencies such as Division of Rehabilitation Services. In addition, we offer adapted computer technology evaluation and training. Students are responsible for identifying themselves to DSS, for providing documentation, and for requesting accommodations. Eligibility for DSS services is determined on a case-by-case basis. Students are normally eligible if they provide adequate documentation and are enrolled SIU students. Other disability services are located throughout the University. The Housing Office provides modified housing in the student and family housing areas. There are accessible resources in the Computer Labs, Morris Library, and Student Recreation Center and accessible transportation in the form of the Saluki Express and the Accessible Van Transport. Overall, the campus is exceptionally accessible. Persons with disabilities apply and are considered for admission in the same manner as non-disabled persons; the nature or severity of disability is not considered in the admission determination. Persons with disabilities interested in attending SIU Carbondale are encouraged to visit the campus in order to discuss services with DSS and to tour the campus. Prospective students who have disabilities are encouraged to formally apply for admission as far in advance as possible to ensure sufficient time for planning support services after being admitted but before the start of the semester. Further information is located on our website at http://www.disabilityservices.siu.edu or students may contact DSS directly by e-mail at dassiu@siu.edu or by calling (618) 453-5738 (v) or (618) 453-2293 (TDD).

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 interview session with Achieve Program staff. The applicant is evaluated on the basis of academic, cognitive, and social-emotional appropriateness for college-level achievement. For additional information, please visit the Achieve Program’s website at achieve.siu.edu.

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 33 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 sub-councils: College Panhellenic Council, Interfraternity Council, Multicultural Greek Council, & National Pan-Hellenic Council.
- College Panhellenic Council (CPH): a sub-council of IGC and a member of the National Panhellenic Conference. Founded at SIU in 1931, it is the governing body of five sororities.
- 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 6 culturally-based fraternities and sororities.

- National Pan-Hellenic Council (NPHC): a sub-council of IGC and a member of the National Pan-Hellenic Council, Inc. NPHC is the governing council for the local chapters of historically established African-American fraternities and sororities whose inter/national organization maintains membership in the NPHC, Inc.

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 SIU’s 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 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:

- Complete resource guide, transition checklist, childcare resources, scholarship information, and comprehensive monthly newsletter available at nontrad.siu.edu.
- Family ID Card provides opportunities for the spouse, domestic partner, or dependent children of enrolled students to participate in designated campus programs and activities.

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 Cardonadle 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: 618-453-1492
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

Student Involvement (SI)

The Office of Student Involvement actively strives to provide opportunities for students to enhance their leadership capacity and strengthen their campus engagement. Through environments that are socially just, culturally engaged, and civically involved, the office will enrich the students overall educational experience. Student Involvement is located in the Student Life 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. Club sports, government, Greek letter, academic, and more). Students interested in joining an existing RSO or creating a new one should visit www.getinvolved.siu.edu.

SI Programs:
1. Involvement Fair each semester.
2. Annual SIU Leadership Conference- A student lead

Phone (618) 453-7521 or nontrad.siu.edu.
conference during the fall semester.
3. Leadership and Involvement Celebration - Annual celebration in the spring semester that recognizes the amazing work of our student community.
4. President’s Leadership Academy - Leadership development program for RSO Presidents.
5. Leadership development programs for all SIU students.

SILD Services:
1. Training and workshops for RSOs and classes.
2. 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 fourth floor of the Student Services Building. 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/.

Student 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 Services
Our Mission is to make Veterans’ transition from the military to SIU a seamless, simple and stress-free process. The Veterans Services office will assist with the application and reporting process to take advantage of veteran educational benefits including Illinois Veterans Grant, National Guard Grant MIA/POW scholarship, and GI Bill programs. We have information and checklists to help veterans, active duty military members, members of the National Guard and Reserve and dependent family members transition to the university. If you have any questions about the process for admission, enrollment or use of military benefits please contact the veterans’ services office. After enrollment, we continue to provide assistance through peer support and referrals to on- and off-campus service providers. We are fortunate to have two US Department of Veterans Affairs personnel available on campus under the Veterans Integrated to Academic Leadership (VITAL) program. If you have any issue or question we’d love to help. Contact the Veterans Center by phone (618) 453-1335 or visit the website at http://www.veterans.siu.edu/.

ENROLLMENT MANAGEMENT

Bursar
The office of the Bursar is committed to excellence in providing financial services to students and the Southern Illinois University community. We are responsible for billing, collecting, refunding, and accounting of students’ tuition and loan accounts, as well as other institutional receivables, and also provide the means to help understand basic aspects of an account with Southern Illinois University. Our mission is to provide these services in the most efficient, friendly, effective and customer-oriented fashion possible. Please contact us by telephone: (618) 453-2221, e-mail: bursar@siu.edu, or visit our website at http://www.bursar.siu.edu. Additional student information is also available through SalukiNet: http://salukinet.siu.edu.

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-divi-

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 intersession 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 Austria, Australia, 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 only un-
less a department or program approves them to apply toward specific requirements.

**Financial Aid**

The Financial Aid Office administers federal, state, and institutional financial aid programs for SIU undergraduate, graduate and professional students. In Fiscal Year 2013, 17,815 students received $282,488,206 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.

**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 1 level, with football competing in the Football Championship Subdivision (FCS). Students only need to bring their valid student ID for admission into Saluki 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 2013-2014 academic year, over 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.

**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 Thursday during the summer session, as well as Wednesdays during intersession periods. It serves as a morning daily newspaper for the University and local communities. The Daily Egyptian is produced under professional supervision, using student editors and staff. About 75 students work at news-gathering, editing and layout, production, advertising and distribution. The circulation is about 7,800 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.

**SIU Arena**

The SIU Arena was built in 1964 and most recently renovated in 2010 at a cost of $20M. SIU Arena has a capacity of 8,339 for basketball games and is equipped to provide tenants with almost unlimited flexibility for a variety of events. SIU Arena has hosted all genres of concerts, trade shows, family events, and other special events. The facility is operated by Intercol-
legiate Athletics and is home to all Saluki Men’s and Women’s 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 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, WVSI 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.
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 Trustees 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 residency status of each applicant for admission to the university shall be submitted to the Admissions Office at the time of application for admission. A student may be reclassified at any time by the university upon the basis of additional or changed information. However, if the university has erroneously classified the student as a resident, the change in tuition shall be applicable beginning with the term following the reclassification; if the university has erroneously classified the student as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for review in accordance with these regulations. If the university has classified a student as a resident based on false or falsified documents, the reclassification to nonresident status shall be retroactive to the first term during which residency status was based on the false or falsified documents.

Adult Student
For the purpose of these regulations an adult is considered to be a student 18 years of age or over; a minor student is a student under 18 years of age. An adult, to be considered a resident, must have been a bona fide resident of the State for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university; and must continue to maintain a bona fide residence in the State, except that an adult student whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Minor Student
The residence of a minor shall be considered to be and to change with and follow:
1. that of the parents, if they are living together, or living parent, if one is dead; or
2. if the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of a court decree or order, that of the parent with which the person has continuously resided for a period of at least six consecutive months immediately preceding registration at the university; or
3. that of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
4. that of the legally appointed guardian of the person; or
5. that of the natural guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult relative with whom the person has resided and by whom the student has been supported for a period of at least six consecutive months immediately preceding registration at the university for any term, if the person’s parents are dead or have abandoned said person and if no legal guardian of the person has been appointed and qualified.

Parent or Guardian
No parent or legal or natural guardian will be considered a resident of the State unless said person
1. maintains a bona fide and permanent place of abode within the State, and
2. lives, except when temporarily absent from the State with no intention of changing the legal residence to some other State or country, within the State.

Emancipated Minor
If a minor has been emancipated, is completely self-supporting, and actually resides in the State, the minor shall be considered to be a resident even though the parents or guardian may reside outside the State. An emancipated minor who is completely self-supporting shall be considered to actually reside in the State of Illinois if a dwelling place has been maintained within the State for a period of at least six consecutive months immediately preceding term registration at the university. Marriage or active military service shall be regarded as affecting 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 Illinois.

If the spouse or dependent children of such member of the Armed Forces also live in the State, similar treatment shall be granted to them.

A person who is actively serving in one of the Armed Forces of the United States and who is stationed outside the State may be considered a resident only if the individual was a resident of the State at the time of entry into military service, except as otherwise specified by board policy.

A person who is separated from active military service will be considered a resident of Illinois immediately upon separation providing this person:
1. was a resident of the State at the time of enlistment in the military service; became treated as a resident while in the military by attending school at SIU while stationed in the State; or
2. has resided within the State for a period of six months after separation.

State and Federal Penitentiary
A person who is incarcerated in a State or Federal place of detention within the State of Illinois will be treated as a resident for tuition assessment purposes as long as said person remains in that place of detention. If bona fide residence is established in Illinois upon release from detention, the duration of residence shall be deemed to include the prior period of detention.

Minor Children of Parents Transferred Outside the United States
The minor children of persons who have resided in the State for at least six consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within 5 years from the time their parents are transferred by their employer to some location outside the United States.

Dependents of University Employees
For purposes of tuition assessment, all faculty, staff (including civil service employees), and graduate assistants, as well as their spouses and dependent children, shall be considered as resident students. The non-resident portion of tuition is waived for the spouses and dependent children of fellows, assistants and trainees who are appointed as fellows, assistants and trainees to the fullest extent permitted by their appointment.

Contractual Agreements
The chancellors, with the approval of the president, may enter into agreements with other institutions in or out of state under the terms of which students at the other institutions are defined as residents of the State of Illinois.

Policy on the Release of Student Information and Access to Student Records at Southern Illinois University Carbondale

I. Purpose
Southern Illinois University Carbondale ("the University") maintains records and information about its students for the purpose of providing educational, vocational, and personal services to the student. The University is committed to complying with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and the regulations promulgated thereunder ("FERPA"). For the purpose of complying with FERPA, the following Policy has been enacted.

II. Definitions
A. “Student” means any individual who is or has been enrolled at Southern Illinois University Carbondale in a course of study either on campus or off campus. The term “enrolled” is defined as having registered and paid fees into a course of study.
B. “Student Education Records” or “Education Records” means those records, files, documents, and other materials
which contain information directly related to the student and are maintained by the University or by any party acting for the University. The term does not include:

1. Personal records of instructional, supervisory, and administrative personnel which are kept in the sole possession of the maker, are used only as personal memory aids, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; or

2. Employment records relating to an individual who is employed by the University provided that the individual's employment is not as a result of his/her student status and the records are made and maintained in the normal course of business, related exclusively to the individual in his/her capacity as an employee, and not available for use for any other purpose.

3. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity provided; however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice and provided that the record is:
   i. Made, maintained, or used only in connection with treatment of the student; and
   ii. Disclosed only to individuals providing the treatment. For purposes of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the University.

4. Records that only contain information relating to an individual after that individual is no longer a student at Southern Illinois University Carbondale.

5. Records of the Department of Public Safety are not educational records and thus not subject to the provisions of this Policy provided the records are:
   i. Made, maintained, or used only in connection with law enforcement purpose;
   ii. Maintained by the Department of Public Safety; and
   iii. Not disclosed to individuals other than law enforcement officials of the same jurisdiction.

C. “Student Information” means any information contained in an educational record as defined in II.B.

D. “Legitimate Educational Interest” means the need to review an education record in order for a University official to carry out his/her responsibilities in regard to performing an administrative task outlined in the official’s duties, or performing a supervisory or instructional task directly related to the student’s education.

E. “Personally identifiable information” means any information that would make the student’s identity easily traceable and includes but is not limited to:
   1. The name of a student or family member of the student including but not limited to the names of the student’s parents or spouse;
   2. The address of the student;
   3. A personal identifier such as the student’s social security number, Dawg Tag number, or other student number; or
   4. A list of personal characteristics which would make the student’s identity easily traceable.

F. “Directory information” means:
   1. Student name;
   2. Student local and permanent address and telephone number;
   3. Student email address (SIU-issued only);
   4. Current and past term status (full-time, part-time);
   5. Classification (freshman, sophomore, undergraduate, graduate, etc.);
   6. Expected graduation date;
   7. Academic unit;
   8. Major;
   9. Dates of attendance;
   10. Degrees and honors earned and dates;
   11. The most recent educational agency or institution attended prior to enrollment at Southern Illinois University Carbondale;
   12. Participation in officially recognized activity or sport and the weight, height, pictures, and date of birth of athletic teams members;
   13. Picture; and
   14. For students appointed as fellows, assistants, graduate or undergraduate hourly employees, the title, appointing department, appointment dates, duties, and percent time of the appointment.


A. General Policy: Except as otherwise provided in this Policy, all requests for student educational records, other than directory information, shall not be disclosed absent a written authorization by the student for the release of those records. The appropriate recordkeeping office shall obtain this written consent prior to disclosing personally identifiable information. Written authorizations must be:
   1. Signed and dated by the student giving the consent;
   2. Identify the specific record(s) to be disclosed;
   3. Identify the party or parties to whom the disclosure may be made; and
   4. State the purpose of the disclosure.

B. When the disclosure of student educational records are made, the appropriate recordkeeping office shall, upon request, provide a copy of the records which are disclosed to the student. 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 pursuant to paragraph III(c)(i), responses to subpoenas or court orders pursuant to paragraph III(c)(x), or disclosures related to disciplinary proceedings pursuant to paragraph III(c)(x). For purposes of this policy, the Southern Illinois University Carbondale’s Department of Public Safety shall be treated as an outside agency and will therefore be required to comply with regulations relating to the disclosure of information from students’ educational records, as set forth in the policy.

C. Disclosure to Parents (including legal guardians). Parents may not have access to student records except as follows:
1. The student signs a consent form that meets the requirements of this Policy; or
2. The parent sends a statement in writing certifying that the student is a dependent as defined Section 152 of the Internal Revenue Code of 1954. The statement must be accompanied by a copy of the last income tax form filed by the parent(s). Once this statement and attachment is received, parents may have the same access to the student’s record as the student.

D. Exceptions to Prior Consent Requirements.

The University may disclose personally identifiable information from the education records of a student in the following circumstances without the prior consent of the student. Except for disclosures pursuant to (i), (x), (xii), or (xiii) below, disclosures of records under this subsection shall be on the condition that the party to whom the disclosure is made will not further disclose the information without the student’s written consent.

1. Directory information in accordance with subsection D below.
2. University personnel who have a legitimate educational interest as defined above;
3. Officials of other schools or school systems in which the student seeks or intends to enroll, if there is a legitimate need as determined by the head of the unit from whom the records are sought;
4. 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;
5. 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;
6. State and local officials as directed by the State Statute adopted prior to November 19, 1974, as approved by University General Counsel;
7. Organizations conducting studies for, or on behalf of, state or federal educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, with the guarantee that the identity of the student shall be protected;
8. In connection with financial aid for which the student has applied or received if the information is necessary to determine eligibility for the aid, determine the amount of aid, determine the conditions for aid, or enforce the terms and conditions of the aid;
9. Accrediting organizations to carry out their accrediting function, with the guarantee that the identity of the student shall be protected;
10. The final results of a disciplinary proceeding, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him/her. Victims of an alleged perpetrator of a crime of violence or a non-forcible sex offense may be provided with the final results of the disciplinary proceeding, regardless of the finding;
11. Appropriate individuals in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of a student or other persons;
12. In compliance with a judicial order or subpoena provided that the University shall make a reasonable effort to notify the student in advance of compliance unless such notification requirement is otherwise exempted by law. All such orders or subpoenas shall be sent to the Office of General Counsel upon receipt for handling; and
13. Parents of a student who is under 21 years of age at the time of disclosure when the University has determined that the student has committed a violation of any federal, state, or local law or any rule or policy of the University related to the use or possession of alcohol or controlled substance.

E. Disclosure of Directory Information.

Directory information pertaining to students may be released by the University without the prior consent of the student unless the student has provided written notification to Admission and Records that he/she does not wish for his/her directory information to be released without his/her prior consent. Upon receipt of this request, Office of the Registrar shall identify all information which the student desires not to be released outside the University and shall inform all University recipients of that information that the information is not to be released. The notification shall remain in effect until the student requests that the information no longer be restricted. All recipients of student information will be bound by this Policy.

F. Record of Disclosures.

Records custodians shall maintain a written record of each request for access to and disclosure of records containing personally identifiable information of a student with the records that were accessed. The record must identify the parties who requested and received a student’s record(s) and their basis for such request. This record shall be maintained in the file as long as the educational record is maintained. Records of disclosure are not required to be kept in the record of a student when the disclosure is initiated by the student, is to University officials with a legitimate educational interest, or is to a party seeking directory information.

IV. Identification and Description of Student Information.

A. Academic Records

The Office of the Registrar retains the official academic record of a student. It is a cumulative history of a student’s 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 University Registrar 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 also maintains some academic records. Admissions records are maintained by Undergraduate Admissions for undergraduate students and the Graduate School for graduate students.

B. Financial Records
Offices within the business area maintain certain financial records which relate to the 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 Office of the Registrar maintains a record of financial aid received and tuition and fees paid. For information concerning these records, contact the Director of Financial Aid. 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 the student health program. Only information pertinent to the health of the individual is contained therein. For information concerning these records, contact either the Director of Student Health Programs 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 coordinator 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
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 Student Rights and Responsibilities.

E. Placement Records
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 University Career Services.

V. Student Rights related to Review and Inspect Educational Records
A. Right to Inspect or Review Educational Records
A student has the right to review his/her educational records (except those records identified below) in the presence of a designated University representative. Students who wish to review an educational record shall submit his/her written request for review to the appropriate office. That office shall comply with the request within a reasonable time, but in any case, compliance shall be no more than 45 days after the receipt of the request. If a student needs an explanation or interpretation of a record, he/she shall make that request for an explanation or interpretation to the University representative participating in the review. Upon receipt of a reasonable request(s) for an explanation or interpretation of a record, a qualified University representative shall provide such explanation or interpretation. This request shall be fulfilled within a reasonable time after the request is made. A student may not remove original records from the University’s premises. The University shall provide a copy to the student only if not providing a copy would preclude review of the educational records by the student. Reasonable copying charges shall be assessed to the student. 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. Records exempted from student inspection or review. A student may not inspect or review the following records:
1. Financial records and statements of the student’s parents;
2. 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;
3. 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;
4. Any portion of a report which involves two or more students unless that may be censored to protect the identity of the other students(s).

C. Waiver of Right to Review or Inspect Educational Records. A student may waive his/her right to inspect and review education records. Any waiver must be in writing and signed by the student. The University (or each appropriate recordkeeping office) may not require a waiver of rights but it may request such a waiver. If a student has waived his/her right to see confidential letters of recommendation placed in his/her record after January 1, 1975, the waiver will be effective only if (i) the applicant or student is, upon request, notified of the names of all individuals providing the letters or statements; (ii) the letters or statements are used only for the purpose for which they were originally intended, and (iii) the waiver is not required by the University as a condition of admission to or receipt of any other service or benefit from the University. 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.

D. Effects of an Administrative Hold. When the University has placed 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, the student may view such records but will not be able to obtain a copy of the record(s) until the administrative hold is removed through the appropriate University channels.

VI. Student Rights to Request Amendment of Educational Records.

A student has the right to request an amendment to the contents of an educational record on the ground that he/she believes it is inaccurate, misleading, or otherwise in violation of his/her privacy or other rights and to have inserted in the record his/her written explanation of its contents. Academic grade review procedures are covered in the University catalog and/or the particular academic unit, department, or division.

A. Request for a Review

A student who believes that an educational record is inaccurate or misleading may submit a written request for review and modification of the record to the University official responsible for the record. The written request shall clearly identify the part of the record the student wants changed and each and every basis for the allegation or belief that the record is misleading or inaccurate. Within 30 days following receipt of such request, the University official, or his/her representative, shall provide a written decision on the request to the student.

B. Hearing

If the student disagrees with the decision of the University official, he/she may submit a written request for a hearing on the matter to the Chancellor. The written request shall include the original written request, the decision of the hearing officer on that request, and an explanation/justification for the request for a hearing. No hearing shall be held if a hearing or the opportunity for a hearing is available through some other University process. The existing hearing processes (capricious grading, student disciplines) already provide for an opportunity to add, correct, or otherwise modify that record. The Chancellor or his/her designee shall appoint a hearing officer who does not have a direct interest in the outcome of the hearing. The hearing officer shall provide written notice of the hearing date and location to the student, sent to his/her last known address, not less than 10 days in advance of the hearing. The student and University official responsible for the record shall have the right to attend the hearing, to be advised by an individual of his/her choice at his/her own expense, including an attorney, and to call witnesses in his/her behalf. Hearings shall not be open to the public. The hearing officer shall issue a decision on the matter within ten (10) days following the hearing. A copy of the decision shall be provided to the student and the University official responsible for maintaining the record. The decision reached shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. The hearing officer’s decision is final.

VII. Destruction of Records.

The University may destroy education records when they are no longer necessary provided that educational records may not be destroyed if there is an outstanding request to inspect or review them. Explanations of educational records placed in the record by the student and records of disclosure shall be maintained as long as the educational record to which they pertain is maintained.

VIII. Annual Notification to Students.

The Dean of Students or his/her designee shall provide a notification of rights and any other notifications required by law to students currently in attendance at the University of their rights under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g). All such notices shall be provided in a means that is reasonably likely to inform the students of their rights.

IX. External Complaints.

If a student believes that his/her rights have been violated, he/she should first file a complaint with the head of the office which maintains the records in question. After exhausting all remedies available within the University, the student may file a written complaint within one hundred eighty (180) days of the alleged violation to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue Washington, D.C.
20202-4605

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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