

SIUe

School of Education

Elliott Lessen, Dean

www.siu.edu/education

School of Education

The School of Education offers undergraduate programs in professional education, psychology, and speech pathology and audiology. Professional education programs prepare students for teaching positions in early childhood education, elementary education, health education, secondary education, special education, and physical education. SIUE's teacher education programs prepare persons for various teaching fields through a blend of course work, field experiences, and student teaching. Teacher education programs at SIUE are partnership-based in public schools in the Metro East area of southwestern Illinois. Because of SIUE's commitment to diversity in its broadest sense, partnership schools include those in rural, urban, and metropolitan communities as well as those identified as hard-to-staff.

The Department of Psychology offers both a comprehensive major and a program for students who wish to pursue graduate study in psychology. Speech pathology and audiology majors pursue a program of study for the purpose of helping people who have communication disorders. Certification in speech pathology occurs at the graduate level. The Department of Kinesiology and Health Education offers options for students interested in exercise and wellness and community health. Through any of the undergraduate programs, students may become qualified to enter graduate studies in the School of Education.

The School of Education is accredited through the National Council on the Accreditation of Teacher Education (NCATE). All teacher education programs are recognized nationally through NCATE and the content area specialty professional associations, and the school and programs are approved by the Illinois State Board of Education (ISBE).

Admission and Advisement

Procedures vary for admission to different programs in the School of Education. Therefore, students should consult the appropriate department chair for specific information.

Students interested in teacher education may contact the Office of Clinical Experiences, Certification and Advisement (OCECA). Admission to the University or to a degree program in an academic department does not necessarily constitute acceptance into a teacher certification program. Teacher education students must be officially admitted to teacher education to secure a student teaching assignment, and qualify for a teaching certificate. For admission into any program in teacher education, a student must present a grade point average of at least 2.5, must receive a grade of C or better in English

101 and 102, meet other program-specific admission requirements, and pass the Illinois Certification Testing System Test of Basic Skills. Students apply to teacher education programs in OCECA.

Degrees

The School of Education grants the bachelor of science degree with majors in early childhood education, elementary education, health education, physical education, and special education. The bachelor of arts and bachelor of science degrees with majors in psychology and speech pathology and audiology also are offered.

Teaching Certificates

Upon successful completion of a teacher education program and passing the Illinois Certification Testing System Test of Basic Skills (one of the admission requirements for teacher education), the appropriate content test (required for the student teaching placement) and the appropriate assessment of professional teaching, students qualify for a teaching certificate in the State of Illinois and may apply for teaching certificates in other states. Students seeking degrees in other majors may qualify for a 6–12 secondary or a K–12 special certificate by completing an approved program in teacher education. Speech pathology majors who wish to pursue certification must first obtain a master's degree.

Pre-Student Teaching Clinical Experiences

The Illinois State Board of Education requires a minimum of 100 clock hours of pre-student teaching clinical experiences in the area for which a student seeks certification. This experience, which must be completed and documented prior to student teaching, is arranged through the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110.

Student Teaching

Student teaching is the culminating experience in professional teacher education programs. It is required in order to meet the degree requirements of the School of Education, the certification requirements of Illinois and Missouri, and the standards of the National Council for the Accreditation of Teacher Education.

Student teaching requires full-day involvement in a public school. Accordingly, students should avoid taking other courses or employment during student teaching and should schedule it at a time when they will be free of other demands on their time and energy. Requests for course overload during student teaching must be approved by the department chair and the associate dean for instruction of the School of Education. Student teaching is not available during the summer term.

The student teaching application procedure begins during the year prior to the assignment. Students must pass the appropriate Illinois Certification Testing System Content Test before they can begin their student teaching placement. In addition, each department that has a program leading to teacher certification has established policies regarding the application for student teaching. Students should secure student teaching information from an adviser in the appropriate department. Junior and senior transfer students should contact an adviser for application information during or before orientation. Student teaching application packets may be obtained from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110. Students should check with that office for application deadline dates.

The School of Education maintains the responsibility for student teaching assignments. Most pre-student teaching clinical assignments and student teaching placements are in identified partner schools and school districts within 35 miles of the university. Pre-student teaching clinical experiences and student teaching will provide teacher candidates with a breadth of experiences in diverse settings.

Following are additional prerequisites for registering for and receiving an assignment for student teaching:

- 1 All teacher candidates, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must, therefore, consult with an OCECA adviser to make certain they are meeting requirements of an approved program well in advance of student teaching.
- 2 Student teaching assignments are made after admission to the School of Education and the completion of at least 96 hours. Students must have a minimum cumulative grade point average of 2.5 in advance of the student teaching assignment. Transfer students must be in residence for one semester prior to beginning student teaching.
- 3 Students must have a 3.0 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.
- 4 Students must have completed all required major and professional education courses, as well as all pre-student teaching clinical experiences.
- 5 A report of a tuberculosis skin test or X-ray taken no more than 90 days before the student teaching assignment is required.
- 6 In addition to the tuberculosis skin test, the student teaching application packet includes a student profile

sheet and a record of eligibility. All forms must be completed with assistance from other University personnel and submitted by the posted due date.

Note: Students entering the undergraduate teacher education programs are required to complete a criminal history form and submit to a criminal background check. Only students whose background check indicates that the student has not been convicted of any of the offenses set forth by the Illinois State Board of Education, in compliance with SIUE School of Education policy, will be allowed to begin the program. Additionally, Illinois law requires Illinois school boards to conduct a criminal background investigation on applicants for employment. This law prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of a number of offenses. At present, offenses include first degree murder, any Class X felony; juvenile pimping, soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannibis Control Act; and crimes defined in the Illinois Controlled Substances Act. Employment must be denied whether the offenses and /or conviction occurred inside or outside Illinois.

Curriculum and Instruction

Professors: DeToye, L.M. (Associate Dean)

Associate Professors: Bushrow, K.M.; Searcy, L.; Smith, R.E. (Chair); Wilson, R.G. (Asst. Provost for Social and Cultural Diversity)

Assistant Professors: Bollander, J.; Breck, S.; Latorre, M.P.; DeWeese, D.; Gallagher, W.J.; Marlette, S.; McAndrews, S.; O'Donnell, B.; Pryor, C.; Reading, G.; Sherwood, E.; Taylor, A.R.

Career Opportunities

The Department of Curriculum and Instruction offers programs leading to the bachelor of science degree in education. These programs fulfill requirements for initial certification to teach elementary education, early childhood education, and secondary education. Initial elementary certification includes kindergarten through grade nine. With the Illinois initial early childhood certificate, students are certified to teach children from birth through grade three. The initial secondary certificate provides certification for teaching grades 6 through 12. A middle grades endorsement is required to teach grades 6

through 8. Initial certification in art education, music education, and physical education provides certification for teaching kindergarten through grade 12. Art education and physical education also offer initial certification for grades 6 through 12.

Elementary Education Partnership Program Overview

The Elementary Education Partnership Program is a collaborative agreement between SIUE and public school districts whereby classroom teachers and university professors work together to provide elementary education majors a unique opportunity to regularly interact with K–9 students. This state-of-the-art program addresses both the new national standards set by the National Council of the Accreditation of Teacher Education and state standards set by the Illinois State Board of Education.

The elementary education two-year partnership program is the only route to initial certification at SIUE for grades K–9. The elementary education program has a limited enrollment policy. The number of students admitted will depend on the resources available; admission to the elementary partnership program will therefore be competitive. Because the number of qualified applicants may exceed program resources, meeting or surpassing the minimum eligibility criteria will not guarantee admission to the program. SIUE Presidential, Dean’s or Chancellor’s Scholars and recipients of Golden Apple scholarships meeting minimum requirements will be given priority placement in the program. Students will be admitted only once a year, prior to each fall semester. Students admitted to the program will be expected to begin the professional sequence the fall semester following admission. Students may submit a partnership program application before meeting eligibility requirements if they are in the process of completing the requirements. For admission requirements, please carefully read the appropriate partnership program information sheet and the admission policy handout available from the Office of Clinical Experiences, Certification and Advisement (OCECA). Applications must be turned in to OCECA by the posted due date. Applicants should verify their GPA and/or scores that OCECA advisers submit to the faculty for admission selection. Applications for the partnership program are available the first day of every spring semester. Notification of admission status is mailed to applicants in June prior to the program beginning the following fall semester. The program begins only in the fall. Meeting minimum eligibility requirements does not guarantee admission to the program.

Minimum Eligibility Requirements for the Partnership Program

- 1 completion of all skills courses (or approved equivalents) with a grade of C or better: ENG 101, 102, SPC 103/104/105, PHIL 106 and CMIS 108.

- 2 completion of CI 200 or its equivalent with a grade of C or better
- 3 combined GPA (all post-secondary work) of 2.5 or higher
- 4 good academic standing at SIUE if applicable
- 5 passing the ICTS Basic Skills Test
- 6 completion of 42 semester hours or more of college-level course work
- 7 completion of the Self-reporting disposition survey on file with the School of Education
- 8 limited number of non-partnership program classes remaining at the end of the summer term prior to admission to the program.

Requirements 1–5 above must be met before students may declare their major or enroll in curriculum and instruction courses or required professional education courses. The ICTS Basic Skills Test is given only at scheduled times. Students should consult OCECA for test information.

To remain in the elementary education program, the student must maintain a 2.5 GPA and earn a grade of C or better in all field and professional education courses. Normally, a student also must receive a satisfactory recommendation from the cooperating teacher and University instructor.

Selection Process for Partnership Programs

Students who apply and meet the minimum eligibility requirements will be ranked and selected for admission to the partnership program. Ranking will be determined by a formula using GPA and the ICTS Basic Skills Test score.

The selection process will occur after spring semester grades are received. After the June selection process, should placements become available, those positions will be offered to the next student on the ranked list.

The Elementary Education Partnership Program is a collaborative agreement between SIUE and public school districts whereby classroom teachers and university professors work together to provide elementary education majors a unique opportunity to regularly interact with K–9 students. This state-of-the-art program addresses both the new national standards set by the National Council of the Accreditation of Teacher Education and state standards set by the Illinois State Board of Education.

To remain in the elementary education program, the student must maintain a 2.5 GPA and earn a grade of C or better in all field and professional education courses. Normally, a student also must receive a satisfactory recommendation from the cooperating teacher and University instructor.

Degree Requirements
Bachelor of Science Degree
Elementary Education

The program in elementary education requires 51 hours of general education courses, 3 hours of health and physical development, 59 hours of professional education courses, and 15 hours in an academic emphasis. Transfer students may be required to complete additional hours in general education to meet certification requirements. Students seeking certification in elementary education must meet SIUE general education requirements.

General Education	51
Skills (including Mathematics)	15
ENG 101	3
ENG 102	3
SPC 103	3
PHIL 106	3
CMIS 108	3
Fine Arts and Humanities	6
MUS 111	3
Literature (Distribution course)	3
Interdisciplinary Studies	3
Natural Sciences and Mathematics	15
MATH 112a or 112b or approved equivalents	6
ESCI 111	3
Science	3
SCI 241 (lab) required at SIUE	3
Social Sciences	12
HIST 200 and 201	6
GEOG 111 and PSYC 111	6
Health and Physical Development	3
HED 201	3
Academic Emphasis (Including 9 hours minimum at 300 or 300+ level; consult adviser for specific, limited options)	15
Professional Education	59
Core and Elementary Pre-clinical Coursework	20
CI 200	2
PSYC 201	3
EPFR 315	3
EPFR 320	3
Special Education 400	3
Art 300a	3
KIN 330	3
Partnership	39
CI 314 (3, one-hour)	3
CI 413	3
CI 337	3
CI 338	3
CI 343	3
CI 407	3
CI 415	3
CI 442	3
CI 445	3
CI 451a	10
CI 452	2
Total	128

The senior project, a University requirement, is an integral part of the elementary education program. Additional details are provided by program faculty and University supervisors.

Related Web Sites

www.siu.edu/EDUCATION/oceca/elementary.html
www.isbe.net/teachers/documents/tocminreq.htm

Students are required to read the University catalog and to study the Teacher Education Handbook, available at the SIUE campus bookstore. The Teacher Education Handbook is required for the Introduction to Education (CI 200) course. Students should purchase and review it as soon as they identify an interest in the teaching profession. Then they should schedule an appointment with a School of Education adviser.

Early Childhood Education
Partnership Program Overview

The early childhood education two-year partnership program is the only route to initial certification at SIUE for ages birth through third grade. Students may submit a partnership program application before completing eligibility requirements if they are in the process of completing the requirements. The two-year partnership program is extremely competitive, has limited enrollment and requires faculty approval. For any partnership cohort, there may be more applicants than openings. For admission requirements, please carefully read the appropriate partnership program information sheet and the admission policy handout available from the office of Clinical Experiences, Certification and Advisement (OCECA). Applications must be turned in to OCECA by the posted due date. Applicants should verify their GPA and/or scores that OCECA advisers submit to the faculty for admission selection. Applications for the partnership program are available the first day of every spring semester. Notification of admission status is mailed to applicants in June prior to the program beginning the following fall semester. The program begins only in the fall.

Minimum Eligibility Requirements
for the Early Childhood Partnership Program
(Meeting eligibility requirements does not guarantee acceptance into the program.)

- 1 completion of all skills courses (or approved equivalents) with a grade of C or better: ENG 101, 102, SPC 103/104/105, PHIL 106 and CMIS 108.
- 2 completion of CI 200 or its equivalent with a grade of C or better
- 3 combined GPA (all post-secondary work) of 2.5 or higher
- 4 good academic standing at SIUE if applicable
- 5 passing the ICTS Basic Skills Test
- 6 completion of 42 semester hours or more of college-level course work

- 7 completion of the self-reporting disposition survey on file with the School of Education
- 8 limited number of non-partnership program classes remaining at the end of the summer term prior to admission to the program.

Selection Process for Partnership Programs

Students who apply and meet the minimum eligibility requirements will be ranked and selected for admission to the partnership program. Ranking will be determined by a formula using GPA and the ICTS Basic Skills Test score.

The selection process will occur after spring semester grades are received. After the selection process, should placements become available, those positions will be offered to the next student on the ranked list.

Requirements 1–5 above must be met before students may declare their major or enroll in curriculum and instruction courses or required professional education courses. The ICTS Basic Skills Test is given only at scheduled times. Students should consult OCECA for test information.

The early childhood education program at SIUE is delivered through a partnership program. The partnership program is a collaborative agreement between SIUE and public school districts whereby classroom teachers and university professors work together to provide early childhood education majors a unique opportunity to regularly interact with children birth to grade 3. This state-of-the-art program addresses both the new national standards set by the National Council for the Accreditation of Teacher Education and state standards set by the Illinois State Board of Education.

To remain in the early childhood education program, the student must maintain a 2.5 GPA and earn a grade of C or better in all field and professional education courses. A student also must receive a satisfactory recommendation from the cooperating teacher and University instructor.

Degree Requirements

Bachelor of Science

Early Childhood Education

The program in early childhood education requires 54 hours of general education courses, 3 hours of health and physical development, 56 hours of professional education courses and 18 hours in an academic emphasis. Transfer students may be required to complete additional hours in general education to meet certification requirements. Students seeking certification in early childhood education must meet SIUE general education requirements.

General Education	54
Skills (including Mathematics)	15

English 101	3
English 102	3
Speech 103	3
Philosophy 106	3
CMIS 108	3
Fine Arts and Humanities	9
Art 111	3
Music 111	3
Literature (a distribution course)	3
Interdisciplinary Studies	3
Interdisciplinary Studies 324 or 326 (to meet non-Western culture requirement)	3
Natural Sciences and Mathematics	15
MATH 112a and 112b or approved equivalents	6
ESCI 111	3
Science	3
SCI 241 (lab) required at SIUE	3
Social Sciences	12
History 200 and 201	6
GEOG 111 and PSYC 111	6
Health and Physical Development	3
HED 201	3
Academic Emphasis	18
(includes 9 hours minimum at 300 or 300+ level; consult adviser for options)	
Professional Education	59
Core and Early Childhood Coursework	17
CI 200	2
CI 421	3
EPFR 315	3
EPFR 320	3
SPE 400	3
SPPA 490	3
Partnership	39
CI 301	3
CI 316 (3, 1-hour)	3
CI 317	3
CI 323	3
CI 343	3
CI 324	3
CI 426	3
CI 414	3
CI 450	5
CI 451a	5
CI 452	2
SPE 440	3
Total	131

The senior project, a University requirement, is an integral part of the early childhood education program. Additional details are provided by program faculty and University supervisors.

Students pursuing a career in teaching should make certain their courses are in compliance with University and departmental degree requirements as well as state certification requirements. Information about these requirements is provided to undergraduates by the education advisers in the Office of Clinical Experiences, Certification and Advisement. Important notices are posted for review.

Related Web Sites

- www.siue.edu/EDUCATION/oceca/elementary.html
- www.isbe.net/teachers/documents/tocminreq.htm

Students are required to read the University catalog and to study the Teacher Education Handbook, available online through the SIUE Web site. The Teacher Education Handbook is required for the Introduction to Education (CI 200) course. Students should review it as soon as they identify an interest in the teaching profession. Then they should schedule an appointment with a School of Education adviser.

Requirements for Teacher Certification Secondary Education

Secondary education is a sequence of professional courses leading to an initial teaching certificate for secondary schools. In the first two years, students complete a program of general education in skills, fine arts and humanities, social sciences and natural sciences and mathematics. During this time, students also enroll in Curriculum and Instruction 200 — Introduction to Education, and pass the designated basic skills test. During the third and fourth years, students ordinarily complete work in the major teaching field and in professional education. Students must complete the mandatory 100+ pre-clinical hours prior to student teaching.

Students wishing to teach at the secondary level may choose one of two options:

- 1 Obtain a bachelor of arts degree in a major field and obtain teaching certification through courses offered by the Department of Curriculum and Instruction in the School of Education. (For example, a bachelor of arts degree in history through the College of Arts and Sciences with teacher certification.) This option requires that students take a full year of a foreign language.
- 2 Obtain a bachelor of science degree in a major field and obtain teaching certification through courses offered by the Department of Curriculum and Instruction in the School of Education. (For example, a bachelor of science degree in history through the College of Arts and Sciences with teacher certification.)

Students do not obtain a major in secondary education in either of the two options. For both options, students major in an academic discipline other than education, and the degree is granted by the college or school that offers the appropriate major. Some disciplines do not offer the options identified above. Some majors require a minor. In order to choose the degree option that best suits their needs and career aspirations, students should consult with an adviser in the major field, who is responsible for monitoring general education requirements, and an adviser in the School of Education, who is responsible for monitoring professional education and certification requirements.

Regardless of the degree option chosen, teacher certification requires admission into teacher education through the School of Education, professional education courses, 100 pre-clinical hours, and student teaching. Students need to be advised both by their major adviser and by an education adviser from the Office of Clinical Experiences, Certification, and Advisement as soon as possible.

Admission Requirements for Initial Teacher Certification, Secondary Education

To be considered for admission into the teacher certification program, students must:

- 1 complete 42 semester hours of course credit and have a cumulative grade point average of 2.5 or higher, including past institutions, and have an SIUE GPA of 2.5;
- 2 pass the Illinois Certification Testing System Test of Basic Skills;
- 3 receive a grade of C or above in five skills courses, and
- 4 complete successfully the introductory course, Curriculum and Instruction 200, or its equivalent with a grade of C or better.

Degree Requirements Secondary Teacher Certification

The following guidelines pertain to the completion of certification requirements. Some programs may take more than eight semesters for completion of certification requirements, depending on the teaching fields selected.

General Education	48-50
Students are required to fulfill all University general education requirements. Specific choices within that menu of courses may be required by the teaching major. Students are required to complete a total of eight courses in the three arts and sciences areas. The allocation of the eight courses depends upon the students' majors and interests; however, five courses must be at the introductory level, and three must be distribution courses.	
Skills Option A — 15 hours	15
English 101	3
English 102	3
Speech Communication 103	3
Philosophy 106 or Mathematics 106*	3
Computer Science 108*, CMIS 108 or Statistics 107* ..	3
Students may choose General Education Skills Option B, with a foreign language.	
Fine Arts and Humanities	9 or 12
Natural Science and Mathematics	9 or 12
Social Sciences	9 or 12
Interdisciplinary Studies	3
Major in Teaching Field	36-45
See departmental outlines for specific information for each major.** Students may be required to complete a teaching methods course within the major.	

Minor, Second Teaching Field, or supporting courses	12-25
Depending on the major, students may be required to complete a minor for broad field certification. Others may take courses that support their major but do not constitute a complete minor. Please consult the secondary education adviser for details.	
Professional Education	28
Art, health education, music, and physical education follow a different set of professional education requirements as listed in the appropriate sections of the catalog. A grade of C or better is required in all professional education courses.	
Curriculum and Instruction 200	2
Curriculum and Instruction 315a	2
Curriculum and Instruction 315b	2
Curriculum and Instruction 352	10
Curriculum and Instruction 440	3
EPFR 320	3
EPFR 315	3
Special Education 400	3
Total	124-128

** Courses that carry the major prefix cannot be used to meet general education requirements; however, minor courses can be used to meet general education requirements.

Additional University Requirement

The University requires students to submit a senior project. This requirement is an integral part of the program. Details are available in the adviser's office.

Educational Leadership

Professors: Nelson, W.A. (Chair); Smith, C.A.

Associate Professor: Lavelle, E.

Assistant Professors: Byrd-Blake, M.; Hunt, J.; Knowlton, D.S.; Liu, Y.; Morice, L.; O'Malley, M.; Puchner, L.D.; Roseboro, D.; Szabo, Z.; Theodore, P.; Thomeczek, M.

The Department of Educational Leadership primarily offers graduate degree programs. However, the faculty provide a number of support courses that are integral to all undergraduate teacher education programs.

Kinesiology and Health Education

Professor: Baker, John A.W. ; Goldsmith, M.D.; Vogler, E. William (Chair)

Associate Professors: Covington, N.K.; Lox, C.L. (Associate Dean); Prince, A.R.

Assistant Professors: Burt, T.; Cluphf, D.J.; Hurley, K.; LeCheminant, J.; Schroeder, C.; Smith, J.

The Department of Kinesiology and Health Education offers undergraduate programs for students interested in careers in kinesiology or health education. Students interested in careers in kinesiology have two programs of study from which to choose — exercise and wellness, and physical education teacher education — while those in health education have two options — school health and community health.

Before fulfilling any major requirements, students must apply to be declared a major either in kinesiology (exercise and wellness and physical education teacher education) or health education (school health and community health) in the Office of Academic Counseling and Advising. Declaration will be allowed if students meet all admittance obligations, which differ between programs. A transcript of previous college work and an approved application for admission must be on file with the department. Admitted students will be notified by letter by the department.

The specific degree programs available through the Department of Kinesiology and Health Education are outlined below. Interested students should contact a departmental adviser in the appropriate field.

Kinesiology

Major Programs

The Department of Kinesiology and Health Education offers a bachelor of science degree with programs of study in exercise and wellness, and physical education teacher education. The latter is a certification program that prepares students to teach physical education in public schools. Completing requirements for the teacher certification program may necessitate summer course work or additional time beyond the traditional four-year degree.

Kinesiology Minor Program

The minor program in kinesiology is under revision. Please contact departmental advisors for the latest update.

Activity Courses

In addition to offering the major and minor, the Department of Kinesiology and Health Education offers a variety of physical activity courses. These courses, numbered KIN 112 through 270, may be taken on a pass/no credit basis.

Admissions and Entrance Requirements for Majors and Minors

Before completing the application for a major or minor, students must remedy all high school deficiencies and complete all required academic development courses. To be admitted to a program in kinesiology, students must present a cumulative grade point average of 2.5 or higher.

Physical Education Teacher Education (PETE)

The PETE program is a field-based, competitive admission program limited to 30 students each fall. To be considered for entrance, students must: (a) complete 42 hours of course credit and have a cumulative grade point average of 2.5 or higher; and (b) pass the designated skills test (Illinois Certification Testing System Test of Basic Skills) (check with Office of Clinical Experiences, Certification and Advisement for testing schedule); and (c) earn a grade of C or better in English 101 and 102, Speech 103, Philosophy 106, and Statistics 107 or their equivalents; and (d) successfully complete the introductory courses Curriculum and Instruction 200 or equivalent and KIN 332, Instructional Strategies for Physical Education (with a grade of B or higher).

Students with a combination of the highest GPA, scores on the Basic Skills Test, and grades and teaching performance assignments in KIN 332 will be given the highest consideration for admission into the program. Other factors will be considered on a case-by-case basis *e.g.* candidate experience and/or background may influence admission. Meeting the minimal criteria does not guarantee admission into the program, as space will be limited.

There will be two rounds of admission for the fall only program start. Students may begin applying in January of each academic year. A first round of admission will occur at the end of spring semester in mid-May for matriculating SIUE students. Second-round decisions will be made at the end of the summer session in July both for SIUE and transfer students who need an opportunity to take the required entry level course, KIN 332, Instructional Strategies. Note, KIN 332 will be restricted to students pursuing a state certification in physical education teaching who either have taken or have registered to take the Test of Basic Skills (see above). Potential candidates may apply in the departmental office.

Applications for admission are available in the department; students should contact an advisor for additional information.

Retention Standards for All Majors

To remain in good standing in both programs, students must maintain a cumulative grade point average of 2.5 or higher. In addition, students must achieve a grade of C or better in all major courses. In exercise and wellness, students falling below the required 2.5 GPA will be placed on departmental probation for one semester. Students not regaining the required GPA of 2.5 following this probationary period will be dropped from the major and withdrawn from all kinesiology and health education courses. Students may re-apply to the exercise and

wellness program once their GPA has again reached the required 2.5. In physical education teacher education (PETE), there is no probationary period. Students falling below a 2.5 GPA will be immediately dropped from the program and their academic record file will be returned to the Office of Academic Counseling and Advising. Dropped PETE students may have to wait up to 1 year to reapply to the program, since the sequence of courses is not repeated until that time. There are no guarantees of readmittance into the program.

Exit Requirements for All Majors

Courses must be repeated if minimum grade expectations are not met. If pursuing the major with teacher certification, students must complete student teaching and all other requirements pertaining to eligibility for secondary or K–12 teacher certification. All students must complete the senior assignment, which demonstrates synthesis of the major concepts of the discipline as a part of the course requirements in KIN 455 or KIN 460.

Retention Standards for Minors

To remain in good standing in a kinesiology minor program, students must maintain a grade point average of 2.5 with grades of C or better in all minor courses.

Degree Requirements

Bachelor of Science Exercise and Wellness

General Education	44
Written Expression	6
ENG 101 and 102	
Option A — Skills	9
SPC 103 or 105; CMIS 108 or STAT 107; MATH 106 or PHIL 106	
Introductory Courses	16
Fine Arts and Humanities (Select one.)	3
ART 111; ENG 111; FL 111; MUS 111; PHIL 111; SPC 111; THEA 111	
Natural Sciences and Mathematics	7
BIOL 111, CHEM 120a/124a	
Social Sciences	6
PSYC 111 and SOC 111	
Distribution Courses	10
Fine Arts and Humanities	3
PHIL 321 or SPC 201	
Natural Sciences and Mathematics	4
BIOL 240b	
Social Sciences	3
Distributed Social Science	
Interdisciplinary Course	3
Kinesiology	49
Theoretical Base	40
KIN 300 Strength Training and Fitness	1
KIN 315 Homokinetics I	3
KIN 316 Homokinetics II	3
KIN 318 Basic Concepts	2
KIN 410 Exercise for Special Populations	3
KIN 412 Body Composition	3
KIN 414 Exercise Adherence	3
KIN 416 Exercise Assessment and Programming	3
KIN 420 Physiological Effects of Motor Activity	3

KIN 445 Organization and Administration of Wellness Programs	2
KIN 460 Internship in Physical Education	3
HED 201 Healthful Living	3
HED 334 First Aid	2
HED 355 Community Health	3
HED 360 Nutrition, Exercise and Weight Control	3
Approved Major electives	9
Electives	31
Total	124

**Degree Requirements
Kinesiology Major (K-12)
Teaching Certification**

General Education	51
Written Expression	6
ENG 101 and 102	
Option A — Skills	9
SPC 103 or 105; CS 108 or STAT 107; MATH 106 or PHIL 106	
Introductory Courses	18
Fine Arts and Humanities (Select one.)	3
ART 111, ENG 111, FL 111, MUS 111, PHIL 111, SPC 111, THEA 111	
Natural Sciences and Mathematics	9
BIOL 111; MATH 111; CHEM 120a/124a or PHYS 111 and PHYS 112, or ESCI 111	
Social Sciences	6
PSYC 111 and SOC 111	
Distribution Courses	15
Fine Arts and Humanities	6
Select any two fine arts and humanities courses. An ENG course must be taken if ENG 111 is not taken at introductory level.	
Natural Sciences and Mathematics	3
Select one from: BIOL 203; 205; SCI 241 (SCI 241 required if lab not taken at introductory level)	
Social Sciences	6
POLS 112 and HIST 200 or 201	
Interdisciplinary Course	3
IS 324 or 326 (meets non-Western culture requirement) An additional humanities or history course must be taken if PHIL 106 has not been completed.	
Kinesiology	62
Skill Techniques	14
KIN 302 Rhythmical and Tumbling Activities for Children	2
KIN 303 Lifetime/Fitness Activities in Physical Education	3
KIN 304 Individual/Dual Activities in Physical Education	3
KIN 305 Non-traditional Activities in Physical Education	3
KIN 307 Team Activities in Physical Education	3
Theoretical Base	21
KIN 315 Homokinetics I	3
KIN 316 Homokinetics II	3
KIN 320 Motor Learning and Development	3
KIN 420 Physiological Effects of Motor Activity	3
KIN 430 Measurement and Evaluation in Kinesiology	3
KIN 450 Psychosocial Aspects of Sport and Physical Activity	3
HED 210 Healthful Living	3

Pedagogical Base	15
KIN 325 Psychomotor Programming for Special Populations	3
KIN 330 Curriculum and Instructional Strategies for Elementary Physical Education	3
KIN 332 Instructional Strategies in Physical Education	3
KIN 334 Early Childhood Physical Education	3
KIN 435 Curriculum and Instructional Strategies for Secondary Physical Education	3
Culminating Experiences	15
KIN 455 Senior Professional Seminar	3
KIN 461 Student Teaching in Elementary Physical Education	6
KIN 462 Student Teaching in Secondary Physical Education	6
Professional Education	11
EPFR 315 Educational Psychology	3
EPFR 320 Multicultural Society	3
CI 200 Introduction to Education	2
SPE 400 The Exceptional Child	3
Total	127

Health Education

Drawing from the biological, social, and behavioral sciences, the program in health education provides knowledge and skills essential for functioning as a health educator in today's challenging world. Students choosing to major in health education will be required to select from two program options: school health education or community health education.

The school health education program leads to the Illinois Initial Secondary Teaching Certificate, which applies to the teaching of health in grades six through 12. The community health education program provides the knowledge and skills necessary to become certified as a health education specialist. Community health educators find employment opportunities in public health agencies; volunteer and private agencies; hospitals and other health care settings; local, state, and national governmental agencies; as well as business and industrial settings.

Interested students should contact a health education adviser in the Department of Kinesiology and Health Education in the Sam M. Vadalabene Center.

**Degree Requirements
Bachelor of Science Degree
School Health Option**

Entrance/Retention Requirements

To be admitted, students need a minimum cumulative GPA of 2.5 and must meet all other teacher education admission requirements. To be retained, majors must maintain a GPA of 2.5 in their SIUE course work and obtain a grade of B or better in HED 201, and grades of C or better in all HED major classes. School health students falling below the required 2.5 GPA will be placed on

department probation for one semester. Students not regaining the required GPA of 2.5 following this probationary period will be dropped from the major and withdrawn from all kinesiology and health education courses. Students may reapply to the health education program once their GPA has again reached the required 2.5

Exit Requirements

Students are required to complete a senior assignment. Successful completion of an appropriate student teaching assignment culminates the student's professional preparation.

General Education	43
Written Expression	6
ENG 101	3
ENG 102	3
Option A — Skills	9
SPC 103	3
MATH or PHIL 106	3
CS 108 or STAT 107	3
Introductory Courses	16
Fine Arts and Humanities	3
Choice of 111 approved courses	
Natural Sciences and Mathematics	7
BIOL 111	3
CHEM 120a and 124a	4
Social Sciences	6
PSYC 111	3
SOC 111	3
Distribution Courses	9
Fine Arts and Humanities	3
Choice of approved courses	3
Natural Sciences and Mathematics	3
BIOL 203	3
Social Sciences	3
Choice of approved courses	3
Interdisciplinary Course	3
Health Education Core Major Requirements	30
HED 201, 205, 334, 355, 360, 380, 455, 470, NURS 212, BIOL 240A	
School Health Education Requirements	37
HED 460, 465, 471 CI 200, 315b, 352k, EPFR 315, 320, EDUC 305, 381, SPE 400	
Second Teaching Field	14
Total	124

Degree Requirements

Bachelor of Science Degree

Community Health Education Option

Entrance/Retention Requirements

To be admitted, students need a minimum cumulative GPA of 2.5 and completion of English 101 and 102 with grades of C or above. To be retained, majors must maintain a GPA of 2.5 in their SIUE course work and obtain a grade of B or better in HED 201 and grades of C or better in all HED major classes. Community health students falling below the required 2.5 GPA will be placed on department probation for one semester. Students not regaining the required GPA of 2.5 following this probationary period will be dropped from the major and withdrawn from all kinesiology and health education courses. Students may reapply to the health education program once their GPA has again reached the required 2.5

Exit Requirements

Students are required to complete a senior assignment. Successful completion of an appropriate field experience will culminate the student's professional preparation.

General Education	43
Written Expression	6
ENG 101	3
ENG 102	3
Option A — Skills	9
SPC 103 or 105	3
MATH or PHIL 106	3
CS 108 or STAT 107	3
Introductory Courses	16
Fine Arts and Humanities	3
Choice of 111 approved courses	3
Natural Sciences and Mathematics	7
BIOL 111	3
CHEM 120a and 124a	4
Social Sciences	6
PSYC 111	3
SOC 111	3
Distribution Courses	9
Fine Arts and Humanities	3
Choice of approved courses	3
Natural Sciences and Mathematics	3
BIOL 203	3
Social Sciences	3
Choice of approved courses	3
Interdisciplinary Course	3
Choice of approved courses	3
Health Education Core Major Requirements	30
HED 201, 205, 334, 355, 360, 380, 455, 470, NURS 212, BIOL 240A	
Community Health Education Requirements	39
HED 313, 390, 391, 405, 410, 463, 464, 499, SPC 213 or 223, PSYC 206	
Approved Major Electives	9
Three or more courses selected from the following: HED 400, 460, 462, 465, 471, 489 or from appropriate disciplines approved by the adviser.	
Elective	3
Total	124

Health Education Minor Requirements

The Department of Kinesiology and Health Education offers a minor in health education, which may be selected by majors in any field. A minor in health education may assist those who wish to receive teacher certification in health, but it is still necessary to complete a major in an approved certification program.

The minor consists of 21 semester hours. Students are required to take HED 201, 205, and 355. The remaining 12 hours are chosen from other health education courses with the consent of an adviser. Students desiring the teacher certification described above must take HED 380, 460, 470 and 471 in addition to the required courses listed above. It is recommended that students desiring a community health education focus should complete HED 390 and 391. Students are required to maintain a grade point average of 2.5 or higher in all course work.

Psychology

Professors: Ferguson, E.D.; Krohn, E.J.; Traxler, A.J.

Associate Professors: Bartels, L.E.; Daus, C.S.; Nordstrom, C.R.; Pomerantz, A.M.; Sullivan, B.F. (Chair); Thomas, S.L. (Assistant Provost)

Assistant Professors: Dudley, M.; Falconer, J.W.; Hupp, S.D.A.; Jewell, J.D.; Meinz, E.J.; Pawlow, L.; Pettibone, J.C.; Rose, P.M.; Segrist, D. J.; Skelly, M. A.

Undergraduate courses in psychology acquaint students with both the methods used and the knowledge gained by psychologists in their continuing efforts to understand mental processes and behavior. Students study basic psychological processes such as learning, cognition, and motivation; the development of behavior, personality, and coping skills from conception through old age; human interaction in social settings; and the effects of physical and psychological stress upon coping skills and mental health. Psychology is both a scholarly scientific discipline which seeks to understand and explain behavior and an applied profession which seeks to alleviate psychological problems and enhance human potential.

The psychology major prepares students for a variety of occupations and serves as pre-professional training for students wishing to attend graduate school and pursue careers as psychologists. The psychology major also is valuable preparation for other professional careers such as medicine, dentistry, and law.

Career Opportunities

Students obtaining an undergraduate degree in psychology will find themselves well prepared to pursue a variety of careers in which basic knowledge of psychological

processes is valuable, e.g., personnel officers, laboratory technicians, sales or public relations specialists, customer services, suicide prevention workers, mental health or corrections workers, juvenile and youth services, child care workers, substance abuse services, statisticians and research analysts, and a variety of other social services. Graduate training is required to become a licensed psychologist.

Programs in Psychology

Students must be advised and have a program plan on file with the department before being accepted as a major. The psychology adviser is in Alumni Hall, room 0313. The adviser may be used as a resource for information about the department, University and career opportunities, as well as course scheduling and program changes.

All students applying for a major in psychology should take PSYC 111 as a first course in psychology. Majors should complete the core sequence of PSYC 111, 200, 220 and 221 within the first three semesters after acceptance as majors. PSYC 220 must be successfully completed before students enroll in 221. Majors and minors who desire to transfer credit from other colleges or universities must have their transcripts evaluated as soon as possible by a psychology adviser so that any credits accepted may be noted in their files.

Aspects of the psychology curriculum which may be of interest are: (a) the Robert J. McLaughlin Psychology Honors Academy, which provides allows student members to attend special seminars and to work closely with faculty in a variety of applied and research settings, and (b) independent readings, research and field study courses, in which students may read extensively in an area of their interest, or work in a laboratory or field setting under the supervision of a faculty member.

Degree Requirements Bachelor of Arts Degree Psychology

General Education Requirements	44
(Option B) (including 8 hours of Foreign Language)	
Requirements for Major in Psychology	36
PSYC 111, 200, 206, 208, 220, 221 and 494; one of 201, 203 or 204; four electives at the 300 and 400 level (6 hours at the 400 level) are required of psychology majors. PSYC 111, 200 and 221 should be completed within three semesters after declaration as a major.	
Minor	18–21
Electives	23–26
Total	124

Except for incoming freshmen, to be admitted to the psychology program as a major, students must have at least a 2.25 grade point average overall at the University. Students who fail to maintain at least a 2.25 grade point average at the University will not be allowed to take

additional psychology courses until the grade point requirement is met. Students remaining below a 2.25 grade point average for two consecutive terms will be dropped from the psychology program. A grade of C or better is required for a psychology course to count toward the major requirements. In addition, a student will be dropped from the psychology program after two unsuccessful attempts to complete a single psychology course counting toward the major requirements. Unsuccessful attempts are defined as receiving the grades of W, WF, WP, WR, UW, U, D, or F in a class.

Students who wish to major in psychology and who transfer from community colleges must complete at least 18 hours of 300- and 400-level psychology courses at SIUE (or other accredited four-year institutions and SIUE combined). Students who wish to major in psychology and who transfer from accredited four-year institutions must complete at least 12 hours of psychology courses at SIUE.

Degree Requirements **Bachelor of Science Degree** **Psychology**

This degree program is identical to the bachelor of arts degree program, except that no foreign language is required. General education requirements (option A) total 42 hours, thus allowing for 25–28 hours of electives. All students should plan their programs in consultation with their advisers.

Minor Requirements

A minor in psychology consists of a minimum of 21 hours. PSYC 111 is required in addition to 18 hours of psychology electives.

Students who have completed STAT 107 or SOC 302 should not include PSYC 220 in their programs of study for a minor in psychology.

Except for incoming freshmen, to be admitted to the psychology program as a minor, students must have a 2.25 grade point average overall at the University. Students who fail to maintain at least a 2.25 grade point average at the University will not be allowed to take additional psychology courses until the grade point requirement is met. Students remaining below at 2.25 grade point average for two consecutive terms will be dropped as a minor in the psychology program. A grade of C or better is required for a psychology course to count toward the minor requirements. In addition, a student will be dropped from the psychology program after two unsuccessful attempts to complete a single psychology course counting toward the minor requirements. Unsuccessful attempts are defined as receiving the grades of W, WF, WP, WR, UW, U, D, or F in a class.

Minors who desire to transfer credit from other colleges or universities must have their transcripts evaluated as soon as possible by a psychology adviser so that any credits earned may be noted in their files. Students transferring from community colleges must complete at least 12 semester hours of 300- and 400-level psychology courses at SIUE (or other accredited four-year institutions and SIUE combined) toward the minor. Students transferring from accredited four-year institutions must complete at least six semester hours of psychology courses at SIUE toward the minor. At least six hours of psychology courses must be at the 400 level for the minor in psychology.

Exit Requirement

The senior assignment is required of all senior psychology majors. Details may be obtained from the psychology adviser.

Special Education and Communication Disorders

Professors: Lessen, E. (Dean, School of Education); Parthasarathy, T.K. (Chair)

Associate Professors: Harrison, J.M. (SPPA Program Director); Scott, V.G.; Searcy, L. (Chair); Weishaar, M.K. (Special Education Program Director).

Assistant Professors: Bergstrom, M., Brimer, M.; Claflin, M., Collins, D.; Denkyirah, A.; Fahsl, A.H.; Forbringer, L.; Panico, J.

The Department of Special Education and Communication Disorders offers undergraduate and graduate programs in special education and speech pathology and audiology. Programs in the department combine classroom instruction and research and provide opportunities for practical experiences in a variety of settings.

The special education program offers National Council for Accreditation of Teacher Education-approved preparation programs at the undergraduate level for teaching certification as a learning-behavior specialist I. The program also offers study leading to the master of science in education degree in special education. Programs provide course work in mild and moderate disabilities in preschools, elementary schools, and secondary schools. The speech pathology and audiology program offers an American Speech-Language-Hearing Association-accredited master of science degree in speech-language pathology. The program offers course work preparing students to accept professional opportunities in health care facilities, community clinics, private practice, and public schools. Students completing

the prescribed program are eligible for teaching certification in speech-language impaired by the State of Illinois, Illinois license as a speech-language pathologist, with American Speech-Language-Hearing Association certification. Faculty, staff, and students in the speech pathology and audiology program also operate a full-time Speech, Language, and Hearing Center that provides the surrounding community with a rehabilitation/habilitation facility for individuals of all ages with communication disorders.

Admission to a Major in Special Education

Admission to a major within the special education program requires satisfactory completion of the pre-special education program described in the section below. A student handbook and application forms for admission to the major are available in the Office of Clinical Experiences, Certification, and Advisement, Founders Hall, room 1110. Applications should be completed at least one semester before completion of admission requirements.

Requirements for admission to the major are:

- 1 admission to SIUE;
- 2 passage of the Illinois State Test of Basic Skills; no student will be allowed into special education course work beyond Special Education (SPE) 200 until he or she passes this test.
- 3 a cumulative grade point average of 2.5 or higher for 42 semester hours of coursework;
- 4 grades of C or higher in each course included in the 15 hours of skills coursework;
- 5 a grade of B or higher in Special Education 200 or an equivalent professional level course;
- 6 application for admission to the special education program and a transcript of all course work completed. These should be submitted or mailed to:

Undergraduate Adviser for Special Education
Department of Special Education and
Communication Disorders
SIUE
Edwardsville, IL 62026-1062

The major application is not to be confused with the application for admission to SIUE. Applications for admission to the University are available on the SIUE Web site, www.siu.edu, or from the SIUE Office of Admissions.

Retention

Students must maintain a 2.5 grade point average overall and a 3.0 grade point average in professional education and special education course work. Students whose GPA

falls below the required level will receive a letter of warning stating that they will not be permitted to take additional special education courses until the GPA returns to the required level. Students who do not achieve a 2.5 cumulative grade point average and/or a 3.0 for professional and special education course work will be dismissed from the department. Students must have a grade of C or higher in all professional education courses prior to student teaching and prior to program completion.

Students dismissed from the department for academic deficiencies may appeal through the special education undergraduate adviser to the department's Student and Academic Affairs Committee. Students may be directed to retake specific coursework to raise the cumulative grade average.

Degree Requirements Bachelor of Science Degree Special Education

General Education Requirements	58-60
Skills Courses	15
English 101; English 102; Speech Communication 103, 104, or 105; Mathematics 106 or Philosophy 106; Statistics 107, Computer Science 108 or Computer Management and Information Systems 108	
Fine Arts and Humanities	12
Art 111; Music 111; one 200- or 300-level literature course; and one Fine Arts and Humanities course (marked Distribution Fine Arts and Humanities)	
Natural Science and Mathematics	13-15
Biology 111, Biology 120 with Laboratory, or Chemistry 120a with Laboratory; Mathematics 111; Biology 203 or 205; Geography 210 or 211 (one science course must include a laboratory; one must be a distribution Natural Sciences and Mathematics course)	
Social Sciences	12
Geography 111; Psychology 111; Political Science 112; and History 200 or 201	
Interdisciplinary Studies	3
IS 324 or 326	
Intergroup Relations	3
SPE 200	
Professional Education Requirements	9
EPFR 305, 320; Kinesiology 325	
Special Education Requirements	63
Learning Behavior Specialist I — 405, 412a, 412b, 415, 416, 417, 418, 421, 430, 450, 470, 481, 499, SPPA 490	
Total	127-129

Pre-Clinical Experiences

Candidates must progress through a series of developmentally sequenced field experiences for the full range of ages, types, and levels of abilities and collaborative opportunities that are appropriate to the learning behavior specialist I. Those experiences are supervised by qualified professionals. This experience,

which must be completed prior to student teaching, is arranged through the Office of Clinical Experiences, Certification, and Advisement.

Student Teaching

Student teaching is the culminating experience in the special education teacher preparation program. It is required to meet the degree requirements of the department, school and University, the certification requirements of Illinois and Missouri, and standards of the National Council for the Accreditation of Teacher Education and the Council for Exceptional Children.

Student teaching demands full-day involvement in an appropriate, approved public school program for students with disabilities. Therefore, students should avoid employment during the student teaching experience and should schedule student teaching at a time when they are free of other demands on their time and energy. Requests for an overload during student teaching must be approved by the department chair and the associate dean of the School of Education. Student teaching is not available during the summer term.

Official student teaching application packets are available from the Office of Clinical Experiences, Certification, and Advisement.

Admission to the major does not guarantee that students may engage in student teaching. Permission to take student teaching is based on (a) cumulative GPA 2.5 or higher, (b) a GPA of 3.0 or higher in Special Education and professional education course work, (c) successful completion of all professional and special education course work, and (d) passage of the Illinois Learning Behavior Specialist I content exam. Students must have a grade of C or higher in all professional education courses prior to student teaching and prior to program completion. To receive Illinois teacher certification, the candidate must pass the Assessment of Professional Teaching exam.

Senior Assignment

The special education program places great value on the performance evaluation potential of the department's senior assignment. Beginning with the first course taken at the professional level, students begin developing a professional portfolio in special education. This is developed across the curriculum and is reviewed continually. During the student teaching semester and in the SPE 481 seminar, these portfolios are finalized, orally presented and defended, evaluated by faculty, and graded. This senior assignment enables students to demonstrate the integration of their general, professional, and special education course work.

Student Council for Exceptional Children

The special education program sponsors a chapter of the Student Council for Exceptional Children. Students are encouraged to become members of the chapter and to participate in meetings with guest speakers, develop community projects with persons who have disabilities, and read professional journals. Membership is open to all students.

Major in the Speech Pathology and Audiology Program

Undergraduate courses in speech-language pathology and audiology provide students with a scientific and clinical background for understanding communication disorders. Students acquire knowledge in science basics, normal processes and the development of speech, language and hearing. Students also study disorders of speech, language and hearing, review assessment methods and procedures in communication disorders and engage in clinical practicum.

A degree in speech-language pathology and audiology provides pre-professional training for students wishing to enter graduate school and pursue a career as a speech-language pathologist or audiologist. Students also are prepared for a variety of other career options.

Career Opportunities

Students must complete graduate training to begin a career as a speech-language pathologist or audiologist. Certified speech-language pathologists and audiologists serve more than 20 million Americans with disordered communication. Their responsibilities include the identification and evaluation of persons with communication disorders and the remediation of these disorders. They also work toward the prevention of disorders of speech, language and hearing through public education, early identification of risk factors, and research into the causes and treatment of disorders.

Certified speech-language pathologists and audiologists find employment in a variety of settings, including hospitals, community clinics, colleges and universities, state and federal agencies, industry, rehabilitation centers, and nursing homes. Some certified speech-language pathologists and audiologists enter public-school settings, where state and federal legislation has required service delivery to all children with communication disorders. Other certified speech-language pathologists and audiologists establish private practices or become affiliated with physicians. Employment possibilities are plentiful.

Career options also are available for students with a bachelor's degree in speech-language pathology and audiology. They include speech aide, speech assistant, or speech implementer. Some students with a bachelor's

degree have found careers in medical sales, medical publications or rehabilitation administration. Others have pursued master's degrees in other areas including special education, other health-care fields, and some have entered medical school.

Entrance Requirements

Admission to the major requires a minimum GPA of 3.0. Juniors with a 3.0 GPA who have declared speech pathology and audiology as a major take SPPA 231, Phonetics, and SPPA 320, Anatomy and Physiology, concurrently with SPPA 201, Human Communication and Its Disorders in fall semester. Sophomores with a 3.0 G.P.A. may take SPPA 201 during spring semester, and SPPA 231 and 320 the following fall semester. Students must have declared speech pathology and audiology as a major to be enrolled in SPPA 231 and 320. Students declare their major in Speech Pathology and Audiology through Academic Advising.

Students who do not meet the above criteria may meet with the undergraduate adviser in the Office of Clinical Experience, Certification and Advisement, and the program director in speech pathology to discuss their program and desire to declare speech pathology and audiology as a major. Students may be admitted on a probationary basis depending on their academic record and potential as a major.

Students seeking more information about the major should contact the speech pathology undergraduate adviser in the Office of Clinical Experiences, Certification and Advisement or the program director for speech pathology and audiology, (618) 650-5423.

Degree Requirements

Bachelor of Arts

Speech-Language Pathology and Audiology

General Education Requirements	42-45
Requirements in Speech Pathology and Audiology	44
Basic courses: Speech Pathology and Audiology	
201, 231, 312, 320, 321,322	18
Speech Pathology Courses: 441, 442, 444, 446,	
452, 499	17
Audiology courses:	
Speech Pathology and Audiology 461, 471	6
Clinical Practicum: Speech Pathology and	
Audiology 449	3
Requirements in Related Areas:	15
STAT 107 or PSYC 211, Biology, Physical	
Science, Psychology* 111, 201 (May satisfy some	
general education requirements)	
Approved Electives	20-23
Area of Specialization	18
Approved electives may be applied to a minor or to an area of specialization. The area of specialization is designed to give students an opportunity to further explore the breadth and depth of Speech-Language Pathology and its related disciplines. It consists of 18 hours of unique course work. The area of specialization may include course work from a variety of departments including Special Education and Communication Disorders. Courses must be in addition to all major requirements, and the area of specialization must be designed in consultation with an area adviser and approved by the program director. All course work taken, as part of an area of specialization requires a minimum grade of C. Some areas of specialization may include: Early Childhood Education, Special Education, Audiology, English as a Second Language, Linguistics, Cultural Diversity, Adult Communication and Aging, and Psychology	
Total	124

Eight hours of foreign language are required for the bachelor of arts option.

Exit Requirements

In addition to meeting all University exit requirements (including the senior assignment), students must earn grades of C or above in all departmental courses.