

SIUe

School of Education

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Dean and Professor

www.siu.edu/education

School of Education

The School of Education offers undergraduate programs in professional education, psychology, kinesiology, 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 St. Louis 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, be graduated in teacher education, 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. Attaining the minimum criteria does not guarantee admission & program-specific criteria may change based, in part, on resources, capacity & size of applicant pool.

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), the appropriate assessment of professional teaching and other applicable tests, 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.

The following undergraduate teacher education programs are available:

- ◆ Early childhood education
- ◆ Elementary education
- ◆ Health education
- ◆ Physical education
- ◆ Special education
- ◆ Art
- ◆ Biology
- ◆ Chemistry
- ◆ Physics

- ◆ Earth & Space Science
- ◆ English
- ◆ Foreign Language (French, German, Spanish)
- ◆ Political Science
- ◆ Geography
- ◆ History
- ◆ Mathematics
- ◆ Music
- ◆ Theater Arts

Pre-Student Teaching Clinical Experiences

The Illinois State Board of Education requires 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 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 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:

- ◆ 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.
- ◆ 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.
- ◆ Students must have a 2.5 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.
- ◆ Students must have completed all required major and professional education courses, as well as all pre-student teaching clinical experiences.
- ◆ A report of a tuberculosis skin test or X-ray taken within 90 days prior to the student teaching assignment must be on file in University Health Service.
- ◆ The student teaching packet includes a student profile sheet, verification of eligibility form, student checklist, TB test form, and criminal background check. Students who have not had a criminal background check must complete one prior to student teaching.

Note: 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 Cannabis 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

Full Professor: Bergeron, B.S. (Dean); Combs, M.W. (Chair); Smith, R.E.

Associate Professors: Bolander, J.; Breck, S.E.; Bushrow, K.M.; Latorre, M.P.; Marlette, S.M.; McAndrews, S.L.; O'Donnell, B.D.; Reading, G.D.; Searcy, L.; Taylor, A.R.

Assistant Professors: Afolayan, M.; Cordova, R.A.; DeWeese, D.L.; Gallagher, W.J.; Pryor, C.R.; Sherwood, E.A.

Career Opportunities

The Department of Curriculum and Instruction offers programs leading to a Bachelor of Science degree in Education. These programs fulfill requirements for initial certification in the State of Illinois to teach at the early childhood, elementary, and secondary levels. The Illinois initial early childhood teaching certificate provides certification for teaching children from birth through grade 3; the initial elementary teaching certificate provides certification for teaching kindergarten through 9; and the initial secondary teaching certificate provides certification for teaching grades 6 through 12. The endorsement to teach middle school (grades 6 through 8) can be obtained through the elementary or secondary programs. Initial certification in art education, foreign language education, music education, and physical education provides certification for teaching kindergarten through grade 12.

Early Childhood Education Partnership Program Overview

The Early Childhood Education two-year undergraduate 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.)

- ◆ 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.
- ◆ completion of CI 200 or its equivalent with a grade of C or better
- ◆ combined GPA (all post-secondary work) of 2.5 or higher
- ◆ good academic standing at SIUE if applicable
- ◆ passing the ICTS Basic Skills Test
- ◆ completion of 42 semester hours or more of college-level course work
- ◆ completion of the self-reporting disposition survey on file with the School of Education
- ◆ 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 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 supervisor.

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.

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.

Degree Requirements
Bachelor of Science
Early Childhood Education

The program in early childhood education requires 57 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	57
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
Natural Sciences and Mathematics	15
MATH 112a and 112b or approved equivalents	6
ESCI 111 or an introductory science	3
SCI 241 a & b(lab) required at SIUE	6
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
(minimum 9 hours at 300 or 400 level; consult adviser for options)	
Professional Education	56
Core and Early Childhood Coursework	17
CI 200 (or equivalent)	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.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 online through the SIUE Web site. The Teacher Education Handbook is required for the Introduction to Education (CI200) 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.

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 undergraduate 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

- ◆ 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.
- ◆ completion of CI 200 or its equivalent with a grade of C or better
- ◆ combined GPA (all post-secondary work) of 2.5 or higher
- ◆ good academic standing at SIUE if applicable
- ◆ passing the ICTS Basic Skills Test
- ◆ completion of 42 semester hours or more of college-

level course work

- ◆ completion of the Self-reporting disposition survey on file with the School of Education
- ◆ 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 and are eligible for the Partnership Program. 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.

**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 and 112b or approved equivalents	6
ESCI 111	3
Science	3
SCI 241a and b (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 (minimum 6-9 hours minimum at 300 or 400 level; consult adviser for specific, limited options)	15
Professional Education	59
Core and Elementary Pre-clinical Coursework	17

CI 200 (or equivalent)	2
PSYC 201	3
EPFR 320	3
EPFR 315	3
SPE 400	3
SPPA 490	3
Art 300a	3
KIN 330	3
Partnership	39
CI 314	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.

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 CI 200—Introduction to Education or its equivalent from another accredited university, 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 major in one of the following: art, biology, chemistry, earth and

space science, English, foreign language, geography, health education, history, mathematics, music, physical education, physics, political science, or theatre. Students may choose one of two options:

- ◆ 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.
- ◆ 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 degree 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:

- ◆ have a cumulative grade point average of 2.5 or higher,

including past institutions, and have an SIUE GPA of 2.5;

- ◆ pass the Illinois Certification Testing System test of basic skills;
- ◆ receive a grade of C or above in five skills courses or equivalent, and
- ◆ complete successfully the introductory course, CI200, 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 42-53

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

Foreign Language 106, Engineering

Problem Solving 106, Philosophy 106

or Mathematics 106 3

Computer Science 108, CMIS 108 or Statistics 107..... 3

or

Skills Option B, with a foreign language..... 15-17

English 101.....3

English 102.....3

A Foreign Language (101 & 102).....6-8

Computer Science 108, Computer Management

Information Systems 108, Engineering

Problem Solving 106, Foreign Language 106,

Philosophy 106, Mathematics 106 or Statistics 107.....3

Liberal Arts (Fine Arts/Humanities, Natural Science/Mathematics and Social Sciences).....24-33

Interdisciplinary Studies..... 3

Major in Teaching Field.....36-76

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.. up to 32

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 content major 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 (or equivalent)..... 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 124-144

** 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 from the student's major adviser.

Educational Leadership

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

Associate Professor: Knowlton, D.S.; Liu, Y.; Puchner, L.D.; Theodore, P.

Assistant Professors: Hunt, J.; Karanovich, Frances B.; Morice, L.; Szabo, Z.; Thomeczek, M.; Yu, T.

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: Lox, C.L. (Associate Dean); Goldsmith, M.D.; Vogler, E. William (Chair)

Associate Professors: Cluphf, D.J.; Covington, N.K.

Assistant Professors: Hurley, K.; Kaburakis, A.; Kirk, E.; Klein, N.; Schroeder, C.

The Department of Kinesiology and Health Education (KHE) offers undergraduate programs for students interested in careers in kinesiology or health education. Students interested in careers in Kinesiology can earn a bachelor of science degree with a major in either Exercise and Wellness (E&W) or Physical Education Teacher

Education (PETE). Students interested in careers in Health Education (HED) may earn a bachelor of science degree with two options — School Health and Community Health. The minor program in Kinesiology is under revision and is presently not admitting students. Please contact departmental advisors for the latest update. The department does offer a minor program in Health Education.

Students wishing to study Exercise and Wellness and/or Health Education must apply in the Office of Academic Counseling and Advising. Students wishing to study PETE must apply by contacting the KHE departmental advisor or program director.

Activity Courses

In addition to offering the majors 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.

Kinesiology

Majors (Exercise and Wellness; Physical Education Teacher Education)

Exercise and Wellness

The Exercise and Wellness major is professionally based for students interested in careers related to lifetime physical activity and healthy lifestyles. Graduates of this program may have careers in corporate fitness and wellness, personal training, fitness/wellness promotion, strength and conditioning, cardiac rehabilitation, fitness research, exercise physiology, and other related fields.

Admission Criteria

To be admitted to the Exercise and Wellness major, students must:

- earn a grade of C or better in Biology 111 or its equivalent
- earn a C or better in Chemistry 120a and Chemistry 124a or their equivalents
- earn a B or better in KIN 318, Introduction to Exercise and Wellness
- have a cumulative grade point average of 2.75 or higher

Retention Standards for Exercise and Wellness Major

To remain in good standing in the Exercise and Wellness, students must maintain a cumulative grade point average

of 2.75 or higher. In addition, students must achieve a grade of C or better in all major courses. Students falling below the required 2.75 GPA will be placed on departmental probation for one semester. Students not regaining the required 2.75 GPA following this probationary period will be dropped from the program and withdrawn from all kinesiology and health education courses. Students may reapply to the Exercise and Wellness major once their GPA has reached 2.75. Students may only be on departmental probation once during their academic career and if the students GPA falls below the required 2.75, they will not be allowed to reapply to the Exercise and Wellness program.

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	59
Theoretical Base	50
KIN 300 Strength Training and Conditioning	3
KIN 315 Functional Anatomy	3
KIN 316 Biomechanics	3
KIN 318 Introduction to Exercise and Wellness	3
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 418 Public Health Aspects of Physical Activity.....	3
KIN 420 Physiological Effects of Motor Activity.....	3
KIN 426 Advanced Physiological Effects of Motor Activity	3
KIN 445 Organization and Administration of Wellness Programs	3
KIN 460 Internship in Physical Education	3
KIN 464 Senior Assignment.....	3
HED 201 Healthful Living	3
HED 334 First Aid	2
HED 360 Nutrition, Exercise and Weight Control	3
Approved Major electives	9
Electives	21
Total	124

*General Education requirements generally satisfy II, IC and IGR requirements, if not additional courses may be needed.

Physical Education Teacher Education (PETE)

PETE is a professionally based course of study which certifies students to teach in public or private schools in kindergarten through 12th grade. The program is driven by National Association of Sport and Physical Education (NASPE) guidelines and is “partnership based” with community schools in which teacher candidates are placed early in their studies to begin working with children. The curriculum emphasizes “lifelong participation in physical activity.”

Admission Criteria

The PETE option 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) (test #96). For testing schedule and registration, see www.icts.nesinc.com; and (c) earn a grade of C or better in English 101 and 102 and required General Education Skills courses; and (d) successfully complete the introductory course, Curriculum and Instruction 200 or equivalent, with a grade of B or higher.

Students with a combination of the highest GPA, scores on the Basic Skills Test, and grades in CI 200 will be given the highest consideration for admission into the major. 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 three rounds of admission for the Fall only program start. A first round of admission will occur at the end of January for those students who have applied early and have met the admission requirements. Second-round decisions will be made at the end of the spring semester in mid-May for matriculating SIUE students. Third-round decisions will be made at the end of the summer session in July for both SIUE and transfer students. Applications for admission are available in the department; students should contact an advisor for additional information.

Retention Standards for Physical Education Teacher Education (PETE)

To remain in good standing in the PETE program, 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 Physical Education 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 are not repeated until that time. There are no guaranteed of re-admittance into the program.

Degree Requirements Bachelor of Science

Physical Education Teacher Education (K-12)

General Education*	42
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	15
at least 6 hours must be taken in each of the two areas and	
3 hours in the remaining area	
Fine Arts and Humanities (Select one.)	3
Natural Sciences and Mathematics	3
Social Sciences	3
Distribution Courses	9
Fine Arts and Humanities	3
Natural Sciences and Mathematics	3
Social Sciences	3
Interdisciplinary Course	3
Kinesiology	65
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 314 Functional Anatomy for Physical Educators	3
KIN 317 Biomechanics of Human Movement	
for Physical Educators	3
KIN 320 Motor Learning and Development	3
KIN 419 Physiological Effects of Motor Activity	
for Physical Educators	3
KIN 430 Measurement and Evaluation in Kinesiology	3
KIN 450 Psychosocial Aspects of Sport	
and Physical Activity	3
HED 201 Healthful Living	3
Pedagogical Base	15
KIN 325 Adapted Physical Education	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 Assignment.....	3
KIN 461 Student Teaching in Elementary Physical Education	6
KIN 462 Student Teaching in Secondary Physical Education	6

Other Requirements	
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
Electives.....	3
Total	124

*General Education requirements generally satisfy II, IC and IGR requirements, if not additional courses may be needed.

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 including content area test in Physical Ed K-12 (test #144), and the Assessment of Professional Teaching Special K-12 (test #104). 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 464.

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.

For those choosing School Health Education, the program leads to the Illinois Initial Secondary Teaching Certificate which applies to the teaching of Health in grades six through twelve. For those selecting Community Health Education, the 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 into the School Health option, students need a minimum cumulative GPA of 2.5 as well as 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. All professional education courses must be completed with a 3.0 average or higher. School health students falling below the required 2.5 GPA will be placed on probation for one semester. Students not regaining the 2.5 GPA following this period will be dropped from the major and withdrawn from all Kinesiology and Health Education courses. Students may reapply to the HED program once their GPA has reached 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.

Degree Requirements

General Education*	43
Written Expression	6
ENG 101	3
ENG 102	3
Option A— Skills	9
SPC 103, 104 or 105	3
MATH, PHIL or FL 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, 305, 334, 355, 360, 380, 455, 470, NURS 234, BIOL 240A	
School Health Education Requirements	37
HED 460, 465, 471 CI 200, 315b, 352k, CI 440, EPFR 320, SPE 400	
Second Teaching Field	14
Total	124

*General Education requirements generally satisfy II, 1C and IGR requirements, if not additional courses may be needed.

Degree Requirements
Bachelor of Science Degree
Community Health Education Option

Entrance/Retention Requirements

To be admitted into the Community Health option, students need a minimum cumulative GPA of 2.5. 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 probation for one semester. Students not retaining the 2.5 GPA following this period will be dropped from the major and withdrawn from all Kinesiology and Health Education courses. Students may reapply to the HED program once their GPA has reached 2.5.

Exit Requirements

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

Degree Requirements

General Education	43
Written Expression	
ENG 101	3
ENG 102	3
Option A — Skills	9
SPC 103, 104 or 105	
MATH, PHIL or FL 106	3
CS 108 or STAT 107	3
Introductory Courses	16
Fine Arts and Humanities	
Choice of 111 approved courses	3
Natural Sciences and Mathematics	
BIOL 111	3
CHEM 120a and 124a	4
Social Sciences	
PSYC 111	3
SOC 111	3
Distribution Courses	9

Fine Arts and Humanities	3
Choice of approved courses	
Natural Sciences and Mathematics	3
BIOL 203	3
Social Sciences	
Choice of approved courses	3
Interdisciplinary Course	
Choice of approved courses (IS 343 recommended)	3
Health Education Core Major Requirements	30
HED 201, 305, 334, 355, 360, 380, 455, 470, NURS 234, BIOL 240A	
Community Health Education Requirements	39
HED 313, 490, 491, 405, 410, 463, 464, 499; SPC 201, 213 or 323, 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

*General Education requirements generally satisfy II, IC and IGR requirements, if not additional courses may be needed.

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, 305, and 355. The remaining 12 hours are chosen from other health education courses with the consent of an adviser. Students are required to maintain a grade point average of 2.5 or higher in all course work.

Entrance/Retention Requirements

To be admitted into the Health minor program, students need a minimum cumulative GPA of 2.5. To be retained, students 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. Health minor students falling below the required 2.5 GPA will be placed on probation for one semester. Students not regaining the 2.5 GPA following this period will be dropped from the minor and withdrawn from all Kinesiology and Health Education courses. Students may reapply to the HED program once their GPA has reached 2.5.

Psychology

Professors: Daus, C.S.; Ferguson, E.D.; Krohn, E.J.; Nordstrom, C.; Pomerantz, A.M.; Thomas, S.L. (Associate Provost)

Associate Professors: Bartels, L.E. (Co-Chairperson); Hupp, S.D.A.; Jewell, J.D.; Meinz, E.J.; Pettibone, J.C.

Assistant Professors: Brown, D.; Dudley, M.G.; Everett, G.E.; Pawlow, L.A.; Rose, P. (Co-Chairperson); Rosnick, C.B.; Segrist, D.J.

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 0311. 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 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

Professor: Parthasarathy, T.K.; Scott, V.G. (Director of Assessment); Weishaar, M.K. (Associate Dean School of Education)

Associate Professors: Fahsl, A.H. (SPE Program Director); Harrison, J.M. (Chair, SPPA Program Director)

Assistant Professors: Bergstrom, M.; Bergan, C.; Chleboun, S.; Denkyirah, A.; Fuchs, W.; Forbringer, L.; Kirk, S.; Miner, C.; Panico, J.; Weishaar, P.

The Department of Special Education and Communication Disorders offers undergraduate and graduate programs in special education and speech-language 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. The program also offers study leading to the master of science in education degree in special education. Programs provide course work in special education, in preschools, elementary schools, and secondary schools. The speech-language pathology and audiology program offers a graduate program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The undergraduate program offers course work preparing students for graduate education in speech-language pathology. Faculty, staff, and students in the speech-language 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. Application to the program is a competitive process. Applying to the program does not guarantee admission.

Requirements for admission to the major are:

- admission to SIUE;
- 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.
- a cumulative grade point average of 2.5 or higher
- 42 semester hours of coursework;
- grades of C or higher in each course included in the 15 hours of skills coursework;
- a grade of B or higher in Special Education 200 or an equivalent professional level course;
- application for admission to the special education program and transcript of all course work completed. These should be submitted by March 1 for Fall admission and October 1 for Spring admission.

Please submit to:

Undergraduate Adviser for Special Education
 Department of Special Education and Communications 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 reapply to the program or retake specific coursework to raise the cumulative grade average.

Degree Requirements

Bachelor of Science Degree Special Education

General Education Requirements	60-61
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 two Fine Arts and Humanities courses (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; two 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
Intergroup Relations (SPE 200).....	3
Professional Education Requirements	6
EPFR 315, 320;	
Special Education Requirements	63
Learning Behavior Specialist I — 401, 402, 405, 412, 415, 416, 417, 418, 421, 422, 430, 450, 470, 471, 481, 499, SPPA 290	
Total	126-127

Pre-Clinical Experiences

Candidates 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. 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 during the fall and spring semesters.

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 and the Special Education General Curriculum Test.

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 and hearing science, 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. Students completing a graduate program in speech-language pathology are eligible for an IL license in speech-language pathology, a type 73 certificate to work in the public schools, and certification from the American Speech-Language-Hearing Association. Certified speech-language pathologists and audiologists serve more than 20 million Americans with communication disorders. 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 are also 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

Students must be declared majors to be admitted to the program. Declared majors must have a 3.0 GPA, have completed 42 hours of college level course work and have been approved for admission by the program. To be considered for admission, students must submit the following information to the program: a 200 word self-statement, a one page resume, transcripts and an Application for Admission Form. Application forms may be downloaded from the program's website at www.siu.edu/education/secd/undergrad/slp.shtml. Applications are accepted twice a year. Complete applications must be submitted by the 3rd week of spring semester or by the 4th week of summer semester for the following fall declaration. Admission to the program is a competitive process and not all applicants will be admitted. The application should be admitted to: Speech-Language Pathology Program; SIUE; Campus Box 1147; Edwardsville, IL 62026-1147.

Retention Requirements

Students must maintain a 3.0 GPA to remain in the program. In addition, students must receive a B or better in SPPA 201 and grades of C or higher in all other course work required for the major including 12 hours in related areas: child development, biological science, physical science and statistics.

Students seeking more information about the major should contact the speech-language pathology undergraduate adviser in the Office of Clinical Experiences, Certification and Advisement (618) 650-3490 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 course: 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 coursework 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
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Eight hours of foreign language are required for the bachelor of arts option.

Exit Requirements

In addition to meeting all program requirements, students must also satisfactorily complete a culminating project in SPPA 499: Senior Assignment. Students involved in the Undergraduate Research Academy may use their research project to satisfy exit requirements in the Senior Assignment.