

SIUE GRADUATE PROGRAMS

COLLEGE OF ARTS AND SCIENCES

Dean: Aldemaro Romero

The College of Arts and Sciences offers graduate studies leading to the following degrees: Master of Arts in art therapy counseling, biological sciences, English, history, sociology, and a; Master of Science in biological sciences, chemistry, geographical studies, mass communications, and mathematics; Master of Fine Arts; Master of Music; Master of Public Administration; Master of Social Work. In addition, the college offers an interdisciplinary program leading to the Master of Science degree in environmental sciences, the Professional Science Master's in biotechnology management and environmental science management, and Professional Development Sequences in Geographic Information Systems.

The College also offers Post-Baccalaureate Certificates in American and English Literature, Teaching of English as a Second Language, Teaching of Writing, Museum Studies, Media Literacy, Piano Pedagogy, and Vocal Pedagogy.

Cooperative programs in conjunction with the School of Education lead to the Master of Science in Education degree in curriculum and instruction with teaching fields in art, biology, chemistry, earth and space sciences, English/language arts, foreign languages, history, mathematics, physics, advanced pedagogy, and STEM education.

The College is the editorial home of three periodicals: Sou'Wester, a literary magazine of fiction and poetry established in 1960, published three times a year; postmedieval: a journal of medieval cultural studies, published three times a year, and Papers on Language and Literature, an internationally recognized scholarly journal of criticism, published quarterly.

APPLIED COMMUNICATION STUDIES

MASTER OF ARTS

The Department of Applied Communication Studies offers a program leading to the degree, Master of Arts, in applied communication studies. Emphases within the program include health communication, interpersonal communication, organizational communication, and public relations.

The goals of the Applied Communication Studies graduate program are to deepen students' understanding of communication theory and to prepare them to analyze, generate, and apply communication research. Students are encouraged to clarify and focus their professional goals

and are then assisted in selecting courses in theoretical and applied communication areas that will complement those goals.

Graduates in this discipline often enter careers in applied communication and education (at the community college level). Some graduates have chosen to pursue Ph.D. degrees in communication. In addition, opportunities for applied communication studies graduates in business, industry, public health, and other non-teaching professions are expanding. Mastery of communication theory, research methods, and application strategies is particularly relevant for those seeking careers in fields such as management, training and development, sales, advertising, public relations, public health, community relations, intra-and inter-organizational communication, consulting, government service, fund raising, and human resources.

For persons seeking graduate assistantships, application forms (including directions for submitting two letters of recommendation) are available through the department office. Completed assistantship applications and supporting materials usually must be submitted early in the spring semester preceding the academic year for which the appointment is desired. Please contact the Department of Applied Communication Studies for specific information about assistantship application forms, deadlines, and selection criteria.

ADMISSION

In addition to Graduate School admission requirements, the following apply:

1. Applicants must have an undergraduate grade point average of at least 2.75.
2. Applicants must submit a typed statement (of at least 500 words) about the academic and professional goals they plan to attain through their work in the graduate program.
3. Applicants who do not have an undergraduate major in communication studies will be required, if admitted to the program, to demonstrate knowledge of basic communication theory and research methods before enrolling in any 500-level classes.

This demonstration of proficiency may be accomplished by completing, with a grade of "B" or better, either SPC 329-3 (Communication Research) and SPC 330-3 (Theories of Communication) or proficiency examinations based upon the content of those two undergraduate courses. Please contact the Department of Applied Communication Studies for information about the proficiency examination procedures.

PROGRAM OF STUDY

Students must complete at least 33 semester hours for this degree. A foreign language is not required. With approval of the student's advisory committee, up to 6 hours of graduate level course work from outside the applied communication studies curriculum, up to 3 hours of independent studies credits, and up to 3 credits of 400-level courses, may be applied toward

the minimum of 33 hours. In general, our students will most likely take courses from the following departments: Curriculum and Instruction, Educational Leadership, Geography, Kinesiology and Health Education, Management and Marketing, Mass Communications, Psychology, Public Administration and Policy Analysis, and Sociology and Criminal Justice. Students with no background in communication studies at the undergraduate level can take no more than two courses from outside the applied communication studies curriculum.

All students admitted to the program are required to enroll in the program core, which consists of two courses (6 hours total): SPC 500-3 (Seminar in Communication Theory) and SPC 501-3 (Communication Research Methods and Tools). The core courses must be completed with a minimum grade of "B" the first time that they are offered after the student is admitted. Students who fail to meet this stipulation will be restricted from enrolling in any other 500-level courses until the program core requirement is met.

Students are also required to complete three courses in their respective area of emphasis. These courses include:

Health Communication:

SPC 570 – Survey of Health Communication Theory and Research,
SPC 571 – Seminar in Provider/Caregiver-Patient Communication, and
SPC 572 – Seminar in Health Communication Campaigns.

Interpersonal Communication:

SPC 520 – Seminar in Interpersonal Communication.
SPC 521 – Seminar in Computer-Mediated Communication, and
SPC 522 – Seminar in Family Communication.

Organizational Communication:

SPC 540 – Survey of Organizational Communication Research,
SPC 541 – Seminar in Organizational Culture, and
SPC 542 – Communication Consulting.

Public Relations:

SPC 550 – Seminar in Public Relations
SPC 551 – Nonprofit Public Relations
SPC 552 – Corporate Social Responsibility

Responsibility for the development of the remainder of the student's program of study rests with the student and student's advisory committee. The Department of Applied Communication Studies offers a variety of courses designed to complement the students' academic and professional interests.

Students may choose either a treatise or a non-treatise plan of study. These plans are comparable, since all 500-level courses in the department will require students to conduct

individual or group research projects. Those research projects will directly involve the students (regardless of the study plan that they have chosen) with the tools and methods used by researchers within the given content area of each course.

Treatise Plan

Students who select the treatise plan (thesis or applied project) must declare their intentions by the time they have completed 18 semester hours of graduate work. They will complete a minimum total of 27 hours of course work. They will confirm their ability to conduct research in applied communication studies by submitting a treatise for six semester hours of credit in SPC 598 or SPC 599. The oral defense then provides a supplemental assessment of the student's performance on the written portion of the treatise.

Non-treatise Plan

Students who select the non-treatise plan will complete a minimum total of 33 hours of course work. They will confirm their ability to conduct research in applied communication studies through the research projects and papers that they complete during their course work.

EXIT REQUIREMENTS

The comprehensive examination is administered during each student's final term of course work. For students following the treatise plan, the examination is oral and focuses primarily on a defense of the treatise but may also cover the planned program.

For a student electing the non-treatise plan, the examination, which comprises both written and oral elements, includes both the required core courses and the individually planned program. The written examination is composed of two sections. One section focuses on speech communication theory and research methodology from which the student must answer successfully one item on theory and one on research. The other section of the written examination focuses on the individual program of study. The student must respond successfully to two items from this section in which a choice is offered among items prepared by the individual's advisory committee. The oral component then provides a supplemental assessment of the student's performance on the written portion of the examination.

ART STUDIO

MASTER OF FINE ARTS

Application Deadline: *Fall only – Feb 1st*

The Master of Fine Arts degree is a terminal studio degree designed to further the individual development of degree candidates and to provide them with professional competency in the

creative arts of ceramics, photography/digital arts, drawing, metalsmithing, painting, printmaking, sculpture, and textile arts.

ADMISSION

In addition to meeting the general admission requirements of the Graduate School, an applicant seeking admission to the graduate program leading to the MFA degree shall meet the following requirements:

A slide or CD portfolio of representative work by the applicant must be submitted to the Department of Art and Design to be reviewed by the faculty in the applicant's intended studio area. Where quality of slides or CD images makes evaluation inconclusive, applicants may be asked to submit the actual work. All applicants must present a letter of intention to pursue graduate study.

Persons with deficiencies may enroll as unclassified graduate students for a limited time. Upon completion of the deficiencies, the student submits a portfolio of recent work to the graduate art faculty before admission to the program is granted.

Students pursuing the MFA degree work toward a graduate emphasis or concentration in one of the principal studio areas. Those wishing to transfer from one studio area to another or desiring two studio emphases must submit an acceptable portfolio in each area; however, it is not possible to apply for two studio emphases when making the initial application.

Degree seeking candidates should send the following materials directly to: MFA Admission Committee, Department of Art and Design, Campus Box 1774, Southern Illinois University Edwardsville, Edwardsville, IL 62026-1774, Telephone (618) 650-3071:

- a. Three (3) letters of recommendation, preferably from art instructors (at the undergraduate degree granting institution) or from artists familiar with the applicant's current artwork.
- b. A letter of intent of approximately 500 words, indicating professional aspirations and more immediate objectives pertaining to the program of study the applicant will pursue while in graduate school at SIUE.
- c. A slide or CD portfolio consisting of twenty (20) slides in the area in which application is made. (Some areas also require additional drawing slides; contact the area head to discuss any additional image requirements.) The slides should be labeled and submitted in a carousel tray (with the slides placed in the tray so they will project with the correct side up and facing in the proper direction). Accompanying the CD or carousel slide portfolio should be a typewritten list of images (in the same order that the images appear in the carousel or on the CD) indicating name, media, dimensions, and date work was created. Portfolios sent in anything other than a standard CD or slide carousel tray, portfolios not labeled properly, or portfolios not having the

corresponding typed list will be returned. Please provide sufficient postage for the return of the portfolio.

It is the candidate's responsibility to make sure the application, transcript(s), letters, and portfolio arrive at SIUE on time. It is recommended that the candidate mail the three letters of reference and the letter of intent together with the portfolio in one mailing. In this way the applicant will know that all materials and documentation have been mailed. Some writers of letters of reference prefer to mail their letters directly. It is the applicant's responsibility to check to make sure that the letters have arrived. The same is true for transcript(s).

The deadline for admission is February 1st of the preceding spring semester. Additional applications will be considered after these dates on a space available basis.

A committee consisting of the graduate studio faculty who offer MFA degree classes will review letters, transcript(s), and portfolio. When a decision is reached, the applicant will be notified initially by the Graduate Admissions Office, and a follow-up letter will be mailed by the Department of Art and Design. Letters will be mailed approximately one month following the deadline. If an application is not approved, the carousel portfolio will be promptly returned. If approved, the portfolio will be retained by the department until the student arrives on campus or until its return is requested.

So that the MFA program can achieve a broader perspective, students who receive their undergraduate art degrees at institutions other than SIUE will be given higher priority in acceptance for admission.

PROGRAM OF STUDY

The full-time student should expect to spend a minimum of three academic years in residency to complete the degree. The program is based on the individual's area of interest and undergraduate training. It is jointly planned by the student, a committee of the graduate faculty, and a professor who serves as adviser to the student in the principal studio area.

- Total 60 credits (at least 30 at the 500-level)
- 21-30 credits in major studio area
- 9 credits in Art History
- Electives: 6-15 (outside major studio area)
- ART 505 Seminar (3 hours) (pending approval of course)
- ART 441 Studio in Drawing (3 hours)
- ART 599a Thesis (3 hours)
- ART 599b Thesis (3 hours)
- ART 599c Exhibition/Thesis (3 hours)

Mid-Course Review

Prior to the beginning of a student's fourth term or upon completion of 30 hours of graduate credit (whichever comes first), the candidate will undergo a rigorous mid-course academic review, conducted by the candidate's MFA Committee, which should consist of at least three members of the graduate faculty, at least one of whom must be a specialist from the student's major studio area.

The mid-course review consists of an oral interview in which the candidate shall present the creative work completed since arriving at SIUE. In addition the candidate shall present evidence of his/her knowledge of art history and other material deemed pertinent by the committee for successful completion of the degree.

Additional evidence will also be submitted in the form of written essays composed in response to questions from members of the candidate's graduate committee who will evaluate the candidate's answers for clarity of expression as well as for correctness of factual detail. The student's principal studio area adviser shall notify the student of the results of the written portion of this examination.

Thesis and Thesis Exhibition

During their final year, all candidates for the MFA. degree in Art Studio must complete 9 semester hours of thesis. The thesis topic must be approved by the student's committee at least one term prior to enrolling in ART 599a, in which the candidate writes the initial draft of the thesis.

The written thesis is then completed in ART 599b in consultation with the candidate's committee. In ART 599c, the candidate designs and mounts the thesis exhibition.

The thesis consists of a written exposition of the candidate's artwork, including but not limited to the final studio project(s), accompanied by images, in proper thesis form. As part of this requirement, ordinarily during the candidate's final term, a thesis exhibition of the candidate's work must be presented. The exhibition and all related material pertaining thereto shall be prepared, designed, and installed by the candidate as approved by the candidate's committee. One piece of artwork, chosen by the candidate in consultation with the thesis committee, is retained by the Department of Art and Design for the permanent art collection of the SIUE University Museum.

EXIT REQUIREMENTS

The final examination for the MFA degree includes both written and oral forms, including a thesis defense. Upon acceptance of the thesis, the student's graduate committee and other members of the graduate faculty are invited to be present for the final oral examination. This examination is typically scheduled during or after the thesis exhibition. The candidate is

expected to defend the thesis and exhibition and to show knowledge of the general area of investigation and related areas of art and art history.

**MASTER OF SCIENCE IN EDUCATION
CURRICULUM AND INSTRUCTION with a specialization in
SECONDARY EDUCATION/ART**

The Department of Art and Design, in cooperation with the Department of Curriculum and Instruction, offers an art education teaching field as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly advised program ordinarily including at least 15 hours in art will be designed, taking into account each student's background and interests. Throughout the program, the student must consult with the art graduate advisor before registering for any courses in art. Upon completion of the program, the student must have accumulated at least 42 semester hours in art (graduate and undergraduate work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in art in order to satisfy degree requirements. Students must achieve a 3.0 (A=4.0) grade point average in the art teaching field, as well as an overall average of 3.0. For further information, see "Curriculum and Instruction" elsewhere in this chapter.

ART THERAPY COUNSELING

Application Deadline: Fall only – Feb 1st

MASTER OF ARTS

The program leading to the Master of Arts degree in art therapy counseling combines classroom instruction, practicum experience, and research. The program is clinically based with an emphasis on experiential learning. Upon completion of their degrees, graduates are prepared to accept positions as art therapists and counselors in a wide variety of clinical settings.

ADMISSION

In addition to the general admission requirements of the Graduate School, an applicant must hold a baccalaureate degree in art studio, art education, psychology, or a related field. Prospective students must show evidence of having completed 18 hours of art studio, 3 hours of art therapy or art education, 3 hours of statistics, and 12 hours of psychology, including developmental and abnormal psychology, prior to admission to the program. Applicants with deficiencies will be required to take prerequisite course work before classified status is approved. A statement of intent (500 words or less), resume, three letters of recommendation, and a slide portfolio (12-15 slides) or a disk and printouts of digital images of recent general work are required for admission. Applicants must submit scores on the Graduate Record

Examination (GRE) and schedule a group interview with faculty and students in the graduate program in art therapy counseling.

PROGRAM OF STUDY

The Master of Arts degree in art therapy counseling requires a minimum of 60 semester hours.

Required courses (36 hours):

ART 550 Counseling Techniques and Art Therapy
ART 552 Assessment of Individuals and Families
ART 555 Group Art Therapy
ART 556 Family Art Therapy
ART 557 Developmental Theory and Art Therapy
ART 561 Multicultural Issues
ART 566 Research Methodology
ART 573 Counseling Theory and Art Therapy
ART 574 Career Counseling
ART 575 Professional Ethics
ART 595 Research Projects
SOCW 557 Substance Abuse

Required options (9 hours):

3 credit hours of studio art (ART 551 or any graduate level studio art course)
3 credit hours of Psychopathology (PSYC 431 or 531)
3 credit hours of clinical application (ART 553 or 554)

Required Practicum (7 hours minimum): ART 559

Electives (8 hours):

ART 549, 551, 553, 554, 558, 559. Other electives may be selected by advisement from art therapy, studio art, psychology, social work, or related fields.

Students are required to complete a final project, which can be a traditional research paper or a creative effort accompanied by a written paper in appropriate academic form. The topic and format must be acceptable to the research committee, which is composed of the director of the art therapy counseling program and two other graduate faculty members. Students will complete 800 hours of Practicum.

Prior to beginning ART 559 (Practicum in Art Therapy), students must undergo a mid-course review to determine readiness to work with a client population in a counseling setting. The review is comprised of a self-critique, evaluations from all instructors, and a meeting with the

program director and faculty. The faculty will evaluate a student's ability to continue in the program based upon an examination of the student's performance in fieldwork, academic learning, professionalism, ability to participate in and process class experiential learning, and psychological readiness to take on a more intensive practicum.

This program of study is designed to meet the requirements for students to become licensed as clinical professional counselors in the state of Illinois and to become registered art therapists with the American Art Therapy Association. The program was approved by the American Art Therapy Association in 1992.

EXIT REQUIREMENTS

After the final project is submitted and evaluated by the advisory committee, the candidate must successfully complete an oral examination conducted by the research committee.

BIOLOGICAL SCIENCES

Application Deadlines: For domestic classified status, the deadline is approximately a month before the start of classes.

MASTER OF ARTS

MASTER OF SCIENCE

The Department of Biological Sciences offers programs leading to the graduate degrees of Master of Arts and Master of Science and, in conjunction with the Department of Curriculum and Instruction in the School of Education, provides courses that support the Master of Science in Education degree in secondary education with a teaching field in biology.

Graduate students in biological sciences may concentrate in one of several areas such as evolution, ecology and environment, or cellular and molecular biology. Course work in genetic engineering is also available. Students interested in taxonomic studies can benefit from faculty affiliations with the Missouri Botanical Gardens in nearby St. Louis.

Numerous career and advanced training opportunities are available to persons holding a master's degree in biology. These include doctoral training in biology and in the health sciences; secondary and junior college teaching; environmental assessment; and employment in educational, industrial, and governmental laboratories and agencies.

ADMISSION

Applicants who satisfy the general admission requirements of the Graduate School will be considered for admission to the master's program in biological sciences. Applications are

accepted at any time, but applicants wishing to be considered for a graduate assistantship should apply by March 15th for fall admission and October 1st for spring admission.

After completing a Graduate School application, applicants should submit the following directly to the Department of Biological Sciences:

- A personal letter/statement summarizing the applicant's preparation and experience leading to the undertaking of a master's program of study at SIUE, and outlining the applicant's academic and career goals, highlighting the role that a master's degree in biological sciences at SIUE will serve in meeting those goals.
- At least two letters of recommendation, preferably from instructors and/or individuals who are familiar with the applicant's academic and professional preparation for undertaking a master's program in the Biological Sciences.
- Official Graduate Record Examination (GRE) test scores (verbal, quantitative, analytical). GRE test scores are not required of applicants who have an undergraduate GPA above 3.0 on a 4 point scale and who are applying to the Master of Science or Master of Arts Thesis or Non-thesis plans.
- An optional [Teaching/Research Assistantship Application](#). This application is required for those wishing to be considered for a teaching or research assistantship and is obtained from the Graduate School.

All applicants must identify a faculty member who has agreed in writing to serve as a graduate mentor in order to be considered for acceptance into the program. Therefore, applicants are encouraged to contact prospective graduate mentors at the time that their application materials have all been submitted, and to contact the Biological Sciences Graduate Committee Chair for assistance in identifying faculty members who might serve as graduate mentors.

Students accepted into the biological sciences graduate program are expected to have completed course work equivalent to the SIUE undergraduate biology degree requirements, or they may be expected to resolve any deficiencies by completing course work beyond that required for the graduate degree. Upon admission to the program, the student shall consult with his/her mentor to review the student's academic record, and develop a plan of course work that will address any academic deficiencies.

PROGRAM OF STUDY

Master of Science: Thesis and non-thesis plans of study are available for fulfillment of the requirements of the Master of Science degree. The thesis and non-thesis plans require a minimum of 32 semester hours, of which at least 21 semester hours must be in biology. There is no foreign language requirement for the Master of Science degree.

Thesis Plan

At least 9 semester hours in biology must be earned in courses numbered BIOL 415-488 or 514-590.

Required courses: Enrollment in BIOL 595 or 596 at least twice or in combination is required and must be taken under at least two different faculty members. Completion of BIOL 592 at least three times is required. It may be taken a maximum of four times.

Electives: Students may take up to 13 hours of electives.

Thesis: Students must complete a thesis based on the student's original research and must enroll in at least three semester hours of BIOL 599.

Non-Thesis Plan

At least 14 semester hours in biology must be earned in courses numbered BIOL 415-488 or 514-590.

Required courses: Enrollment in BIOL 595 or 596 at least twice is required and must be taken under at least two different faculty members. Completion of BIOL 592 at least three times is required. It may be taken a maximum of four times.

Electives: Students may take up to 7 hours of electives.

Research Paper: At least 4, but no more than 8 semester hours must be taken in BIOL 591 and 593, culminating in an acceptable final research paper.

Master of Arts: A student may earn a Master of Arts degree while following the thesis plan. The Master of Arts degree requires a minimum of 32 semester hours, of which at least 21 semester hours must be in biology. The Master of Arts also requires a reading knowledge of a foreign language. The foreign language requirement must be met at least three months prior to graduation by passing an examination offered by the Department of Foreign Languages and Literature.

EXIT REQUIREMENTS

For the final examination in biological sciences for either the Master of Arts or the Master of Science degree, students meet with their advisory committee for a public oral defense of the thesis or research paper.

MASTER OF SCIENCE IN EDUCATION CURRICULUM AND INSTRUCTION with a specialization in SECONDARY EDUCATION/BIOLOGY

The Department of Biological Sciences, in cooperation with the Department of Curriculum and Instruction, offers a biology teaching field as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly advised program ordinarily including 15 hours in biology will be designed, taking into account each student's background and interests.

Throughout the program, students must be advised by a member of the biology faculty before registering for any biology courses to be applied toward this degree. Upon completion of the program, students must have accumulated at least 42 semester hours in biology (graduate and undergraduate work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in biology in order to satisfy degree requirements. Students must achieve a 3.0 (A=4.0) grade point average in the biology teaching field, as well as an overall average of 3.0. For further information, see “Curriculum and Instruction” in another section of this chapter.

BIOTECHNOLOGY MANAGEMENT

Application Deadlines: Fall only – February 28th

PROFESSIONAL SCIENCE MASTER’S

The Department of Biological Sciences offers the graduate degree of Professional Science Master’s with a major in Biotechnology Management.

Numerous career and advanced training opportunities are available to persons holding a master's degree in biotechnology management. These include occupations in biomedical and health science agencies and businesses, the pharmaceutical industry, agri-business, small businesses, and governmental laboratories and agencies.

ADMISSION

Applicants who satisfy the general admission requirements of the Graduate School will be considered for admission to the master's program in biological sciences. Applicants should submit scores (verbal, quantitative, analytical) from the Graduate Record Examination (GRE) to the Department of Biological Sciences. Under exceptional circumstances, applicants with an unusually strong academic record or with high scores on other standardized tests may be admitted to the program before the results of the GRE scores are received. In these cases, the GRE must be taken and the scores submitted during the first semester of the student's master's level work. The application deadline for admission in the Fall semester is February 28th each year, however completed applications will be reviewed as early as January 15th.

Graduate students are expected to maintain at least a B average (3.0) in course work; therefore, applicants with less than a B average as undergraduate students and/or GRE combined verbal/quantitative scores lower than 1050 should present evidence that they can do graduate level course work in an acceptable manner. Upon admission to the program, the Biological Sciences Graduate Committee will inform the student of any undergraduate deficiencies and how they can be corrected.

Applicants should also submit a short statement of goals and interests to the Department of Biological Sciences. The statement should include special qualifications and a description of relevant professional experiences. Reprints of publications, at least two letters of recommendation, and other documents should be submitted to the department to assist the Biotechnology Management Committee in evaluating the applicant's qualifications.

PROGRAM OF STUDY

The plan of study requires a minimum of 34 semester hours, of which at least 25 semester hours must be in biology. This program requires an internship in lieu of a thesis.

Required courses: Enrollment in a total of four (4) hours in BIOL 595 or 596 at least twice or in combination and taught by at least two different faculty members. Enrollment in 9 hours of graduate courses in business selected in consultation with a biology faculty adviser is also required.

Electives: Students must take a minimum of 15 hours in BIOL electives.

Internships (6hrs): Students enroll in 6 hours of BIOL 598, Internship, and produce an acceptable research paper based upon the internship.

EXIT REQUIREMENTS

For the final examination in biotechnology management, students meet with the Biotechnology Management Committee for an oral defense of the final research paper based upon the internship.

CHEMISTRY

MASTER OF SCIENCE

The Department of Chemistry offers a graduate program leading to the Master of Science degree in chemistry and, in conjunction with the Department of Curriculum and Instruction in the School of Education, provides courses supporting the Master of Science in Education degree in secondary education with a teaching field in chemistry.

The Master of Science program is highly research oriented. Thesis research topics are available to students in the Department of Chemistry in the areas of analytical chemistry, biochemistry, environmental chemistry, inorganic chemistry, organic chemistry, and physical chemistry. Prospective students can obtain information about specific research topics in these broad areas by directing an inquiry to the Graduate Program Advisor, Department of Chemistry.

ADMISSION

In addition to the admission requirements of the Graduate School, applicants for the graduate program in chemistry must have completed at least 36 semester hours in chemistry with an overall grade point average of 3.2 (A=4.0). For international students,, a minimum score of 550 on the paper-based TOEFL test, 79 on the internet-based TOEFL test, or Overall Band of 6.5 on IELTS, is required. All applicants must provide evidence to show that they can participate effectively in the department's program. Evidence should include the completion of the baccalaureate degree in chemistry or related science majors. Evidence might also be previous related study or creative work, two letters of recommendation, research papers, and honors and awards.

PROGRAM OF STUDY

All students must complete 30 semester hours of graduate course work with a grade point average of 3.2 or higher. At least 24 hours must be in 500-level chemistry courses. Both thesis and non-thesis plans of study are available.

Both thesis and non-thesis plans require:

Core course requirements (12 hours) selected from: CHEM 511, 531, 541,551, 561.

Graduate seminar (2 hours). Attendance in CHEM 575 is required for each semester during the academic year.

Electives (6 hours). Course work may include non-chemistry courses that will contribute to the student's career objectives.

Additional requirements for thesis plan:

Successful completion of at least 10 hours of CHEM 597 and 599 is required. Satisfactory completion requires the submission of an acceptable thesis, oral presentation, and defense of thesis results.

Additional requirements for non-thesis plan:

Acceptance into the non-thesis plan by the graduate committee and ten additional hours of course work at the 500-level are required. Up to four hours of credit from CHEM 596 and 597 can be applied toward the non-thesis plan. Students who pursue the non-thesis plan of study will make an oral presentation and defense of a final paper based on a current literature topic and/or their research achievements.

EXIT REQUIREMENTS

Students following the thesis plan will make an oral presentation and defense of their thesis results. Students who pursue the non-thesis plan of study will make an oral presentation and defense of a final paper based on a current literature topic and/or their research achievements.

MASTER OF SCIENCE IN EDUCATION CURRICULUM AND INSTRUCTION with a specialization in SECONDARY EDUCATION/CHEMISTRY

The Department of Chemistry, in cooperation with the Department of Curriculum and Instruction, offers a chemistry teaching field as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly advised program ordinarily including 15 hours in chemistry will be designed, taking into account each student's background and interests. Throughout the program, students must consult the graduate program advisor before registering for any chemistry courses. Upon completion of the program, students must have accumulated at least 42 semester hours in chemistry (graduate and undergraduate course work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in chemistry in order to satisfy degree requirements. A student must achieve a 3.2 (A=4.0) grade point average in chemistry course work, as well as an average of 3.2 in all course work. For further information, see "Curriculum and Instruction" in another section of this chapter.

COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE/MASTER OF SCIENCE DEGREES IN CHEMISTRY (3+2 PROGRAM)

The Department of Chemistry offers a five-year program leading to the Bachelor of Science (BS) and Master of Science (MS) degrees. Students with senior level status (at least 90 semester hours) and a grade point average of 3.0 (A=4.0) overall may be admitted to the BS/MS program that allows them to earn 24 hours of graduate level credit (400- and 500-level) during their combined senior and graduate years. An application for degree-seeking status as a graduate student must be approved by the Graduate School and the Graduate Committee in Chemistry. A program outline must also be submitted for approval by the Graduate Dean and the director of the graduate program in chemistry prior to enrollment in any courses to be included as a part of the master's program. Official admission to the program and to classified graduate status is made only after the award of the baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

ENGLISH

MASTER OF ARTS

The Department of English Language and Literature offers studies leading to the Master of Arts degree in English with specializations in American and English literature, the Teaching of Writing, the Teaching of English as a Second Language, and Creative Writing, each requiring from 30 to 36 hours of course work beyond the Bachelor of Arts degree. The department, in cooperation with the Department of Curriculum and Instruction, also provides studies leading to the degree Master of Science in Education, major in secondary education, with a teaching field in English/Language Arts.

Graduate studies in English can prepare students for advanced graduate work, secondary school teaching, community college teaching, or careers in such fields as law, business, social service, and teaching English as a second language; some graduates find careers in technical writing. Courses in women's studies, technical writing, and editing are also available.

ADMISSION

All applicants must supply, in addition to the general requirements of the Graduate School, three letters of recommendation which must be accompanied by access waiver forms (available from the Department's website or from the graduate program director in the Department of English). Applicants to the various specializations must, in addition, supply the following materials:

American and English Literature: (1) a one-page statement of purpose; (2) a recent sample of the applicant's writing, at least ten pages in length. The admissions committee prefers to read papers which engage in literary analysis, but will accept any paper which demonstrates the ability to conduct scholarly investigation.

Teaching of English as a Second Language and Teaching of Writing: a 3-5 page paper which explains how the applicant became interested in the field of TESL or TOW, what the applicant hopes to learn in the program, and how that learning will help the applicant in a career.

Creative Writing: (1) a one-page statement of purpose; (2) either two complete prose works (short stories, novel chapters, and/or creative non-fiction pieces), or 10 poems, depending upon genre of interest.

For applicants to the American and English Literature and Creative Writing specializations, there is a requirement of one year of college-level course work (or its equivalent) in the same modern or classical foreign language, with at least a C average. For applicants to the TESL specialization, there is a requirement of two years of college-level course work (or its equivalent) in modern or

classical foreign language with at least a C average. These requirements may be satisfied during the course of the student's graduate studies.

AMERICAN AND ENGLISH LITERATURE

PROGRAM OF STUDY

The specialization in American and English literature requires 30 to 36 semester hours for completion of the Master of Arts degree. Program elements include the following:

Required courses (18 hours):

ENG 501 Modern Literary Studies, taken in the first available term.

ENG 502 — Modern Literary Theory

At Least one course at the 400- or 500-level in literature written prior to 1700, one course at the 400- or 500-level in literature written after 1700, and one course at the 400- or 500-level in world literature.

Electives (12 to 18 hours): Courses may be elected in literature, creative writing, composition, and/or linguistics. Elective hours may also include six hours of ENG 598 (Preparatory Reading/English and American Literature) or ENG 599 (Thesis). Students may, with the written approval of their adviser and of the Director of Graduate Studies, choose one elective from another SIUE department. Use the Graduate Student Request form to obtain approval prior to registration in any such course.

In total, no more than 9 hours from 400-level courses can count toward the American and English Literature specialization.

In consultation with a graduate program adviser, the student selects one of two plans to complete the program requirements:

Thesis plan (30 hours)

Enroll in ENG 599 and submit an acceptable thesis in any area of the field.

Three paper plan (30 hours)

Enroll in ENG 598 and prepare three 20-page papers based on a reading list established in consultation with the candidate's committee.

EXIT REQUIREMENTS

In both the thesis and three-paper options, the student must pass a one-hour oral defense.

TEACHING OF WRITING

The teaching of writing specialization is designed for the student interested in teaching writing at the university, community college, high school, or middle school level. A student graduating with this specialization will be prepared to teach writing and writing pedagogy as well as conduct research in composition. The program of study does not include requirements necessary for state certification for high school teachers.

PROGRAM OF STUDY

Required primary courses (18 hours):

ENG 552 Academic Writing and Research Methods
ENG 554 Composition Pedagogy
ENG 556 Theory of Composition and Rhetoric
ENG 558 Practicum in the Teaching of Writing
ENG 583 History of Rhetoric I – The Classical Period to the Renaissance
ENG 596 Preparatory Reading/Teaching of Writing (exit exam)

Students are required to complete three of the following secondary courses (3 credit hours each):

ENG 486 Teaching Creative Writing
ENG 570 Teaching African American Oral and Written Tradition
ENG 572 Theory and Practice of Teaching Writing with Computers
ENG 574 Basic Writing Theory and Pedagogy
ENG 576 Writing Across the Curriculum
ENG 578 Gender, Language, and Pedagogy
ENG 581 Topics in Teaching Writing
ENG 587 Politics of Composition Pedagogy
ENG 584 History of Rhetoric II – The Enlightenment to Today

One of the secondary courses can also be fulfilled with one of the following linguistics courses: ENG 400, 541, or 544.

Elective course (3 hours): 400- or 500-level ENG course (e.g., technical, expository, or creative writing; pedagogy; linguistics, literature).

Students are required to complete one of the following options (9 credit hours inside or outside of the English Department).

- 3 courses in the same foreign language
- 3 ESL/Linguistics courses
- 3 American or English literature courses
- 3 creative writing courses
- 3 computer and/or internet-based courses

3 literacy and/or reading courses

Alternative 3-course sequence to be determined by student in consultation with graduate advisor (e.g., courses in curriculum and instruction, mass communications, or instructional technology). Course work used to fulfill this option may be completed while student is a candidate in the Teaching of Writing specialization or may have been completed during the five years immediately preceding entrance to the program.

EXIT REQUIREMENTS

Under the auspices of ENG 596, the student will consult with the graduate adviser to create a three-person graduate faculty committee who will oversee the student's development of pertinent reading lists and the student's successful completion of three research-based essays on topics determined by the committee and student.

TEACHING ENGLISH AS A SECOND LANGUAGE

The specialization in teaching English as a second language (TESL) prepares the student for professional opportunities related to teaching English to non-native speakers or for advanced graduate programs in similar or related fields. A student completing this specialization will be able to teach English as a second or foreign language, to develop curricula and teaching materials for second language learners, to evaluate the English language capabilities of such learners, and to participate in the advising of students for whom English is not a first language.

PROGRAM OF STUDY

The specialization in teaching English as a second language requires (TESL) 30 hours of course work. During a student's program, the student must complete three credits of our TESL Practicum (ENG 545), beginning in his or her first or second semester. To complete this specialization, the student, in consultation with the TESL adviser may elect a thesis or take ENG 595. Enrolling in 595 is recommended for students with no previous or current TESL experience.

Students taking 595 to complete their exit requirement are required to complete 4 electives from the following list, and students electing the thesis option must complete 3 electives. For all students, at least 2 of the electives must be at the 500 level.

Required courses (15 hours): ENG 400, 416, 468, 542, 545.

Electives (9-12 hours): ENG 405, 408, 409, 417, 418, 470, 472, 474, 540, 541, 543, 544, 597.

Final Course or Thesis (3-6 hours): ENG 595 or ENG 599-6.

Students who hold a valid teaching certificate may take a series of courses leading to Illinois and/or Missouri ESL teaching approval. These courses are: ENG 400, 409, 416, 468, 470, 472, 476. Students interested in this specialization should contact the ESL Approval adviser.

EXIT REQUIREMENTS

The mode of final examination is dependent on the culminating activity selected by the student. A student who elects the thesis option must successfully complete a one-hour oral examination based on the thesis. A student who elects to enroll in 595 must attain at least a B in that course and successfully complete an examination responding to questions submitted by an examining committee of TESL faculty.

CREATIVE WRITING

The specialization in creative writing is designed for the student interested in pursuing the art of writing fiction, or poetry. Students pursuing this specialization will not just develop their skills as writers, they will be better prepared to teach creative writing, pursue other professional writing opportunities, conduct further research into matters of creative writing pedagogy, and publish their own creative works.

PROGRAM OF STUDY

Completion of the program requires at least 30 hours, however students may enroll in an optional second unit of thesis hours, for a total of 33 hours. Students are required to complete the following primary courses (18 hours):

Required Thesis (3 hours): ENG 599 (3-6 hours).

Required Literature (9 hours): Students are required to complete 3 graduate-level literature courses in consultation with their adviser, at least one of which must be in the contemporary period and at least one choice must be 500-level.

Workshop (12 hours):

ENG 593 (Poetry workshop) taken 4 times

Or

ENG 592 (Fiction workshop) taken 4 times

Electives (6 hours): Electives may be any graduate level course offering, an additional unit of thesis hours, or a workshop in the student's minor genre (492 or 493).

Note: ENG 554, Contemporary Pedagogy, required of all new teaching Graduate Assistants, may not be counted as an elective.

EXIT REQUIREMENTS

Students will submit as a thesis a book-length, publishable manuscript of poetry (roughly a minimum of 48 pages) prose (usually a minimum of 150 pages), or some hybrid text (length

variable, at least 48-150 pages). Successful completion of the thesis defense constitutes completion of ENG 599.

POST-BACCALAUREATE CERTIFICATE

ADMISSION

In addition to fulfilling the general requirements of the Graduate School, applicants must submit the same supporting materials required for application to the MA specializations (a one-page statement of purpose, a writing sample, and three letters of reference accompanied by waiver forms). The Graduate Adviser may require specific undergraduate course work from students who have not majored in English. Students who begin the Post-Baccalaureate Certificate program and then wish to enroll in the master's program must meet all requirements for admission to the MA degree program, including foreign language requirements.

AMERICAN AND ENGLISH LITERATURE

The American and English literature certificate is designed for students seeking graduate work in literature and research but not wishing to commit to a two-year MA program. The certificate program offers substantive study in a relatively brief time and is intended for students teaching or planning to teach on the community college, high school, and middle school levels.

PROGRAM OF STUDY

At least half of the six courses must be 500-level.

Required courses (6 hours): ENG 501 and 502.

Electives (12 hours): Students may distribute their remaining four course selections among several of the following categories or they may concentrate on one or two of the categories.

Old English and Medieval British Literature: 404, 406, 421, 505.

Renaissance and 17th Century British Literature: 413, 422, 423, 460, 471a, 471b, 473, 506.

18th Century British Literature: 424, 454, 461, 508.

19th Century British Literature: 426, 427, 455, 510.

Modern British Literature: 428, 456, 462, 482, 515.

Pre-20th Century American Literature: 431, 434, 439, 518.

Modern American Literature: 432, 435, 437, 440, 441a, 441b, 482, 515.

Gender and Ethnic Studies: 446, 457, 478, 526, 570.

Literary Criticism and Theory: 495, 501, 502.

Variable Topic Course: 443, 465, 521.

POST-BACCALAUREATE CERTIFICATE TEACHING OF WRITING

The Teaching of writing post-baccalaureate certificate is designed for students seeking graduate work in composition pedagogy and research but not wishing to commit to a two-year MA program. The certificate program offers substantive, comprehensive study in a relatively brief time and is intended for students teaching or planning to teach on the university, community college, high school, and middle school levels.

PROGRAM OF STUDY

Required courses (12 hours):

ENG 552 Academic Writing and Research Methods in Composition Studies
ENG 554 Composition Pedagogy
ENG 556 Theory of Composition and Rhetoric
ENG 558 Practicum in the Teaching of Writing

Electives (6 hours, 3 credit hours each) selected from:

ENG 486 Teaching Creative Writing
ENG 490 Advanced Composition
ENG 491 Technical Writing
ENG 492 Advanced Fiction Writing
ENG 493 Advanced Poetry Writing
ENG 541 Discourse Analysis
ENG 570 Teaching African American Oral and Written Tradition
ENG 572 Theory and Practice of Teaching Writing with Computers
ENG 574 Basic Writing Theory and Pedagogy
ENG 576 Writing Across the Curriculum
ENG 578 Gender, Language, and Pedagogy
ENG 581 Topics in Teaching Writing
ENG 587 Politics of Composition Pedagogy
ENG 588 History of Rhetoric I – The Classical Period to the Renaissance
ENG 589 History of Rhetoric II – The Enlightenment to Today
ENG 592 Fiction Writing

POST-BACCALAUREATE CERTIFICATE TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

The TESL certificate is designed for students seeking graduate work in TESL pedagogy and theory but not wishing to commit to a two-year MA program. The program covers the same core areas that the full MA does, but can be completed in a shorter amount of time, allowing students to pursue other graduate degrees or professional experiences.

PROGRAM OF STUDY

Required courses (12 hours): ENG 400, 416, 468, 542.

Electives (6 hours) selected from: ENG 540, 541, 543, 544, 597.

MASTER OF SCIENCE IN EDUCATION CURRICULUM AND INSTRUCTION with a specialization in SECONDARY EDUCATION/ENGLISH/LANGUAGE ARTS

The Department of English Language and Literature, in cooperation with the Department of Curriculum and Instruction, offers an English specialization as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly advised program ordinarily including 15 hours in English will be designed, taking into account each prospective student's background and interests. Throughout the program, the student must consult with the program adviser in the Department of English Language and Literature before registering for any English courses. Upon completion of the program, students must have accumulated at least 42 semester hours in English (graduate and undergraduate work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in English in order to satisfy degree requirements. Students must achieve a 3.0 (A=4.0) grade point average in course work in the English/language arts teaching field, as well as an overall average of 3.0. For further information, see "Curriculum and Instruction" in another section of this chapter.

ENVIRONMENTAL SCIENCE MANAGEMENT

PROFESSIONAL SCIENCE MASTER'S

The Environmental Science Management program is a new kind of master's degree, a Professional Science Master's (PSM). The PSM is a degree in science or mathematics for students interested in a wider variety of career options than provided by current graduate programs in the sciences and mathematics and prepares students for work in fields such as research management and technology transfer.

The New York-based Alfred P. Sloan Foundation has helped launch SIUE's Environmental Science Management program, which has been developed in concert with industry and is designed to dovetail into present and future professional opportunities.

The main difference in the Environmental Science Management program from other master's degrees in the sciences is the real-world experience, internship, and business courses that enhance students' environmental sciences course work.

Part of the PSM degree program will be an internship opportunity (6 hours credit) at an area company. The organizations currently represented on the Environmental Science Management Advisory Board are Ameren, CH2M Hill, Environmental Resources Training Center, National Corn-to-Ethanol Research Center, Granite City Steel, Olin Brass, Pangea Group, Professional Environmental Engineers Inc., SAIC Inc., and US Air Force (Scott Base). This Advisory Board ensures that the Environmental Science Management program meets the area's workforce needs. Companies such as these will be providing the internship opportunities. At the end of the internship, students prepare a thesis (or a research paper) based on their internship experience.

ADMISSION

In addition to the general requirements of the Graduate School, admission to this program requires a positive recommendation from the Environmental Sciences Admissions Committee. The program requires all prospective students to submit a letter stating their academic and professional goals. The GRE is required for those students whose undergraduate GPA is below 3.0 (4.0 scale). Additionally, for those students whose GPA is below 2.75 (4.0 scale), two letters of recommendation are required. Applicants with less than a 2.5 GPA will ordinarily not be admitted. Students must have a baccalaureate degree in a science major. Computer literacy is strongly encouraged.

Competitive graduate assistantships through the Environmental Sciences Program and Competitive Graduate Awards through Graduate Studies and Research are available. The Office of Student Financial Aid administers most of the University's financial aid programs.

PROGRAM OF STUDY

The Professional Science Master's degree in Environmental Science Management requires a minimum of 36 hours of graduate work.

Required core courses (8 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400- or 500-level statistics course.

Internship (6 hours): ENSC 590.

Business Courses (9 hours): ACCT 524, CMIS 526, and MBA 522.

Required emphasis courses (12 hours): ENSC 511 or 512, 540, and at least two other ENSC electives.

Final Research Paper or Thesis (3 hours): ENSC 597 or 599.

Within the first semester of study, the student must select a graduate faculty member as thesis or final research paper chairperson for the graduate degree committee. The chairperson will advise the student on course work and research. Within the first year of study, the graduate degree committee must be complete, consisting of the chairperson and two or more additional graduate faculty members. The graduate degree committee should consist of faculty with expertise or interests that are appropriate to the student's academic background, goals, and

career interests. The graduate degree committee and the student will develop a thesis or final research paper outline before the work begins. The thesis or final research paper is then approved for initiation and supervised by the committee chairperson.

EXIT REQUIREMENTS

Following the completion of the program of study, including the thesis or final research paper, the student will present the thesis or final research paper, open to the public, to the graduate committee for critique and must pass a final oral examination administered by the graduate committee.

ENVIRONMENTAL SCIENCES

MASTER OF SCIENCE

The College of Arts and Sciences administers this interdisciplinary program leading to the Master of Science degree in environmental sciences. The mission of the Environmental Sciences Program is to cultivate students' perspectives of environmental issues and provide students with refined knowledge of environmental issues at the local, regional, and global scale. The Program will increase the student's technical competence in addressing and analyzing these issues, their origins, ramifications, and resolutions. The Environmental Sciences Program at SIUE is designed to enhance and promote professional education and career opportunities in a wide area of interests. There are five areas of emphasis: 1) Environmental Biology; 2) Environmental Chemistry and Toxicology; 3) Environmental Education; 4) Environmental Policy and Public Administration; and 5) Environmental Technology and Assessment.

Faculty from several departments in the College of Arts and Sciences provide mentoring, direction, and instruction. Practicing professionals also lend their expertise to this program. A close relationship is maintained with industries and environmental agencies so that both students and faculty members can incorporate real-world issues in their studies and research. Each student is required to complete a research thesis or non-thesis paper. With advisement and agreement of the thesis committee, students may select their own research topic. Students are encouraged to work with faculty on their ongoing research projects. Faculty research interests span the entire discipline and can offer a wide variety of research opportunities. Because of career enhancements, students are encouraged to select the thesis option.

There are excellent research and teaching opportunities for students and faculty on the SIUE campus. Thesis research has been successfully completed in the following areas: air quality, bioremediation and other innovative remediation technologies, carcinogenic effects of ionizing radiation, constructed wetlands to reduce non-point source pollution, ecotoxicological studies, energy, erosion reduction, feedlot runoff, fermentation, insecticide toxicity, metal

accumulation in fish, modeling climatic effects on trees and ecosystems, mutagenicity, occupation health, pesticide fate and transport, photovoltaics, population dynamics, radon in the home, regulation, teaching, underground storage tanks, use of sewage sludge, waste incineration, watersheds, water quality, wildlife productivity, and many others.

The program offers challenging environmental research opportunities, which may be related to the campus, home, municipality, business and industry, state or federal government, consulting firms, and various advocacy groups. The program has access to a variety of instrumentation, such as an Atomic Absorption Spectrometer, an Inductively-Coupled Plasma-Mass Spectrometer, computer access to Geographical Information Systems, several Gas and Liquid Chromatographs, a Mass Spectrometer, a variety of sampling equipment (automated water samplers, low and high volume air samplers (including PM₁₀), several soil and sediment coring devices and a LI-COR 6400 photosynthesis system). In addition, the program has several field sites for long-term environmental monitoring studies, including recently developed experimental filter strips and restored Oak Savannah Prairie. Students completing this graduate program in Environmental Sciences have career opportunities with governmental agencies, private industries, consulting firms, and educational institutions. Areas of responsibility may include environmental field or laboratory research and analyses, environmental policy and law, environmental remediation, solid and hazardous waste management, groundwater pollution, water management, air quality management, environmental and ecological assessments, resource depletion, and environmental engineering.

For up to date information on the Environmental Sciences Program, consult the program's web site at www.siu.edu/artsandsciences/environment/.

ADMISSION

In addition to the general requirements of the Graduate School, admission to this program requires a positive recommendation from the Environmental Sciences Admissions Committee. The program requires all prospective students to submit a letter stating their academic and professional goals. The GRE is required for those students whose undergraduate GPA is below 3.0 (4.0 scale). Additionally, for those students whose GPA is below 2.75 (4.0 scale), two letters of recommendation are required. Applicants with less than a 2.5 grade point average will ordinarily not be admitted. Students entering any of the areas of emphasis must have a baccalaureate degree in an appropriate academic major. Computer literacy is strongly encouraged.

Competitive graduate assistantships through the Environmental Sciences Program and Competitive Graduate Awards through the Graduate School are available. The Office of Student Financial Aid administers most of the University's financial aid programs.

PROGRAM OF STUDY

The Master of Science degree in Environmental Sciences requires a minimum of 33 hours of graduate work for those students electing to complete a thesis and 38 hours of graduate work for those students electing to complete a non-thesis paper.

Emphasis Options:

1) Environmental Biology

Required core courses (8-9 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400-or 500-level statistics course.

Thesis (1-6 hours): ENSC 599 or Final Research Paper (1-3 hours): ENSC 597.

Required emphasis courses (9 hours): ENSC 540, 550, and either ENSC 528/528L or 520.

Electives: 9 hours minimum.

2) Environmental Chemistry and Toxicology

Required core courses (8-9 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400-or 500-level statistics course.

Thesis (1-6 hours): ENSC 599 or Final Research Paper (1-3 hours): ENSC 597.

Required emphasis courses (9 hours): ENSC 531, 540, and either ENSC 528/528L or 520.

Electives: 9 hours minimum.

3) Environmental Education

Required core courses (8-9 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400-or 500-level statistics course.

Thesis (1-6 hours): ENSC 599 or Final Research Paper (1-3 hours): ENSC 597.

Required emphasis courses (9 hours): ENSC 550, 520, and either ENSC 580 or 540.

Electives: 9 hours minimum.

4) Environmental Policy and Public Administration

Required core courses (8-9 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400-or 500-level statistics course.

Thesis (1-6 hours): ENSC 599 or Final Research Paper (1-3 hours): ENSC 597.

Required emphasis courses (9 hours): ENSC 511, 512, and 550.

Electives: 9 hours minimum.

5) Environmental Technology and Assessment.

Required core courses (8-9 hours): ENSC 505, 506, 510, and a 3- or 4- hour 400-or 500-level statistics course.

Thesis (1-6 hours): ENSC 599 or Final Research Paper (1-3 hours): ENSC 597.

Required emphasis courses (9 hours): ENSC 550, 573, and either ENSC 528/528L or 520.

Electives: 9 hours minimum.

Within the first semester of study, the student must select a graduate faculty member as thesis (or non-thesis) chairperson for graduate degree committee. The chairperson will advise the student on course work and research. Within the first year of study, the graduate degree committee must be complete, consisting of the chairperson and two or more additional graduate faculty members. The graduate degree committee should consist of faculty with expertise or interests that are appropriate to the student's academic background, goals, and career interests. The graduate degree committee and the student will develop a research project outline and will determine before the work begins whether the project is to result in a thesis or a non-thesis paper. The research project is then approved for initiation and supervised by the committee chairperson.

EXIT REQUIREMENTS

Following the completion of the program of study, including the thesis or non-thesis paper, the student will present the thesis or non-thesis paper, open to the public, to the graduate committee for critique and must pass a final oral examination administered by the graduate committee.

FOREIGN LANGUAGES

MASTER OF SCIENCE IN EDUCATION CURRICULUM AND INSTRUCTION with a specialization in SECONDARY EDUCATION/FOREIGN LANGUAGES

The Department of Foreign Languages and Literature, in cooperation with the Department of Curriculum and Instruction, offers foreign language teaching fields in French, German, and Spanish as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. In addition to meeting the general requirements for admission to the Graduate School and the requirements of the School of Education for admission for study in this program, applicants who wish to pursue a foreign language teaching field within the graduate program in curriculum and instruction must receive the approval of the Department of Foreign Languages and Literature.

A jointly advised program ordinarily including 15 hours in French, German, or Spanish will be designed, taking into account each prospective student's background and interests. Throughout the program, it is important to consult with the program advisor in the Department of Foreign Languages and Literature before enrolling in any foreign language courses. Upon completion of the program, students must have accumulated at least 42 semester hours in either French, German, or Spanish (graduate and undergraduate course work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in the selected foreign language in order to satisfy degree requirements. Students must achieve a 3.0 (A=4.0) grade point average in course

work in the selected foreign language, as well as an overall average of 3.0. For further information, see "Curriculum and Instruction" in another section of this chapter.

GEOGRAPHICAL STUDIES

MASTER OF SCIENCE

The Department of Geography offers a program of study leading to the Master of Science degree in geographical studies. Our program offers two professional tracks. Our non-thesis option (36 hours of course work culminating in comprehensive exams) is designed for the professional geographer seeking a terminal degree and a career in industry requiring spatial skills, or for geography teachers in public schools and community colleges. Our thesis option with its intensive course structure is designed to further stimulate scientific inquiry for those persons who may intend to pursue a doctoral program at other institutions.

The objective of the graduate curriculum in geography at SIUE is to produce graduates with: (a) a functional understanding of the field of geography and an in-depth knowledge in one or more areas of departmental competence; (b) the pertinent geographic skills and knowledge which are applied in resolving contemporary spatial problems; and (c) proficiency in geographic research methods and skills in critical thinking and writing.

The graduate program is organized around eight areas that reflect the interests and competencies of the graduate faculty. These are Cartography-GIS/Remote Sensing, Climatology, Biogeography, Historical-Cultural Geography, K-12 / Geographic Education, Landforms-Hydrology/Environmental Geography, Political Geography/Human Migration, and Urban Economic Planning and Development. With the assistance of the graduate adviser, students are encouraged to structure their programs around one of these areas and to work closely with graduate faculty having similar interests.

ADMISSION

Admission is open to geography and non-geography majors with baccalaureate degrees satisfying the general requirements of the Graduate School. Non-geography majors and in some cases geography majors may be required to take prerequisites before beginning the graduate program. Courses taken to remedy any deficiencies will not count as part of the regular program. In addition, the graduate program in geography requires applicants to have at least an over-all grade point average of 2.8 (A=4.0). Applicants who do not meet the required grade point average will be considered if acceptable scores are demonstrated on the Graduate Record Examination.

Students are required to maintain a minimum over-all grade point average of 3.0. If a student earns a grade of "C" or below in a graduate level course he or she will be placed on academic

probation. Any student earning two grades of "C" or below in the program will be dropped from the geography graduate program, regardless of GPA. To facilitate the process of student advising and guidance, all applicants must submit a one-page written statement of their graduate education and study plan along with their graduate admissions forms.

PROGRAM OF STUDY

Thesis Option: A minimum of 30 hours is required for the Master of Science, of which 21 semester hours must be geography graduate-level courses. In addition, at least one half of the required 30 credit hours must be earned at the 500 level. Required courses (12 hours) include: GEOG 520, 521, 522; plus one seminar in Geography. Electives (12 to 15 hours) are additional courses that should be related to the student's needs and interests, and faculty expertise. Candidates must complete a thesis while enrolled in GEOG 599 (3 to 6 credit hours).

Non-Thesis Option: A minimum of 36 hours is required for the Master of Science, of which 24 hours must be geography graduate-level courses. In addition, at least one half of the 36 required credits must be earned at the 500 level. Required courses (15 hours) include GEOG 520, 521, 522, 597, plus one seminar in Geography. Electives (21 hours) are additional courses that should be related to the student's needs and interests, and faculty expertise.

In addition, each graduate student, regardless of option selected, must declare a subject area s/he wishes to emphasize. Those in the thesis option must take at least one course (3 credit hours) in their emphasis area as part of the elective package, while those in the non-thesis option must take at least two courses (6 credit hours). Before enrolling in the second year of study, each student must have selected a subject area adviser and obtained approval from him/her as well as the Graduate Adviser.

EXIT REQUIREMENTS

Thesis Option: in addition to the thesis itself, a final oral examination will be conducted by the candidate's committee. This examination will cover the content of the thesis as well as the fundamental concepts of the discipline as stated in the program's objectives.

Non-Thesis Option: The candidate must register for GEOG 597 (Preparatory Reading) and take a final written examination. This examination will consist of a segment that covers the content of the graduate level core courses taken, as well as fundamental concepts of the discipline as stated in the program's objectives, a segment covering her/his specialty area, and a directed research problem.

PROFESSIONAL DEVELOPMENT SEQUENCES IN

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

The Professional Development Sequences (PDS) in Geographic Information Systems (GIS) were originally developed by the Department of Geography with the support of the Schools of Business and Engineering. Three separate sequences were developed to accommodate the growing demand for practitioners in this new, specialized field which combines geographic information and graphics technology. In addition, since their origination, these sequences have been regularly updated to remain current with advances in technology and the changing needs of many user groups including the social, natural, physical, and applied sciences.

The PDS in GIS is, therefore, valuable to graduate students and professionals from many diverse fields such as economic development, real estate, environmental assessment, resource management, urban and regional planning, public administration, and health services. These course sequences provide the requisite education and training needed to understand GIS methodology and technology, and how to apply it to one's particular field. This methodology is particularly valuable for applications requiring area definition coupled with demographic, environmental, and market research and analysis.

ADMISSION

Graduate students who are officially admitted to and in good standing with the Graduate School may enroll in a GIS PDS provided they have the approval of the Geography graduate adviser and PDS coordinator. As long as the student is enrolled in the PDS, the student will have unclassified graduate status. Students desiring to acquire this specialized GIS training through a degree program (geography, business administration, or civil engineering), must follow the procedures necessary for admission to that degree program. A student completing the first PDS may apply up to three courses (nine semester hours) toward the elective hour requirement for a graduate degree in geography, provided the stipulations for transfer credit are met.

PROGRAM OF STUDY

The first PDS (Principles and Concepts of Geographic Information Systems) includes: GEOG 418 (Geographic Information Systems), GEOG 422 (Remote Sensing and Digital Image Processing), GEOG 423 (Computer Mapping), and GEOG 520 (Research Methods in Geography). The second PDS (Applied Geographic Information Systems) is comprised of: GEOG 424 (Vector Based GIS), GEOG 425 (Raster Based GIS), and GEOG 450 (Topics in Geography) or GEOG 427 (Internship). The third PDS (Advanced Geographic Information Systems) requires GEOG 522 (Techniques in Geography), GEOG 525 (Seminar in GIS), and GEOG 590 (Independent Study). Depending on the level of GIS education and training desired, a student may take only the first PDS, the first and second PDS, or all three. Completion of each sequence is a prerequisite for enrollment in the next.

HISTORY

MASTER OF ARTS

The Department of Historical Studies offers a program of study leading to the Master of Arts degree in history. A teaching field in history can also be taken as part of the Master of Science in Education degree in secondary education, offered by the Department of Curriculum and Instruction in the School of Education.

Graduate work in history contributes to students' personal enrichment, life-long learning skills and recognition of their responsibilities as members of a society composed of many communities of memory. The graduate degree in history also serves as important preparation for the pursuit of a variety of career opportunities. In some cases, it is part of the preparation for entry into or continuation of a career in teaching in the secondary schools, community colleges, and universities. For other students, graduate training in history is helpful in cognate fields such as journalism, museum operations, and library science. Some students have used the graduate program as part of their preparation for work in the business community, the legal profession, or government.

ADMISSION

Application for admission to the program should be made through Graduate Admissions, but inquiries about the program are welcomed by the department's chairperson or graduate program director. Admission to the graduate program in history requires at least a 3.0 (A=4.0) GPA and preparation in the discipline equivalent to at least an undergraduate minor (18 credit hours in history). All applicants must submit two letters of recommendation, an academic writing sample, and a one-page letter of intent directly to the department discussing their preparation for graduate study in history, their area(s) of historical interest and their career goals. All application materials are due by February 1st. Incomplete applications will not be considered. The department's graduate program committee will review application materials and make a final determination of admittance normally by the middle of February. Typically, applicants will be considered for entry only for Fall Semester. Admissions for Spring or Summer term may be arranged for exceptional circumstances. Applicants may petition the graduate program director to make those arrangements.

PROGRAM OF STUDY

Both thesis and non-thesis plans of study are available. Students pursuing either the thesis or the non-thesis plan must complete a minimum of 35 semester hours. All students, whether pursuing the thesis or non-thesis plan, are required to take the Department of Historical Studies' year-long, core course, HIST 555 a,b. Students admitted to begin graduate work in the Fall are required to take the year-long sequence during their first year. HIST 555 a,b is designed as an introduction to the core debates and strategies that animate the contemporary discipline

and practice of history. Students may, with the approval of the graduate program director, apply up to 9 semester hours from related disciplines toward their credit hour requirements. Students may also apply to participate in an internship program that allows them to obtain practical experience in non-teaching career fields related to history. All students must demonstrate a reading knowledge of a foreign language (modern or classical) either by special examination or by completion of two years of college level study in a single language with an average of C or better. Candidates for the Master of Arts degree in history may pursue one of the two following plans of study:

Thesis Plan

Students complete 35 hours of graduate credit, 8 of which represent the History and Theory Series (HIST 555 a,b) and the History Colloquium Series (HIST 556 a,b) and 6 of which represent a well-conceived thesis on a topic chosen in consultation with a faculty advisory committee. Enrollment in HIST 599 is required. Students must earn the grade of "B" or better in each course counting toward their graduate degree, with the exception of foreign languages.

Non-thesis Plan

This plan emphasizes breadth of historical understanding while not ignoring research techniques. Students concentrating in one primary and two complementary secondary areas of emphasis complete 35 hours of graduate credit, which includes completion of the History and Theory Series (HIST 555 a,b) (6 credit hours) and the History Colloquium Series (HIST 556 a,b) (2 credit hours). Students must earn the grade of "B" or better in each course counting toward their graduate degree, with the exception of foreign languages.

Suggested areas of emphasis can include:

U.S. to 1877	Ancient	Cultural History
U.S. since 1877	Medieval Europe	African Diaspora
U.S. Economic History	Early Modern Europe	Women's History
African-American History	Modern Europe	Intellectual History
Middle Eastern History		Asian History

The broad fields may be modified in consultation with the student's advisory committee. Before embarking on any area(s) of emphasis, a student should consult the appropriate faculty member(s). All non-thesis students are required to develop a portfolio of two research papers, written for different faculty, that reflect their primary, and one of their secondary fields of interest. All students are required to submit their portfolio to their examination committee a month before the scheduling of their written exams. In order for written examinations to be scheduled, the portfolio must first be approved by the student's committee.

EXIT REQUIREMENTS

Students who follow a thesis plan of study will be required to pass an oral defense of the thesis and related historical material. Upon completion of the course work, students pursuing the non-thesis plan of study must pass a written examination, at least three hours long, covering one principal and two secondary fields. They are also required to take an oral examination based on their written exams, portfolio and related historical material. The chairperson of the student's advisory committee will provide guidance to the student regarding the nature of the examination. Such guidance will include a list of readings compiled by the advisory committee, which, in conjunction with the student's course work, will serve as the basis for the examination. Non-thesis students intending to take examinations in the Spring Semester must declare their intention to take examinations by September 15th of the preceding Fall Semester; students intending to take examinations in the Fall Semester must declare their intention to do so by April 1st of the preceding Spring Semester. Declaring their intention to take exams requires them to form an exam committee and, in consultation with their committee, establish reading lists for the exams. Spring Semester written exams must be completed by April 1st and an oral examination based on the written exams and the portfolio must be held by April 15th. Fall Semester written exams must be completed by November 15th and an oral examination based on the written exams and the portfolio must be held by December 5th. Generally, master's exams will not be scheduled during the Summer Term.

POST-BACCALAUREATE CERTIFICATE MUSEUM STUDIES

The Museum Studies Certificate offers current and future museum professionals an opportunity to gain expertise that will aid in their career advancement. The curriculum combines active learning through exhibit development and internships, along with elective courses that focus on interpretation, administration, education, and the acquisition of disciplinary backgrounds. For most students this program provides education adequate for immediate entry into museum careers. In addition, current museum professionals will acquire new skills to broaden or enhance their expertise.

The program presents students with a foundation in theoretical and applied approaches to the interpretative, legal and ethical, community, and administrative challenges that confront museum employees. This sequence of courses is designed for students who have been admitted to a master's degree or are currently enrolled in a related master's program but who want the additional educational credentials to qualify for a certificate. The program may be completed on a part-time or full-time basis.

The program's curriculum and faculty are interdisciplinary, representing the many, diverse areas of skill and expertise relevant to museum work. Students are encouraged to develop a specialization as they choose their elective courses, while also benefiting from the interdisciplinary nature of the museum studies program.

ADMISSION

Applicants must have an earned BA or BS, have maintained a 3.0 undergraduate grade point average, and submit transcripts, two letters of recommendation, and a letter of interest. The two letters of recommendation and the letter of interest are to be mailed directly to the department.

PROGRAM OF STUDY

This program entails the completion of 21 hours of course work, including the following required and elective classes:

Required Courses (12 hours):

HIST 580 Foundations of Museum Studies (also cross-listed as ART 580)

ART 581 Management of Museum Collections

HIST 582 Practicum in Exhibit and Program Development (also cross-listed as ART 582)

HIST 590 Internships in Museology or ART 498 Internship in the Arts or PAPA 595 Public Administration Internship

Elective courses (9 hours, at least one at the 500-level): open to all graduate-level offerings.

These may include the following:

ANTH 420 Museum Technology

ANTH 435 American Material Culture

ART 413 Digital Arts

ART 454 Curatorship: Exhibition Management and Design

HIST 447 Approaches to Oral History

HIST 470 Preserving the American Past

IT 450 Using Video for Instruction

IT 486 Web Design for Instruction

IT 510 Instructional Systems Design

IT 530 Managing Instructional Design

IT 580 Design of Interactive Learning Environments

IT 582 Development of Interactive Learning Environments

PAPA 579 Grantsmanship

PAPA 501 Public Organizations

PAPA 575 Nonprofit Leadership

Students must earn the grade of "B" or better in each course counting toward their post-baccalaureate certificate.

EXIT REQUIREMENTS

The student must successfully complete the program of study.

MASTER OF SCIENCE IN EDUCATION CURRICULUM AND INSTRUCTION with a specialization in SECONDARY EDUCATION/HISTORY

The Department of Historical Studies, in cooperation with the Department of Curriculum and Instruction in the School of Education, offers a history teaching field as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly-advised program ordinarily including 15 hours in history will be designed, taking into account each student's background and interests. Throughout the program, the student must consult with the history graduate adviser before registering for any courses in history. Upon completion of the program, students must have accumulated at least 42 semester hours in history (graduate and undergraduate work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in history in order to satisfy degree requirements. A student must achieve a 3.0 (A=4.0) grade point average in the history teaching field as well as an overall average of 3.0. For further information, see "Curriculum and Instruction" in another section of this chapter.

COOPERATIVE DOCTORAL PROGRAM

Faculty in the Department of Historical Studies participate with History Department faculty at Southern Illinois University Carbondale in offering a cooperative program leading to the Doctor of Philosophy degree in History. Prospective students may initiate application procedures at either campus and may enroll in courses at either or both campuses concurrently. The doctoral degree is conferred by Southern Illinois University Carbondale. For application procedures, refer to the section on admission to cooperative doctoral programs in Chapter I of this catalog. For more detailed information, contact the department directly at either Carbondale or Edwardsville.

MASS COMMUNICATIONS

MASTER OF SCIENCE

The Department of Mass Communications offers a graduate program leading to the Master of Science degree in mass communications. Our MS is designed for students who wish to concentrate in Professional Media Practice (media message design, and media policy and management) or Media Studies (media and politics, media influence, media ethics, media literacy, transnational media, and media and representation). These concentration areas reflect the expertise of the department's graduate faculty, and thus enable students to attain high levels of competence in pragmatic considerations in media, theoretical sophistication and research design. Recent graduates from the program have applied their degree professionally in television journalism, advertising, public relations, sports marketing, and public policy, as well as gone on to pursue law and doctoral degrees.

The Mass Communications' MS program maintains an enrollment of about 30 students. This size assures small class sizes (normally about 8-15), personalized program advising from the Graduate Program Director based on a student's career goals, and well as a close working relationship with the graduate thesis/final project committee.

Students typically begin courses in August at the beginning of the fall semester and can finish their program as early as the following fall. However, admission to the program is open all year and applications are assessed for acceptance as they arrive.

To assure that students will be able to apply the degree to their professional and intellectual goals, the program stresses a foundation in

- Mass Communication Theory
- Qualitative and Quantitative Research Methods of Mass Communication
- Design, Production and Application of Media Messages

These core foci of our curriculum are pivotal for what practitioners in the field might need as well as what doctoral program selection committees look for when evaluating students for their programs. In short, these three core areas of curriculum concentration combine to foster:

- Critically thinking;
- The ability to communicate clearly, both written and oral;
- Understanding the relations between theory and research, and its application;
- The development of independent and original research;
- The analysis of issues relevant to investigation.

The Mass Communications' graduate program is able to mentor students who wish to specialize in:

- Media cultural studies
- Media campaigns
- Media management
- Media law & ethics
- History of mass media
- Documentary media
- International media
- New Media and Technology

For more detailed information about the program or to obtain application materials, see our website at: <http://www.siue.edu/MASSCOMM/grad/>

ADMISSION

In addition to the requirements of the Graduate School, students applying to the graduate program in Mass Communications must have the following: Undergraduate grade point average of 3.0 (on a 4.0 scale), three letters of recommendation, Department of Mass Communications application, and a statement of purpose.

Students with undergraduate majors in fields other than mass communications will be considered for admission, provided that their statement of purpose, as contained in the Mass Communications Department Graduate Program Application, shows the relationship between the undergraduate major and MS program in mass communications. Students lacking sufficient undergraduate preparation (as determined by the Director of Graduate Studies), will be required to take up to three prerequisite courses (nine hours) that will not count toward the graduate degree. With permission from the Director of Graduate Studies, these courses may be taken concurrently with those toward the M.S. degree.

Following admission, each student should make an appointment with the graduate program director for an initial advisement appointment.

PROGRAM OF STUDY

Thirty semester hours of graduate credit are required for the degree. No credit will be accepted for a C or lower in the Mass Communications Graduate Degree; students may retake courses one time to improve a grade.

Required courses (9 hours): MC 500, 501, 502.

Electives (15 hours): selected in consultation with the student's graduate adviser. No more than six hours may be taken outside the Department of Mass Communications.

Thesis or Project (6 hours): MC 599 (Thesis) or MC 598 (Final Project).

EXIT REQUIREMENTS

After the thesis or project is submitted and evaluated by the student's advisory committee, the student must successfully complete an oral examination conducted by the committee. The oral examination will focus primarily on the defense of the thesis or project but may also cover the student's program of study.

POST-BACCALAUREATE CERTIFICATE

MEDIA LITERACY

The certificate is designed for teachers of secondary education who wish to address questions of media impact in their curriculum. The certificate provides these teachers with a foundation of theoretical, analytical and applied approaches to current trends in mass media. Issues such as the emergence of new technologies; growth of multinational media conglomeration and their impact on politics; questions of race, class, gender and representation; and the effects of media violence are focused on. In addition, certificate program students can also learn and/or sharpen media production skills through elective courses. This certificate should be particularly useful for teachers of high school courses such as, social studies, contemporary concerns, political science, English, media studies, etc.

PROGRAM OF STUDY

Core Courses (9 hours):

- MC 500 Mass Communication Theory
- MC 503 Media Critical Theory
- MC 504 Special Topics in Mass Communication

Elective Courses (9 hours)

All other Mass Communications courses.

No more than three semester hours can be taken in independent readings, directed research, or other similar courses. No waiver of courses and/or completion requirements is permissible. See Mass Communications website for details and application materials at <http://www.siue.edu/MASSCOMM/graduate.html>

MATHEMATICS

MASTER OF SCIENCE

The Department of Mathematics and Statistics offers graduate work leading to the Master of Science degree in mathematics. The curriculum offers opportunities for advanced studies in mathematics, operations research, statistics, or computational and applied mathematics. Students can prepare for positions in business, government and industry, for secondary school or community college teaching, or for advanced work leading to the Ph.D. degree in various areas in or related to the mathematical sciences.

The MS program in Mathematics offers specializations in the following areas: (1) Pure Mathematics, (2) Statistics and Operations Research, (3) Computational and Applied

Mathematics, and (4) Postsecondary Mathematics Education. Students must select one of these specializations for their program of study. Entering students are assigned advisors by the director of the graduate program. The adviser helps design a program of study suited to the individual's background and needs.

The computational and applied mathematics specialization may be of interest to students with undergraduate majors in mathematics, computer science, engineering, or physics, who need to use computers to solve industrial and scientific problems. Graduates choosing this specialization receive training in the formulation of mathematical solutions to industrial or scientific problems and the development and implementation of algorithms for the solution of such problems.

The Department of Mathematics and Statistics, in conjunction with the Department of Curriculum and Instruction in the School of Education, also provides course work supporting the Master of Science in Education degree in secondary education with a teaching field in mathematics. Teachers interested in advanced course work in mathematics, but not necessarily in a degree program, should contact either the Department of Mathematics and Statistics or the Department of Curriculum and Instruction.

ADMISSION

To be considered for admission to a graduate program in the Department of Mathematics and Statistics, applicants should have an undergraduate background that includes MATH 150, 152, 223, 250, and 321, or their equivalents. Applicants must also have a grade point average of at least 2.7 (A=4.0) in mathematics and statistics courses. It is recommended that students in the computational and applied mathematics or statistics and operations research specializations have a working knowledge of algorithmic programming language. It is also recommended that students in the theoretical mathematics or computational and applied mathematics specializations have a course in real analysis equivalent to MATH 350 at SIUE. A brief statement of educational and career goals and interests, together with any supporting documents and a description of any special qualifications or relevant professional experience, should be submitted directly to the graduate program director in the Department of Mathematics and Statistics. In some cases, applicants who meet the requirements for admission to the Graduate School, but do not have the required background in mathematics as indicated above, may register as unclassified graduate students until deficiencies have been satisfied to permit admission to degree-seeking status.

PROGRAM OF STUDY

The program of study requires a minimum of 30 semester hours of graduate credit, at least 15 of which must be at the 500-level. Students must maintain an overall grade point average of 3.0 for all courses taken in the program. Students pursuing a double major must complete all required courses in one of the options below. Six to nine hours of the electives may be waived for students who complete a double major. These students must complete at least nine hours

of 500-level mathematics, statistics or operations research courses, not counting the thesis or research paper. Distribution of hours is as follows:

Pure Mathematics

Required courses (18 hours): MATH 421, 437, 450, 451, and any two of 520, 545, 550, or 555.

Electives (6 to 9 hours): Electives may be selected from 400- or 500-level mathematics, statistics, or operations research courses.

Thesis or research paper (3 to 6 hours): MATH599 (Thesis) or MATH 595 (Special Project). Students in the pure mathematics specialization may substitute additional 500-level course work for the thesis or research paper to complete the 30-hour requirement for the degree. Students who select this course option must pass a comprehensive exam covering three 500-level MATH, STAT, or OR courses chosen jointly by the student and adviser.

Statistics and Operations Research

Required courses (18 hours): STAT 480a, 480b, OR 440, and either OR 441 or OR 442. One of the following two-semester sets of courses is required: STAT 581, 582; STAT 584, 588; STAT 579, 589; OR 587a, 587b; OR 585, 586.

Electives (6 to 9 hours): Electives may be selected from 400- or 500-level mathematics, statistics, or operations research courses.

Thesis or Research Paper (3 to 6 hours): STAT or OR 599 (Thesis), or STAT or OR 595 (Special Project). Students in the Statistics and Operations Research specialization may substitute additional course work for the thesis or research paper to complete the 30-hour requirement for the degree. Students who select this course option must pass a comprehensive exam covering three 500-level MATH, STAT, or OR courses chosen jointly by the student and adviser.

Computational and Applied Mathematics

Required Courses (18 hours): MATH 421, 450, 464, and either 465 or 466, either 545 or 555, and either 552 or 565.

Electives (6 to 9 hours): Electives may be selected from 400- and 500-level mathematics, statistics, or operations research courses. MATH 550 and 567, STAT 575, and OR 587ab are recommended.

Thesis or research paper (3 to 6 hours): MATH 599 (Thesis), or MATH 595 (Special Project). Students in the computational and applied mathematics specialization may substitute additional 500-level course work for the thesis or research paper to complete the 30-hour requirement for the degree. Students who select this course option must pass a

comprehensive exam covering three 500-level MATH, STAT, or OR courses chosen jointly by the student and adviser.

The 400-level required courses are waived for students who have completed these courses as undergraduates, although graduate credit cannot be given for courses taken as an undergraduate.

Postsecondary Mathematics Education

Students must complete the requirements in Groups A, B, C, D, and E.

Group A: Three courses selected from the following:

MATH 420, 421, 423, 435, 437, 450, 451, 464, 465, 466, OR 440, STAT 480A, 480B, 482.

Group B: Two courses selected from the following:

MATH 531 – Algebraic Content, Pedagogy and Connections
MATH 532 – Geometric Content, Pedagogy and Connections
MATH 533 – Discrete Mathematics Content, Pedagogy and Connections
MATH 534 – Calculus Content, Pedagogy and Connections
STAT 535 – Statistics Content, Pedagogy and Connections

Group C: Two MATH/STAT/OR electives selected from 500-level MATH, STAT, or OR courses, excluding courses from Group B above.

Group D: Two courses selected from the following:

EPFR 501 – Research Methods
EPFR 515 – Advanced Educational Psychology
CI 510 – Analysis of Instruction
CI 562 – The Secondary School Curriculum

GROUP E: MATH, STAT, or OR 599 (Thesis), or MATH, STAT or OR 595 (Special Project), or option of substituting additional 500-level course work in MATH, STAT or OR, excluding courses from Group B. Students who select this option must pass a final exam covering two 500-level MATH, STAT, or OR courses from Group C and the additional course from Group E.

EXIT REQUIREMENTS

For students who complete a thesis or research paper, the final examination consists of an oral presentation based on the content of the thesis or research paper. The examination is administered by the student's advisory committee, which includes the student's research adviser and two other members of the graduate faculty. For those students who select

additional course work in lieu of a thesis or research paper, the final exam covers the content from three 500-level MATH, STAT, or OR courses chosen jointly by the student and adviser.

PROFESSIONAL DEVELOPMENT SEQUENCES IN MATHEMATICS

The Department of Mathematics and Statistics offers seven Professional Development Sequences. These PDSs are described below in the section “Program of Study.” Each of these PDSs is designed to give students a thorough grounding in one particular subject in mathematics, statistics, or operations research.

ADMISSION

Graduate students who are officially admitted to, and in good standing with, the Graduate School may enroll in a PDS in the Department of Mathematics and Statistics provided they have the approval of the Graduate Program Director. Students enrolled in a PDS need not be graduate students in the Department of Mathematics and Statistics and they may have the status of “unclassified graduate student.” Students are expected to have completed all courses that are prerequisites to the required courses in the PDS.

PROGRAM OF STUDY

The programs of study of the PDSs are as follows:

1. Quality and Reliability
 - STAT 484 Reliability Engineering
 - STAT 488 Design and Control of Quality Systems
 - STAT 584 Reliability Theory
 - STAT 588 Advanced Quality Control
2. Design and Analysis of Experiments
 - STAT 480a,b Mathematical Statistics
 - STAT 481 Design and Analysis of Experiments
 - STAT 581 Advanced Experimental Design
3. Applied Statistics
 - STAT 478 Time Series Analysis
 - STAT 481 Design and Analysis of Experiments
 - STAT 482 Regression Analysis
 - STAT 483 Sample Surveys
4. Mathematical Programming
 - OR 440 Deterministic Models
 - OR 587a,b Mathematical Programming
5. Simulation
 - OR 442 Simulation
 - OR 585 Simulation Theory
 - OR 586 Simulation Modeling and Languages

- 6. Numerical Analysis
 - MATH 465 Numerical Analysis
 - MATH 466 Numerical Linear Algebra with Applications
 - MATH 565 Advanced Numerical Analysis
- 7. Differential Equations
 - MATH 464 Partial Differential Equations
 - MATH 465 Numerical Analysis
 - MATH 552 Theory of Ordinary Differential Equations
 - MATH 567 Topics in Applied Mathematical Analysis

**MASTER OF SCIENCE IN EDUCATION
CURRICULUM AND INSTRUCTION with a specialization in
SECONDARY EDUCATION/MATHEMATICS**

The Department of Mathematics and Statistics, in cooperation with the Department of Curriculum and Instruction, offers a mathematics teaching field as part of the Master of Science in Education (MSEd) degree in curriculum and instruction. A jointly advised program, ordinarily including 15 hours in mathematics, will be designed, taking into account each student's background and interests. Throughout the program, students must consult with the graduate program adviser in the Department of Mathematics and Statistics before registering for any mathematics courses. Upon completion of the program, students must have accumulated at least 42 semester hours in mathematics (graduate and undergraduate course work combined). Thus, students admitted to the program with less than 27 hours of acceptable undergraduate work will be required to complete more than 15 graduate hours in the mathematics teaching field in order to satisfy degree requirements. Students must achieve a 3.0 (A=4.0) grade point average in mathematics course work, as well as an average of 3.0 in all course work. For further information, see "Curriculum and Instruction" in another section of this chapter.

**COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE / MASTER OF SCIENCE DEGREE IN
MATHEMATICS (3 + 2 PROGRAM)**

The Department of Mathematics and Statistics offers a five-year program leading to the Bachelor of Science (BS) and the Master of Science (MS) degrees. Students with at least 90 semester hours and an overall grade point average of 3.0 (A=4.0) in mathematics, engineering, and physical science courses may be admitted to the BS/MS program that allows them to earn graduate level credit (400- and 500-level) during their combined fourth and fifth years. No course can be counted for both graduate and undergraduate credit

An application for degree-seeking status as a graduate student must be approved by the Graduate School and the Graduate Admissions Committee in Mathematics. A program outline must also be submitted for approval by the graduate program director in mathematics prior to enrollment in any courses to be included as a part of the master's program. Official admission to the graduate program and the status of classified graduate student is made only after the

award of baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

MUSIC

MASTER OF MUSIC

The Department of Music offers graduate studies leading to the Master of Music (MM) degree with specializations in music education and in performance. The graduate curricula are designed to provide advanced preparation for professional work as a teacher and/or performer. All students must satisfactorily complete placement examinations in music theory and music history/literature, as well as a performance audition if appropriate to the student's specialization. These examinations must be completed or the review courses (MUS 500a,b) passed before students are permitted to enroll in courses to be counted towards the degree (except MUS 440, 441, 501, 540, 541, 565, 566, 567) without prior written consent from the graduate adviser.

ADMISSION

An applicant for admission to the graduate program is expected to have a baccalaureate degree or its equivalent in music and at least a 2.8 (A=4.0) overall grade point average in undergraduate work. An applicant in music education must have state certification in music; an applicant in performance must pass an audition.

The audition for admission to the specialization in music performance can be accomplished in one of the following ways: (1) a personal audition before a graduate auditioning committee; (2) a tape recording of a full recital that may serve as a basis for provisional acceptance to be followed by a personal audition; or (3) the Senior Recital at Southern Illinois University Edwardsville that may serve as the audition, provided the student makes application through the graduate program director in music at least three weeks prior to the recital. A student who fails to matriculate in the master's degree program within one year following the Senior Recital will be required to re-audition.

Entering graduate students concentrating in voice or accompanying should have completed one year each of two of the following: Italian, French, and German. Deficiencies can be removed by enrolling in undergraduate foreign language classes and diction class. Students pursuing an instrumental concentration are not required to pass foreign language proficiency examinations.

PROGRAM OF STUDY

The Master of Music degree program requires a minimum of 32 semester hours for completion.

Music Education Specialization

Required courses in music (4 hours): MUS 501, 502.

Required courses in music education (12 hours): MUS 520, 525, 530, 535, and 560.

Instrumentalists must also complete MUS 415; vocalists must complete MUS 519a.

Electives in Music Education & Pedagogy (6 hours): Students may substitute up to four semester hours of graduate courses in education if, prior to electing these courses, they submit a written request to the Director of Music Education and obtain approval.

General Music Electives (6 hours): At least one elective in music theory, music history, and ensemble/applied instruction. Students completing the recital with supporting paper must complete a minimum of four semester hours of private applied instruction (MUS 540 or 541) in addition to MUS 591.

Thesis or Graduate Recital with Supporting Paper (4 hours): MUS 599 or MUS 591.

These scholarly projects come at the end of graduate study and demonstrate the graduate student's ability to produce an original research document of merit. Most degree candidates complete a thesis, but students desiring to perform a recital and write a supporting paper instead of the thesis may do so with approval from the Director of Music Education, the applied instructor, and the audition committee.

Like the thesis, the supporting paper must be relevant to music education. This paper may focus on issues such as (1) pedagogical implications of the instrument's construction and capabilities, principally as these relate to the recital repertoire; (2) the history and structure of the recital repertoire; particularly as these relate to performance and instruction; and (3) other factors pertaining to teaching, learning, and performing on the instrument.

Performance Specialization

Required courses in music (4 hours): MUS 501, 502.

In addition to the required courses in music, the program of study includes 8 hours in the principal area of performance and 2 to 6 hours in music literature. Students pursuing a piano performance concentration must take at least 4 hours of MUS 565 (Advanced Piano Ensemble-Accompanying and Chamber Music). Students pursuing a jazz performance concentration must take at least 4 hours of MUS 566 (Instrumental Ensemble) and MUS 509 Advanced Jazz Arranging/Composition (2 hours). Students pursuing voice, choral conducting, and piano majors following the chamber music/accompanying option must take MUS 539 Advanced Diction (2 hours). Additionally, choral conducting students must take 4 credit hours of MUS 540Q Applied Voice.

Electives: Up to 4 hours in the principal applied area and, with approval of the graduate adviser, may include courses outside the field of music to a total of 6 hours. Additional elective hours as needed to complete the minimum program requirement of 32 hours.

Graduate Recital (1 to 4 hours): MUS 590.

Accompanying majors will perform three recitals of ensemble music, including both vocal and instrumental repertoire.

EXIT REQUIREMENTS

A comprehensive final examination is required of all students. The examination is based on the student's program of study, including theory, literature, and area of emphasis. The examination, which may be both written and oral, will be conducted and evaluated by the advisory committee. Students who fail the examination may repeat it upon recommendation of the committee.

POST-BACCALAUREATE CERTIFICATES

The Department of Music offers post-baccalaureate certificates in piano pedagogy and vocal pedagogy. The Post-Baccalaureate Certificate in Piano Pedagogy is designed for piano teachers who wish to advance their skills in performance, pedagogy, literature, and theory. The Post-Baccalaureate Certificate in Vocal Pedagogy is designed for voice teachers who wish to advance their skills in pedagogy and literature. Students who complete the certificate may apply the course work (except MUS 440 and 500A) toward a master's in Piano Performance or Vocal Performance if accepted into that program.

ADMISSION

An applicant for admission to the certificate program is expected to have a baccalaureate degree or its equivalent in music and at least a 2.5 (A=4.0) overall grade point average in undergraduate work and must complete a successful audition for applied piano or voice placement.

PROGRAM OF STUDY

Post-Baccalaureate Certificate in Piano Pedagogy (18-20 hours):

Required Courses (16 hours)

Piano Pedagogy – 561a, 561b (6 hours)

Seminar in Materials and Techniques – 553c (2 hours)

Applied Piano – 440k or 540k (4 hours)

Piano Literature – 513a, 513b (4 hours)

Electives (2-4 hours)

Counterpoint – 442a (3 hours)

Applied Theory Ear Training – 530 (2 hours)

Graduate Music Theory Review – 500a (2 hours)

Applied Piano – 440k or 540k (2 hours)

Post-Baccalaureate Certificate in Vocal Pedagogy (18-20 hours):

Required Courses (14 hours)

Vocal Pedagogy – 519a, 519b (4 hours)

Vocal Literature – 511f (2 hours)

Applied Voice – 440q or 540q (4 hours)

Advanced Diction – 539 (2 hours)

Practicum in Vocal Pedagogy – 593 (2 hours)

Electives (4-6 hours)

Applied Voice – 440q or 540q (2-4 hours)

Graduate Music History Review – 500b (2 hours)

Applied Theory and Ear Training – 530 (2 hours)

EXIT REQUIREMENTS

The student must maintain a GPA of 3.0 and complete the course requirements within four (4) calendar years.

PUBLIC ADMINISTRATION

MASTER OF PUBLIC ADMINISTRATION

The Department of Public Administration offers a graduate program leading to the Master of Public Administration degree, a professional degree designed to prepare persons for management careers in the public and nonprofit sectors. The program serves two types of students: (1) pre-service students who have recently completed a bachelor's degree and wish to use the master's degree to gain entry into a professional career track, and (2) in-service students who have worked for several years in the public sector or nonprofit sector but wish to return to the University to enhance or upgrade their skills and knowledge.

Graduates of the program hold a wide range of positions such as city managers, finance directors, policy analysts, legislative staff, administrators of non-profit agencies, health care

administrators, military staff and line commanders, police chiefs, fire chiefs, recreation directors, museum directors, and social service staff and managers.

ADMISSION

Unconditional admission to the program requires an overall undergraduate grade point average of at least 2.7 (A=4.0) or a grade point average for the last two years of 3.0. An undergraduate background in the social sciences or business administration is useful but not required.

Applicants with an overall undergraduate grade point average between 2.5 and 2.7 may be required to take a test administered by the Department of Public Administration to evaluate their writing and analytical skills. Based on the results of this test, the program director may require students to submit scores from standardized examinations such as Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT); and/or resumés summarizing their work experience over the last ten years. Applicants who are denied admission may request a review of their credentials by the department's Student Appeals Committee.

PROGRAM OF STUDY

The Master of Public Administration degree requires the completion of at least 39 semester hours with a grade point average of 3.0 or higher distributed as follows:

Required core courses (21 hours): PAPA 420, 500, 501, 510, 530, 540, 550 with a minimum 3.0 grade point average in the core courses.

Area of emphasis courses (18 hours): Chosen from an approved list of courses in public management or nonprofit administration. Students may also design their own area of emphasis with the consent of their adviser.

"Unclassified" graduate students may take PAPA courses only with the permission of either the department chair or the MPA program director.

EXIT REQUIREMENTS

Students must receive a passing grade on a comprehensive exit examination. Students must submit two papers written during their course work as evidence of their writing skills and have a grade point average of 3.0 or higher in the PAPA "core" courses in order to qualify to take the final comprehensive examination.

SOCIAL WORK

Application Deadlines: (Fall only - February 15th)

MASTER OF SOCIAL WORK

The Department of Social Work offers a curriculum leading to the Master of Social Work degree with concentrations in Micro Practice (individuals, families, small groups) or Macro Practice (neighborhoods, organizations, communities). The program is accredited by the Council on Social Work Education, the profession's accrediting agency. The MSW program also offers a specialization for School Social Work certification in the State of Illinois.

The Master of Social Work program prepares students for entering graduate social work practice. Graduates of the MSW Program are eligible upon graduation to take the Licensed Social Worker (LSW) examination; and, after at least two years of supervised clinical practice, the Licensed Clinical Social Worker (LCSW) examination through the Illinois Department of Professional Regulation. Information concerning these examinations can be found at www.ildpr.com. The program emphasizes the educational preparation of students for advanced social work practice as community-based professionals to work with and on behalf of under-served and at-risk populations. The program's primary intended consumers are persons already working in social services without the master's degree and persons with undergraduate preparation in social work. The program seeks to admit a well-qualified and diverse group of students whose stated professional interests and goals are congruent with the program's mission of service to oppressed and under-served populations. Opportunities for effective student interaction within a diverse population are vital to preparing students for their future responsibilities with people at-risk in a highly complex environment. The variety of perspectives that emerge in the classroom from differences in racial, ethnic, cultural, and gender identity and from different life experiences enhance the ability of students to be sensitive and responsive to diversity, thus enhancing the learning of all students.

The MSW program offers both a full-time and part-time evening program. There are no weekend or online courses. Students with heavy family and work responsibilities need to be aware that the demands of full-time graduate study can be a challenge; the part-time program option is designed for these students.

ADMISSION

Prospective students must submit an application to the SIUE Graduate School for degree seeking status and application materials (described below) to the Social Work Admissions Committee.

To be considered for regular admission to the graduate program in social work, applicants must have earned a baccalaureate degree from an accredited college or university with an overall

grade point average of at least 3.0 (A=4.0). Students with less than a 3.0 undergraduate grade point average may apply and will be considered on a case-by-case basis.

The baccalaureate degree should reflect a strong background in liberal arts and sciences with at least 30 semester hours (or equivalent) earned in liberal arts and sciences with grades of C or better in each course. Included in this total must be a 3 credit hour human biology course. Students must complete any deficiencies prior to enrollment in the MSW Program. If any deficiencies are not completed prior to enrollment, the student's file will be reconsidered the next academic year. In addition, Advanced standing students entering with a BSW from a CSWE accredited must have completed an undergraduate research methods course and an undergraduate statistics course with a grade of B or better. Advanced standing students who have not completed courses in research methods and statistics with grades of B or better must complete these requirements prior to enrollment in the MSW program, or their file will be reconsidered the next academic year, or the student may be offered admission in regular standing. Undergraduates who are nearing completion of a baccalaureate degree may submit an application for admission as a degree-seeking student when they have earned at least 88 semester hours of credit toward the undergraduate degree with a grade point average of at least 3.0 (A=4.0).

A combination of commitment to the program's mission and sensitivity to diversity is evaluated during the admissions process through the applicant's personal statement and letters of reference. These are regarded as factors in admissions decisions, along with records of undergraduate work. Students will not receive academic credit for life experiences or previous work experiences.

The following materials must be submitted to the Social Work Admissions Committee before an application is considered complete:

1. Graduate application to SIUE.
2. Application to the Social Work graduate program. (Visit www.siue.edu/social or call 618/650-5758 to request an application packet.)
3. A personal statement of approximately 750 to 1000 words that discusses the applicant's reasons for pursuing a career in social work and career plans, any special people and experiences that influenced the applicant's decision to pursue a career in social work, previous work experience, including volunteer and practicum experiences and how these experiences have shaped professional interests, evidence of commitment to social and economic justice, and personal strengths and weaknesses.
4. Three letters of recommendation that discuss the applicant's potential for graduate level academic work, leadership and interpersonal skills, commitment to the mission and values of social work, and, if relevant, professional experience and capabilities. If previous experience includes work in a social services environment, either paid, volunteer, or

practicum, at least one letter must speak to that experience. Applicants who have recently received their baccalaureate degree should request one letter of recommendation from an undergraduate faculty member. Applicants applying as transfer students from CSWE-accredited master's programs should request at least one letter of recommendation from a graduate faculty member. Letters from friends or family members that do not address the above issues will not be considered. The letters of recommendation must be submitted on the form contained in the application packet.

ADMISSION IN ADVANCED STANDING

Applicants may be considered for admission in advanced standing provided the following criteria are met:

1. The applicant holds a baccalaureate degree in social work from an institution accredited by the Council of Social Work Education, and the degree was awarded in the 7-year period preceding application for graduate study at SIUE.
2. The applicant's grade point average is 3.0 (A=4.0) or higher in undergraduate study and the applicant has completed all courses in the BSW foundation area with grades of B or better. Applicants with less than a 3.0 undergraduate GPA who completed all course work in the baccalaureate foundation area with grades of B or better will be considered on a case-by-case basis.
3. Advanced standing students entering with a BSW from an accredited undergraduate program must have completed an undergraduate research methods course and an undergraduate statistics course with a grade of B or better.
4. Students must complete any deficiencies prior to their enrollment in the MSW program. If any deficiencies are not completed prior to enrollment, the student's file will be reconsidered the next academic year or the student may be offered admission in regular standing.

SOCIAL WORK ADMISSIONS COMMITTEE

The MSW Curriculum Policy and Planning Committee will review the complete packet of application materials including the applications for graduate study, personal statement, letters of recommendation, and transcripts. Admission to graduate study in Social Work will be based on a full evaluation of the completed application packet. A personal interview may be required. The committee cannot admit students whose packet is incomplete. The applicant will be notified in writing about the decision of the Committee.

PROGRAM OF STUDY

For students in regular standing status, the MSW Program is a two-year full time course of study in which students enroll in six consecutive semesters, including summer terms for a total of 60 credit hours. For students in advanced standing status, the MSW Program is a one-year full time course of study in which students enroll in three consecutive semesters, including the summer term, for a total of 30 credit hours. There is a part-time option which can be completed in two years for advanced standing students and in four years for regular standing students. Contact the department for more information. Students do not receive academic credit for life experience or previous work experience.

The school social work concentration courses will result in six additional credit hours beyond those needed to satisfy the requirements of the MSW degree. For students in advanced standing, school social work courses and internships will add three additional semesters to the completion of the MSW degree.

Students in regular standing status for who have deficiencies in their undergraduate liberal arts education must remove those deficiencies by satisfactory completion of appropriate courses prior to their initial year of enrollment in MSW program. Students admitted in advanced standing for whom deficiencies in BSW or other courses are identified must remove those deficiencies by satisfactory completion of the appropriate courses prior to their initial year of enrollment in the MSW program.

The program of study in the MSW program is divided into two integrated groups of courses: Foundation curricula and Concentration curricula. Foundation courses provide classroom and field experience in social work values, ethics, methods of practice, diversity, research, social welfare policy, and social work history. Concentration courses build on the foundation to develop competence necessary for advanced social work practice in Micro Practice (individuals, families, small groups) or Macro Practice (neighborhoods, organizations, communities).

The program of study for the MSW degree requires completion of a minimum of 60 semester hours for students admitted without advanced standing. These students must complete 30 credit hours in the Foundation curriculum and 30 semester hours in the Concentration curriculum.

Students who do not hold a BS in Social Work from a Council on Social Work Education (CSWE) accredited institution are admitted as “regular standing” and must take foundation courses (30 hours) before taking the advanced courses. Students who have a BS in Social Work from a CSWE-accredited institution are admitted as “advanced standing” and must complete the advanced standing courses (30 hours).

Foundation Courses-30 hours

SOCW 501 – Generalist Practice: Individuals and Families-3 hours

SOCW 502 – Generalist Practice with Organizations, and Communities-3 hours

SOCW 503 – Counseling Skills Development – 3 hours
SOCW 504 – Social Welfare Policy -3 hours
SOCW 505 – Generalist Practice with Groups – 3 hours
SOCW 506 – Research Methods and Data Analysis – 3 hours
SOCW 507 – Human Behavior in the Social Environment-3 hours
SOCW 508 – Diversity, Values, Ethics, and Social Justice Principles & Practice – 3 hours
SOCW 526 – Field Instruction I-3 hours
and
SOCW 527 – Field Instruction II-3 hours
or
SOCW 531 – Block Field Instruction I – 6 hours

Advanced Courses – 21 hours

SOCW 528 – Advanced Field Instruction III-3 hours
and
SOCW 529 – Advanced Field Instruction IV-3 hours
or
SOCW 532 – Block Field Instruction II – 6 hours
SOCW 537 – Psychopathology and Diagnostic Assessment – 3 hours
SOCW 546 – Applied Social Science Research – 3 hours
SOCW 565 – Capstone – 3 hours

And two of the following:

SOCW 560 – Mental Health Services – 3 hours
SOCW 561 – Children, Youth and Family Services – 3 hours
SOCW 563 – Gerontology Services – 3 hours
SOCW 564 – Substance Abuse Services – 3 hours

Students must choose concentration from either one of the two following areas.

Micro Concentration – 9 hours

SOCW 540 – Advanced Practice with Individuals – 3 hours
SOCW 541 – Advanced Practice with Families and Groups – 3 hours
SOCW 542 – Social Welfare Policy: Micro Practice – 3 hours

OR

Macro Concentration – 9 hours

SOCW 544 – Advanced Practice with Neighborhoods and Communities
SOCW 547 – Advanced Practice with Organizations – 3 hours
SOCW 543 – Social Welfare Policy: Macro Practice

EXIT REQUIREMENTS

Enrollment in SOCW 565 is a requirement to satisfy the concluding element of the degree program. A grade of B or better must be earned in this course for the student to have satisfactorily completed all requirements for the Master of Social Work degree. The project is an integration of social work knowledge and skills across curriculum content areas and practice in regards to a social work practice issue or problem.

In SOCW 565, the student will select specific social work/social welfare problems, client populations, or field of practice experiences with an emphasis on integrating and synthesizing library and/or empirical research and field experiences with major curriculum areas. Focus is placed the examination of issues relative to social work values and ethics, social and economic justice, poverty, and diverse populations. The project highlights such central issues as urban and rural service delivery in southwestern Illinois, gender roles, social change, children and families, health, mental health and disability practice, and school social work.

COURSES FOR SCHOOL SOCIAL WORK SPECIALIZATION

The MSW Program offers course work enabling students to sit for the licensure examination for school social work in Illinois. These courses prepare current MSW students and post-MSW students to take the examinations as part of their requirements for school social work at the state level. School Social Work certification requires completion of certain courses mandated and approved by ISBE in addition to the courses required for the MSW program. Students in either concentration may apply to take school social work courses. Students who have taken the school social work courses and passed the Illinois certification test for school social workers find employment primarily in the Illinois public school system. More information on school social work courses and licensure can be obtained from the Department of Social Work.

ADMISSION

Application for admission to these school social work courses should be filed with the department by January 15th of the year that candidates desire to begin the program. Candidates begin the program in August of the year admitted.

Candidates who have been admitted to the MSW program may apply for admission to the school social work courses after their initial enrollment in the MSW program.

Candidates should submit the following to the School Social Work Committee:

- 1) A completed school social work application form.
- 2) A one-page, double spaced (250-300 words) statement describing your interest and the qualities and attributes you will bring to school social work.
- 3) Passing score on the Test of Academic Proficiency (TAP).

The MSW Curriculum Policy and Planning Committee will evaluate school social work applications for admissions as a separate process from admissions to the MSW program.

PROGRAM OF STUDY

Students enrolled in the School Social Work Specialization courses will complete six additional credit hours beyond those required for the MSW degree. MSW degree candidates admitted in regular standing who are admitted to the school social work courses will complete 66 hours of courses and internships to complete both the MSW degree and school social work courses instead of 60 credit hours for the MSW alone. MSW advanced standing candidates admitted to the school social work courses will complete 36 hours of courses and internships to complete both the MSW degree and the school social work courses instead of 30 credit hours for the MSW alone. For advanced standing students the school social work sequencing will add three additional semesters to the completion of the MSW degree. Upon completion of the MSW degree and school social work courses, candidates qualify for state school social work certification upon receipt of a passing score on the Illinois School Social Work Content Area Exam.

Courses for School Social Work Specialization

SOCW 533-Social Work Practice in Schools-2 hours

SOCW 567-Seminar in School Social Work-2 hours

SOCW 568-Advanced Field III School Social Work-4 hours
(replaces SOCW 528 Field Instruction III in the MSW curriculum. SOCW 568 requires one additional credit hour compared to SOCW 528 due to more required internship hours)

SOCW 569-Advanced Field IV School Social Work-4 hours
(replaces SOCW 529 Field Instruction IV in the MSW curriculum. SOCW 569 requires one additional credit hour compared to SOCW 529 due to more required internship hours)

EXIT REQUIREMENTS

In addition to the MSW degree exit requirements, students taking school social work courses must complete all required social work courses with grades of B or better. Upon completion of the MSW degree and school social work courses, the student takes the State of Illinois Content Area Exam for School Social Work Personnel to qualify for certification as a school social worker in Illinois.

PROFESSIONAL DEVELOPMENT SEQUENCE IN SCHOOL SOCIAL WORK

This PDS is to prepare post-MSW social workers for School Social Work Type 73 Certification by the Illinois State Board of Education.

ADMISSION

Admission requirements are: 1) MSW degree from a CSWE accredited program; 2) good academic and professional standing; 3) completed applications to the Graduate School and the Department of Social Work; 4) a 250-300 word personal statement; 5) official graduate degree transcript(s); 6) two professional letters of reference, and 7) a passing score on the Illinois Certification Testing System Basic Skills Test.

Application for admission to the PDS should be filed with the department by January 15th of the year that candidates desire to begin the program. Candidates begin the program in August of the year admitted.

PROGRAM OF STUDY

This Professional Development Sequence requires completion of three courses including a supervised internship of a minimum clock 600 hours in a primary and/or secondary Illinois school setting. The school social work seminar (SOCW 533-2) and the one semester school internship (SOCW 572-7) must be completed at SIUE. SPE 400-3 (the Exceptional Child) or its equivalent may be taken elsewhere and must be taken within five years of enrollment in SOCW 533 and SOCW 572.

EXIT REQUIREMENTS

Successful completion of the Professional Development Sequence in School Social Work requires earning a minimum grade of B in each of the courses in the Program of Study, and demonstrated professionalism and ethics in school social work practice.

SOCIOLOGY

Application Deadlines: Fall - July 10th, Spring - Nov 15th, Summer - April 1st

MASTER OF ARTS

The Department of Sociology and Criminal Justice offers studies leading to the Master of Arts degree in sociology. Graduate work in sociology involves the advanced study of human social life, its processes, problems, and possible future forms. Areas of study include social problems

and policies, deviance and crime, gender, race and ethnic relations, employment relations and complex organizations, social inequality, social change, theory, research, and data analysis.

Career objectives are furthered with an advanced degree in sociology. The study of sociology at the master's level strengthens students' analytical, research, and writing skills. These skills are useful in positions involving problem analysis, research and data management, effective communication, and leadership. Graduates of the master's program in sociology have used their degree as a stepping stone to a Ph.D. or law degree, a credential for a teaching position at a community college, preparation for doing research for private business or public service agencies, or for acquiring decision-making positions in diverse occupational settings. The program also accommodates persons who already hold positions in the public or private sector and for whom the graduate degree improves career benefits and opportunities.

ADMISSION

For prospective students who meet the Graduate School admissions requirements, admission is usually routine for those who also meet the following requirements and standards: 30 or more semester hours in the social sciences (anthropology, political science, economics, psychology, history) including 21 hours in sociology, six of those hours being sociological theory and sociological statistics or methods, with grades of B or better. A final requirement is an overall grade point average of at least 2.7 (A= 4.0).

Together with the application for admission, all applicants must submit a writing sample and a written personal statement of 1-2 pages indicating their motivations and objectives for graduate study in sociology. The writing sample, which should be between four and fifteen pages in length, may consist of a paper turned in for a course or other written work prepared by the applicant. It should address some social scientific and preferably sociological issue.

Students may be admitted to the program at the beginning of any semester, but we encourage applications for admission in the fall semester because of course sequencing. Persons seeking admission for fall semester should apply no later than July 10 of the year in which they wish to begin their studies. Although all applicants are encouraged to apply to begin their studies in the fall semester, applications for other semesters will be considered up to the following deadlines: for spring semester –November 15; for summer term – April 1.

PROGRAM OF STUDY

Requirements for the Master of Arts degree in sociology include 33 semester hours of graduate credit, distributed as follows:

Required courses (12 hours): SOC 501, 515, 518, 592. SOC 501, 515, and 518 are taken in the first year to ensure a basic knowledge of sociological theory, methods, and data analysis. SOC 592 is taken after completion of 18 hours, including 515, or with consent of the graduate program director. Students must receive a grade of B or higher in all required courses. Also,

during the first 12 semester hours of graduate study, only courses with a grade of B or higher can be counted toward the degree.

Electives (15 hours): At least 9 of which are sociology seminar courses at the 500-level. Up to 6 semester hours of electives may be taken in related fields outside sociology when approved by the graduate program director.

Thesis or Internship: By the completion of 18 semester hours and in consultation with the graduate program director, the student must select either: 6 hours of SOC 599 (Thesis) or 3 hours of SOC 593a (Graduate Internship-Experience) and 3 hours of SOC 593b (Graduate Internship-Report). The internship comprises two parts: (1) at least 140 hours of a supervised work experience in either a research or public service setting (SOC 593a), and (2) a substantial, original written report concerning a sociological issue related to the internship (SOC 593b). Guidelines for the internship report are included in the department's Graduate Student Handbook. Normally, the thesis or internship options will not be taken until the student has completed at least 24 semester hours of course work. Additional information can be obtained from the department office, Peck Hall 1205.

EXIT REQUIREMENTS

The completed thesis must be defended in a final oral examination administered by the student's thesis committee. Students pursuing the internship option must successfully complete an oral examination administered by the advisory committee. This examination will cover both the internship experience and the written internship report.

SCHOOL OF BUSINESS

Interim Dean: John Navin

The School of Business offers the Master of Business Administration degree (MBA) with a specialization in management information systems, Master of Science in Accountancy with a specialization in taxation, Master of Science in Computer Management and Information Systems degree, Master of Arts and Master of Science degrees in Economics and Finance, and the Master of Marketing Research degree.

STUDY ABROAD PROGRAMS

The School of Business has developed short-term and semester-long student and faculty exchange programs with business schools and universities in China, France, Germany, Great Britain, and Hungary. These programs permit students to register and pay for course work at SIUE, while completing the requirements for credit at one of these institutions overseas. Students interested in studying abroad can obtain more information and an application from

Dr. Janice Joplin, Director, Office of International Programs, School of Business, Box 1051, Southern Illinois University Edwardsville, Edwardsville, Illinois, 62026 (618-650-2922).

ACCREDITATION

All degree programs offered through the School of Business are accredited by AACSB - The Association to Advance Collegiate Schools of Business. In developing each candidate's program, the program directors follow AACSB standards with respect to the foundation areas of business. Graduate preparatory courses to meet these requirements are available for those who do not have an educational background in business. In no case will a student be required to complete more than 24 additional graduate hours to fulfill this requirement.

ACCOUNTANCY

MASTER OF SCIENCE IN ACCOUNTANCY

The Master of Science in Accountancy (MSA) degree program provides an advanced professional plan of study designed to prepare individuals for careers as professional accountants in public accounting, industry, or the not-for-profit and governmental sectors. The degree program provides graduates with the skills and knowledge needed (1) to enter the accounting field and (2) to form a foundation for advancement to the highest levels of the profession. Completion of this program will provide, in most cases, the educational qualifications required to sit for the Uniform Certified Public Accountant Examination. Upon completion of the MSA program, candidates should have acquired the technical knowledge that will serve as a basis for preparation for the relevant professional examination required for certification as a Certified Public Accountant, Certified Management Accountant, or Certified Internal Auditor.

The MSA program builds upon the student's general education and foundation knowledge of business and accounting to provide a deeper understanding and greater knowledge of business and accounting, including specific areas of study. In addition, the program emphasizes the development of problem-solving, reasoning, and analytical abilities, as well as communication and other interpersonal skills.

The MSA program is designed to be completed on either a full-time or part-time basis. Full-time students with a recent undergraduate degree in accounting normally can complete the program courses and elective requirements in 1 year. Part-time students with a recent undergraduate degree in accounting normally can complete the program courses and elective requirements in 2 years. Depending on the number of courses taken each semester, students with undergraduate degrees in non-business fields can complete the program and elective requirements in 2 to 4 years.

ADMISSION

Applicants for admission to the MSA program must meet one of the following admission standards:

1. Applicants for admission to the MSA program who have earned an undergraduate accounting degree from a program with separate AACSB accounting accreditation and an overall GPA of 3.6 (A=4.0) will be admitted to the MSA. Applicants who qualify under this condition will not be required to take the GMAT and can apply to the MSA any time after the start of the final semester of their undergraduate accounting program. To qualify for admission under this standard, applicants must also submit letters of recommendation from two faculty members at their undergraduate institution.
2. All other applicants for admission to the MSA program must meet the requirements for admission to the Graduate School and must complete the GMAT with a minimum score of 500 and a score of at least 25 each on the verbal and quantitative portions of the examination. Based on the formula where the admission score equals 200 times the undergraduate grade point average (A=4.0) plus the GMAT score, admission requires a total score of 1100. In addition, student must submit GMAT Analytical Writing scores.

International students also must earn a minimum score of 550 on the paper-based TOEFL or 213 on the computer-based TOEFL and submit a score on the Test of Spoken English (TSE).

No graduate accounting courses may be taken for credit toward the MSA degree without first completing the following admission prerequisite courses, or their equivalent, with a grade point average of 2.7 or better: ACCT 200 or 501, ACCT 301, 302, 303, 311, 312, 315, 321, and MS 251. These courses do not carry credit toward the MSA degree. Prerequisite courses taken prior to admission to the MSA program ordinarily must have been taken within 6 years of the date the applicant is admitted. An MSA student undertaking prerequisite courses may be terminated from the program if (1) the student's grade point average calculated over all prerequisite courses taken at SIUE falls below 2.7 for more than 1 semester, (2) the student receives a grade of less than C in any prerequisite course, or (3) the student fails to make satisfactory progress.

Successful completion of the MSA program requires that the candidate have excellent written and oral communication skills and an aptitude for analyzing complex problems. In addition, computers will be used extensively in the program. Weaknesses in communication skills, computers, or statistics should be corrected through remedial courses or self-study prior to seeking admission to the program.

PROGRAM OF STUDY

The MSA degree requires completion of a minimum of 30 semester hours of course work and a maximum of 48 hours beyond the prerequisite courses. No more than 12 hours of 400-level course work may apply toward elective requirements of the MSA degree. Specific courses, or

their equivalents, used to satisfy a student's undergraduate degree requirements may not be used by that student in satisfying the program or elective requirements of the MSA degree. No more than 9 elective hours taken outside the School of Business will count toward the MSA degree. At the discretion of the program director, a maximum of 6 semester hours of elective requirements may be satisfied by transfer of credit from other institutions. For transfer credit, a grade of B or better must have been earned in the course. Ordinarily, business courses may be transferred only from institutions accredited by American Assembly of Collegiate Schools of Business. Courses transferred may not have been used to satisfy requirements for any other degree.

Each student's program of study must be approved by his or her graduate adviser. The program of study consists of three parts following completion of all admission prerequisites:

(1) Foundation Courses (up to 18 semester hours): For students not having completed appropriate courses in the business disciplines within a reasonable time prior to admission, course work will be determined after evaluation of prior courses completed in the area and grades received in those courses, the time since completion of the prior course work, and other evidence of currency of their business knowledge. Determinations of deficiencies made by the program director are final. An undergraduate business degree from SIUE, or the equivalent, completed within 6 years prior to admission to the MSA program normally will satisfy the foundation course requirements.

(2) Program Courses (9 hours): ACCT 510, 580 (taken in the last semester of study), and one of the following courses: ACCT 531, 541, 561.

(3) Elective Courses (21 hours; the same course may not be used to meet both the program course and elective course requirements):

(a) Accounting Electives (6 to 12 hours; at least 3 hours in courses numbered above 530): ACCT 401, 431, 531, 541, 550, 551, 553, 556, 557, 561, 565, 567, 581, 597.

(b) Other Electives (9 to 15 hours; no more than 9 hours outside the School of Business): CMIS 468, 472, 520, ; ECON 415, 417, 445, 450, 461, 515, 528, 535, 543, 545, 561; FIN 440, 450, 541, 542, 543, 550; MGMT 551, 553, 561, 575, 580; MBA 531, 532, 533, 534; additional courses with the approval of the program director (may include courses outside the School of Business).

To remain in good standing in the MSA program, students must maintain a 3.0 (B) grade point average in all courses taken in the MSA program (excluding prerequisite courses) and in all program and approved elective courses. Students who are not in good standing for more than one semester may be terminated from the program.

To graduate with the MSA degree, students must complete all program requirements and have a 3.0 grade point average in all courses taken in the MSA program (excluding prerequisite

courses) and in all program courses and approved elective courses. Only program and elective courses taken within a 6-year period preceding the completion of all requirements for the MSA degree will count toward the degree. Foundation courses taken to provide the common body of knowledge in business must be taken within an 8-year period preceding the completion of all requirements for the degree.

ACCOUNTANCY SPECIALIZATION IN TAXATION

MSA Students may opt for a specialization in taxation. To complete the tax specialization, MSA students should complete ACCT 510 and 580, any one of ACCT 531, 541, or 561 as a program course, and the following electives: ACCT 550 Tax Research, ACCT 553 Taxation of Flow-Through Entities, ACCT 556 Personal Tax Planning, ACCT 557 Corporate Taxation.

EXIT REQUIREMENTS

A significant research project resulting in a written report and a final examination based on the approved program of study are required of each student to be awarded the MSA degree. Both requirements will be completed as part of the requirements for ACCT 580. A satisfactory grade must be received on both the research report and final examination for completion of the degree requirements.

Ordinarily, the final examination will be administered as part of ACCT 580. The examination will include questions related to the students' program of study, their work in ACCT 580, and their research projects. Some parts of the final examination may be common to all students, while other parts will relate to the individual programs of study of the specific students. Examination committees will consist of the instructor of ACCT 580 and two other members of the Graduate Faculty of the School of Business appointed by the program director. For a student to pass the final examination, at least two of the three members of the examination committee must concur that the student should receive a passing grade.

Students who do not pass the MSA final examination on the first attempt will have one additional opportunity to complete the final examination. A student who fails the final examination on the second attempt will be required to complete additional course work specified by the program director before attempting the final examination a third time. Students who do not pass the final examination after three attempts will be terminated from the program.

Each student's program will be tailored to that individual so all students can follow their interests through integrated sequences of courses. The entire program is designed to place emphasis on critical thinking, research, and problem-solving. Therefore, the research requirement is not meant to be viewed as the isolated requirement of a single course but the culmination of the student's program of study.

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) degree is designed to develop the professional capabilities of managers working in business. The central objective of the curriculum is to enhance quality and innovation in the analysis, interpretation, and use of information for formulating, communicating and implementing managerial decisions in business organizations. The ethical management of resources in a global environment is emphasized through the curriculum. Students completing the program should be prepared to engage in managerial careers leading to advancement through middle and upper level positions in business and not-for-profit organizations. Required courses in quantitative analysis, decision making and negotiation will sharpen the ability of students to apply models and skills and integrate knowledge across disciplinary areas. Students will be exposed to disciplinary knowledge in accounting, information systems, economics, finance, marketing, management, and production. Students can select a specialization in management information systems, a concentration in project management, or four elective courses that will fit their specific career objectives.

Courses are offered in evening and weekend formats on campus. Evening courses meet once a week for ten weeks and weekend courses meet the first, third, and fifth weekend in a six-week format.

ADMISSION

Applicants to the Master of Business Administration program should complete the following steps: apply for admission to the Graduate School, send appropriate support material, (e.g., official transcripts,) and take the Graduate Management Admission Test (GMAT). Applicants who hold a PhD, MD, or the equivalent in a recognized field from an accredited university need not submit a GMAT score. International students must also earn a minimum score of 550 on the paper-based TOEFL or 213 on the computer-based TOEFL.

Admission to the MBA program is based on a variety of factors including undergraduate grade point average, overall score on the GMAT and its parts (Verbal, Quantitative, and Analytical Writing), and previous work in other graduate programs. At least two years of work experience is recommended for students entering the MBA program. Students recently admitted to the MBA program have had, on the average, a cumulative undergraduate grade point average (UGPA) of 3.2 (A= 4.0) and an overall GMAT score of approximately 520.

Students who are admitted to and pursuing a PharmD degree at SIUE and who wish to apply to the MBA program at SIUE may submit an application to the Graduate School for review once they have earned the equivalent of 106 semester hours. A currently enrolled SIUE PharmD student, upon approval of the MBA Program Director, will be allowed to enroll in a maximum

total of six credits of graduate level business course work until the student has earned the equivalent of 124 semester hours, at which time the student would be allowed to enroll in further courses toward the MBA program. Currently enrolled SIUE PharmD students may submit a recent official PCAT exam result for consideration of waiving the GMAT exam; minimum composite, verbal, and quantitative scores on the PCAT are required for a GMAT waiver to be granted.

Students who were not admitted may appeal. These appeals are handled by the MBA program director. Students seeking an exception are required to provide the program director with evidence supporting the reason such an exception should be granted. The program director's decision regarding the appeal is final.

Unclassified Status

An applicant with an undergraduate grade point average of 2.8 or higher may be permitted to enroll in classes for one term as an unclassified student prior to taking the GMAT. In most cases, no more than 6 credit hours of course work can be taken prior to receipt of the scores by the School of Business Student Services Office.

Entry Competencies

Students are expected to enter the program with competencies in computer software and statistics. Students without a background in statistics will be required to demonstrate proficiency in statistics with either a proficiency exam or by satisfactory completion of MS 251 or an equivalent course of study. Students without background course work in computer software are encouraged to complete the equivalent of CMIS 108. Completion of MS 251 or CMIS 108 will not earn academic credit in the MBA program.

Retention

Students must maintain a cumulative GPA of 3.0 in their MBA courses. Students who fall below this minimum will be placed on academic probation and referred to the Associate Dean for Academic Affairs. If the student is permitted to continue in the program, the conditions for continuance will be put in writing and communicated to the student. The full MBA retention policy can be found at www.siu.edu/business/mba; copies are also available through Business Student Services. In addition, students must have a cumulative GPA of 3.0 or higher in order to receive their degree.

PROGRAM OF STUDY

MBA Program Courses

The following ten courses are required for the completion of the MBA program. In addition to the program courses which comprise 30 credit hours, four elective courses or a specified concentration are required for a total of 42 credit hours to complete the MBA degree requirements.

The MBA program courses are:

ACCT 524 – Accounting for MBAs
CMIS 526 – Information Systems and Technology
ECON 528 – Managerial Economics
FIN 527 – Corporate Finance
MBA 521 – Quantitative Analysis
MBA 522 – Decision Making in Organizations
MBA 523 – Negotiation & Interpersonal Skills for Managers
MBA 534 – Strategic Management
MKTG 525 – Marketing Analysis and Applications for Managerial Decision Making
PROD 529 – Operations Management and Process Analysis

Each student must take a total of 12 hours (4 courses) of electives or a specified concentration. Elective courses can be taken in any of the following departments: accounting, economics and finance, management and marketing, and computer management and information systems. Electives may also be chosen from the courses offered by departments in other schools with the advance approval of the MBA program director. Such courses, however, must be related to the student's career objectives. No more than six hours of 400-level course work may be used to satisfy MBA degree requirements.

A student may elect to write a thesis for not less than 3 nor more than 6 hours of credit. Thesis hours are counted as elective hours. The thesis must be defended before the candidate's advisory committee.

EXIT REQUIREMENTS

In addition to completing the course work, students must also satisfy a comprehensive examination requirement by earning a grade of B or above in MBA 534. Students who earn a grade below B will be given a second opportunity to complete the course in a satisfactory manner. Performance of individuals who fail to earn a B or above in the second attempt will be reviewed by two additional members of the School of Business Curriculum Committee who may recommend that the student be dropped from the program or, in rare instances, be permitted a third attempt to earn a grade of B or above under another instructor.

BUSINESS ADMINISTRATION

CONCENTRATION IN PROJECT MANAGEMENT

Students may choose to pursue an MBA degree with a concentration in project management. This concentration equips future business leaders with an understanding of the fundamentals of project management and exposes them to areas of key interest to project managers such as project risk, procurement, quality management, and change management. Course work

addresses many of the concepts covered in the project management certification exam that is administered by the Project Management Institute.

The course work in the concentration balances theoretical concepts with applied exercises and cases. Students have the opportunity to apply project management concepts and processes in a “live” project. These experiences enable the student that concentrates in project management to emerge with a much better understanding of the dynamics and challenges associated with projects, as well as effective practices for managing them.

In addition to the MBA foundation and core requirements, students choosing the project management concentration must complete twelve credit hours. The following four courses are required:

CMIS 540-3 Project Management Fundamentals and Best Practices
CMIS/MGMT 535-3 Project Management Standard Processes
CMIS/MGMT 536-1.5 Procurement Management in Projects
CMIS/MGMT 537-1.5 Project Risk Management

And, students must complete one of the following courses:

MGMT 551-3 Managing Organizational Change and Innovation or
MGMT 553-3 Seminar in Quality and Performance Management

CMIS 548-3 Program and Project Portfolio Management

BUSINESS ADMINISTRATION

SPECIALIZATION IN MANAGEMENT INFORMATION SYSTEMS

Students may choose to pursue an MBA degree with a specialization in management information systems (MIS). The MBA/MIS specialization is an advanced professional degree that combines management skills with the study of information systems analysis and design. The program is designed to develop the student's ability to formulate and implement management information systems that will promote the achievement of the goals and objectives of the organization. Emphasis is placed upon the theory of information systems analysis and the modeling of the decision-making process in designing effective information systems.

Through the choice of elective courses in the MIS emphasis area, students can combine the study of management information systems with application to a specific discipline. Courses within the program are modified frequently to keep pace with changes in employer expectations and developments in information systems. Students who complete this degree are qualified for positions such as advanced systems analysts, supervisors of computer and data processing centers, and managers of information centers.

Program content balances theory with applications through case studies and projects that emphasize the effectiveness of organizational information systems in achieving the objectives for which the systems are designed. Factors such as the organizational structure and information requirements are studied within the context of ethical, economic, and socio-technical factors that affect the design of systems.

Some of the elective courses assume that students have an appropriate undergraduate computing background or comparable business experience in the computing field. Students are responsible for ensuring that their background is appropriate to the electives selected through consultation with School of Business advisers.

The specialization is comprised of five electives from any CMIS course listed in the graduate catalog. CMIS 526 can be used as one of the electives for MBA students. No more than two of the courses selected may be at the 400-level.

COMPUTER MANAGEMENT AND INFORMATION SYSTEMS

MASTER OF SCIENCE

The Department of Computer Management and Information Systems in the School of Business offers a Master of Science degree in Computer Management and Information Systems (CMIS). The CMIS Graduate Committee oversees this program, which is housed within the School of Business. This is an applied program that focuses on the areas of information systems, software engineering, computer system architectures, data communications, and related management issues. The program prepares students to be practitioners in positions such as software developer, systems analyst, consultant, system integrator, technology manager, project leader, and application software specialist.

The program of study conforms to the MSIS 2006 model curriculum and guidelines published by the Association for Computing Machinery (ACM) and Association for Information System (AIS). The curriculum includes specific program foundation courses (prerequisite courses), technology and management core courses, career track elective courses, and a final examination.

ADMISSION

The minimum requirements for admission to the graduate major in Computer Management and Information Systems are:

- 1) A bachelor's degree from an accredited college or university. The undergraduate major is typically in business, but individuals with other backgrounds who are interested in the program are invited to discuss their career objectives with the program director to determine if their goals are consistent with the objectives of this program.

- 2) An undergraduate grade point average of 2.5, or above.
- 3) Submission of Graduate Management Admission Test (GMAT) scores.
- 4) Submission of a statement of purpose detailing the applicant's background and career plans.

Applicants should complete the following steps: apply for admission to the Graduate School (including providing appropriate support material, e.g., official transcripts), take the GMAT, and submit a statement of purpose. The admission process involves two stages: an administrative review of your admission packet, and a review by the CMIS Graduate Committee. Admission decisions will be made by the CMIS Graduate Committee once during the Fall term and once during the Spring term for the upcoming term. Although the average student admitted to the program exceeds these admission requirements, students must have at a minimum:

1. an admission score of at least 1050, where admission score equals 200 times the four-year cumulative undergraduate grade point average ($A=4.0$) plus the GMAT score; and
2. a GMAT score of at least 500 with raw scores of at least 20 on the verbal portion and 25 on the quantitative portion, and an analytical writing score of at least 4.0.

Program Foundation Courses (Prerequisite Courses)

Students entering the program will need the background detailed below. The Program Foundation Courses are prerequisite courses that do not count toward completion of the MS in CMIS. The background courses must have been acquired within the past seven years.

Proficiency in:	Prerequisites	Meets Foundation Need
Hardware and Systems Software	CMIS 310	Information Systems Foundation
One programming language:		Information Systems Foundation
C++	CS 140 or	
Visual Basic Language	CMIS 142 or	
COBOL Programming	CMIS 260 or	
Java Programming	CMIS 230	
Financial Accounting	ACCT 200 or 524	Business Foundation
Management of Organizations (Org. Behavior)	MGMT 341	Business Foundation – Internal Focus
A business functional course with an external customer focus	MKTG 300 or 525	Business Foundation – External Focus

PROGRAM OF STUDY

The program requires 31 semester hours and consists of 7 core courses, 3 elective courses, and a final examination course. Students in the program must maintain a grade point average of at least 3.0 in all graduate courses. No credit is allowed toward degree completion for courses in which a grade below C (2.0) is earned. All program foundation courses must be completed with a grade of B (3.0) or better including transfer credit.

Computer Management and Information Systems Core (21 hours)

- CMIS 468-3 Business Telecommunications
- CMIS 528-3 Strategic Management of Information Technology
- CMIS 526-3 Information Systems and Technology
- CMIS 540-3 Project Management Fundamentals and Best Practices
- CMIS 557-3 Enterprise Resource Planning
- CMIS 564-3 Database Design
- CMIS 570-3 Software Systems Design

Elective Courses (9 hours)

Elective courses enable students to add a specialized focus to their study of information systems. Examples of specialized focuses include, but are not limited to: (1) Project Management, (2) Systems Design, Development and Implementation, (3) Database Administration and Database Programming, and (4) Enterprise-Wide Information Systems (ERP). A formal Project Management Concentration may be completed by selecting electives that fulfill requirements for the concentration described below.

The CMIS program director maintains the current list of approved electives. Students must submit a written request to the CMIS program director for approval to deviate from the approved elective list.

Students not possessing prior work experience within the information systems field will be required to select CMIS 587-3 Information Systems Internship as one of their electives. This is to ensure that students not possessing prior work experience are afforded the opportunity to practice learned skills in a supervised information technology environment prior to degree completion. Corporate members of the School of Business Technology Roundtable are among the organizations providing internship opportunities to MS CMIS students.

To complete the academic requirements for the MS in CMIS students must complete the CMIS 587 practical experience requirement and the CMIS 589 final exam requirement.

EXIT REQUIREMENTS

Students must enroll in CMIS 589-1 Final Examination for one credit. Each candidate for graduation must pass this final examination conducted by the graduate faculty of the department. The final examination will require candidates to demonstrate an appropriate standard of scholarship and to provide evidence of the ability to think critically, to apply knowledge gained through the program, to draw and defend conclusions, and to complete work in a creditable manner. The examination will address topics covered in the Computer Management and Information Systems core courses and will also examine candidates on knowledge and understanding of topics covered in elective courses that they completed. The final examination may be written or oral as determined by the faculty.

COMPUTER MANAGEMENT AND INFORMATION SYSTEMS CONCENTRATION IN PROJECT MANAGEMENT

Students may choose to pursue an MS in CMIS degree with a concentration in project management. This concentration equips future business leaders with an understanding of the fundamentals of project management and exposure to areas of key interest to project managers such as project risk, procurement, quality management, and change management. Course work addresses many of the concepts covered in the project management certification exam that is administered by the Project Management Institute.

The course work in the concentration balances theoretical concepts with applied exercises and cases. Students have the opportunity to apply project management concepts and processes in a “live” project. These experiences enable the student that concentrates in project management to emerge with a much better understanding of the dynamics and challenges associated with projects, as well as effective practices for managing them.

In addition to the MS in CMIS foundation and core requirements (which include CMIS 540 Project Management Fundamentals and Best Practices), students choosing the project management concentration must complete nine credit hours. Specifically, students must complete the following courses:

CMIS/MGMT 535-3 Project Management Standard Processes
CMIS/MGMT 536-1.5 Procurement Management in Projects
CMIS/MGMT 537-1.5 Project Risk Management

Additionally, students must complete one of the following courses:

MGMT 551-3 Managing Organizational Change and Innovation or
MGMT 553-3 Seminar in Quality and Performance Management
CMIS 548-3 Program and Project Portfolio Management

ECONOMICS AND FINANCE

MASTER OF ARTS

MASTER OF SCIENCE

The Department of Economics and Finance offers two programs of study, one leading to the Master of Arts (MA) degree in Economics and Finance and the other leading to the Master of Science (MS) degree in Economics and Finance. Both degree programs require a common core curriculum followed by emphasis in either Applied Economics or Finance. The MA degree program is intended for the student who wishes to continue with academic work leading to an advanced degree, such as a PhD, MBA, law or other professional degree, or to pursue a career in teaching at the community college level. This program provides a firm understanding of theory, research methodology, concepts and principles in economics and finance; such preparation is essential to successful doctoral studies. The MA curriculum also provides a solid foundation for students interested in attending law school, especially in tax, antitrust, corporate (mergers and acquisitions), or securities law specialties.

The MS degree program is designed for those students who plan to pursue a professional career in business or government upon graduation. The emphasis of this program is on the development of expertise in the application of concepts and methodology. The program's flexibility enables the student to acquire the specialized skills required of professionals in business, industry, government, or other public service. Graduates of this program are prepared for career opportunities offered in financial analysis and services, business economics, or in many areas of government service. Financial analysts work in commercial and investment banks, brokerage houses, mutual funds, life and health insurance companies, real estate investment trusts, pension funds, and corporate finance departments of non-financial firms. Business economists prepare forecasts, perform cost analysis and market studies, develop and evaluate pricing strategies, and assist in corporate planning. Students also find that this degree prepares them well for many positions with government agencies, particularly those offices addressing budget, revenues, debt management, forecasting, economic development, or regulatory issues.

ADMISSION

Applicants for admission to the MA or MS program are required to meet one of the following admission standards:

- a) **Students with an undergraduate degree in Business from an AACSB accredited institution with an overall GPA of 3.5 (A=4.0) or better:** Applicants meeting these requirements must meet the requirements for admission to the Graduate School and have the option not to submit GMAT or GRE scores. Instead, they must submit two letters of recommendation, preferably from faculty members at their prior institutions. Nevertheless, the applicants can always choose to submit the GMAT (Program code: 23T9CD19) or GRE scores along with

their application, even if they meet the above requirement. Students in the final year of their undergraduate programs can apply to the graduate program any time after the start of the final semester of their undergraduate business program;

b) All students not in category (a) above: Applicants for admission to the MA or MS program must meet the requirements for admission to the Graduate School and must submit GMAT (Program code: 3T9CD19) or GRE scores. In addition, they must also submit two letters of recommendation, preferably from faculty members at their prior institutions. A typical applicant admitted to the MA or MS program has at least 50% and 60% on the verbal and quantitative portions of the examination, respectively.

International students from a country where English is not the first language, must send official TOEFL scores. We require a score of at least 550 (paper) or 79 (internet).

Applicants with undergraduate degrees in fields other than economics and finance or with deficiencies in economics, finance or statistics are encouraged to complete the following courses or their equivalents: intermediate microeconomic theory (ECON 301), intermediate macroeconomic theory (ECON 302), financial management (FIN 320) and statistics (MS 251 or MS 502). Credit earned to remove such deficiencies will not be applied to the graduate degree program.

Admission to the program is competitive. The program's graduate admissions committee reviews all applications. The committee makes recommendations about admission to the Graduate Program Director, whose decision is final. Decisions regarding financial assistance will be made primarily on the basis of academic merit. All inquiries about admissions should be directed to the graduate program director.

PROGRAM OF STUDY

Within the graduate student's first term of enrollment, the graduate admissions committee will oversee and direct each student's program in accordance with Graduate School policies. This committee will be responsible for monitoring the student's progress in the program.

Candidates for the MA and MS degrees must satisfactorily complete a minimum of 30 hours of graduate course work and maintain a "B" average (3.0) overall in the program. Additionally, students must maintain an overall GPA of 3.0 (A=4.0) in core courses with no more than one "C" in core courses. Required courses for either degree include ECON 501 and 502, FIN 501 and 502, and ECON/FIN 515 and 517. All candidates must complete at least 21 hours of program courses at the 500 level. Up to 9 hours of electives may be taken at the 400 level. Courses that count as electives toward the MA or MS in Economics and Finance are listed in the graduate catalog.

Candidates for both MA and MS degrees must complete an emphasis in either Applied Economics or Finance. An emphasis in Applied Economics requires at least six hours of electives

in economics. An emphasis in finance requires at least six hours of electives in finance. Candidates for the MA degree also must complete a thesis in economics or finance for six semester hours. The graduate program director must approve all elective courses in the student's program.

EXIT REQUIREMENTS

All candidates for graduation with an MS or MA in Economics and Finance must have completed the required core courses ECON 501 and 502, FIN 501 and 502, and ECON/FIN 515 and 517 with at least a "B" (3.0) average with no more than one "C" in these core courses. Additionally, candidates must have a cumulative GPA of 3.0 (A=4.0) or higher in the economics and finance program courses overall. In addition, each candidate must give an oral presentation in order to satisfy the exit requirement. Typically, one of the research projects from an eligible course in the student's curriculum is used in the exit presentation. The choice of the project for the exit presentation is subject to final approval by the graduate program director. The exit presentations will take place towards the end of spring semester and faculty members will evaluate students in several aspects including hypothesis testing through data analysis, ability to communicate the results of the empirical analysis to other business professionals, etc. As a general rule, at least 2/3 of the course work must be completed before the exit presentation can be made.

Candidates for the MA degree must prepare and successfully defend a thesis for 6 hours of credit. Upon or before completion of 21 hours, a student selects a thesis chairperson and a thesis committee of at least two additional members of the graduate faculty in consultation with the Graduate Program Director. This committee and its chairperson assume responsibility for overseeing the student's satisfactory completion of the remaining thesis requirements.

MARKETING RESEARCH

MASTER OF MARKETING RESEARCH

The Master of Marketing Research (MMR) degree is designed to prepare individuals with diverse backgrounds for careers in marketing research and to meet the need of businesses, government, or nonprofit organizations for competent marketing research professionals. The program's goal is to develop professional marketing researchers who: (1) understand business operations, marketing processes, and the complexity and nature of marketing problems; (2) can apply research to help solve management problems, define marketing opportunities, and aid in decision making; (3) can plan, execute, and manage a research project; (4) know marketing research techniques and specialties; (5) can write a cogent, well-organized research report; and (6) can communicate research proposals, results, conclusions, and recommendations clearly and effectively. The MMR graduate will be well prepared to practice marketing research and to make substantial contributions to the marketing research profession.

The curriculum combines course work involving a balance of theoretical studies and applications through projects with emphasis on the role of research and the effectiveness of marketing decisions within organizations. MMR courses stress the development of strong analytical skills through the solution of class-assigned problems and exercises with courses that use projects, cases, and simulations to illustrate the application of these skills. Courses are scheduled in the evenings and on weekends so that students may participate in an internship program on an ongoing basis.

CORPORATE SPONSORED GRADUATE ASSISTANTSHIP/INTERNSHIP PROGRAM

In addition to graduate fellowships and department-based graduate assistantships, the MMR program provides all admitted students with an opportunity of corporate-sponsored internships/assistantships. A number of corporations and marketing research agencies provide funding and opportunity to gain valuable research experience for qualified MMR students. All MMR internships carry a monthly stipend and a complete tuition waiver. Further information can be obtained from the MMR program director.

ADMISSION

Applicants to the Master of Marketing Research program should complete the following steps: apply for admission to the Graduate School (including providing appropriate support material, e.g., official transcripts); submit to the director of the MMR program an essay articulating effectively the applicant's career goals as these relate to interest in pursuing the program; and take the Graduate Management Admission Test (GMAT). International students must also earn a minimum score of 550 on the paper-based TOEFL or 213 on the computer-based TOEFL or 80 on the internet based TOEFL. All applicants are also required to submit three letters of recommendation from individuals who can attest to the applicant's qualifications and likelihood of successful completion of degree requirements.

Admission to the MMR program is highly selective and competitive. The program director, in consultation with marketing faculty, decides who will be admitted based on a balanced appraisal of each component of the applicant's credentials. As a general rule, strong undergraduate performance (high grade point average), above average GMAT scores (including Verbal, Quantitative, and Analytical Writing components), and an intense interest in pursuing a career in marketing research are essential prerequisites for admission to the MMR program. Applicants who are denied admission may request a review of their credentials by the MMR Admissions Review and Retention Committee which makes its recommendation to the program director. The decision of the program director is final. Applicants who hold a PhD or equivalent in a recognized field from an accredited university need not submit a GMAT score.

Students are expected to enter the program with competencies in statistics and statistical software and business fundamentals. Admitted students who lack these competencies may satisfy the requirements in the following manner:

- 1.) Statistics and Statistical Software: students without a background in statistics and statistical software will be required to complete: (a) MS 251 (Statistical Analysis for Business Decisions) or its equivalent, and (b) PAPA 412/420 (Quantitative Analysis) or its equivalent. Based on the evidence provided by the student, this requirement may be waived by the program director. Completion of these courses will not earn academic credit in the MMR program.
- 2.) Business fundamentals: students without a background in business fundamentals will be required to take 3 business courses to meet the business fundamentals requirements for graduate study in marketing research. These courses must include: (a) MKTG 525 (Marketing Analysis and Applications for Managerial Decision making) and (b) two of the following: MBA 522, MGA 523, ACCT 524, CMIS 526, FIN 527, ECON 528, PROD 529 or the equivalent. The final selection of these courses must be decided in consultation with the program director. Based on the evidence provided by the student, this requirement may be waived by the program director.

PROGRAM OF STUDY

Students pursuing the MMR degree must complete a minimum of 30 semester hours beyond the business fundamentals and statistics competencies.

Program courses (21 hours): MKTG 530, 540, 541, 544, 546, 548, 550.

Elective courses (9 hours): taken from the following:

MKTG 532, 534, 560, 561, 562, 595, STAT 487, 583, 589.

Other business electives consistent with the program's goals and student's career objectives may be taken with approval from the program director. Only 3 hours of 400-level course work may be used to satisfy MMR degree requirements.

EXIT REQUIREMENTS

In addition to completing the required coursework, students must also satisfy a comprehensive examination requirement as outlined in MKTG 550. This course, in which the student designs and completes a marketing research project, is an integrated experience and will ordinarily be the last course taken. Upon completion of the marketing research project, the written report must be in a form suitable for presentation. It must be defended orally before the participating organization, faculty, and MMR students. Students who earn a grade below B will be given a second opportunity to complete the course in a satisfactory manner. Performance of individuals who fail to earn a B or above in the second attempt will be reviewed by two additional members of the marketing faculty who may recommend that the student be dropped from the program or, in rare instances, be permitted a third attempt to earn a grade of B or above under another instructor.

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Interim Dean: Curt Lox

The School of Education offers the following programs of study leading to graduate degrees: doctoral degree in Educational Administration, specialist degree in educational administration; Master of Science in Education with majors in college student personnel administration, curriculum and instruction, educational administration, instructional technology, kinesiology, literacy education, and special education; Master of Science with majors in kinesiology with specializations in exercise physiology, sport and exercise behavior, and physical education and sport pedagogy, learning, culture and society, and speech language pathology; specialist degree in school psychology and educational administration; Master of Arts in Teaching; Master of Arts in psychology with specializations in clinical-adult, and industrial-organizational psychology; and Master of Science in psychology with a specialization in clinical child and school psychology. Most programs of study for the Master of Science in Education degree include a general professional core of studies consisting of EPFR 501 (Research Methods in Education), EPFR 515 (Advanced Educational Psychology), and EPFR 506 (Analysis of Educational Issues).

In addition to graduate degree programs, described later in this section, the Department of Educational Leadership offers graduate courses in several supporting areas of study, including educational psychology, educational research, and foundations of education (including multicultural education).

ACCREDITATION

All graduate degree programs in educator preparation are fully accredited by the National Council for the Accreditation of Teacher Education. The Illinois State Board of Education has approved the following programs leading to state certification: general administrative, superintendent, and school psychology. The Master of Science, major in Speech Pathology, is accredited by the Council on Academic Accreditation in Audiology and Speech-Language-Pathology.

ADMISSION TO GRADUATE STUDY IN THE SCHOOL OF EDUCATION

Persons seeking admission to a graduate program in the School of Education must complete two separate applications: one to the Graduate School as a classified graduate student seeking a degree in a specific program in education, psychology, or speech-language pathology and one to the specific program in the School of Education. Both Graduate School application forms and program application forms are available from the appropriate departmental office and online.

After a faculty admissions committee in the specific program acts upon the application, the applicant is notified by the Graduate School of the result. Ordinarily, the procedure requires about one academic term to complete.

Applicants should carefully examine the information that accompanies each program application since requirements vary among programs. Persons seeking additional information about a particular program should contact the department offering the program. Information on the location of each department can be obtained from the Office of the Dean of the School of Education.

COLLEGE STUDENT PERSONNEL ADMINISTRATION

MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education (MSEd) degree in College Student Personnel Administration is designed to prepare students to succeed in entry- to mid-level student affairs positions in 2-year or 4-year public and private colleges and universities. Jobs included in this category are directors and other positions in multiple student affairs areas in colleges and universities such as financial aid, housing, career services, social and recreational programs, advising, leadership programs, Greek life, service learning, and international programs. This graduate program is offered primarily in the evenings, and may use both traditional face-to-face and blended (face-to-face and online) formats.

ADMISSION

The graduate program requires an undergraduate GPA of at least 3.0 (A=4.0) during the last two years. An undergraduate GPA between 2.5 and 2.9 may be accepted for those who have received in more recent graduate course work a GPA that demonstrates potential for success. Applicants are required to submit a list of professional experiences and a written statement, two pages, double-spaced, describing why they would like to enter the program. International applicants may present a degree that is comparable to the US baccalaureate, granted by an internationally-recognized institution of higher learning. International applicants whose native language is not English must submit TOEFL scores taken within two years prior to the desired term of admission. The minimum TOEFL scores are 550 (paper) 213 (computer based), and 79-80 (internet based). In lieu of the TOEFL an applicant may demonstrate a total band score of 6.5 on the IELTS.

PROGRAM OF STUDY

Required Courses (27 hours)

EDAD 504 – History, Philosophy, and Organization of Higher Education (3)

EDAD 524 – Legal and Ethical Issues in Student Affairs (3)

EDAD 564 – The Community College (3) OR a 3 credit hour elective approved by the adviser.

EDAD 574 – Leadership and Administration in Higher Education (3)

EPFR 503 – Research Methods in Higher Education (3)

EPFR 506 – Assessment and Evaluation in Student Affairs (3)

EPFR 514 – College Student Learning and Development (3)
EPFR 516 – Individual and Group Dynamics (3)
EPFR 522 – Diversity in Higher Education (3)

Research Project (3 hours)

EDAD 594 – Final Research Project (3)

The student will select three faculty members to serve as the committee for the research project.

Practicum (6 hours)

EDAD 554 – Practicum (6)

The practicum involves a minimum of 300 hours of supervised field work in at least two different placements.

EXIT REQUIREMENTS

Candidates will complete a comprehensive exam after completion of course work and will give an oral defense of the research project as well as pass the written portion of the final research project.

CURRICULUM AND INSTRUCTION

MASTER OF SCIENCE IN EDUCATION

The Department of Curriculum and Instruction offers a program leading to the Master of Science in Education (MSEd) degree with a major in curriculum and instruction. Within this program, graduate students are offered a variety of areas of study for Pre-Kindergarten through grade 12 educators, as well as others interested in more in-depth knowledge of curriculum and/or instruction. This program draws on the many areas of expertise of the C & I faculty and offers opportunities for learning that can help graduate students grow in their ability to become a leader in their profession.

ADMISSION

General requirements for unconditional admission to the graduate program in curriculum and instruction include a bachelor's degree, an overall undergraduate grade point average of 2.5 (A=4.0) or above or 3.0 during the last two years of undergraduate work. Those candidates seeking initial certification must pass the ICTS Academic Proficiency Test.

An applicant who does not meet the department's requirements for admission can appeal to the Department Graduate Admissions and Review Committee and present additional evidence

of competence to undertake graduate degree work. Additional evidence may include an interview with the student and/or probationary course work of 9 semester hours of graduate work in which a B average is maintained. The Graduate Admissions and Review Committee's decision is based on all available relevant information.

Candidates for the Master of Science in Education degree with a major in Curriculum and Instruction will complete a 36-semester hour program of study including an option in one of 11 teaching fields planned in consultation with an adviser. Some students' program of study may include more than 36 hours to satisfy content area prerequisites. The options are:

Advanced Pedagogy (15 hours): These hours are determined in consultation with a C&I and when appropriate content faculty adviser. These courses will be selected to enhance students' content or pedagogical skills based on the students' individual learning goals and teaching assignment. At least 6 of these hours must be in pedagogy.

STEM Education (15 hours): These hours are determined in consultation with a STEM faculty adviser. These courses will be selected to enhance students' STEM content or STEM pedagogical skills based on the student's individual learning goals and teaching assignment.

Secondary Education/Art (15 hours)

Secondary Education/Biology (15 hours)

Secondary Education/Chemistry (15 hours)

Secondary Education/Earth and Space Sciences (15 hours)

Secondary Education/English/Language Arts (15 hours)

Secondary Education/Foreign Languages (15 hours)

Secondary Education/History (15 hours)

Secondary Education/Mathematics (15 hours)

Secondary Education/Physics (15 hours)

These hours are determined in consultation with the teaching-field adviser. The student must complete at least 42 semester hours in the teaching field (graduate and undergraduate course work combined) in order to be eligible for the degree. Thus, some student's programs of study will include more than 36 hours in order to satisfy this requirement.

PROGRAM OF STUDY

Professional Core (15 hours)

CI 563 Curriculum Models (3 hrs) OR CI 537 Early Childhood Curriculum

CI 510 Analysis of Instruction (3 hrs)

EPFR 515 Issues in learning Theory (3 hrs)

EPFR 520 Analysis of Educational issues: Philosophical-Historical Foundations OR

EPFR 521 Analysis of Educational Issues: Socio-Cultural Foundations (3 hrs)

CI 548 Study of Classroom Instruction (3 hrs) OR EPFR 501 Research Methods (3 hrs)

Teaching Options (15 hrs):

Teaching option electives are chosen in consultation with adviser

Final Project (6 hours)

CI 596a-m Field Study in Curriculum and Instruction (6 hrs) **OR** CI 599 Thesis (6 hrs)

RETENTION

Maintain a GPA of 3.0 (A=4.0) or higher.

EXIT REQUIREMENTS

All candidates must complete a final project. In consultation with an adviser candidates will complete one of the following: action research project or thesis. Candidates must complete all of the program assessments at a satisfactory level.

EDUCATIONAL ADMINISTRATION

DOCTOR OF EDUCATION

The Department of Educational Leadership offers a program of study leading to the education doctorate degree (Ed.D) in educational leadership. The program embeds existing coursework leading to advanced certification as a district level school administrator (superintendent). In addition to this coursework, candidates focus on advanced study of district level leadership, school law, politics, policy-making, and research.

ADMISSION

General requirements for admission to the Ed.D. degree include: Master of Science in Education degree or its equivalent; grade point average of 3.25 (A=4.0) or higher in graduate study; hold or have held a position requiring an Illinois Type 75 (building administration) certificate or its equivalent. Application materials will include:

- Current resume that clearly indicates 1) educational background, 2) diversity of P-12 work experience, and 3) progression of P-12 leadership experiences
- Three letters of reference from administrators or supervisors who have first-hand knowledge of the candidate's professional work. Letters must address: nature of the relationship with the applicant (at least one is current or past supervisor) leadership experience, ability to work collaboratively, ability to impact schools to improve student learning, oral and written communication skills, and potential to become a transformative educational leader.
- Written responses to three focus questions that consider the goals of the Ed.D. program and preparation for doctoral study.

All requirements will be reviewed by a faculty admissions committee to determine the potential of the candidate to affect school district change.

There are two possible admission points for the Ed.D. program.

1) Early admission for students who hold:

- An MS degree
- An Illinois type 75 certificate (or equivalent)

and who wish to earn the superintendent's endorsement while completing the doctorate degree.

2) Mid-point admission for students who hold:

- A specialist's degree (within the past ten years)
- A superintendent's endorsement
- An Illinois type 75 certificate (or equivalent)

and who want to complete the doctorate degree.

PROGRAM OF STUDY

For early admission, fifty-four (54) semester hours of graduate credit beyond the master's degree are required for the Ed.D. degree. For mid-point admission, twenty-four (24) semester hours of graduate credit beyond the specialist's degree are required for the Ed.D. degree.

Study of foundational theory of school district level leadership (27 semester hours)

(Early Admission courses)

- EDAD 555 (3) – Superintendency and District Administration *
- EDAD 560 (3) – Educational Policy Making and Governance*
- EDAD 563 (3) – School and Community Relations*
- EDAD 565 (3) – Personnel Administration*
- EDAD 570 (3) – Leadership Theory and Practice*
- EDAD 573 (3) – Educational Facilities, Planning and Management*
- EDAD 575 (3) – Strategic Management*
- EDAD 580 (3) – District Program Development*
- EDAD 585 (3) – School Business Administration*

Internship and Field Study

(Early Admission course)

- EDAD 591 (3) – Internship Practicum*

Advanced Study and Research
(Early Admission and Mid-point Admission courses)
EDAD 600 (3) – Proseminar in the Superintendency
EDAD 620 (3) – Advanced School Law
EDAD 660 (3) – Politics and Policy-Making in Education
EPFR 605 (3) – Qualitative Inquiry – includes field study*
EPFR 601 (3) – Quantitative Inquiry
EDAD 690 (3) – Research Topics In Educational Leadership
EDAD 698 (3,3) – Doctoral Capstone Research Project

*Successful completion results in Specialist’s Degree and recommendation for Illinois Superintendent’s certificate.

EXIT REQUIREMENTS

Qualifying examination for advancement to candidacy: The examination consists of essay questions that address course content and is taken after EPFR 605 (or before EDAD 690 and 698). The exam is read by three faculty members and assessed for content and quality. Candidate must pass the examination to advance.

Final Capstone Research Project: The project requires an extensive written document that presents the results of the candidate’s research. An oral presentation and successful defense of the project before a committee of three faculty members is required for program completion. Planning the project occurs in EDAD 690 and the project is carried out, defended, and finalized in EDAD 698.

SPECIALIST DEGREE

The Department of Educational Leadership offers a program of study leading to the specialist degree in educational administration. There are three program options – teacher leader, principal, and superintendent. Each program option leads to an endorsement on an Illinois Professional Educators License (PEL). Programs of study are designed for persons desiring career positions in school leadership.

ADMISSION

General requirements for admission to the specialist degree program include: a Master of Science in Education degree or its equivalent; a grade point average of 3.25 (A=4.0) or higher in graduate study. Applicants seeking admission to the Teacher Leader option must have at least one year of teaching experience. In addition, applicants to the Teacher Leader option must satisfactorily complete EDAD 500, an admission portfolio, and a personal interview. Applicants seeking admission to the General Administrative program must hold, or have held a pre-K-12 teaching position for four years. Applicants for the Superintendent’s program must hold, or have held, a position requiring a principal level administrative endorsement.

PROGRAM OF STUDY

Three program options are available: teacher leader, general administrative, and superintendent. General requirements are as follows:

Teacher Leader Option

Required courses (33 hours)

Program Admission:

EDAD 500 (3) – Introduction to School Leadership

Lecture Courses:

EDAD 525a (3) – Instructional Leadership & Supervision: Theory and Research

EDAD 530a (3) – Data Driven School Improvement and Accountability: Theory and Research

EDAD 535a (3) – Curriculum Leadership: Theory and Research

CI 582 (3) – Becoming a Teacher Leader: Mentor and Coach

CI 583 (3) – Leadership in Professional Development

Hybrid/Online Courses:

IT 481 (3) – Computers in Education: Theory & Practice

IT 550 (3) – Emerging Technologies in Education

IT 560 (3) – Leadership in Educational Technology

Practicum:

EDAD 550 (3) – Teacher Leader Practicum

Field Study:

EDAD 595 (3) – Field Study

Principal Option

Required courses (33 hours)

Lecture Courses:

EDAD 500 (3) – Introduction to School Leadership

EDAD 520 (3) – School Law

EDAD 525a (3) – Instructional Leadership & Supervision: Theory and Research

EDAD 530a (3) – Data Driven School Improvement and Accountability: Theory and Research

EDAD 535a (3) – Curriculum Leadership: Theory and Research

EDAD 545a (3) – The Principalship: Theory and Research

Field-Based Internship Courses:

EDAD 525b (3) – Instructional Leadership & Supervision: Field Experience

EDAD 530b (3) – Data Driven School Improvement and Accountability: Field Experience

EDAD 535b (3) – Curriculum Leadership: Field Experience

EDAD 545b (3) – The Principalship: Field Experience

EDAD 595 (3) – Field Study

Superintendent Option

Required Courses (33 hours)

Governance of Public Schools:

EDAD 555 (3) – Superintendency and District Administration

EDAD 560 (3) – Educational Policy Making and Governance

EDAD 563 (3) – School and Community Relations

Management of Public Schools:

EDAD 565 (3) – School Personnel Administration

EDAD 570 (3) – Leadership Theory and Practice

EDAD 573 (3) – Educational Facilities Planning and Management

EDAD 585 (3) – School Business Management

Educational Planning and Program Development:

EDAD 575 (3) – Strategic Management

EDAD 580 (3) – District Program Development

Internship practicum/Superintendency:

EDAD 591 (3) – Internship Practicum/Superintendency

Field study:

EDAD 595 (3) – Field Study

EDUCATIONAL ADMINISTRATION

MASTER OF SCIENCE IN EDUCATION

The Department of Educational Leadership offers a program of study leading to the Master of Science in Education (MSEd) degree. There are two program options, Teacher Leader or Principal. Each program option leads to an endorsement on an Illinois Professional Educator License (PEL). The degree program provides students with a broad theoretical background that facilitates career movement in a variety of school leadership positions.

Completion of the Master of Science in Education degree in educational administration ordinarily satisfies Illinois principal endorsement requirements (required for elementary, middle school, and high school principals, assistant principals, assistant superintendents, or community college deans), and Missouri certification requirements for the initial principal endorsement. Courses are generally acceptable for certification in other states. Individuals who may have unusual certification problems should consult with the graduate program director for additional information. Illinois certification for various administrative endorsements may also be met through the specialist degree in educational administration.

ADMISSION

General requirements for admission to graduate study at the master's level in educational administration are the same as those of the Graduate School. Applicants seeking admission to the Teacher Leader option must have at least one year teaching experience, and must satisfactorily complete EDAD 500, an admission portfolio, and a personal interview. Applicants to the Principal option must hold, or have held, a preK-12 teaching position for four years prior to being admitted to the program. Applicants must also submit a prescribed portfolio and participate in a personal interview with program faculty prior to admission.

PROGRAM OF STUDY

Thirty-six (36) semester hours of graduate credit are required for the Master of Science in Education degree with a major in educational administration. General requirements are as follows:

Teacher Leader Option

Required courses (36 hours)

Program Admission:

EDAD 500 (3) – Introduction to School Leadership

Lecture Courses:

EPFR 521 (3) – Analysis of Educational issues: Socio-Cultural Foundations

EDAD 525a (3) – Instructional Leadership & Supervision: Theory and Research

EDAD 530a (3) – Data Driven School Improvement and Accountability: Theory and Research

EDAD 535a (3) – Curriculum Leadership: Theory and Research

CI 582 (3) – Becoming a Teacher Leader: Mentor and Coach

CI 583 (3) – Leadership in Professional Development

Hybrid/Online Courses:

EPFR 501 (3) – Research Methods

IT 481 (3) – Computers in Education: Theory & Practice

IT 550 (3) – Emerging Technologies in Education

IT 560 (3) – Leadership in Educational Technology

Practicum:

EDAD 550 (3) – Teacher Leader Practicum

Principal Option

Required courses (36 hours)

Lecture Courses:

EDAD 500 (3) – Introduction to School Leadership

EDAD 520 (3) – School Law

EDAD 525a (3) – Instructional Leadership & Supervision: Theory and Research

EDAD 530a (3) – Data Driven School Improvement and Accountability: Theory and Research

EDAD 535a (3) – Curriculum Leadership: Theory and Research

EDAD 545a (3) – The Principalship: Theory and Research

EPFR 501 (3) – Research Methods in Education

EPFR 521 (3) – Analysis of Educational Issues: Socio-cultural Foundations of Education

Field-Based Internship Courses:

EDAD 525b (3) – Instructional Leadership & Supervision: Field Experience

EDAD 530b (3) – Data Driven School Improvement and Accountability: Field Experience

EDAD 535b (3) – Curriculum Leadership: Field Experience

EDAD 545b (3) – The Principalship: Field Experience

EXIT REQUIREMENTS

All candidates in the Teacher Leader option must complete a field-based practicum supervised and evaluated by an administrator or teacher leader in the field and a faculty member of Educational Leadership of Southern Illinois University Edwardsville.

All candidates in the Principal option for the master's degree in educational administration must complete a program portfolio. Candidates must also complete a four course field-based internship which is aligned with the National Council for Accreditation of Teacher Education standards, the Interstate School Leaders Licensure Consortium standards, the 36 critical success factors outlined in the Southern Research Education Board's "The Principal Internship: How Can We Get It Right?," the Educational Leadership Constituents Council standards, and the Illinois State Board of Education General Administration Endorsement standards. Candidates must also complete a four course field-based internship experience. The internship is supervised and evaluated by an administrator in the field and a faculty member of Educational Leadership of Southern Illinois University Edwardsville.

INSTRUCTIONAL TECHNOLOGY

MASTER OF SCIENCE IN EDUCATION

The Department of Educational Leadership offers a program of study leading to the Master of Science in Education degree with a major in Instructional Technology. The program prepares individuals for a variety of instructional development and technology-related positions in education, business, and industry. In addition, the nature of our courses is unique due to the variety of media and communication tools used for student learning. The courses are regularly modified to adapt to trends in the field and the needs of our students. See the Department web site for additional information related to course formats. Options within the program include Educational Technologies, Instructional Design and Performance Improvement, and Library Information Specialist.

The Educational Technologies option enables teachers and other school personnel to learn how to plan, implement, and evaluate technology-based instruction and learning activities in p-12 settings. Students pursuing this option will become knowledgeable users of technology as well as designers of curriculum and instruction that effectively utilize and integrate technology to improve student learning. Students interested in leadership roles in educational technology, such as those wishing to become technology coordinators in schools or school districts, can work toward meeting the standards for the Illinois State Board of Education's (ISBE's) Technology Specialist endorsement through this program.

The Instructional Design & Performance Improvement option focuses on skills necessary for careers in the areas of instructional technology, performance technology, instructional design, training, and performance consulting. Emphasis is placed on systematic instructional design and on the use of various media and technologies for learning and instruction. Students in this

option may also focus on the design and development of online learning and other performance improvement strategies.

The Library Information Specialist option enables teachers and other school personnel to learn how to plan, implement, and evaluate library information-based activities in P-12 settings. Students pursuing this option will become knowledgeable users of library information as well as designers of curriculum and instruction that effectively utilize and integrate library information to improve student learning. Students interested in Library Information Specialist endorsement can work towards meeting the standards for the Illinois State Board of Education's Library Information Specialist endorsement through this program.

Throughout the program, students will participate in two juried presentations at roughly one-third and two-thirds of the way through the program. Juries provide students with an opportunity to share their work with a jury of professors and peers, and defend their work in light of their own goals and the content of their degree programs. The juried presentations of students' work include both face-to-face and online components.

ADMISSION

The general requirements for admission and retention are the same as for the Graduate School. Applicants may arrange for an appeal interview with the Admissions Committee if admission is denied. Students applying for the Educational Technologies and Library Information Specialist options must possess a teaching certificate that can be renewed in the state of Illinois.

PROGRAM OF STUDY

Students must complete 36 semester hours for a master's degree in Instructional Technology. Courses of study for the four areas of emphasis are as follows:

Educational Technologies

Required Courses:

- Theories (12 hrs.): IT 500, EPFR 501 or EPFR 502, 520 or 521, 515.
- Methods (9 hrs): IT 481, IT 435, IT 560
- Tools and Technologies (9 hrs.): IT 486, 550, and 565
- Field Experience (6 hrs.): IT 571 (1 hr), 572 (2 hrs), 573 (3 hrs)

Instructional Design and Performance Improvement

Required Courses:

- Theories (12 hrs.): IT 500, EPFR 501 or EPFR 502, 520 or 521, 515.
- Methods (9 hrs.): IT 510, IT 520, IT 530,
- Tools and Technologies (9 hrs): IT 430, 486, and 540..
- Design Studio (6 hrs.): IT 596 (1 hr), IT 597 (2 hrs), and IT 598 (3 hrs) or IT 599 (3 hrs.)

Library Information Specialist Required Courses

- Theories (12 hrs): IT 500, EPFR 501 or EPFR 502, 520 or 521, 515
- Methods (6 hrs): IT 481 and 560
- Tools and Technologies (12 hrs): IT 442, 443, 448, and 542
- Field Experience (6 hrs): IT 571, 572, and 573

NOTE: Some of the courses listed above may not appear in the graduate catalog. If you wish to take a course not listed, contact the graduate program director for further information.

Those who are not enrolled in the IT master's program and are only interested in the Library Information Specialist (LIS) endorsement may register for classes as a non-degree seeking (unclassified) student on a space available basis. LIS endorsement permits a currently certified classroom teacher to work as a school media specialist at the P-12 school level (elementary or secondary) for which (s)he is certified. Students may complete 24 semester hours (Methods, Tools and Technologies, and Field Experience above) for the LIS endorsement which is issued by the ISBE's Library Information Specialist endorsement through this program. Students must pass a state-administered exam to receive the endorsement on their existing Illinois state's teaching certificates.

EXIT REQUIREMENTS

Students must successfully complete 2 juried presentations and Design Studio or Field Experience requirements. All candidates must present an oral defense of an electronic portfolio summarizing Design Studio or Field Experience activities.

POST-BACCALAUREATE CERTIFICATE WEB-BASED LEARNING

The web-based learning certificate offers current and future instructional design professionals in business and industry an opportunity to gain expertise in the area of designing and developing web-based learning environments. The curriculum combines a study of instructional systems design with web-based multimedia technologies. Through completing this web-based curriculum, most students will have advanced knowledge and skills necessary for designing and developing web-based learning and interactive multimedia products.

ADMISSION

The general requirements for admission and retention are the same as for the Graduate School. Applicants may arrange for an appeal interview with the Admissions Committee if admission is denied.

PROGRAM OF STUDY

The post-baccalaureate certificate program requires the completion of 18 hours of online course work, which consists of the following required classes:

Web Design for Instruction (IT 486)
Principles of Instructional Technology (IT 500)
Instructional Systems Design (IT 510)
Performance Technology (IT 520)
Managing Instructional Development (IT 530)
Distance Education (IT 540)

EXIT REQUIREMENTS

The student must successfully complete the program of study, with at least a grade of B in each course.

KINESIOLOGY

MASTER OF SCIENCE

MASTER OF SCIENCE IN EDUCATION

The Department of Kinesiology and Health Education offers a program of study leading to the Master of Science degree with a major in kinesiology with specializations in Exercise Physiology, and Sport and Exercise Behavior, and the Master of Science in Education degree with a major in kinesiology and a specialization in Physical Education and Sport Pedagogy.

The **Exercise Physiology** specialization is offered as an adult evening program designed in accordance with the American College of Sports Medicine (ACSM) for certification as a Certified Clinical Exercise Physiologist. The curriculum is designed to prepare individuals for careers as exercise specialists directing cardiac preventive and rehabilitative programs, hospitals, corporate wellness, personal training, positions in health and exercise science programs, or further study in graduate programs or allied health programs. Students are able to begin in the fall, spring or summer and can complete degree requirements in 10, 18, or 21 months. No more than 9 graduate hours may be taken toward the master's degree as a non-degree graduate student.

The **Sport and Exercise Behavior** specialization focuses on the psychosocial factors that influence, and are influenced by, physical activity. While this emphasis will appeal to those individuals currently teaching and/or coaching, it is also designed to provide a solid foundation for those desiring to further their graduate education in fields associated with behavioral medicine including exercise psychology, sport psychology, rehabilitation psychology, and health

psychology. Focusing on strategies for enhancing sport performance or adherence to exercise, for example, the Sport and Exercise Behavior program provides students with knowledge and skills that can be readily applied to numerous aspects of their own lives as well to the lives of their professional clients.

The **Physical Education and Sport Pedagogy** specialization focuses on research and contextual factors that influence physical education teaching. While this degree will appeal to those individuals currently teaching and/or coaching, it is also designed to provide a solid foundation for those desiring to further their graduate education in fields associated with physical activity. Focusing on strategies for enhancing teaching performance or student outcomes, for example, the Physical Education and Sport Pedagogy program provides students with knowledge and skills that can be readily applied to numerous aspects of their own lives as well as to the lives of their students.

ADMISSION

Selection for admission is determined by the graduate faculty in the Department of Kinesiology and Health Education. In addition to Graduate School admission standards, the student's grade point average and course work content from previous professional preparation will be used to determine qualifications for entrance into the program. Specifically, applicants must have an undergraduate grade point average of at least 2.75 (A=4.0) to be considered for admittance into the program. In addition, only courses in which the student earned a grade of "B" or better will be considered for transfer credit. For international students, a minimum total internet-based TOEFL score of 100 is required to be considered for admission. Admission may be granted to applicants who have a bachelor's degree and meet the aforementioned criteria, although any prerequisites necessary to study in a particular specialization are at the discretion of the program adviser.

Students are eligible to apply for the physical education and sport pedagogy program if they are certified or are certifiable to teach in the public schools. The master's program includes a balance of technology-assisted on-campus courses (fall, spring and summer). Normal time to completion is approximately two years. Practical application of research based and developmentally appropriate teaching practices is emphasized by the program. No more than 9 graduate hours may be taken toward the master's degree as an unclassified graduate student.

PROGRAM OF STUDY

Near the completion of the program of study, each student is required to select either a non-thesis option or research thesis option. For the non-thesis option students must choose an internship for 3 credit hours. For the thesis option the student will work with their adviser to organize a committee of three faculty members to supervise, monitor and evaluate the thesis for 3-6 credit hours.

Exercise Physiology Specialization (30 hours)

Core Courses (27 hours)

KIN 501 Behavioral Analysis of Exercise (3)
KIN 509 Research Methods in Kinesiology (3)
KIN 512 Advanced Exercise Physiology (3)
KIN 514 Advanced Exercise Assessment and Prescription (3)
KIN 516 Advanced Cardiovascular and Respiratory Physiology (3)
KIN 517 Pathophysiology and Treatment of Obesity (3)
KIN 518 Exercise Endocrinology (3)
KIN 541 Advanced Human Nutrition and Metabolism (3)
KIN 597 Seminar in Exercise Physiology (3)

Capstone Experience (Student is required to complete one of the following two options) (3 hours)

Non-Thesis Option: KIN 555 Internship in Exercise Physiology (3) OR
Thesis Option: KIN 599 Thesis (3)

Sport and Exercise Behavior Specialization (30 hours)

Required courses (15 hours):

KIN 501 Behavioral Analysis of Exercise (3)
KIN 502 Behavioral Analysis of Sport (3)
KIN 503 Physical Activity in Modern Society (3)
KIN 504 Psychology for Sport Performance (3)
KIN 509 Research Methods in Kinesiology (3)

Thesis (15 hours):

KIN 599 Thesis (6)
PSYC 520 Research Design and Inference I (3) OR
SOC 518 Advanced Data Analysis (3)
Electives (6).

Non-Thesis: (15 hours):

Electives

Physical Education and Sport Pedagogy Specialization (30 hours)

Required courses (21 hours):

KIN 521 Analysis of Research in Physical Education (3)
KIN 522 Analysis of Teaching Behaviors in Sport and Physical Education (3)
KIN 523 Curriculum in Sport and Physical Education (3)
KIN 524 Assessment in Sport and Physical Education (3)
KIN 526 Diversity in Sport and Physical Education (3)

KIN 527a Action Research in Physical Education I (3)
KIN 527b Presentation of Action Research in Physical Education II (3)

Non-thesis (9 hours):
Electives.

Thesis (9 hours)
KIN 599 Thesis (6)
PSYC 520 Research Design and Inference I (3)

EXIT REQUIREMENTS

Exercise Physiology: In the final semester all students will be required to take an American College of Sports Medicine (ACSM) style Exercise Specialists Certification Practice Exam. This exam will be taken from questions in the ACSM's Certification Review book and from test bank questions provided with ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. Students who elect to prepare a thesis must present an oral defense of the thesis.

Sport and Exercise Behavior: In the final semester non-thesis students will be required to **complete a comprehensive project** determined in close consultation with one's graduate adviser and other faculty as appropriate. The project is intended to develop greater breadth and depth of understanding of the field and the application of knowledge that will lead to the implementation or presentation of a plan to a profession, community group or an organization as approved by the program director. Concludes as the student presents orally the findings related to his/her project and defends conclusions against questions raised by the faculty adviser.

Physical Education and Sport Pedagogy: Students must demonstrate competence in the content comprising the major (kinesiology and area of emphasis) via written and oral presentations of Action Research Projects. Those selecting the thesis option must successfully defend the thesis.

LEARNING, CULTURE, AND SOCIETY

MASTER OF SCIENCE IN EDUCATION

The Department of Educational Leadership offers a program of study leading to the Master of Science in Education degree with a major in Learning, Culture, and Society. The degree is intended to prepare individuals to be culturally responsive educators who understand how social and psychological factors impact classroom, school, and community. The program provides an in-depth understanding of the social, cultural, psychological, historical, and philosophical foundations of education with the goal of improving the effectiveness of classroom teachers, especially as they work with an increasingly diverse student population in

both urban and rural settings.

The program is interdisciplinary, drawing on foundational, instructional, and liberal arts courses as they relate to culturally responsive teaching. Areas of emphasis within the program include the following: Cultural Diversity, English as a Second Language, and Gender and Education. Courses within each of these areas of emphasis are taken in multiple departments across the university. Students in the English as a Second Language emphasis can work toward earning the Illinois State Board of Education's ESL or bilingual approval. (Six of the course options for the ESL emphasis count toward state ESL approval and four of them count toward bilingual approval.)

ADMISSION

The general requirements for admission to the graduate program in Learning, Culture, and Society are a bachelor's degree and a grade point average of 3.0 or above (A=4.0) during their last two years of undergraduate work. (The undergraduate GPA requirement may be waived for students who have received in more recent graduate course work a GPA that demonstrates potential for success.) Applicants are also required to submit a list of professional experiences and a written statement. An interview may also be requested. Applicants may arrange for an appeal interview with the Admissions Committee if admission is denied.

PROGRAM OF STUDY

Thirty semester hours of graduate credit are required for Master of Science in Education degree with a major in Learning, Culture, and Society. Requirements are as follows:

General professional core (12 hours):

- EPFR 502 (Qualitative Inquiry in Education)
- EPFR 515 (Issues in Learning Theory)
- EPFR 520 (Analysis of Educational Issues: Philosophic-historic Perspectives)
- EPFR 521 (Analysis of Educational Issues: Socio-cultural Perspectives)

Education Focus Electives (6 credit hours) (select 2):

- EPFR 451 (Gender and Education)
- EPFR 563 (Special Topics in Foundations of Education)
- CI 563 (Curriculum Models)
- ENG 470 (Methods and Materials for K-12 ESL Teaching)
- ENG 472 (Assessment and Testing in ESL)
- ENG 570 (Teaching African-American Oral and Written Literature)
- ENG 578 (Woman, Language, and Pedagogy)
- ENG 581 (Topics in Teaching English) (when appropriate, must be approved by adviser)

Area of emphasis (9 credit hours) selected from courses in one of the following areas - Cultural Diversity, English as a Second Language, and Gender and Education as follows:

Cultural Diversity (9 credit hours) (select 3)

ANTH 410 (Anthropology of Religion)
ENG 446 (Studies in African-American Literature)
ENG 526 (Studies in African-American Texts)
ENG 570 (Teaching African-American Oral and Written Literature)
ENG 416 (Language and Society)
ENG 477 (Morrison)
ENG 478 (Studies in Women, Language and Literature)
ENG 578 (Women, Language, and Pedagogy)
ENG 581 (Topics in Teaching English) when appropriate, must be approved by adviser
EPFR 451 (Gender and Education)
GEOG 401 (Geography of Development)
GEOG 405 (Geography of Food)
HIST 423b (Native Americans from 1840 to the Present)
HIST 440 (Women in American Social History)
HIST 442 (The Black Urban Experience)
HIST 460 (History of Mexico)
POLS 440 (African American Politics)
POLS 441 (Women and Politics in America)
POLS 449 (Topics in American Politics)
POLS 459 (Topics in Conservative Politics)
POLS 479 (Topics in International Relations)
PSYC 407 (Multicultural Issues in Psychology)
SOC 421 (Individual and Society)
SOC 440 (Sociology of Popular Culture)
SOC 444 (Gender, Ethnicity, and Class in the Workplace)
SOC 470 (Sociology of Deviance)
SOC 502 (Seminar in Intergroup Relations)
SOC 542 (Seminar in Gender and Gender Inequality)
SOC 574 (Seminar in Deviance)
SOC 590 (Special Topics) (when appropriate, must be approved by adviser)
SPC 511 (Seminar in Intercultural Communication)
SPC 509 (Special Topics in Communication Theory and Research) (when appropriate, must be approved by adviser)
GEOG 500 (Seminar in Cultural Geography)
GEOG 406 (Political Geography)
GEOG 400 (Urban Geography)
SOCW 517 (Diversity)

English as a Second Language (9 credit hours) (select 3):

ENG 400 (Principles of Linguistics)
ENG 409 (Syntactic Analysis)

ENG 416 (Language and Society)
ENG 468 (Second Language Acquisition)
ENG 470 (Methods and Materials for K-12 ESL Teaching)
ENG 472 (Assessment and Testing in ESL)
ENG 474 (Bilingualism and Bilingual Education)

Gender and Education (9 credit hours) (select 3):

EPFR 451 (Gender and Education)
ENG 478 (Studies in Women, Language, and Literature)
ENG 578 (Women, Language, and Pedagogy)
SOC 444 (Gender, Ethnicity, and Class in the Workplace)
SOC 542 (Seminar in Gender and Gender Inequality)
HIST 440 (Women in American Social History)
POLS 441 (Women and Politics in America)

Final project (EPFR 575) (3 credit hours). The final project may be either an action research project (Boyer's "scholarship of application") or a traditional research project (Boyer's "scholarship of discovery") (Boyer, 1990, pp. 16-23). An action research project is a scholarly research study that involves working on a problem with practical applications for the student's classroom, school, district, or community. A traditional research project is an original research project that does not necessarily involve practical applications for the student.

Within the first semester of study, the student must select a graduate faculty member as project chairperson for the project committee. The chairperson will advise the student on coursework and research. Within the first year of study, the student must select two additional graduate faculty members to complete their project committee. The committee should consist of faculty with expertise or interests that are appropriate to the student's academic background, goals, and interests. The committee chair and one of the other committee members must be from the Department of Educational Leadership. The third committee member may be from outside the department and from outside the SOE. The committee and the student will develop a research project outline and will determine before the work begins whether the project will be "scholarship of application" or "scholarship of discovery." The project is then approved for initiation and supervised by the committee chairperson.

EXIT REQUIREMENTS

Candidates must submit a project proposal for approval by a project committee, carry out the proposed project, submit a written report, and complete an oral defense of their project.

LITERACY EDUCATION

MASTER OF SCIENCE IN EDUCATION

The Department of Curriculum and Instruction offers a program of study leading to the Master

of Science in education degree with a major in Literacy Education. This program offers two options, Reading Teacher and Literacy Specialist. It is intended to provide advanced preparation for reading teachers and literacy specialists. Literacy is the ability to read, write, speak, listen, view, visually represent and think in meaningful or socially-recognized ways. Reading Teacher responsibilities include being assigned to teach reading to students in settings other than general classroom instruction. Literacy specialist responsibilities include teaching, coaching, and coordinating literacy education as well as serving as a resource for other professionals and the community; promoting literacy advocacy; providing professional development; and working collaboratively to develop, implement, and evaluate literacy curriculum and programs. Upon passing all program requirements, Reading Teacher candidates will earn an Illinois Reading Teacher Endorsement which is valid for teaching reading to students in grades K-4, 4-8, or 9-12. Literacy Specialist candidates will earn an Illinois Type 10 Reading Specialist Certificate which is valid for teaching reading, supporting teaching professionals and coordinating literacy programs for kindergarten through grade twelve.

ADMISSION

Minimum admission criteria include a bachelor's degree with a grade point average of 3.0 (A=4.0) or above; a teaching certificate in early childhood, elementary, secondary, or special education; a minimum of two years of full time contract teaching prior to CI 571; and 3 hours of children's literature at the undergraduate or graduate level (or obtain before graduation).

READING TEACHER

PROGRAM OF STUDY

33 semester hours of graduate credit are required for Master of Science degree with a major in Literacy Education. Requirements are as follows:

- CI 513 Literature Across the Curriculum
- CI 520 Theoretical Foundations in Literacy
- CI 521 Emergent and Primary Level Literacy
- CI 525 Upper Elementary and Middle Level Literacy
- CI 540 Content Area Literacy
- CI 571 Diagnostic Assessment and Instruction
- CI 572 Diagnostic Literacy Practicum for Elementary Level
- CI 573 Diagnostic Literacy Practicum for Middle and Secondary Level
- Literacy-related electives to complete the Reading Teacher Endorsement
- CI 596d Field Study in Education
- CI 548 Action Research: Literacy or EPFR 501 Research in Education

Field Experiences During Foundations Courses

Intensive and extensive field experiences (CI 521, 525, and 540) help prepare candidates to analyze their own instruction and assume the new role of consultant and collaborator with other school professionals. Candidates begin on-going reflection and development of their knowledge of literacy processes, assessment, instructional strategies, and materials to plan and adapt instruction to meet the diverse needs of students in pre-kindergarten through grade twelve. Through collaboration and constructive coaching, candidates enhance their knowledge, skills, and dispositions.

Entry to Clinic Practicum

Prior to enrolling in CI 571, the first clinical course, candidates must earn an A or B in the following four core courses (CI 520, CI 521, CI 525, CI 540), and pass all initial program assessments.

Literacy Clinic Practicum

The Cougar Literacy Clinic in the Reading Center is a low cost diagnostic and instructional service that provides literacy development support for students in grades one to twelve from the surrounding communities. Reading Teacher candidates complete a minimum of two practicum courses, CI 571, and 572 or 573. Graduate candidates conduct and analyze diagnostic literacy assessments, provide individualized developmental and remedial instruction, and write comprehensive literacy development reports for each student. Clinicians are supervised during the clinic through direct observation, as well as videotaping, case study discussions, and lesson plan reflections. Candidates work with colleagues to observe, plan, and provide coaching on each other's practice during the three semesters of clinic.

EXIT REQUIREMENTS

Candidates must complete all requirements to be eligible for the Illinois Reading Specialist Certificate including: passing the appropriate Assessment of Professional teaching for the area of endorsement (Primary, Middle School or Secondary) and the Illinois Basic Skills Test (97) one semester prior to program completion, earning an A or a B in all program courses, passing all program assessments, providing evidence of membership in an organization that will enhance their professional development in literacy (ie. IRC, IRA, NRC, or NCTE) and complete a final master's project.

LITERACY SPECIALIST

PROGRAM OF STUDY

33 semester hours of graduate credit are required for Master of Science degree with a major in Literacy Education. Requirements are as follows:

- CI 520 Theoretical Foundations in Literacy
- CI 521 Emergent and Primary Level Literacy
- CI 525 Upper Elementary and Middle Level Literacy
- CI 540 Content Area Literacy
- CI 571 Diagnostic Assessment and Instruction
- CI 572 Diagnostic Literacy Practicum for Elementary Level
- CI 573 Diagnostic Literacy Practicum for Middle and Secondary Level
- CI 578 Organization and Administration of Literacy Programs
- CI 591 Current Issues and Trends in Literacy
- CI 596d Field Study in Curriculum & Instruction: Literacy
- CI 548 Action Research: Literacy or EPFR 501 Research in Education.

Field Experience During Foundations Courses

Intensive and extensive field experiences (CI 521, 525, and 540) help prepare candidates to analyze their own instruction and assume the new role of consultant and collaborator with other school professionals. Candidates begin on-going reflection and development of their knowledge of literacy processes, assessment, instructional strategies, and materials to plan and adapt instruction to meet the diverse needs of students in pre-kindergarten through grade twelve. Through collaboration and constructive coaching, candidates enhance their knowledge, skills, and dispositions.

Entry to Clinic Practicum

Prior to enrolling in CI 571, the first clinical course, candidates must earn an A or B in the following four core courses (CI 520, CI 521, CI 525, CI 540), have a minimum of two years of successful full time contract teaching, and pass all initial program assessments.

Literacy Clinic Practicum

The Cougar Literacy Clinic in the Reading Center is a low cost diagnostic and instructional service that provides literacy development support for students in grades one to twelve from the surrounding communities. Literacy Specialist candidates complete three practicum courses, CI 571, 572, and 573. Graduate candidates conduct and analyze diagnostic literacy assessments, provide individualized developmental and remedial instruction, and write comprehensive literacy development reports for each student. Clinicians are supervised during the clinic through direct observation, as well as videotaping, case study discussions,

and lesson plan reflections. Candidates work with colleagues to observe, plan, and provide coaching on each other's practice during the three semesters of clinic.

Entry to Leadership Internship

To enter the leadership internship courses, CI 578 and CI 591, candidates must earn an A or B in CI 571, 572, and 573, pass all mid-point program assessments, and pass the Illinois Research Specialist Content Test (176).

EXIT REQUIREMENTS

Candidates must complete all requirements to be eligible for the Illinois Reading Specialist Certificate including: passing the Assessment of Professional Teaching (APT 104) and the Illinois Basic Skills Test (97) one semester prior to program completion, earning an A or a B in all program courses, passing all program assessments, and providing evidence of membership in an organization that will enhance their professional development in literacy (ie. IRC, IRA, NRC, or NCTE).

LITERACY SPECIALIST POST-MASTER'S CERTIFICATE

The Department of Curriculum and Instruction offers a program of study leading to a Post-Master's Literacy Specialist Certificate. This program is intended to provide advanced preparation for literacy/reading specialists and leaders in literacy education. Literacy is the ability to read, write, speak, listen, view, visually represent and think in meaningful or socially-recognized ways. Literacy specialist responsibilities include teaching, coaching, and coordinating literacy education as well as serving as a resource for other professionals and the community; promoting literacy advocacy; providing professional development; and working collaboratively to develop, implement, and evaluate literacy curriculum and programs. Upon passing all program requirements, candidates will earn Illinois Type 10 Reading Specialist Certification which is valid for teaching reading, supporting teaching professionals and coordinating literacy programs for kindergarten through grade twelve.

ADMISSION

Minimum admission criteria include a master's degree in education with a grade point average of 3.0 (A=4.0) or above; a valid Illinois teaching certificate in early childhood, elementary, secondary, or special education; a minimum of two years of full-time contract classroom teaching; and 3 hours of children's literature at the undergraduate or graduate level (or obtain before graduation).

PROGRAM OF STUDY

27 semester hours of graduate credit are required for a Post-Master's Literacy Specialist Certificate. Requirements are as follows:

Literacy Core (27 hours):

- CI 520 Theoretical Foundations in Literacy
- CI 521 Emergent and Primary Level Literacy
- CI 525 Upper Elementary and Middle Level Literacy
- CI 540 Content Area Literacy
- CI 571 Literacy Diagnostics: Assessment and Instruction
- CI 572 Diagnostic Literacy Practicum for Elementary Level
- CI 573 Diagnostic Literacy Practicum for Middle and Secondary Level
- CI 578 Organization and Administration of Literacy Programs
- CI 591 Current Issues and Trends in Literacy

Field Experience

Intensive and extensive field experiences (CI 521, 525, and 540) help prepare candidates to analyze their own instruction and assume the new role of consultant and collaborator with other school professionals. Candidates begin on-going reflection and development of their knowledge of literacy processes, assessment, instructional strategies, and materials to plan and adapt instruction to meet the diverse needs of students in pre-kindergarten through grade twelve. Through collaboration and constructive feedback, candidates enhance their knowledge, skills, and dispositions.

Entry to Clinic Practicum

Prior to enrolling in CI 571, the first clinical course, candidates must complete with a minimum grade of B the following four core courses (CI 520, CI 521, CI 525, and CI 540); one course may be taken concurrently with CI 571. Candidates must also have a passing score on the Reading Specialist Content – Area Test (176), and meet the passing criteria on two initial Literacy Program Notebooks: a standards notebook and a resource notebook.

Literacy Clinic Practicum

The Cougar Literacy Clinic in the Reading Center is a low cost diagnostic and instructional service that provides literacy development support for students in grades one to twelve from the surrounding communities. Literacy Specialist candidates complete three practicum courses, CI 571, 572, and 573. Graduate candidates conduct and analyze diagnostic literacy assessments, provide individualized developmental and remedial instruction, and write comprehensive literacy development reports for each student. Clinicians are supervised during the clinic through direct observation, as well as videotaping, case study discussions, and lesson plan reflections. Candidates work with colleagues to observe, plan, and provide feedback on each other's practice during the three semesters of clinic.

Upon completion of the three practicum courses (CI 571, 572, and 573) with a minimum grade of a B, candidates will present and meet passing criteria for their on-going Literacy

Program Notebooks demonstrating a more thorough understanding and application of the previous standards along with resources for each component of literacy.

EXIT REQUIREMENTS

Candidates must complete all requirements to be eligible for the Illinois Reading Specialist Certificate including: passing the Assessment of Professional Teaching (APT 104) and the Illinois Basic Skills Test (97) one semester prior to program completion, earning an A or a B in all program courses, passing all program assessments, and providing evidence of membership in an organization that will enhance their professional development in literacy (ie. IRC, IRA, NRC, or NCTE).

PSYCHOLOGY

Application Deadlines: SD: Fall only - Feb 1st for external applicants, July 1st for those already attending SIUE; MA/MS: Fall only – Feb 1st

SPECIALIST DEGREE

The Psychology Department offers the Specialist Degree in school psychology. This program provides advanced academic and professional training for students pursuing a career in school psychology. The program leads to certification as a school psychologist in the State of Illinois and follows the guidelines recommended by the National Association of School Psychologists.

ADMISSION

Admission to this program requires a master's degree in psychology or a related field. The current admission standards of the master's degree programs also apply to the Specialist Degree. Prospective students must submit applications to the SIUE Graduate School and the Psychology Department and must submit scores on the Graduate Record Examination. For complete information, see "Admission" under the master's degree portion later in this section.

PROGRAM OF STUDY

The Specialist Degree in school psychology requires a minimum of 32 hours beyond the Master of Science degree.

Required Courses (15 hours): PSYC 539, 544, 545, 584, 594.

Required practicum (4 hours): PSYC 524.

Internship (10 hours): PSYC 596.

Thesis (3 hours): PSYC 599.

EXIT REQUIREMENTS

Candidates for the Specialist Degree must submit a thesis proposal for approval by a thesis advisory committee, carry out the proposed thesis, submit a written report, and complete an oral examination.

PSYCHOLOGY

MASTER OF ARTS

MASTER OF SCIENCE

The Department of Psychology offers graduate programs leading to the Master of Arts degree in psychology (Clinical-Adult, and Industrial-Organizational specializations) and the Master of Science degree in psychology (Clinical Child and School specialization).

The Clinical-Adult specialization is intended for students who seek to acquire master's level training appropriate for clinical work with adult clients. This training often leads to employment in organizations providing clinical psychological services (e.g., community mental health agencies, hospitals, mental health facilities) or continued education in doctoral training programs.

The Industrial-Organizational specialization provides knowledge and skills to analyze and solve problems of motivation, leadership, communication, job satisfaction, productivity, training, and others faced by business and organizations. Training in this specialization leads to possible employment in administration, supervision, organizational development, and personnel positions.

The Clinical Child and School specialization trains students to work in organizations serving children, adolescents, and families. Graduates work as clinical child psychologists in community mental health agencies, corrections, hospitals, and residential treatment centers. This specialization provides the foundation for entry into the specialist degree program for students intending to be certified as school psychologists.

ADMISSION

Individuals satisfying the requirements for admission to the Graduate School may apply for admission to psychology graduate programs. A separate application form is required and can be obtained from the Department of Psychology or it can be accessed from our website at www.siu.edu/education/psychology/graduate/index.shtml. Admission is thus dependent upon approval by both the Graduate School and the Psychology Department. In addition to

other requirements, applicants must submit scores on the Graduate Record Examination (GRE) verbal, quantitative, and writing areas to the Psychology Department.

All application materials must be submitted by February 1 in order for the applicant to be considered for admission for the following fall semester. Applicants are not admitted for enrollment in the spring or summer terms.

Completing an undergraduate major or minor in psychology is the desirable and typical undergraduate preparation for a graduate degree in psychology. Qualified applicants from other academic backgrounds may enter the psychology graduate program provided they have completed the prerequisites. In addition to completing at least one course each in general psychology, experimental psychology, statistics, and psychological tests and measurements, each specialization has additional required courses that must be completed prior to beginning the graduate program. Information on these courses can be obtained from the Department of Psychology website www.siu.edu/education/psychology/graduate/apinfo.shtml.

PROGRAM OF STUDY

The Master of Arts degree program requires 42 semester hours of graduate credit to complete the specializations in Clinical-Adult, and Industrial-Organizational psychology. The Master of Science degree with a specialization in Clinical Child and School psychology requires 40 semester hours for completion.

Clinical-Adult Specialization

Required courses (27 hours): PSYC 514, 520, 521, 531, 535, 537b, 538, 541b, 543b.

Required practicum (6 hours): PSYC 523.

Electives: (6 hours).

Thesis (3 hours): PSYC 599.

Industrial-Organizational Specialization

Required courses (27 hours): PSYC 520, 521, 571, 572, 573, 574, 575, 576, 580 plus one course selected from a 400 or higher-level management course approved by your adviser (3 hours).

Required practicum (3 hours): PSYC 525.

Electives: 6 hours.

Thesis (3 hours): PSYC 599.

Clinical Child and School Specialization

Required courses (30 hours): PSYC 514, 520, 521, 537a, 541a, 543a, 553, 556, 557, 565.

Required practicum (7 hours): PSYC 524.

Thesis (3 hours): PSYC 599, or

Final Project (3 hours): PSYC 598.

EXIT REQUIREMENTS

Candidates for the Master of Arts must submit a thesis proposal for approval by a thesis advisory committee, carry out the proposed thesis, submit a written report, and complete an oral examination. Candidates for the Master of Science degree who do not intend to pursue the Specialist Degree must also successfully complete a thesis. MS candidates intending to pursue the Specialist Degree may choose to complete an acceptable research paper rather than a thesis.

SPECIAL EDUCATION

MASTER OF SCIENCE IN EDUCATION

The Department of Special Education and Communication Disorders offers a program of studies leading to the Master of Science in Education (MSEd) degree in special education. This graduate program offers three options. The first option is designed to provide advanced training for certified elementary, secondary, or special education teachers who want additional expertise in the area of special education. Individuals choosing this option are prepared in the areas of characteristics, methodology, assessment, consultation, collaboration, and supervision. This option does not lead to any additional certification. The second option is designed to provide advanced training in the area of curriculum adaptation for certified special education teachers and leads to preparation for an advanced certificate, Learning Behavior Specialist II, in curriculum adaptation. Individuals choosing this option are prepared in the areas of collaboration, consultation, assessment, supervision, and curriculum adaptation and modification. The third option provides specialized training for certified elementary or secondary teachers who want to obtain a second teaching certificate in special education. Individuals choosing this option are prepared in the areas of characteristics, assessment, methods of teaching, collaboration, and assistive technology. Training leads to preparation for the Learning Behavior Specialist I teaching certificate in special education.

ADMISSION

In addition to the requirements of the Graduate School, the Department of Special Education and Communication Disorders requires a minimum undergraduate grade point average of 2.5 (A=4.0). Applicants must also hold a current initial teaching certificate in special, elementary, or secondary education to be admitted.

Applicants complete an application for admission which is available in the Special Education and Communication Disorders Department office, Founders Hall 1101 or online at: www.siue.edu/graduate. Candidates seeking a second teaching certificate must also complete an application through the Office of Clinical Experience, Certification, and Advisement, Founders Hall 1110. Each candidate is required to meet with his/her assigned adviser as soon as possible after notification of admission to determine which option is appropriate and to discuss the candidate's official program of study.

PROGRAM OF STUDY

The minimum number of semester hours required to complete the degree program for the Master of Science in Education in special education is 36, not to include any courses at the 400 level. In some instances, additional hours may be required; these hours are determined in a conference between the student and the assigned graduate adviser. Requirements for completing the degree are as follows:

Special Education: EPFR 515 or 520 or 521, SPE 500, 511, 514, 515, 522, 523, 595 and 4 electives. SPE 578* is required if student is not currently teaching.

Learning Behavioral Specialist II: EPFR 515 or 520 or 521, SPE 500, 506, 511, 514, 515, 516, 522, 524, 540, 595 and one elective. SPE 578* is required if student is not currently teaching.

Second Certificate in Special Education (Learning Behavior Specialist I): EPFR 515 or 520 or 521, SPE 500, 502, 506, 511, 514, 516, 522, 523, 540, 578 (3-12 hours)* and 595.

Final Action Research Project: Preliminary planning of an action research project is initiated in SPE 500. SPE 595 includes completion of the action research project and oral presentation.

* All candidates seeking the 2nd Certificate in Special education (LBS I) must enroll in SPE 578 (Advanced Field Study) for 3-12 hours. Upon acceptance to the program, faculty will evaluate the candidate's transcript and special education experience to determine the number of field hours needed to meet certification requirements. Candidates choosing the Master's Degree in Special Education or the Learning Behavior Specialist II options must enroll in SPE 578 (Advanced Field Study) for 3 hours if they are not currently teaching. The decision about when this course should be taken will be made in consultation with the faculty adviser.

RETENTION REQUIREMENTS

Students must maintain a minimum 3.0 cumulative grade point average. Students must also obtain a B or better in SPE 500 (Research in Special Education: Preparation for Field-Based Research) and obtain a B or better on the paper required in the course.

EXIT REQUIREMENTS

Students must complete an Action Research Project while enrolled in SPE 595 and attain a grade of at least a B to pass. For candidates seeking the second certificate (LBS I) or LBS II certificate, all certification tests required by the Illinois State Board of Education must be passed prior to certification entitlement.

POST MASTER'S CERTIFICATE IN SPECIAL EDUCATION

The Post Master's Degree Program in Special Education allows students, who currently hold a master's degree in teaching or a related field and Illinois teaching certification, to gain a subsequent certificate in special education without completing an additional master's degree in special education.

ADMISSION

Applicants complete an application for admission which is available in the Special Education and Communication Disorders Department office, Founders Hall 1101 or online at: www.siu.edu/graduate. Candidates must also complete an application and transcript evaluation through the Office of Clinical Experience, Certification, and Advisement, Founders Hall 1110.

PROGRAM OF STUDY

Students must have taken the professional courses in educational research and foundations in their previous master's degree. They must have classes equivalent to EPFR 501: Research in Education, or EPFR 502: Qualitative Inquiry in Education, EPFR 515: Advanced Educational Psychology, and EPFR 520 or 521: Social Foundations or Historical Foundations / Analysis of Educational Issues. A transcript evaluation will determine if they have taken equivalent coursework in their master's degree.

Required courses for Post Master's Certificate in Special Education: SPE 502, 506, 511, 514, 516, 522, 523, and 540 and 578 (3-12 hours*).

* All candidates in the Post Master's Certificate in Special Education (LBS I) Program must enroll in SPE 578, Advanced Field Study, for 3-12 hours. Upon acceptance to the program, faculty will evaluate the candidate's transcript and special education experience to determine the number of field hours needed to meet certification requirements.

RETENTION REQUIREMENTS

Students must maintain a 3.0 cumulative grade point average.

EXIT REQUIREMENTS

For candidates seeking an LBS I, all certification/licensure tests required by the Illinois State Board of Education must be passed prior to entitlement.

SPEECH-LANGUAGE PATHOLOGY

Application Deadline:

Fall only – January 15th. Students accepted to the program are eligible for a summer start date.

MASTER OF SCIENCE

The Department of Special Education and Communication Disorders offers a program leading to the Master of Science degree in speech-language pathology. The graduate program in speech-language pathology is accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).

Students who complete the program are prepared to accept professional opportunities in health care facilities, community clinics, private practice, and public schools. The program combines classroom instruction and research and provides opportunities for graduate internships in a variety of settings. Students completing the prescribed program are eligible to apply for any of the following: ASHA certification, Illinois licensure in Speech-Language Pathology, and non-teaching certification/licensure for the Illinois public schools. Additional requirements may apply for each certificate/license.

ADMISSION

To be considered for admission to the graduate program, students must submit undergraduate and graduate transcripts, scores from the Graduate Record Examination (GRE), a résumé (maximum of two pages) and three letters of recommendation. Transcripts, GRE scores, and letters of recommendation are all submitted through the Centralized Application Service. The resume is submitted directly to the program director. For more information on applying, please visit the department website at <http://www.siu.edu/education/secd/graduate/speech-path-audio-grad-requirements.shtml>. Students must document a 3.0 grade point average (A=4.0) to apply. Admission is a competitive process. Not all qualified applicants will be admitted to the program.

The majority of students have completed a bachelor's degree in speech-language pathology with specific undergraduate course work. Some provision is made for students with degrees in related fields following the completion of undergraduate course work in speech-language pathology and audiology.

PROGRAM OF STUDY

Thirty-six (36) semester hours of acceptable graduate credit are required to complete the Master of Science degree in speech-language pathology. These hours include twelve (12) core courses, one elective, and a culminating comprehensive examination or six core courses, four electives, and a culminating thesis.

Students in the program must maintain a grade point average of 3.0 in all graduate courses. No credit is allowed toward a graduate degree in courses in which a grade below C is earned. The program has two plans through which the program requirements are fulfilled.

Thesis Plan

Required courses (18 hours): SPPA 469, 503, 544, 545, 548, 560

Electives (minimum of 12 hours from the following): SPPA 498, 511, 515, 520, 540, 541, 542, 543, 547, 551, 555, 558, other approved course work in the area of specializations or related areas.

Thesis (6 hours): SPPA 599.

Non-thesis Plan

Required courses (34 hours): SPPA 469, 498 or equivalent, 503, 520, 540, 541, 542, 543, 544, 545, 547, 548, 560

Electives: (minimum of 2 hours) within the specialization or in related areas. Students having completed an approved course in AAC as an undergraduate student will need to complete an additional 3.0 credit hours of elective requirements.

EXIT REQUIREMENTS

All students must pass either a written or an oral comprehensive examination administered by the graduate faculty in speech-language pathology. The examination covers the broad areas of speech and hearing sciences, speech-language pathology, and audiology. Students may choose the thesis option in lieu of a written examination.

CURRICULUM AND INSTRUCTION

Application Deadlines: The graduate program is not taking applications at this time.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) program prepares candidates who have successfully completed an undergraduate degree in English, foreign language, history, mathematics, or science (biology, chemistry, physics, or earth/space) at an accredited college or university to teach at the middle and high school level. Those holding undergraduate degrees in teacher education are not eligible for this program.

Candidates complete 12 months (June – May) of university-based studies for a Master’s Degree while they engage in field-based experiences in public school settings. The MAT is designed as a high-quality, technology-rich, accelerated certification program. Students progress through the program as members of an interdisciplinary cohort. Each new cohort begins during the summer term. Upon graduating from the program, candidates will be broadly prepared in their content areas and may be eligible for secondary certification and middle level endorsement (grades 6-12) in their respective discipline in Illinois or in a state offering reciprocity.

ADMISSION

Applications for admission will be evaluated based upon the following:

- Applications for the Graduate School and the Department of Curriculum and Instruction;
- An overall GPA of 2.75 or higher;
- Two letters of recommendation from content area faculty members or professionals who have knowledge of the candidate’s undergraduate performance;
- Passing scores from the Illinois Certification Testing System Basic Skills Test and the Illinois Certification Testing System Content-Area test;
- Current resume with appropriate references;
- Official transcripts from all institutions of higher education attended in pursuit of the bachelor’s degree and any additional course work beyond the bachelor’s degree;
- Transcript evaluations by School of Education personnel for evidence of sufficient content background to meet certification requirements for secondary teachers in Illinois. (Note: Additional subject matter courses may be required as prerequisite courses to be taken prior to admission.).

Applications for the program are processed once each year, beginning in February.

PROGRAM OF STUDY

Candidates must successfully complete each block of the program. Each block of the program integrates strands of pedagogical and professional knowledge and skills. Candidates complete their degree in one summer block and one academic year as members of a cohort group. To complete requirements for the degree within 12 months, candidates enroll in the following blocks to earn a minimum of 36 semester hours.

CI 557 Teaching and Learning in Middle/Secondary Schools: Block 1 (12 hours, summer)

Introduction to the study of curriculum, pedagogy, assessment, classroom learning environments, educational psychology, special education, literacy in the content areas, integration of technology, and foundations of education for middle/secondary schools.

CI 558 Teaching and Learning in Middle/Secondary Schools: Block 2 (12 hours, fall)

Continued study of curriculum, pedagogy, assessment, classroom learning environments, educational psychology, special education, literacy in content areas, integration of technology, and foundations of education for middle/secondary schools. Includes participation in middle/secondary schools.

CI 559 Teaching and Learning in Middle/Secondary Schools: Block 3 (12 hours, spring)

Culminating study of curriculum, pedagogy, assessment, classroom learning environments, educational psychology, special education, literacy in content areas, integration of technology, and foundations of education for middle/secondary schools. Includes a semester of student teaching.

RETENTION

Throughout the program, students must maintain a minimum overall GPA of 3.0 or higher, attend conferences at the completion of each semester, and obtain successful field experience evaluations at the end of each semester.

EXIT REQUIREMENTS

To graduate the student must prepare and share publicly a master's project and a professional portfolio that contains evidence of growth towards competence in each of the Illinois Professional Teaching, Illinois Technology and Illinois Language Arts Standards for all teachers.

SCHOOL OF ENGINEERING

Dean: Hasan Sevim

The School of Engineering offers Master of Science degree programs in civil engineering, computer science, electrical engineering, industrial engineering, and mechanical engineering. These programs are designed to meet the needs of both traditional and non-traditional graduate students, in particular the needs of people who are employed in the region served by the University and who wish to pursue a master's degree by taking courses in the evening. Part-time students who take advantage of summer term offerings can complete a degree program in two to four years. Full-time students can complete a degree program in approximately one and one-half years.

COOPERATIVE DOCTORAL PROGRAM

Faculty in the School of Engineering participate with the College of Engineering faculty at Southern Illinois University Carbondale in offering a cooperative program leading to the Doctor of Philosophy degree in Engineering Science. The student may concentrate in one of the three areas including civil and environmental engineering, electrical and computer engineering, mechanical engineering and energy processes.

Prospective students may initiate application procedures at either campus and may enroll in courses at either or both campuses concurrently. The doctoral degree is conferred by Southern Illinois University Carbondale. For application procedures, refer to the section on admission to cooperative doctoral programs in Chapter 1 of this catalog. For more detailed information, either contact the Associate Dean at the School of Engineering, or visit the web site at www.siu.edu/engineering.

CIVIL ENGINEERING

MASTER OF SCIENCE

For the Master of Science degree in civil engineering, courses are offered in the areas of environmental, structural, and transportation engineering. Courses are generally offered in the evenings and late afternoons annually or biennially. Full-time and part-time study options are available.

ADMISSION

In addition to meeting all Graduate School admission requirements, applicants must have a cumulative grade point average in all undergraduate engineering, mathematics, and science courses of at least 2.75 on a 4.0 scale or 70% on other scales. For those not meeting this

requirement and having at least four years of work experience, supporting evidence (such as a letter of explanation from the applicant, high GRE scores, letters of recommendation from employers, and PE licensure) will also be considered. International students are encouraged to submit GRE scores along with other required graduate admission documentation.

If admitted, those who do not have a BS degree in civil engineering may be required to complete prerequisite courses that are not for graduate credit. Note that an MS degree will not typically qualify a candidate to take the PE licensure examination.

Further information on the Department's policies can be found on the Department's web site (www.siue.edu/engineering/civilengineering).

PROGRAM OF STUDY

After admission and before enrolling in any courses, students are required to meet with the graduate program director, who appoints (in consultation with the student) an advisory committee suited to the student's background and interests. The advisory committee assists the student in planning a program of study; this plan is to be completed by the end of the first semester.

Because of the importance of communication to the engineering profession and the need for excellent writing skills to complete degree requirements, all students are required to complete satisfactorily a technical writing course. Students with good writing skills may elect to submit an essay to be evaluated for conditional exemption from the English course requirement. If conditional exemption is granted, the student will substitute another approved course in the plan of study.

Thesis and non-thesis options are available. Students selecting the thesis option must complete a minimum of 30 semester hours. Students selecting the non-thesis option must complete a minimum of 31 semester hours. At least 20 semester hours must be in courses taught in civil engineering and at least 15 semester hours must be at the 500 level. See the Department's website regarding policies specific to the specialized areas.

Thesis option

Students will be guided in thesis work by a thesis adviser with the assistance and concurrence of the advisory committee. The number of hours to be awarded for thesis credit (CE 599) is to be specified by the advisory committee prior to approval of the thesis proposal. Thesis credit counts as part of the 30 credits required for the degree. Writing a thesis involves an intensive research effort and may require about six months to complete. The thesis must be formally accepted by Graduate Records.

Non-thesis option

Students prepare a research paper, the topic of which is mutually agreed upon by the student and the advisory committee. One credit hour is awarded for non-thesis credit (CE 593) and counts as part of the 31 credits required for the degree. Guidelines are available on the department's web site.

EXIT REQUIREMENTS

When all other program requirements are satisfied, the student schedules an oral final examination with the advisory committee. The final examination is primarily based on the thesis or research paper, depending on the option the student has chosen. A majority vote of the advisory committee is required for passing. All examinations are open to interested parties.

COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE / MASTER OF SCIENCE DEGREES IN CIVIL ENGINEERING (3+2 PROGRAM)

The Department of Civil Engineering offers a five-year program leading to the Bachelor of Science (BS) and the Master of Science (MS) degrees. Students with senior level status in civil engineering (at least 90 semester hours) and an overall grade point average of 3.25 (A=4.0) in engineering, mathematics, and physical science courses may be admitted to the BS/MS program that allows them to earn 30 hours of graduate-level credit (400- and 500-level) during their combined fourth and fifth years. These students are eligible to apply for assistantships in the department. An application for degree-seeking status as a graduate student must be approved by Graduate Admissions and the Graduate Admissions Committee in Civil Engineering. A program outline must be submitted for approval by the graduate program director and Graduate Records prior to enrollment in any courses to be included as a part of the master's program. Official admission to the graduate program with status as a classified graduate student is made only after the award of the baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

PROFESSIONAL DEVELOPMENT SEQUENCE IN CIVIL ENGINEERING

The Department of Civil Engineering offers two Professional Development Sequences (PDSs). Each PDS is designed to give students a thorough understanding of sustainability in a particular area of civil engineering.

ADMISSIONS

Graduate students who are officially admitted to, and in good standing with the Graduate School and the Civil Engineering department may apply for enrollment in one of the PDSs. The Civil Engineering graduate program director will issue admission notification and approvals. Students must be approved for graduate study in Civil Engineering with a "classified graduate student" status. Admitted students are expected to have completed all prerequisite courses for each PDS course.

PROGRAM OF STUDY

Sustainable Planning in Civil Engineering

CE 475 – 3 Transportation Planning
CE 588 – 3 Solid Waste Management
CE 596 – 3 Sustainable Engineering

Sustainable Infrastructure in Civil Engineering

CE 460 – 3 Municipal Infrastructure Design
CE 578 – 3 Intelligent Transportation Systems
CE 596 – 3 Sustainable Engineering

COMPUTER SCIENCE

MASTER OF SCIENCE

The Department of Computer Science in the School of Engineering offers a Master of Science degree in Computer Science. The CS program embodies both applied and theoretical components, but focuses solidly on applied areas of computer science such as software engineering, computer system architectures, data communications, computer networks, bioinformatics, and artificial intelligence. The program is designed to meet the needs of both full-time and part-time students. In order to accommodate those students that work full time, all core courses and the majority of elective courses are offered in the evening. In addition, some electives are also offered on line.

Students who complete the degree program will be prepared for positions such as software developer, consultant, systems programmer, project leader, application software specialist or for advanced graduate work.

In addition to the master's degree, the CS program offers specialized course sequences for those who are not pursuing an advanced degree, but wish to update their knowledge of computing in specific areas.

ADMISSION

The requirements for admission to the graduate major in computer science are:

1. A bachelor's degree from an accredited college or university. An undergraduate major in science, engineering, mathematics, or computing is desirable, but individuals with other backgrounds who are interested in the program are invited to discuss their career objectives with the program director.

2. An undergraduate grade point average of 2.75 (A=4.0) or above.
3. GRE general test scores taken within 5 years from the term for which admission is sought. An applicant should have a minimum of 650/800 in the Quantitative section. Under some circumstances this requirement may be waived in lieu of extensive work experience in the computer science field. To apply for a GRE waiver, an applicant should submit letters of recommendation and evidence of work experience in the field. Completion of prerequisite and required courses with grades of B or better within two years prior to the term for which admission is sought may also be considered in place of the GRE scores as supporting eligibility to enter the program.
4. An international applicant whose native language is not English is required to demonstrate adequate proficiency in English. Applicant should have scored at least 550 on the TOEFL paper exam with a minimum of 50th percentile in all three sections or at least 217 on the TOEFL computer exam. TOEFL scores older than two years from the term for which the admission is sought are not valid.
5. Submission of a statement detailing the applicant's background and career plans to the CS Graduate Program Director, Campus Box 1656, Southern Illinois University Edwardsville (SIUE), Edwardsville, IL 62026.

PREREQUISITE COURSES

Students entering the program will need the specific background detailed below. Normally a grade of B or above is required in each of the prerequisite courses. For those students who do not have all of the necessary background, some of the prerequisite courses may be completed after enrolling in the program. Students who have completed these courses but received their undergraduate degree from a non-ABET-accredited program will be required to take CS 501. Please note that none of the prerequisite courses actually count toward the MS in CS.

Proficiency in CS Courses:

C++ Language	CS 140, CS 150, and CS 240
Algorithms and Data Structures	CS 340
Computer Organization	CS 312
Operating Systems	CS 314

Math Courses

Calculus I	MATH 150
Discrete Mathematics	MATH 224
Two Additional Math Courses	Selected from: Calculus II (MATH 152), Linear Algebra (MATH 321), Statistics (STAT 244), Combinatorics and Graph Theory (MATH 423), or other approved courses

PROGRAM OF STUDY

The program requires 34 semester hours and consists of four core courses and completion of either a Thesis option, a MS Project, or passing of the Final Exam. The Thesis option requires six elective courses with 6 semester hours of thesis. The MS Project option requires seven elective courses and 3 semester hours of MS project. The Final Exam option requires eight elective courses and successfully passing the Final Exam. At least 19 of the 34 hours must be 500-level courses or above. For the purposes of assessment, students are also expected complete 2 anonymous graduation surveys at the conclusion of their graduate program here. Students in the program must maintain a grade point average of at least 3.0 in all graduate courses. Any course in which a grade below C has been earned will not count toward the graduate degree.

Students in the program must maintain a grade point average of at least 3.0 in all graduate courses. Any course in which a grade below C has been earned will not count toward the graduate degree.

Core Courses (10 hours)

CS 456-3 Advanced Algorithms
CS 500-1 Graduate Seminar in Computer Science
CS 514-3 Operating Systems
CS 516-3 Computer Architecture

Elective Courses

Twenty-four (24) hours is required for the Final Exam option; 21 hours together with 3 hours of CS596 is required for the MS Project option; 18 hours together with 6 hours of CS 599 is required for the Thesis option . Up to 6 hours of courses not listed below may be taken for graduate credit with the approval of the CS Program Director.

CS Elective Courses:

CS 423-3 Compiler Construction
CS 434-3 Database Management Systems
CS 438-3 Artificial Intelligence
CS 447-3 Networks and Data Communications
CS 454-3 Theory of Computation
CS 482-3 Computer Graphics
CS 525-3 Principles of Simulation
CS 530-3 Software and Systems Management
CS 535-3 Software Engineering
CS 547-3 Network Programming
CS 550-3 Object Oriented Design and Programming
CS 582-3 Advanced Computer Graphics
CS 583-3 Topics in Programming Languages
CS 584-3 Topics in Artificial Intelligence

CS 587-3 Topics in Computer Networking
CS 590-3 Topics in Computer Science
CS 595-3 Independent Study
CS 596-3 MS Project
CS 599-6 MS Thesis

A student may take two elective courses (see list below) from outside the CS department. He/she can take an additional outside elective if the course is considered part of the concentration as approved by the graduate program director.

Other Elective Courses:

ECE 438-3 Computer Vision
ECE 439-3 Digital Image Processing
ECE 577-3 Advanced Network Engineering
ECE 592-3 Topics in Electrical Engineering
CMIS 540-3 Management of Information Systems Development
CMIS 565-3 Oracle Database Administration

EXIT REQUIREMENTS

Thesis Option

The thesis will normally be completed during the last semester or two in the program, but selection of the advisory committee and the approval of thesis proposal must be completed before the final semester. The final examination will include an oral presentation of the thesis and an oral examination on the thesis conducted by the advisory committee.

Non-thesis Option

Students must complete one of the following two options:

- A. Final Exam – This is a non credit exam, given once each semester (fall and spring), for students who have completed at least 21 hours of graduate credit. Refer to the Final Exam Guideline for additional information.
- B. MS Project (CS596) – This is a 3 credit hour elective course whose oral exam will serve as the MS exit exam. Please refer to the MS project document for additional information.

COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE / MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE (3 + 2 program)

The Department of Computer Science offers a five-year program leading to the Bachelor of Science (BS) and the Master of Science (MS) degrees. Undergraduates with senior level status (at least 90 semester hours) and a grade point average of at least 3.0 (A = 4.0) overall may be admitted to the BS-MS program. They may then take 35 semester hours of graduate level

courses (400- and 500-level) during their combined senior and graduate years. An application for degree-seeking status as a graduate student must be approved by the Graduate School and the Graduate Committee in Computer Science following the procedures described under "Admission." A program outline must also be submitted for approval by Graduate Records and the director of the graduate program in computer science prior to enrollment in any courses to be included as a part of the master's program. Official admission to the program and to status as a classified graduate student is made only after the award of the baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

ELECTRICAL ENGINEERING

MASTER OF SCIENCE

For the Master of Science degree in electrical engineering, courses are offered primarily in the areas of communication systems, computer systems, computer vision and image processing, power and control systems, IC design, and signal processing. Most 500-level courses are offered at least once every year in the evening. The 400-level courses may also be scheduled during the day.

ADMISSION

In addition to meeting the requirements for admission to the Graduate School, applicants must have an undergraduate grade point average of at least 2.75 (A=4.0) in engineering, mathematics, and physical science courses.

Applicants should normally have a baccalaureate degree in electrical engineering from an ABET-accredited program. Applicants whose undergraduate studies were completed at institutions in countries other than the United States must have a baccalaureate degree in electrical engineering comparable to the United States bachelor's degree. Applicants with degrees other than a baccalaureate degree in electrical engineering will be considered on an individual basis. Those with baccalaureate degrees in science and engineering, other than electrical engineering, may be admitted, subject to completion of appropriate undergraduate electrical engineering courses.

In exceptional cases, the graduate admissions committee may consider applicants who meet all Graduate School admission standards but who do not meet certain specified program admission requirements. The committee may consider other evidence that indicates high promise of the applicant's success in the program. Such supportive evidence may include extensive professional experience, published research, patents, or outstanding graduate-level work at another institution.

After admission and before enrolling in any courses, students are required to meet with the graduate program director who appoints, in consultation with the student, an advisory committee suited to each student's background and interests. The chair of the advisory committee serves as the student's academic adviser. Students are urged to file an approved plan of study with their academic adviser by the end of the first term of enrollment in the program.

PROGRAM OF STUDY

The program of study requires a minimum of 33 semester hours of graduate credit, at least 18 of which must be at the 500-level. Program core requirement specifies a minimum of one course from the following list:

ECE 532, 539, 552, 562, 572, or 574.

Out of the 33 required hours, at least 27 must be in electrical engineering. Beyond that, courses may be taken from other departments, if approved by the graduate adviser. No special approval is necessary for the following out-of-department courses:

CS 438	Artificial Intelligence
CS 447	Networks and Data Communications
CS 482	Computer Graphics
CS 514	Operating Systems
CS 547	Network Programming
CS 582	Advanced Computer Graphics
MATH 421	Linear Algebra II
MATH 451	Introduction to Complex Analysis
MATH 462	Engineering Numerical Analysis
MATH 464	Differential Equations II
MATH 466	Numerical Linear Algebra with Applications
MATH 501	Differential Equations and the Fourier Analysis
MATH 502	Advanced Calculus for Engineers
MATH 552	Theory of Ordinary Differential Equations
MATH 563	Optimal Control Theory (Same as ECE 563, and ME 563)
MATH 565	Advanced Numerical Analysis
ME 550	Modern Control
PHYS 410	Optics
PHYS 415a	Wave Mechanics and Atomic Physics
PHYS 415b	Wave Mechanics and Atomic Physics
PHYS 416	Principles of Quantum Mechanics
PHYS 450	Solid State Physics
PHYS 503	Experimental Methods in Optical Spectroscopy
PHYS 504	Applications of Fiber Optics
PHYS 506	Experimental Methods in Optics

PHYS 514 Photonics I
PHYS 515 Photonics II

Thesis and non-thesis options of study are available:

Thesis option

The program consists of the core courses, elective courses, and thesis work in the amount of 6 credit hours. The student will be guided by the adviser with the assistance and concurrence of the advisory committee. Thesis work involves an intensive research effort and generally requires two semesters to complete.

Non-thesis option

The program consists of the core courses, elective courses, and may include a research project. The research project is a component of any 500-level course approved by the advisory committee. The student will be guided by the adviser with the assistance and concurrence of the advisory committee.

EXIT REQUIREMENTS

When all other program requirements are satisfied, the advisory committee will schedule an exit oral presentation or examination. The format of the presentation or examination will be determined by the student's advisory committee.

COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE /

MASTER OF SCIENCE DEGREES IN ELECTRICAL ENGINEERING (3+2 PROGRAM)

The Department of Electrical Engineering offers a five-year program leading to the Bachelor of Science (BS) and Master of Science (MS) degrees. Students with senior level status (at least 90 semester hours) and a grade point average of 3.0 (A=4.0) overall may be admitted to the BS/MS program that allows them to earn 33 hours of graduate level credit (400- and 500-level) during their combined fourth and fifth years. An application for degree-seeking status as a graduate student must be approved by the Graduate School and the Graduate Committee in Electrical Engineering. A program outline must also be submitted for approval by the Graduate Dean and director of the graduate program in electrical engineering prior to enrollment in any courses to be included as part of the master's program. Official admission to the graduate program and to status as a classified graduate student is made only after the award of the baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

INDUSTRIAL ENGINEERING

MASTER OF SCIENCE

For the Master of Science Degree in industrial engineering, there are four areas of concentration; systems optimization, manufacturing engineering design, enterprise and production control, and quality engineering. Core courses are offered in the areas of engineering optimization, quality control, production planning, and manufacturing design. The core courses are offered annually; other courses are generally offered once every two years.

ADMISSION

In addition to meeting the Graduate School requirements for admission, applicants must have an undergraduate grade-point average of at least 2.75 (A = 4.0) in engineering, mathematics, and physical science courses. Applicants should have a baccalaureate degree in an engineering discipline from an ABET-accredited program. Applicants who completed a non-ABET accredited program or whose undergraduate studies were in a country other than the United States must have a baccalaureate degree in an engineering discipline which is comparable to the United States' bachelor's degree equivalent, and must take the Graduate Records Examination (GRE) (verbal, quantitative, and analytical portions) to support their application. Applicants from selected areas of mathematical and physical science will be considered for admission on an individual basis. In cases where the applicant has not completed the pre-requisites for core or elective courses, the applicant may be required to complete those courses as "not for graduate credit".

In exceptional cases, the graduate admissions committee may consider applicants who meet all of the Graduate School admission standards but who do not meet certain specified program admission requirements. The committee may consider other evidence that indicates high promise of the applicant's success in the program. Such supportive evidence may include high scores on the GRE, professional registration, extensive professional experience, professional publications, or satisfactory graduate level work.

PROGRAM OF STUDY

The program offers both thesis and non-thesis options. The thesis option requires 30 credit hours; the non-thesis option requires 33 credit hours. Of the required 30 credit hours of the thesis option, at least 15 credit hours must be at the 500 level. Furthermore, 9 of the 15 hours must be IME 500 level credit hours. At least 21 credit hours must be in Industrial and Manufacturing Engineering courses, and up to six hours may be thesis credit. Of the required 33 hours of non-thesis option, at least 18 credit hours must be at the 500 level, and twelve of those must be IME 500 level credit hours. At least 24 credit hours must be in Industrial and Manufacturing Engineering courses, and up to five hours may be special project credit.

The specific program of study is selected by the student in consultation with and approved by the student's adviser. All students are required to complete the program's core courses: IME 465 - Design and Control of Quality Systems, IME 482-Manufacturing Engineering Design, IME 483 - Production Planning and Control, and IME 515 - Engineering Optimization Models. Students having completed these or similar courses as part of a baccalaureate degree may choose other courses in the same core area with the approval of their adviser.

Four core areas of emphasis (systems optimization, manufacturing engineering design, enterprise and production control, and quality engineering) are currently being offered by the program. Students will be guided in thesis work by a thesis adviser with the assistance and concurrence of an advisory committee. The thesis topic will be selected from an area in Industrial and Manufacturing Engineering and approved by the student's adviser. Writing a thesis involves an intensive research effort and students are encouraged to initiate their thesis work early in the program, even before registering for any thesis credit. Upon the completion of the student's research, a thesis defense will be conducted. In the non-thesis option, students must pass a program-comprehensive examination during the final semester of study.

EXIT REQUIREMENTS

After all other program requirements are satisfied, a final examination on the course work and related material on the thesis or project will be given. In the thesis option, the final examination is an oral examination directed primarily at the material in the thesis. This examination is conducted by the advisory committee. In the non-thesis option, the final examination is an oral examination directed primarily at the material in the project and related research paper.

MECHANICAL ENGINEERING

MASTER OF SCIENCE

For the Master of Science Degree in mechanical engineering, courses are offered in the area of fluid mechanics and thermal sciences and the area of mechanics and system dynamics. The core courses are offered annually; other courses are generally offered once every two years.

ADMISSION

In addition to meeting the Graduate School requirements for admission, applicants must have an undergraduate grade-point average of at least 2.75 (A = 4.0) in engineering, mathematics, and physical science courses. Applicants should have a baccalaureate degree in mechanical engineering from an ABET-accredited program. Applicants who completed a non-ABET accredited program or whose undergraduate studies were in a country other than the United States must have a baccalaureate degree in mechanical engineering which is comparable to the

United States' bachelor's degree and are encouraged to take the Graduate Record Examination (GRE) (verbal, quantitative, and analytical portions) to support their applications. Applicants from selected areas of mathematical and physical science or whose undergraduate engineering degrees are not in mechanical engineering will be considered for admission on an individual basis. Entry into graduate studies without the complete baccalaureate preparation in mechanical engineering may result in the student being required to remove the deficiencies prior to initiating graduate study or concurrently with their graduate programs.

In exceptional cases, the graduate admissions committee may consider applicants who meet all of the Graduate School admission standards but who do not meet certain specified program admission requirements. The committee may consider other evidence that indicates high promise of the applicant's success in the program. Such supportive evidence may include high scores on the GRE, professional registration, extensive professional experience, professional publications, or satisfactory graduate level work.

PROGRAM OF STUDY

The department offers both thesis and non-thesis options of program of study. Both options require 30 credit hours. To take full advantage of the academic experience available, however, students are encouraged to take the thesis option. Of the 30 credit hours required, at least 15 credit hours must be at the ME 500 level (which may include ME 599 (thesis) up to 6 credit hours). At least 21 credit hours must be in mechanical engineering courses and 6 hours must be in mathematics selected from a list approved by the Mechanical Engineering faculty. The discipline of mechanical engineering has a close interface with civil engineering in the areas of stress analysis and elasticity and with electrical engineering in the areas of system dynamics and control theory. Whenever possible, courses in these areas will be cross-listed so as to enrich the variety of course offerings for students in all programs. The specific program of study is selected by the student and approved by the student's adviser. The program allows one elective course that may be selected from any of the courses listed in the current Graduate Catalog if they meet the prerequisites. All students are required to complete either ME 530, Advanced Dynamics, or ME 575, Advanced Fluid Mechanics.

Students will be guided in thesis work by a thesis adviser with the assistance and concurrence of an advisory committee. The thesis topic will be selected from an area in mechanical engineering and approved by the student's adviser. When possible, part-time students will be encouraged to select topics complementing their professional responsibilities. Writing a thesis involves an intensive research effort and students are encouraged to initiate their thesis work early in the program, even before registering for any thesis credit.

In the non-thesis option, students are required to prepare a research paper, the topic of which is mutually agreed upon by the student and the advisory committee. No credit is awarded for completion of this research paper.

EXIT REQUIREMENTS

When all other program requirements are satisfied, a final examination on the course work and related material on the thesis or research paper will be given. This examination is conducted by the advisory committee. In the thesis option, the final examination is an oral examination directed primarily at the material in the thesis. In the non-thesis option, the final examination may include written elements as well as an oral examination including questions on the research paper.

COMBINED PROGRAM LEADING TO BACHELOR OF SCIENCE/MASTER OF SCIENCE DEGREES IN MECHANICAL ENGINEERING (3+2 PROGRAM)

Mechanical Engineering offers a five-year program leading to the Bachelor of Science (BS) and Master of Science (MS) Degrees. Students with senior level status (at least 90 semester hours) and a grade point average of 3.0 (A = 4.0) overall may be admitted to the BS/MS program that allows them to earn 30 hours of graduate level credit (400- and 500-level) during their combined fourth and fifth years. An application for degree-seeking status as a graduate student must be approved by Graduate Admissions and the Director of the mechanical engineering graduate program. A program outline must also be submitted for approval by Graduate Records and the Director of the mechanical engineering graduate program prior to enrollment in any courses to be included as part of the master's program. Official admission to the graduate program and to status as a classified graduate student is made only after the award of the baccalaureate degree. In no case will a graduate degree be conferred before all requirements for both degrees have been completed.

HEALTHCARE INFORMATICS

MASTER OF SCIENCE IN HEALTHCARE INFORMATICS AT BJC

The U.S. Department of Health and Human Services has called for a national healthcare information infrastructure — including electronic health records — by 2014. The mandate has created an industry-wide focus on the cohesive operation and transparency of healthcare systems and records. Technology use at every level of healthcare is increasing rapidly. Front line healthcare workers interact daily with an overwhelming array of computerized technology, and healthcare IT roles are growing in complexity and number. The primary goal continues to be enhanced patient care, but the means by which this is accomplished is changing rapidly.

Healthcare Informatics at SIUE

The healthcare informatics program is designed for Barnes Jewish Christian (BJC) healthcare professionals in partnership with SIUE. This premier graduate program combines the specific information technology needs of healthcare professionals with the professional expertise of the

faculty in the SIUE Schools of Business, Education, Engineering, Nursing, and the College of Arts and Sciences.

Healthcare informatics at SIUE will provide you with skills and perspective in planning, designing, implementing and using information technologies. The program is designed for clinical BJC employees who currently have technology-based responsibilities or have an interest in moving their careers in that direction.

Program Overview

Healthcare informatics brings together computer technology and clinical expertise to effectively organize, analyze, manage and use clinical knowledge and data for problem solving and decision making. As hospitals and healthcare organizations convert to electronic medical records, the need for healthcare informatics has increased significantly.

Healthcare informatics enables health care providers to use computerized systems to:

- Develop standards and clinical guidelines
- Guide their diagnoses and treatment recommendations
- Facilitate communication and manage the flow of information
- Evaluate quality of care

PROFESSIONAL DEVELOPMENT SEQUENCE

The Professional Development Sequence (PDS) in Healthcare Informatics will provide skills and perspectives in planning, designing, implementing and using information technology for individuals with clinical experience or who have an interest in moving their careers in that direction. Students who complete the professional development sequence will have additional knowledge for positions in health informatics that deal with analysis and interpretation of clinical data and medical information. This might include roles in administration, consulting, or as clinical information specialists. The program is designed to meet the needs of part-time students and will be delivered in a hybrid format.

ADMISSION

A Healthcare Informatics PDS student may be either an unclassified graduate student or in a graduate nursing program. In addition to the University requirements for admission (which include an application to the Graduate Admissions Office, submission of official transcripts, and an application fee), candidates will be evaluated for admissions based on the following criteria:

1. Completion of a healthcare related baccalaureate degree with a minimum GPA of 2.75 (A=4.0).
2. Evidence of completion of an undergraduate or graduate statistics course with a grade of C or better.

3. A written statement of “Goals and Objectives” related to the reasons for pursuing a professional development sequence.

PROGRAM OF STUDY

NURS 510 – 3 Healthcare Informatics

CMIS 535 – 3 Project Management Standard Processes

CMIS 564 – 3 Database Design

CS 590 – 3 Data Mining: Information Discovery in Electronic Healthcare Records

EXIT REQUIREMENTS

Completion of the above listed courses with a grade point average of at least 3.0 (A=4.0).

SCHOOL OF NURSING

Interim Dean: Laura Bernaix

Application Deadlines: Nursing: Post-Master’s Doctor of Nursing Practice – Fall only – March 1st; Nursing: DNP Nurse Anesthesia – Summer only – June 1st for the following summer; Nursing :Health Care and Nursing Administration/Nurse Educator/Family Nurse Practitioner – Fall only – March 1st

The Graduate Program in Nursing, accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791, www.aacn.nche.edu/accreditation, provides courses for advanced practice, and /or advanced nursing, and/or professional development. The Nurse Anesthesia specialization is also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL 60068-4001, 847-692-7050, <http://home.coa.us.com>. The School of Nursing inspires students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve, and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action.

At the doctoral level, the school offers a post-master’s Doctor of Nursing Practice (DNP) degree, in addition to a post-baccalaureate to DNP nurse anesthesia specialization. Master’s degrees and Post-Master’s Certificates are awarded in the specializations of Health Care and Nursing Administration, Nurse Educator, and Family Nurse Practitioner.

Graduate nursing education builds upon baccalaureate nursing education and emphasizes development of leadership skills and the expertise necessary to assume complex, specialized roles while providing direct and indirect nursing care to individuals, groups, and families. We focus on knowledge of community resources and the aspects of primary, secondary, and

tertiary modalities in health care. Clinical experience in community agencies and hospitals is an integral part of the program. Knowledge and experience related to advanced practice in nursing are incorporated into the program. Clinical practicum experiences are required and are individualized according to the student's professional experience, interest, and academic needs. Faculty act as facilitators while creating a supportive learning community.

Faculty are nationally recognized experts in nursing care and their expertise represents a wide range of specialties. All faculty have advanced preparation in nursing and maintain an active role in clinical practice skill development, research, scholarly inquiry, and professional service.

The School of Nursing maintains a state-of-the-art Simulated Learning Center for Health Sciences that provides students with opportunities to practice and expand clinical knowledge and skills in a simulated, technological environment. Various dimensions of health care are practiced in this environment, which consists of computerized and non-computerized patient simulations.

The SIUE Community Nursing Services' nurse-managed center in East St. Louis, Illinois, provides comprehensive nursing services to promote, maintain, and restore the physical, emotional, and social well-being of its clients. Services offered at the East St. Louis and community sites include physical examinations, immunizations, health screenings, evaluation and management of acute minor and chronic illnesses, and health education. Nursing students gain invaluable experience by working under the supervision of the Community Nursing Services staff. More information about Community Nursing Services can be obtained by calling (618) 482-6959.

NURSING

DOCTOR OF NURSING PRACTICE POST-MASTER'S

Application Deadline: Nursing: Doctor of Nursing Practice – Post-Masters, Fall only – March 1st

Building on their specialty practice, Doctor of Nursing Practice (DNP) graduates design new models of care, use evidence to improve practice, evaluate outcomes, identify and manage the health care needs of individuals, communities, and populations, and use technology and information systems to improve health outcomes. Guided by faculty mentors, DNP candidates enrich and deepen their specialty practice by engaging in transformative educational activities. Through experiential learning, self-assessment and reflection, community engagement, inter-professional relationships and scientific inquiry, nurses emerge as leaders, transforming their practice and health care in self-identified areas of concern and influence. The program culminates in a doctoral project that reflects a synthesis of the knowledge and skills gained throughout the candidate's educational experience.

DOCTOR OF NURSING PRACTICE STUDENT OUTCOME BEHAVIORS

- Use ethical and creative reasoning, critical thinking, self-reflection, and scientific inquiry as a foundation for clinical investigative competencies.
- Critique and selectively translate science to guide decision making in practice settings.
- Appraise and use information systems and technologies.
- Use an intraprofessional and interprofessional approach to improve health outcomes for individuals and populations.
- Provide organizational and system leadership to continuously improve quality of health care.
- Demonstrate leadership in the care of diverse, underserved, and vulnerable populations.
- Evaluate and shape policy that improves the health of individuals and populations.
- Collaborate with individuals, groups, and communities to promote health, prevent illness, and improve health outcomes.

POST-MASTER'S DOCTOR OF NURSING PRACTICE

The SIUE Post-Master's DNP program is designed for nurses holding a nursing master's degree in an advanced nursing practice specialty area or in health care administration. To facilitate learners' access to DNP education, the post-master's program is offered primarily online with intermittent, scheduled face-to-face learning experiences. All educational strategies focus on the development of meaningful relationships and scholarship competencies needed at the highest level of nursing practice.

ADMISSION

In addition to the University requirements for admission (which include applications to the Graduate Admissions Office, submission of official transcripts, and an application fee), the School of Nursing admission decisions are based upon the following:

- Completion of both the Graduate School application and the School of Nursing Application Packet (School of Nursing Application, CV, Potential Project Form, Three Reference Forms).
- The applicant must hold a Master of Science in nursing as an advanced practice nurse or have a master's degree in an advance nursing practice role with completed practicum hours. Nurses with degrees from Nurse Educator programs will not be considered for admission.
- A cumulative master's GPA of 3.0 (A=4.0) or higher
- Completion of a graduate-level statistics course with a grade of "B" or better within the last 6 years.
- Completion of a graduate-level epidemiology course with a grade of "B" or better with the last 6 years.
- Current unencumbered RN licensure and in good standing.

- Personal interview.

The application deadline is March 1 for fall. Upon acceptance, a non-refundable advance deposit fee of \$300 is required (applied toward future tuition).

PROGRAM OF STUDY

NURS 600–3 Theory Guided Practice

NURS 601–3 Studies in Genomics and Ethics

NURS 604–3 Evaluating Evidence for Improving Practice/Health Care Outcomes

NURS 605–3 Health Policy and Finance for Advanced Nursing Leadership

NURS 617–3 Advanced Applications of Epidemiology in Practice

NURS 620–3 Health Care Informatics

NURS 691–3 Organizational and Systems Leadership in Health Care

NURS 695a –1 Health Care Innovations Seminar

NURS 695c–2 (taken 4 times) Doctoral Practice Project

EXIT REQUIREMENTS

Students must successfully finish all course work and practicum hours; develop an electronic portfolio; develop, implement, evaluate, and prepare a written doctoral practice project; and complete an oral presentation of the project. Because the American Association of Colleges of Nursing has mandated that DNP graduates complete at least 1,000 hours of practice post-baccalaureate as part of a supervised academic program, master's degree transcripts will be evaluated individually, with a maximum of 500 clinical hours from advanced practice specialization programs counting toward the total 1,000 required hours.

NURSING

DOCTOR OF NURSING PRACTICE

NURSE ANESTHESIA SPECIALIZATION

Application Deadline: Nursing: Doctor of Nursing Practice – Nurse Anesthesia – June 1st for the following year.

Building on their specialty practice, Doctor of Nursing Practice (DNP) graduates design new models of care, use evidence to improve practice, evaluate outcomes, identify and manage the health care needs of individuals, communities, and populations, and use technology and information systems to improve health outcomes. Guided by faculty mentors, DNP candidates enrich and deepen their specialty practice by engaging in transformative educational activities. Through experiential learning, self-assessment and reflection, community engagement, inter-professional relationships and scientific inquiry, nurses emerge as leaders, transforming their

practice and health care in self-identified areas of concern and influence. The program culminates in a doctoral project that reflects a synthesis of the knowledge and skills gained throughout the candidate's educational experience.

DOCTOR OF NURSING PRACTICE STUDENT OUTCOME BEHAVIORS

- Use ethical and creative reasoning, critical thinking, self-reflection, and scientific inquiry as a foundation for clinical investigative competencies.
- Critique and selectively translate science to guide decision making in practice settings.
- Appraise and use information systems and technologies.
- Use an intraprofessional and interprofessional approach to improve health outcomes for individuals and populations.
- Provide organizational and system leadership to continuously improve quality of health care.
- Demonstrate leadership in the care of diverse, underserved, and vulnerable populations.
- Evaluate and shape policy that improves the health of individuals and populations.
- Collaborate with individuals, groups, and communities to promote health, prevent illness, and improve health outcomes.

DOCTOR OF NURSING PRACTICE NURSE ANESTHESIA SPECIALIZATION

The DNP Nurse Anesthesia specialization prepares registered nurses with baccalaureate degrees to provide individualized anesthetic patient care for diagnostic, therapeutic, or pain management procedures. Nurse anesthetist practices are based on both institutional and state policies, but are usually in collaboration with physicians. Nurse anesthetists are well-respected and often work autonomously, especially in rural areas where they may be the sole anesthesia providers.

The DNP nurse anesthesia specialization offers courses and clinical experiences that meet or exceed the standards of the Council on Accreditation of Nurse Anesthesia Education Programs and the American Association of Colleges of Nursing *Essentials of Doctoral Education for Advanced Nursing Practice*. Within the specialization, students learn to provide anesthetic care in diverse settings, including both rural and urban settings. Following graduation, students are eligible to take the National Certification Examination offered by the National Board on Certification and Recertification of Nurse Anesthetists. The DNP Nurse Anesthesia specialization is offered full-time over nine semesters (36 months) at the Edwardsville campus and includes 2,740 hours of practicum.

ADMISSION

In addition to the University requirements for admission (which include submission of application to the Graduate Admissions Office, and application fee and submission of official transcripts meeting University requirements), the School of Nursing admission decisions are based upon the following:

- Completion of the School of Nursing Application Packet, which consists of the School of Nursing application, three reference forms (one of which should be from your current manager and two others preferably from nurses holding a graduate degree in nursing or a related field) and the Goals and Objectives form.
- Bachelor of Science in Nursing from a CCNE, NLNAC OR ACEN accredited program.
- At least one year of recent, adult intensive care experience.
- Current unencumbered Illinois and Missouri RN licensure (both required after admission to the program).
- Minimum undergraduate nursing GPA of 3.0/4.0.
- Preferred minimum undergraduate science GPA of 3.0/4.0.
- Preferred minimum overall undergraduate GPA of 3.0/4.0.
- Evidence of completion of an undergraduate statistics course with a grade of C or better.
- Completion of an undergraduate course in organic or biochemistry and physics no more than six years prior to entering the program of study.
- Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing, to be performed after initial acceptance to the program.
- Successful completion of an application interview.

PROGRAM OF STUDY

Core/Advance Practice Core courses (29 hours)

PAPA 561-3 Biostatistics/Epidemiology

NURS 513-4 Advanced Health Assessment and Practicum

NURS 514-4 Advanced Human Physiology

NURS 515-4 Advanced Human Pathophysiology

NURS 516-3 Pharmacology for Advanced Nursing Practice

NURS 600-3 Theory Guided Practice

NURS 604-3 Evaluating Evidence for Improving Practice/Health Care Outcomes

NURS 605-3 Health Policy and Finance for Advanced Nursing Leadership

NURS 691-3 Organizational and Systems Leadership in Health Care

Specialization courses (43 hours)

NURS 529-2 Orientation to Nurse Anesthesia Practicum

NURS 560-3 Ethical, Legal, and Systemic Issues in Anesthesia Practice

NURS 563-3 Pharmacology Related to Anesthesia

NURS 564-3 Chemistry and Physics Applied to Anesthesia

NURS 565a-5 Theoretical Foundations of Anesthesia Nurse I

NURS 565b-1 Clinical Practicum in Nurse Anesthesia I

NURS 566a-5 Theoretical Foundations of Anesthesia Nursing II

NURS 566b-2 Clinical Practicum in Nurse Anesthesia II

NURS 567a-5 Theoretical Foundations of Nurse Anesthesia III

NURS 567b-2 Clinical Practicum in Nurse Anesthesia III

NURS 668a-3 Clinical Correlations and Innovations in Anesthesia Practice I

NURS 668b-2 Clinical Practicum in Nurse Anesthesia IV
NURS 669a-3 Clinical Correlations and Innovations in Anesthesia Practice II
NURS 669b-2 Clinical Practicum in Nurse Anesthesia V
NURS 670a-1 Clinical Leadership in Anesthesia Seminar
NURS 670b-1 Clinical Leadership in Anesthesia Practicum

Doctoral Practice Project (8 hours)

NURS 695a –1 Health Care Innovations Seminar
NURS 697a-1 Doctoral Project Design and Management
NURS 697b-1 Doctoral Project Design and Management
NURS 697c-3 Doctoral Project Design and Management
NURS 697d-1 Doctoral Project Design and Management
NURS 697e-1 Doctoral Project Design and Management

EXIT REQUIREMENTS

The exit requirements for the DNP final project consists of a terminal project with a total of eight (8) hours: 1 credit hour for 695a, Health Care Innovations Seminar, and seven (7) credit hours of 697 (a-e) Doctoral Project Design and Implementation. The final practice-focused project incorporates a written, evidence-based project and oral presentation.

**NURSING
SPECIALIZATION IN
FAMILY NURSE PRACTITIONER**

Application Deadline: Fall only – March 1st

**MASTER OF SCIENCE
POST-MASTER'S CERTIFICATE**

MASTER'S STUDENT OUTCOME BEHAVIORS

Using a learner-centered paradigm, Southern Illinois University Edwardsville Graduate Program in Nursing will be a premier leader in preparing compassionate and caring nurses who will:

- Use evidence to synthesize, refine, and evaluate interventions to improve health care.
- Assume advanced nursing practice roles to address societal health needs.
- Demonstrate effective communication skills, including information technology, in advanced nursing practice roles.
- Provide and advocate for culturally congruent care.
- Model and facilitate ethical decision making and ethical practice.
- Influence policy development and implementation to improve the health of populations.

- Provide evidence-based, relationship-centered, and compassionate nursing care, within the context of interdisciplinary collaboration.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. * Nursing is a learned profession built on a core of knowledge reflective of its dual components of science and art. As life-long learners, professional nurses practice in a variety of settings such as hospitals, public health departments, schools, outpatient clinics, and home health and mental health agencies. Professional nurses partner with other health care professionals in applying evidence-based knowledge combined with caring and compassion to provide quality care.

Faculty are nationally recognized experts in nursing care and their expertise represents a wide range of specialties. All faculty have advanced preparation in nursing and maintain an active role in clinical practice skill development, research, scholarly inquiry, and professional service.

The School of Nursing maintains a state-of-the-art Simulated Learning Center for Health Sciences that provides students with opportunities to practice and expand clinical knowledge and skills in a simulated, technological environment. Various dimensions of health care are practiced in this environment, which consists of computerized and non-computerized patient simulations.

The SIUE Community Nursing Services' nurse-managed center in East St. Louis, Illinois, provides nursing services to promote, maintain, and restore the physical, emotional, and social well-being of its clients. Services offered at the East St. Louis and community sites include physical examinations, immunizations, health screenings, evaluation and management of acute minor and chronic illnesses, and health education. Nursing students gain invaluable experience by working under the supervision of the Community Nursing Services staff. More information about Community Nursing Services can be obtained by calling (618) 482-6959.

All nursing majors are required to file reports of a physical examination, immunizations, satisfactory criminal background checks, and a drug screen, as specified by the School of Nursing. These reports are to be performed after initial acceptance to their program. These specifications are required by all clinical agencies. Yearly tuberculin skin testing, flu vaccine, and CPR certification are required. The Student Handbook, issued to students accepted into the School of Nursing, contains full details.

Each student's program is designed to meet the general requirements of the Graduate School and the requirements of the School of Nursing. The degree requirements include completion of a project to demonstrate competence in scholarship.

Graduate students completing any of the degree specializations in the master's program in nursing are eligible to register for their respective national certification examinations and some are, upon certification, eligible to apply for advanced practice nursing licensure and practice.

ADMISSION

In addition to the University requirements for admission (which include submission of application to the Graduate Admissions Office, an application fee, and submission of official transcripts meeting University requirements), School of Nursing admission decisions are based upon the following:

1. Completion of the School of Nursing Application packet, which consists of the School of Nursing application, three reference forms (one of which should be from your current manager and two others preferably from nurses holding a graduate degree in nursing or a related field), and the Goals and Objectives form..
2. Bachelor of Science in Nursing (Master of Science in Nursing for Post-Master's applicants) from a CCNE or NLNAC accredited program. (Graduates from non-NLNAC or CCNE accredited programs will be considered under certain circumstances. Please contact the School of Nursing for more information.).
3. Current unencumbered Illinois and Missouri RN licensure (both required after admission into the program).
4. Minimum Undergraduate (Graduate for Post-Master's applicants) Nursing GPA of 3.0/4.0.
5. Preferred minimum undergraduate (Graduate for Post-Master's applicants) Science GPA of 3.0/4.0.
6. Preferred minimum overall Undergraduate (Graduate for Post-Master's applicants) GPA of 3.0/4.0.
7. Evidence of completion of an undergraduate statistics course with a grade of C or better.
8. Completion of a minimum of 1 year of professional nursing practice experience prior to enrollment in the first specialization clinical course.
9. Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing, to be performed after initial acceptance to the program.
10. Successful completion of an application interview (if required).

ADDITIONAL ADMISSION REQUIREMENTS – ALL PROGRAMS

Prior to beginning the master's degree or post-master's certificate, students will be required to provide

- a completed physical assessment/immunization form,
- proof of a current unencumbered Illinois license as an RN (Nurse Anesthesia majors and some of the Family Nurse Practitioner majors will be required to possess both Illinois and Missouri RN licenses),

- evidence of current CPR certification (through the American Heart Association “Health Care Provider” course or the American Red Cross “CPR for the Professional Rescuer” course),
- All students must be trained on the use of the automatic and semi-automatic defibrillators.
- Nurse Anesthesia students must also provide evidence of current ACLS certification and PALS certification (through the American Heart Association).

All required verifications listed above must be kept up-to-date throughout enrollment in the program, with evidence submitted by the student. Immunization requirements are reviewed annually and may change.

PROBATIONARY ADMISSION

Probationary Admission may be granted by the School of Nursing Graduate Student Affairs Committee (GSAC) to degree-seeking students who have submitted all of the required admission materials to allow an admission decision to be made but who do not qualify for regular admission. Applicants whose undergraduate Nursing grade point average (GPA) is between 2.50 and 2.99 may be considered for Probationary admission.

Students granted Probationary Admission must complete a minimum of nine (9) hours of graduate Nursing coursework during the first three (3) consecutive semesters of enrollment, attaining a grade of “B” or above in each course. Failure to complete nine (9) hours of graduate Nursing courses in three (3) consecutive semesters and/or failure to successfully complete each course with a “B” or above will result in dismissal from the School of Nursing Graduate Program.

Students will be released from Probationary Admission status upon satisfactory completion of all requirements. The GSAC will notify students in writing of their release. A copy of the letter will also be submitted by the student.

RETENTION

A Graduate Student may not earn more than one grade of “C” or lower during enrollment in the Graduate Program. If a second grade of “C” or lower is earned, the student is automatically removed from the Graduate Program in Nursing, regardless of the student’s cumulative GPA. Repeating a course in which there is originally a grade of “C” or lower does not eliminate the original course grade of “C” or lower from being applied toward this exclusion policy.

PROGRAM OF STUDY

The program for the Master of Science degree in nursing consists of 35 semester hours for Health Care and Nursing Administration, 72 semester hours for Nurse Anesthesia, 36

semester hours for Nurse Educator, and 54 semester hours for the Family Nurse Practitioner Specialization.

The graduate nursing curriculum consists of graduate core curriculum content courses, advanced practice nursing core courses, specialization courses, and the successful completion of a terminal project. The purpose of the graduate core curriculum is to provide a strong foundation for all graduate nursing specializations. These courses include content in the conceptual basis of nursing, health policy, research, and professional role development. The advanced practice nursing core courses include content in advanced health and physical assessment, advanced physiology and pathophysiology, and advanced pharmacology and epidemiology. These courses are designed to provide the advanced nursing student with knowledge and skills applicable to direct client care.

In each area of specialization, students enroll in advanced nursing courses that support the specialized practice areas. The specialization courses include practicum experiences designed to prepare a nurse with knowledge and skills in the role of nurse anesthetist, family nurse practitioner, nurse educator, or health care and nursing administrator.

Master of Science in Family Nurse Practitioner (54 semester hours)

Core courses (16 hours): NURS 500, 504, 505, 507; PAPA 412 & 420.

Advanced Practice Nursing Core courses (18 hours): NURS 513, 514, 515, 516, 517.

Specialization courses (20 hours): 520, 571, 572, 573, 576, and 577.

Terminal project.

Course work in this specialization prepares the student to take the national certification examination.

Post-Master's Certificate: Family Nurse Practitioner (variable, 20 - 54 semester hours*)

*The 16 hours of Core courses and the 18 hours of Advanced Practice core courses must either have been completed in the master's degree program or may be taken in the certificate program.

Specialization courses: NURS 520, 571, 572, 573, 576, and 577.

Terminal project.

Course work in this specialization prepares the student to take the certification examination.

EXIT REQUIREMENTS

Master's Terminal Project (Master's and Post-Master's Students)

Graduate students in the School of Nursing demonstrate synthesis of their course work and educational experiences and attainment of the master's student outcomes in three ways: (1) an electronic portfolio developed throughout the program, (2) a synthesis project, completed in the specialization synthesis course in the final semester, and (3) a final oral presentation, offered to faculty and students in a formal conference setting.

1. **Electronic Portfolio** – Working with a faculty chairperson, students begin development of an electronic portfolio during the first semester of course work and make submissions every semester throughout the program. The rubric includes personal reflections that demonstrate progress towards meeting the masters student outcomes. Portfolio entries also include electronic submissions of significant works for their semester's courses (e.g. papers, projects, or personal/practicum experiences) that give evidence of student development and learning.
2. **Synthesis Project** – The projects provide students with an opportunity to create a rigorous, scholarly project that incorporates a broad review of the literature from nursing and related fields. In the final semester of study, all graduate nursing students take a specialization synthesis course in which they complete a synthesis project appropriate for the specialization. The course faculty member grades the synthesis projects using a point-based rubric that incorporates the master's student out comes. Project grades are calculated into the final course grade.
3. **Oral Presentation** – In the last semester of the program, students provide an oral presentation to students and faculty and the formal SON Presentation Day conference. The presentation describes their growth, professional formation, and attainment of master's student outcomes and includes information about their final synthesis project, citing appropriate scholarly references.

NURSING SPECIALIZATION IN HEALTH CARE AND NURSING ADMINISTRATION

Application Deadline: Fall only – March 1st

MASTER OF SCIENCE POST-MASTER'S CERTIFICATE

MASTER'S STUDENT OUTCOME BEHAVIORS

Using a learner-centered paradigm, Southern Illinois University Edwardsville Graduate Program in Nursing will be a premier leader in preparing compassionate and caring nurses who will:

- Use evidence to synthesize, refine, and evaluate interventions to improve health care.
- Assume advanced nursing practice roles to address societal health needs.
- Demonstrate effective communication skills, including information technology, in advanced nursing practice roles.
- Provide and advocate for culturally congruent care.
- Model and facilitate ethical decision making and ethical practice.
- Influence policy development and implementation to improve the health of populations.
- Provide evidence-based, relationship-centered, and compassionate nursing care, within the context of interdisciplinary collaboration.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. * Nursing is a learned profession built on a core of knowledge reflective of its dual components of science and art. As life-long learners, professional nurses practice in a variety of settings such as hospitals, public health departments, schools, outpatient clinics, and home health and mental health agencies. Professional nurses partner with other health care professionals in applying evidence-based knowledge combined with caring and compassion to provide quality care.

Faculty are nationally recognized experts in nursing care and their expertise represents a wide range of specialties. All faculty have advanced preparation in nursing and maintain an active role in clinical practice skill development, research, scholarly inquiry, and professional service.

The School of Nursing maintains a state-of-the-art Simulated Learning Center for Health Sciences that provides students with opportunities to practice and expand clinical knowledge and skills in a simulated, technological environment. Various dimensions of health care are practiced in this environment, which consists of computerized and non-computerized patient simulations.

The SIUE Community Nursing Services' nurse-managed center in East St. Louis, Illinois, provides nursing services to promote, maintain, and restore the physical, emotional, and social well-being of its clients. Services offered at the East St. Louis and community sites include physical examinations, immunizations, health screenings, evaluation and management of acute minor and chronic illnesses, and health education. Nursing students gain invaluable experience by working under the supervision of the Community Nursing Services staff. More information about Community Nursing Services can be obtained by calling (618) 482-6959.

All nursing majors are required to file reports of a physical examination, immunizations, satisfactory criminal background checks, and a drug screen, as specified by the School of Nursing. These reports are to be performed after initial acceptance to their program. These specifications are required by all clinical agencies. Yearly tuberculin skin testing, flu vaccine, and CPR certification are required. The Student Handbook, issued to students accepted into the School of Nursing, contains full details.

Each student's program is designed to meet the general requirements of the Graduate School and the requirements of the School of Nursing. The degree requirements include completion of a project to demonstrate competence in scholarship.

Graduate students completing any of the degree specializations in the master's program in nursing are eligible to register for their respective national certification examinations and some are, upon certification, eligible to apply for advanced practice nursing licensure and practice.

ADMISSION

In addition to the University requirements for admission (which include submission of application to the Graduate Admissions Office, an application fee, and submission of official transcripts meeting University requirements), School of Nursing admission decisions are based upon the following:

1. Completion of the School of Nursing Application packet, which consists of the School of Nursing application, three reference forms (one of which should be from your current manager and two others preferably from nurses holding a graduate degree in nursing or a related field), and the Goals and Objectives form.
2. Bachelor of Science in Nursing (Master of Science in Nursing for Post-Master's applicants) from a CCNE or NLNAC accredited program. (Graduates from non-NLNAC or CCNE accredited programs will be considered under certain circumstances. Please contact the School of Nursing for more information.)
3. Current unencumbered Illinois and Missouri RN licensure (both required after admission into the program).
4. Minimum Undergraduate (Graduate for Post-Master's applicants) Nursing GPA of 3.0/4.0.
5. Preferred minimum undergraduate (Graduate for Post-Master's applicants) Science GPA of 3.0/4.0.
6. Preferred minimum overall Undergraduate (Graduate for Post-Master's applicants) GPA of 3.0/4.0.
7. Evidence of completion of an undergraduate statistics course with a grade of C or better.
8. Completion of a minimum of 1 year of professional nursing practice experience prior to enrollment in the first specialization clinical course.
9. Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing, to be performed after initial acceptance to the program.

ADDITIONAL ADMISSION REQUIREMENTS – ALL PROGRAMS

Prior to beginning the master's degree or post-master's certificate, students will be required to provide

- a completed physical assessment/immunization form,
- proof of a current unencumbered Illinois license as an RN (Nurse Anesthesia majors and some of the Family Nurse Practitioner majors will be required to possess both Illinois and Missouri RN licenses),
- evidence of current CPR certification (through the American Heart Association "Health Care Provider" course or the American Red Cross "CPR for the Professional Rescuer" course),
- All students must be trained on the use of the automatic and semi-automatic defibrillators.
- Nurse Anesthesia students must also provide evidence of current ACLS certification and PALS certification (through the American Heart Association).

All required verifications listed above must be kept up-to-date throughout enrollment in the program, with evidence submitted by the student. Immunization requirements are reviewed annually and may change.

PROBATIONARY ADMISSION

Probationary Admission may be granted by the School of Nursing Graduate Student Affairs Committee (GSAC) to degree-seeking students who have submitted all of the required admission materials to allow an admission decision to be made but who do not qualify for regular admission. Applicants whose undergraduate Nursing grade point average (GPA) is between 2.50 and 2.99 may be considered for Probationary admission.

Students granted Probationary Admission must complete a minimum of nine (9) hours of graduate Nursing coursework during the first three (3) consecutive semesters of enrollment, attaining a grade of "B" or above in each course. Failure to complete nine (9) hours of graduate Nursing courses in three (3) consecutive semesters and/or failure to successfully complete each course with a "B" or above will result in dismissal from the School of Nursing Graduate Program.

Students will be released from Probationary Admission status upon satisfactory completion of all requirements. The GSAC will notify students in writing of their release. A copy of the letter will also be submitted by the student.

RETENTION

A Graduate Student may not earn more than one grade of "C" or lower during enrollment in the Graduate Program. If a second grade of "C" or lower is earned, the student is automatically removed from the Graduate Program in Nursing, regardless of the student's cumulative GPA.

Repeating a course in which there is originally a grade of “C” or lower does not eliminate the original course grade of “C” or lower from being applied toward this exclusion policy.

PROGRAM OF STUDY

The program for the Master of Science degree in nursing consists of 35 semester hours for Health Care and Nursing Administration, 72 semester hours for Nurse Anesthesia, 36 semester hours for Nurse Educator, and 54 semester hours for the Family Nurse Practitioner Specialization.

The graduate nursing curriculum consists of graduate core curriculum content courses, advanced practice nursing core courses, specialization courses, and the successful completion of a terminal project. The purpose of the graduate core curriculum is to provide a strong foundation for all graduate nursing specializations. These courses include content in the conceptual basis of nursing, health policy, research, and professional role development. The advanced practice nursing core courses include content in advanced health and physical assessment, advanced physiology and pathophysiology, and advanced pharmacology and epidemiology. These courses are designed to provide the advanced nursing student with knowledge and skills applicable to direct client care.

In each area of specialization, students enroll in advanced nursing courses that support the specialized practice areas. The specialization courses include practicum experiences designed to prepare a nurse with knowledge and skills in the role of nurse anesthetist, family nurse practitioner, nurse educator, or health care and nursing administrator.

Health Care and Nursing Administration (35 semester hours)

Core courses (13 hours): NURS 500, 504, 505, PAPA 412 & 420

Specialization courses (22 hours): NURS 501, 510, 590, 591, 592, 593, and 594.

Terminal project.

Course work in this specialization prepares the student with the theory preparation for the national certification examination.

POST-MASTER’S CERTIFICATE

Post Master's Certificate: Health Care and Nursing Administration (variable, 22- 35 semester hrs.*)

*The 13 hours of Core Courses must either have been completed in the master’s degree program or may be taken in the certificate program.

Specialization Courses (22 hours): NURS 501, 510, 590, 591, 592, 593, and 594.

Terminal project.

Course work in this specialization prepares the student with the theory preparation for the national certification examination.

EXIT REQUIREMENTS

Master's Terminal Project (Master's and Post-Master's Students)

Graduate students in the School of Nursing demonstrate synthesis of their course work and educational experiences and attainment of the master's student outcomes in three ways: (1) an electronic portfolio developed throughout the program, (2) a synthesis project, completed in the specialization synthesis course in the final semester, and (3) a final oral presentation, offered to faculty and students in a formal conference setting.

1. **Electronic Portfolio** – Working with a faculty chairperson, students begin development of an electronic portfolio during the first semester of course work and make submissions every semester throughout the program. The rubric includes personal reflections that demonstrate progress towards meeting the masters' student outcomes. Portfolio entries also include electronic submissions of significant works for their semester's courses (e.g. papers, projects, or personal/practicum experiences) that give evidence of student development and learning.
2. **Synthesis Project** – The projects provide students with an opportunity to create a rigorous, scholarly project that incorporates a broad review of the literature from nursing and related fields. In the final semester of study, all graduate nursing students take a specialization synthesis course in which they complete a synthesis project appropriate for the specialization. The course faculty member grades the synthesis projects using a point-based rubric that incorporates the master's student out comes. Project grades are calculated into the final course grade.
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NURSING SPECIALIZATION IN NURSE ANESTHESIA

The School of Nursing is no longer accepting applications for the master's or post-master's certificate for the nurse anesthesia specialization. Please refer to the [Doctor of Nursing Practice \(DNP\)](#) program for information on Nurse Anesthesia.

MASTER OF SCIENCE POST-MASTER'S CERTIFICATE

MASTER'S STUDENT OUTCOME BEHAVIORS

Using a learner-centered paradigm, Southern Illinois University Edwardsville Graduate Program in Nursing will be a premier leader in preparing compassionate and caring nurses who will:

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2. Bachelor of Science in Nursing (Master of Science in Nursing for Post-Master's applicants) from a CCNE or NLNAC accredited program.
3. At least one year of recent, adult intensive care experience.
4. Current unencumbered Illinois and Missouri RN licensure (both required after admission to the program).
5. Minimum undergraduate (graduate for Post-Master's applicants) nursing GPA of 3.0/4.0.

6. Preferred minimum undergraduate (graduate for Post-Master's applicants) science GPA of 3.0/4.0.
7. Preferred minimum overall undergraduate (graduate for Post-Master's applicants) GPA of 3.0/4.0.
8. Evidence of completion of an undergraduate statistics course with a grade of C or better.
9. Completion of an undergraduate course in organic or biochemistry and physics no more than six years prior to entering the program of study.
10. Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing, to be performed after initial acceptance to the program.
11. Successful completion of an application interview.

ADDITIONAL ADMISSION REQUIREMENTS

Prior to beginning the master's degree or post-master's certificate, students will be required to provide

- a completed physical assessment/immunization form,
- proof of a current unencumbered Illinois license as an RN (Nurse Anesthesia majors and some of the Family Nurse Practitioner majors will be required to possess both Illinois and Missouri RN licenses),
- evidence of current CPR certification (through the American Heart Association "Health Care Provider" course or the American Red Cross "CPR for the Professional Rescuer" course),
- All students must be trained on the use of the automatic and semi-automatic defibrillators.
- Nurse Anesthesia students must also provide evidence of current ACLS certification and PALS certification (through the American Heart Association).

All required verifications listed above must be kept up-to-date throughout enrollment in the program, with evidence submitted by the student. Immunization requirements are reviewed annually and may change.

PROBATIONARY ADMISSION

Probationary Admission may be granted by the School of Nursing Graduate Student Affairs Committee (GSAC) to degree-seeking students who have submitted all of the required admission materials to allow an admission decision to be made but who do not qualify for regular admission. Applicants whose undergraduate Nursing grade point average (GPA) is between 2.50 and 2.99 may be considered for Probationary admission.

Students granted Probationary Admission must complete a minimum of nine (9) hours of graduate Nursing coursework during the first three (3) consecutive semesters of enrollment, attaining a grade of "B" or above in each course. Failure to complete nine (9) hours of graduate Nursing courses in three (3) consecutive semesters and/or failure to successfully complete each

course with a “B” or above will result in dismissal from the School of Nursing Graduate Program.

Students will be released from Probationary Admission status upon satisfactory completion of all requirements. The GSAC will notify students in writing of their release. A copy of the letter will also be submitted by the student.

RETENTION

A Graduate Student may not earn more than one grade of “C” or lower during enrollment in the Graduate Program. If a second grade of “C” or lower is earned, the student is automatically removed from the Graduate Program in Nursing, regardless of the student’s cumulative GPA. Repeating a course in which there is originally a grade of “C” or lower does not eliminate the original course grade of “C” or lower from being applied toward this exclusion policy.

PROGRAM OF STUDY

The program for the Master of Science degree in nursing consists of 72 semester hours for Nurse Anesthesia.

The graduate nursing curriculum consists of graduate core curriculum content courses, advanced practice nursing core courses, specialization courses, and the successful completion of a terminal project. The purpose of the graduate core curriculum is to provide a strong foundation for all graduate nursing specializations. These courses include content in the conceptual basis of nursing, health policy, research, and professional role development. The advanced practice nursing core courses include content in advanced health and physical assessment, advanced physiology and pathophysiology, and advanced pharmacology and epidemiology. These courses are designed to provide the advanced nursing student with knowledge and skills applicable to direct client care.

In each area of specialization, students enroll in advanced nursing courses that support the specialized practice areas. The specialization courses include practicum experiences designed to prepare a nurse with knowledge and skills in the role of nurse anesthetist.

MASTER OF SCIENCE

Nurse Anesthesia (72 semester hours)

Core courses (16 hours): NURS 500, 504, 505, 507; PAPA 412 & 420.

Advanced Practice Nursing Core Courses (15 hours): NURS 513, 514, 515, 516.

Specialization courses (41 hours): NURS 529, 563, 564, 565a,b, 566a,b, 567a,b, 568a,b, 569,a,b.

Terminal project.

POST-MASTER'S CERTIFICATE

Post Master's Certificate: Nurse Anesthesia (variable, 41 - 72 semester hours*)

*The 16 hours of Core Courses and the 15 hours of Advanced Practice Core Courses must either have been completed in the master's degree program or may be taken concurrently in the certificate program.

Specialization Courses: NURS 529, 563, 564, 565a, 565b, 566a, 566b, 567a, 567b, 568a, 568b, 569a, 569b.

Terminal project.

Course work in this specialization prepares the student to take the national certification examination.

EXIT REQUIREMENTS

Master's Terminal Project (Master's and Post-Master's Students)

Graduate students in the School of Nursing demonstrate synthesis of their course work and educational experiences and attainment of the master's student outcomes in three ways: (1) an electronic portfolio developed throughout the program, (2) a synthesis project, completed in the specialization synthesis course in the final semester, and (3) a final oral presentation, offered to faculty and students in a formal conference setting.

1. **Electronic Portfolio** – Working with a faculty chairperson, students begin development of an electronic portfolio during the first semester of course work and make submissions every semester throughout the program. The rubric includes personal reflections that demonstrate progress towards meeting the masters student outcomes. Portfolio entries also include electronic submissions of significant works for their semester's courses (e.g. papers, projects, or personal/practicum experiences) that give evidence of student development and learning.
2. **Synthesis Project** – The projects provide students with an opportunity to create a rigorous, scholarly project that incorporates a broad review of the literature from nursing and related fields. In the final semester of study, all graduate nursing students take a specialization synthesis course in which they complete a synthesis project appropriate for the specialization. The course faculty member grades the synthesis projects using a point-based rubric that incorporates the master's student out comes. Project grades are calculated into the final course grade.

3. Oral Presentation – In the last semester of the program, students provide an oral presentation to students and faculty and the formal SON Presentation Day conference. The presentation describes their growth, professional formation, and attainment of master’s student outcomes and includes information about their final synthesis project, citing appropriate scholarly references.

NURSING SPECIALIZATION IN NURSE EDUCATOR

Application Deadlines: Fall only – March 1st

MASTER OF SCIENCE POST-MASTER’S CERTIFICATE

MASTER’S STUDENT OUTCOME BEHAVIORS

Using a learner-centered paradigm, Southern Illinois University Edwardsville Graduate Program in Nursing will be a premier leader in preparing compassionate and caring nurses who will:

- Use evidence to synthesize, refine, and evaluate interventions to improve health care.
- Assume advanced nursing practice roles to address societal health needs.
- Demonstrate effective communication skills, including information technology, in advanced nursing practice roles.
- Provide and advocate for culturally congruent care.
- Model and facilitate ethical decision making and ethical practice.
- Influence policy development and implementation to improve the health of populations.
- Provide evidence-based, relationship-centered, and compassionate nursing care, within the context of interdisciplinary collaboration.

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. * Nursing is a learned profession built on a core of knowledge reflective of its dual components of science and art. As life-long learners, professional nurses practice in a variety of settings such as hospitals, public health departments, schools, outpatient clinics, and home health and mental health agencies. Professional nurses partner with other health care professionals in applying evidence-based knowledge combined with caring and compassion to provide quality care.

Faculty are nationally recognized experts in nursing care and their expertise represents a wide range of specialties. All faculty have advanced preparation in nursing and maintain an active role in clinical practice skill development, research, scholarly inquiry, and professional service.

The School of Nursing maintains a state-of-the-art Simulated Learning Center for Health Sciences that provides students with opportunities to practice and expand clinical knowledge and skills in a simulated, technological environment. Various dimensions of health care are practiced in this environment, which consists of computerized and non-computerized patient simulations.

The SIUE Community Nursing Services' nurse-managed center in East St. Louis, Illinois, provides nursing services to promote, maintain, and restore the physical, emotional, and social well-being of its clients. Services offered at the East St. Louis and community sites include physical examinations, immunizations, health screenings, evaluation and management of acute minor and chronic illnesses, and health education. Nursing students gain invaluable experience by working under the supervision of the Community Nursing Services staff. More information about Community Nursing Services can be obtained by calling (618) 482-6959.

All nursing majors are required to file reports of a physical examination, immunizations, satisfactory criminal background checks, and a drug screen, as specified by the School of Nursing. These reports are to be performed after initial acceptance to their program. These specifications are required by all clinical agencies. Yearly tuberculin skin testing, flu vaccine, and CPR certification are required. The Student Handbook, issued to students accepted into the School of Nursing, contains full details.

Each student's program is designed to meet the general requirements of the Graduate School and the requirements of the School of Nursing. The degree requirements include completion of a project to demonstrate competence in scholarship.

Graduate students completing any of the degree specializations in the master's program in nursing are eligible to register for their respective national certification examinations and some are, upon certification, eligible to apply for advanced practice nursing licensure and practice.

ADMISSION

In addition to the University requirements for admission (which include submission of application to the Graduate Admissions Office, an application fee, and submission of official transcripts meeting University requirements), School of Nursing admission decisions are based upon the following:

1. Completion of the School of Nursing Application packet, which consists of the School of Nursing application, three reference forms (one of which should be from your current manager and two others preferably from nurses holding a graduate degree in nursing or a related field), and the Goals and Objectives form..

2. Bachelor of Science in Nursing (Master of Science in Nursing for Post-Master's applicants) from a CCNE or NLNAC accredited program. (Graduates from non-NLNAC or CCNE accredited programs will be considered under certain circumstances. Please contact the School of Nursing for more information.).
3. Current unencumbered Illinois and Missouri RN licensure (both required after admission into the program).
4. Minimum Undergraduate (Graduate for Post-Master's applicants) Nursing GPA of 3.0/4.0.
5. Preferred minimum undergraduate (Graduate for Post-Master's applicants) Science GPA of 3.0/4.0.
6. Preferred minimum overall Undergraduate (Graduate for Post-Master's applicants) GPA of 3.0/4.0.
7. Evidence of completion of an undergraduate statistics course with a grade of C or better.
8. Completion of a minimum of 1 year of professional nursing practice experience prior to enrollment in the first specialization clinical course.
9. Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing, to be performed after initial acceptance to the program.

ADDITIONAL ADMISSION REQUIREMENTS

Prior to beginning the master's degree or post-master's certificate, students will be required to provide

- a completed physical assessment/immunization form,
- proof of a current unencumbered Illinois license as an RN (Nurse Anesthesia majors and some of the Family Nurse Practitioner majors will be required to possess both Illinois and Missouri RN licenses),
- evidence of current CPR certification (through the American Heart Association "Health Care Provider" course or the American Red Cross "CPR for the Professional Rescuer" course),
- All students must be trained on the use of the automatic and semi-automatic defibrillators.
- Nurse Anesthesia students must also provide evidence of current ACLS certification and PALS certification (through the American Heart Association).

All required verifications listed above must be kept up-to-date throughout enrollment in the program, with evidence submitted by the student. Immunization requirements are reviewed annually and may change.

PROBATIONARY ADMISSION

Probationary Admission may be granted by the School of Nursing Graduate Student Affairs Committee (GSAC) to degree-seeking students who have submitted all of the required admission materials to allow an admission decision to be made but who do not qualify for regular admission. Applicants whose undergraduate Nursing grade point average (GPA) is between 2.50 and 2.99 may be considered for Probationary admission.

Students granted Probationary Admission must complete a minimum of nine (9) hours of graduate Nursing coursework during the first three (3) consecutive semesters of enrollment, attaining a grade of “B” or above in each course. Failure to complete nine (9) hours of graduate Nursing courses in three (3) consecutive semesters and/or failure to successfully complete each course with a “B” or above will result in dismissal from the School of Nursing Graduate Program.

Students will be released from Probationary Admission status upon satisfactory completion of all requirements. The GSAC will notify students in writing of their release. A copy of the letter will also be submitted by the student.

RETENTION

A Graduate Student may not earn more than one grade of “C” or lower during enrollment in the Graduate Program. If a second grade of “C” or lower is earned, the student is automatically removed from the Graduate Program in Nursing, regardless of the student’s cumulative GPA. Repeating a course in which there is originally a grade of “C” or lower does not eliminate the original course grade of “C” or lower from being applied toward this exclusion policy.

PROGRAM OF STUDY

The program for the Master of Science degree in nursing consists of 35 semester hours for Health Care and Nursing Administration, 72 semester hours for Nurse Anesthesia, 36 semester hours for Nurse Educator, and 54 semester hours for the Family Nurse Practitioner Specialization.

The graduate nursing curriculum consists of graduate core curriculum content courses, advanced practice nursing core courses, specialization courses, and the successful completion of a terminal project. The purpose of the graduate core curriculum is to provide a strong foundation for all graduate nursing specializations. These courses include content in the conceptual basis of nursing, health policy, research, and professional role development. The advanced practice nursing core courses include content in advanced health and physical assessment, advanced physiology and pathophysiology, and advanced pharmacology and epidemiology. These courses are designed to provide the advanced nursing student with knowledge and skills applicable to direct client care.

In each area of specialization, students enroll in advanced nursing courses that support the specialized practice areas. The specialization courses include practicum experiences designed to prepare a nurse with knowledge and skills in the role of nurse anesthetist, family nurse practitioner, nurse educator, or health care and nursing administrator.

Nurse Educator (36 semester hours)

Core courses (13 hours): NURS 500, 504, 505; PAPA 412 & 420.

Advanced Practice Nursing core courses (7 hours): NURS 515, 516.

Specialization courses (16 hours): NURS 580, 581, 582, 585, 586.

Terminal Project.

Course work in this specialization prepares the student with the theory preparation for the national certification examination.

POST-MASTER'S CERTIFICATE

Post-Master's Certificate: Nurse Educator (variable, 13-36 semester hours*)

*The 13 hours of core courses and the 10 hours of advanced practice core courses must either have been completed in the master's degree program or may be taken in the certificate program.

Specialization courses: NURS 581, 582, 585a, 585b, and 586

Terminal project.

Course work in this specialization prepares the student with the theory preparation for the national certification examination.

EXIT REQUIREMENTS

Master's Terminal Project (Master's and Post-Master's Students)

Graduate students in the School of Nursing demonstrate synthesis of their course work and educational experiences and attainment of the master's student outcomes in three ways: (1) an electronic portfolio developed throughout the program, (2) a synthesis project, completed in the specialization synthesis course in the final semester, and (3) a final oral presentation, offered to faculty and students in a formal conference setting.

1. Electronic Portfolio – Working with a faculty chairperson, students begin development of an electronic portfolio during the first semester of course work and make submissions every semester throughout the program. The rubric includes personal reflections that demonstrate progress towards meeting the masters student outcomes. Portfolio entries also include electronic submissions of significant works for their semester’s courses (e.g. papers, projects, or personal/practicum experiences) that give evidence of student development and learning.

2. Synthesis Project – The projects provide students with an opportunity to create a rigorous, scholarly project that incorporates a broad review of the literature from nursing and related fields. In the final semester of study, all graduate nursing students take a specialization synthesis course in which they complete a synthesis project appropriate for the specialization. The course faculty member grades the synthesis projects using a point-based rubric that incorporates the master’s student out comes. Project grades are calculated into the final course grade.

3. Oral Presentation – In the last semester of the program, students provide an oral presentation to students and faculty and the formal SON Presentation Day conference. The presentation describes their growth, professional formation, and attainment of master’s student outcomes and includes information about their final synthesis project, citing appropriate scholarly references.

SCHOOL OF DENTAL MEDICINE

Dean: Bruce E. Rotter

DOCTOR OF DENTAL MEDICINE

Since 1972, the Southern Illinois University School of Dental Medicine has continued to carry out its mission — to improve the oral health of southern Illinois and the region through education, patient care, scholarship and service. In 1975, the SIU School of Dental Medicine graduated its first class of outstanding dental practitioners. Including the Class of 2012, the SIU School of Dental Medicine has now trained over 1,600 dentists.

The Southern Illinois University School of Dental Medicine offers a nationally recognized dental education to nearly 200 students, or approximately 50 students in each class year. Historically, students from the SIU School of Dental Medicine achieve exceptionally high first time pass rates on the National Board Dental Exams, Parts I and II. Passing the exams is a requirement for licensure in the United States and is a strong indicator of student preparedness to practice dentistry. Students graduate with a Doctor of Dental Medicine degree as some of the best general practitioners of dentistry in the country.

The primary dental education and patient care facilities of the SIU School of Dental Medicine are located in the historic City of Alton. Most student clinical experience and dental patient care

is provided in the Main Clinic in Alton. In addition, experience in diagnosis, treatment planning, surgery, and prosthodontic treatment for implant dentistry are offered in the Advanced Care Wing of the Main Clinic in Alton. Rotations to the community-based East St. Louis Dental Clinic offer students an extra opportunity to provide dental care to patients in an underserved area.

Forty years later, the Southern Illinois University School of Dental Medicine continues to foster a proud tradition of excellence in dental education. The school offers a premier dental education for the students it serves, and the students, faculty and staff provide quality dental care for the patients they treat.

Mission Statement

The mission of Southern Illinois University School of Dental Medicine is to educate dentists and improve the oral health of the region through patient care, research / scholarship and service.

Vision Statement

The School of Dental Medicine will be nationally recognized for excellence in contemporary dental education that is delivered in an environment of inclusiveness and respect.

Goals

The Goals of the Southern Illinois University School of Dental Medicine are to:

Education

- **Provide predoctoral and postdoctoral students with a quality education that integrates evidence-based knowledge and skills in the clinical, biomedical, and behavioral sciences necessary to become competent and proficient practitioners.**
- **Develop practitioners who think critically, value life-long learning and exhibit ethical decision-making and professionalism.**

Patient Care

- **Provide comprehensive and patient-centered dental care for patients in our clinics.**
- **Improve access to oral health care in the region through the practice of our graduates.**

Research / Scholarship

- **Provide an environment for the faculty and students that promotes, encourages and supports research / scholarship.**
- **Provide an environment that promotes collaborative research / scholarly activities among School, University and external colleagues.**

Service

- **Address the oral health needs of the region through continuing dental education, oral health literacy and community service efforts.**
- **Provide leadership and service through faculty, staff and student participation in University, community and professional activities.**

For more information, see www.siu.edu/dentalmedicine.

SCHOOL OF PHARMACY

Dean: Gireesh Gupchup

DOCTOR OF PHARMACY

The SIUE School of Pharmacy, the only pharmacy program in southern Illinois, offers a professional program leading to the Doctor of Pharmacy (Pharm.D.) degree. Established in 2005, the school graduated its first class in May 2009 and received full accreditation in June 2009. Class sizes range from 80-82 students with 90% of those students residing in Illinois. In order to begin this program, students must complete at least two years of pre-pharmacy curriculum as outlined at www.siu.edu/pharmacy/prospective/curriculum.shtml. The professional program at SIUE is four years in length. It includes three years of study on the Edwardsville, Illinois campus and one full year of experiential education at a clinical site in the region.

The SIUE School of Pharmacy prepares pharmacists who can serve the health care needs of the citizens of Illinois and its surrounding region. The School provides a contemporary and innovative Pharmacy education utilizing state-of-the-art technology and new modern classrooms. The curriculum provides for inter-professional education, integrated and team-based learning, experiential education throughout the four years, and preparation for contemporary roles including health promotion, prevention and wellness. There is the opportunity to pursue a concentration of study for some of the didactic electives and for an advanced practice experiential elective. The hallmark of the program at SIUE is the focus on "Excellence." Highly qualified students and competent and dedicated faculty are attributes of our program. The culture of SIUE is one of a community of learners, teachers and scholars.

The School values excellence in teaching, pharmacy practice, research/scholarship and service. The program of study is based on current knowledge and technology from pharmacy and other disciplines and is delivered through a variety of innovative teaching strategies.

Vision Statement

The SIUE School of Pharmacy, located in a major metropolitan university, is committed to providing excellence in pharmaceutical education and the development of pharmacy leaders as a service to the community in the improvement of the quality of health care services.

Mission Statement

The mission of the School is to prepare health care professionals capable of providing high-quality health care to meet the diverse pharmaceutical care needs of the citizens of Illinois and to serve the profession of pharmacy through a balanced program of education, research, service and patient care. The SIUE School of Pharmacy embraces the educational philosophy of the University, which is dedicated to communication, expansion and integration of knowledge through excellence in its teaching programs; through the scholarly, creative and research activity of its faculty, staff and students; and through professional and community service.

Goals

The goals of the SIUE School of Pharmacy are:

1. To prepare graduates of the professional program to apply the pharmaceutical, social, administrative, and clinical sciences in order to deliver pharmaceutical care in a manner that promotes positive health outcomes and in an interdisciplinary role.
2. To foster intellectual curiosity and a commitment to lifelong learning.
3. To provide programs, services, and resources that foster an environment for the personal and professional growth of students, alumni, practitioners and faculty.
4. To contribute to the advancement of the clinical, basic medical and pharmaceutical sciences.
5. To contribute to the advancement of pharmacy practice through research and scholarship and by service to the profession.
6. To inculcate a spirit of respect for diversity and good citizenship.

For more information, see www.siue.edu/pharmacy/.