

# ESLI

**English as a Second Language International**

**Academic Catalogue**  
**Southern Illinois**  
**University Edwardsville**



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# 1

## Section 1: Overview and Course Descriptions

### **Mission Statement:**

ESLI's mission is "Building a better global community by connecting people and cultures through international language study."

### **Introduction and Overview:**

English as a Second Language International (ESLI) is a comprehensive, academic language program specifically designed for university bound students.

ESLI is a foundation program and students will not receive credit nor advance their academic standing through the program. ESLI does provide a specific pathway for students to enter university studies without an IELTS or TOEFL by successfully completing ESLI Level 5 (see graduation requirements for details). Successful graduates should expect to have the necessary linguistic, cultural, and academic skills to successfully complete their university coursework.

Strategically placed on the SIUE campus, ESLI allows students to benefit from a fully-integrated academic experience. While students are expected to complete ESLI Level 5 in order to graduate, entry levels and placements are based on a series of assessment tools specifically designed by and for the ESLI program. Students can expect to study from between one and five terms in order to complete the program. ESLI terms and program schedules mirror the SIUE study calendar. Students study in 15-week semester blocks with study terms, holidays and vacations set as per the SIUE schedule. ESLI offers an additional 10 week summer term to support a year round course of study for international (F1) students.

## Course Description:

ESLI students can expect the following program of studies:

	BASIC	PREPARATORY	FOUNDATIONS	INTERMEDIATE	PRE-UNIVERSITY
LISTENING/SPEAKING	<p>Students in the Basic Speaking and Listening class develop rudimentary skills required for daily interactions. This course focuses on building students' abilities to interact using words and phrases that are occasionally repeated or rephrased; to ask and answer simple questions in areas of immediate need or familiar topics; and to recognize familiar words and basic phrases concerning themselves, their families, and immediate surroundings when the speaker uses slow, clear English. Students achieve these aims through guided instruction, and listening and speaking in-class practice opportunities, as well as multiple assessment-based feedback opportunities.</p>	<p>Students in the Preparatory Speaking and Listening class develop basic skills required for daily interactions that articulate meaning. This course builds students' abilities to communicate during simple, routine tasks that require direct exchanges of information on familiar topics and activities; to participate in short, social exchanges; to use phrases and sentences that describe personal details; to understand phrases and high-frequency, relevant vocabulary; and to catch the main point in short, clear, simple messages and announcements. Students achieve these aims through guided instruction, and listening and speaking in-class practice opportunities, as well as multiple assessment-based feedback opportunities.</p>	<p>Students in the Foundations Speaking and Listening class develop speaking and listening skills required for basic academic situations. This course focuses on building students' abilities to connect phrases to describe experiences and concepts; to give reasons and explanations for opinions and plans; to navigate and participate in impromptu social and basic academic situations and conversations; to understand and take notes on the main point of a clear speech, broadcast, or short lecture made in standard, evenly-paced English. Students achieve these aims through guided instruction, and listening and speaking in-class practice opportunities, as well as multiple assessment-based feedback opportunities.</p>	<p>Students in the Intermediate Speaking and Listening class improve on abilities with speaking and listening skills required for academic situations. Students will develop the ability to present clear, detailed descriptions on a wide range of subjects related to fields of interest. They will be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Students will develop the ability to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible, as well as take an active part in discussion in familiar contexts, accounting for and sustaining their views. Students will understand extended speech and lectures and follow lines of argument provided the topic is reasonably familiar. Students achieve these aims through guided instruction, and listening and speaking in-class practice opportunities, as well as multiple assessment-based feedback opportunities.</p>	<p>Students in the Pre-University Speaking and Listening class develop oral and aural communication skills required for a variety of academic situations. Students will be able to understand and take note of both structured and unstructured extended speech and lectures that include complex lines of argument. They will be able to express self fluently and spontaneously, using language flexibly and effectively for social and academic purposes, and developing opinions with precision. They will be able to present clear, detailed descriptions of complex academic subjects through formal presentations. Students achieve these aims through guided instruction, listening and speaking in-class practice opportunities, as well as multiple assessment-based feedback opportunities.</p>
READING	<p>Basic Reading provides a foundation for true beginners in reading. This course focuses on building recognition of familiar words and phrases, learning to read and follow basic instructions, and providing a basis for understanding written communication. Students achieve these aims through the use of guided instruction, leveled reading, and vocabulary-building skills.</p>	<p>Preparatory Reading gives students an opportunity to build upon basic reading abilities and increase their communicative competencies within general English. This course focuses on understanding high-frequency words and phrases on familiar matters, reading short, simple texts and realia, and building on fundamental vocabulary acquisition skills. Students achieve these aims through guided instruction, leveled reading, and high-beginning vocabulary-building skills.</p>	<p>Foundations Reading provides students an introduction to basic academic reading skills through further advancement of communicative abilities and simple text analysis and synthesis. This course focuses on introducing students to elementary academic texts on familiar or major-related topics, reading and questioning texts, and focusing on stems and affixes of unfamiliar words to begin building acquisition abilities in order to create a basic academic vocabulary. Students achieve these aims through guided instruction, leveled reading, and academic vocabulary-building skills.</p>	<p>Intermediate Reading introduces students to mid-level academic texts in order to advance their academic reading skills, communicative abilities, and text analysis and synthesis skills. This course focuses on reading and understanding articles and reports, building critical thinking abilities, and identifying unfamiliar terms using context clues and word-analysis skills. Students achieve these aims through guided instruction, leveled reading, and advanced academic vocabulary-building skills.</p>	<p>Pre-University Reading prepares students for their first term of academic study at a university by familiarizing them with academic texts on specialized topics in order to advance their critical reading, text analysis and evaluation, and communicative abilities. This course advances students' reading capacity by requiring them to question, challenge, and research the author's perspective. Students achieve these aims through self-guided, academic reading and analysis with the instructor as the facilitator.</p>

	BASIC	PREPARATORY	FOUNDATIONS	INTERMEDIATE	PRE-UNIVERSITY
WRITING	Basic Writing introduces students to elementary concepts of writing. This course focuses on completing forms with personal details, writing individual words and short phrases, and constructing simple sentences and brief messages. Students achieve these aims through guided instruction, vocabulary-building activities, and purpose-driven writing assignments.	Preparatory Writing expands students' basic knowledge of writing for everyday needs. This course focuses on writing related to matters in areas of immediate need and expression of experiences and impressions via personal messages and simple notes. Students achieve these aims through guided instruction, vocabulary-building activities, and purpose-driven writing assignments	Foundations Writing introduces students to the basic conventions of academic writing. This course focuses on combining sentences and paragraphs into structured texts and communicating clearly with effective grammar. Students achieve these aims through guided instruction, model analysis, and the writing process.	Intermediate Writing strengthens students' understanding of structure and conventions in writing for academic purposes. This course focuses on essay structure, development, and basic integration of source material. Students achieve these aims through guided instruction, model analysis, and the writing process.	Pre-University Writing prepares students for university-level writing situations. This course focuses on utilizing source material yielded from research, building academic arguments, and using appropriate style and grammar. Students will learn how to produce a clear, well-structured text with a style appropriate to their audience. Students achieve these aims through guided instruction, model analysis, and the writing process.
GRAMMAR	Basic Grammar provides a foundation for true beginners in general English grammar. This course focuses on introducing students to basic verb tenses, simple linking verbs, basic modal verbs, nouns, adjectives, determiners, and prepositions, as well as building students' abilities to ask and respond to questions. Students achieve these aims through guided instruction, and in-class practice opportunities, as well as multiple assessment-based feedback opportunities.	Preparatory Grammar provides students with an opportunity to build upon familiar grammatical structures as well as learn new ones. This course focuses on the continued instruction of basic verb tenses, basic modal auxiliaries, nouns, articles, determiners, pronouns, prepositions, as well as the reinforcement of the students' abilities to ask and respond to questions. In addition, the course will introduce conjunctions, adverbs, comparatives, and superlatives. Students achieve these aims through guided instruction, and in-class practice opportunities, as well as multiple assessment-based feedback opportunities.	Foundations Grammar provides students with the development of their existing knowledge of basic grammatical structures, as well as helps students acquire more complex structures. This course focuses on introducing students to increasingly complex verb tenses, basic passive voice, pronouns, modal verbs, making comparisons, as well as compound and complex sentences. Students achieve these aims through guided instruction and in-class practice, as well as multiple assessment-based feedback opportunities.	Intermediate Grammar provides students with continued development to their existing knowledge of academic, grammatical structures, as well as helps students acquire more complex academic structures. This course focuses on introducing students to more complex verb tenses, passive voice, modal verbs, gerunds and infinitives, adjective clauses, advanced pronoun types, and using quoted and reported speech, as well as identifying and using parallel structures. Students achieve these aims through guided instruction and in-class practice, as well as multiple assessment-based feedback opportunities.	Pre-University Grammar provides students with the ability to increase their knowledge and usage of advanced, academic English grammar, to improve grammatical accuracy in writing, and to develop strong editing skills. This course focuses on mastering of all verb tenses and aspects, using modal verbs, using advanced passive and active voice, using collective nouns, and working with all clause types. Students achieve these aims through guided instruction and in-class practice, as well as multiple assessment-based feedback opportunities.

### Sample Daily Schedule:

9:00 - 9:55	10:10 – 11:05	11:05-1:00	1:00-1:55	2:05 - 2:55
Reading	Grammar	Lunch	Writing	Listening & Speaking

### Matriculation and Graduation Requirements:

In order to matriculate to the next level or graduate from the ESLI program and transition to the host university, students must earn an overall GPA of 3.0 on a 4.0 scale.

### Academic Calendar:

	FALL	SPRING	SUMMER
Start of term	8/21/2017	1/8/2018	5/29/2018
Last day to register	9/5/2017	1/22/2018	6/4/2018
End of term	12/14/2017	5/4/2018	8/3/2018

# 2

## Section 2: Expenses

### Tuition and Living Expenses for ESLI at SIUE:

Southern Illinois University Edwardsville	US\$
Application Fee	150
<b><u>One-time costs before student arrives:</u></b>	
Dormitory Deposit (non-refundable)	300
Airport Pick-up Service - Single	75
Airport Pick-up Family - each additional person	25
ECE Evaluation Fee (transfer students only)	300
<b><u>Semester Costs</u></b>	
ESLI Tuition	5,489
SIUE Student Fees	1,074 (Spring/Fall) 798 Summer
Health Insurance	994/498
Apartment style room (shared) - Spring & Fall	2,345
Books	250
Meal Plan Options for Semester	
Plan A	1,780
Plan B	2,250

**APPLICATION FEES:** Application fees paid to ESLI-SIUE are not refundable.

**TUITION FEES:** Tuition must be paid in full by the end of registration week unless other arrangements have been made. Refunds are available to students as detailed below.

## Enrolment Agreement/Refund Policy:

### General Refund Policy

Any approved refund will be processed within thirty (30) days of the request. Refunds are payable to the student only, and the student must provide a current mailing address when requesting a refund. Bank wire, credit card, online, cash and check payments are issued to the individual(s) or organization from where the payment originated and in the method in which payment was received. All fees paid to ESLI that represent services or items used by the student will not be refunded. Such fees are, but are not limited to, the Application Fee, Transcript Evaluation Fee, and Housing Deposit. All refund requests must be submitted via the [ESLI Arrival Prep Page](#) (under the Defer/Cancel option).

### Pre-Arrival Refund Policy

#### Refunds for Visa Cancellation

In the event of a visa application rejection, a full refund will be issued, minus the Application Fee and Transcript Evaluation Fee. To request a refund, the student must provide the official visa rejection letter from the US Embassy or Consulate.

#### Refunds for Cancellation before Arrival

Students will be refunded any ESLI tuition paid before arrival less 30%. The Application Fee and Transcript Evaluation Fee are non-refundable. Other fees may be refunded, if the service or item was not used.

### General Withdrawal/Cancellation Policy

ESLI defines withdrawal as termination of a course of study after the first day of classes. Any withdrawal request must be made in person with the Director, during normal business hours. The following fees will not be refunded to any student terminating their course after arrival: the Application Fee, Transcript Evaluation Fee, Books and Materials Fees, Airport Pickup, and University Fee. Housing or meal plan fees paid to ESLI will be refunded if the student did not stay in the offered housing or use the meal plan. Other fees may be refunded, if the service or item was not used.

### Post-Arrival Refund Policy

- Students who do not present or register with ESLI after their arrival to the U.S. will receive no refund. If a student breaches the enrolment agreement, no refund of tuition or fees will be made. Other fees may be refunded, if the service or item was not used.
- Students who withdraw during the first week of classes will receive a refund of 70% of their tuition paid; students who withdraw during the second week of classes will receive a refund of 50% of their tuition paid. Withdrawal after the second week of classes will result in no refund.  
\*\* Any fees incurred prior to the withdrawal request will be deducted from either the refund amount or the funds transferred to another ESLI program.

### Refunds for Documented Medical Cases

If the student submits documentation of a life-threatening illness or medical situation prior to the start of the term or within two weeks of the term, then a full refund of all tuition will be remitted to the student if he or she decides to withdraw and depart the U.S. The following fees will not be refunded to any student terminating their course after arrival: the Application Fee, Transcript Evaluation Fee, Books and Materials Fees, Airport Pickup, and University Fee. Any fees incurred prior to the request will be deducted from either the refund amount or the funds transferred to another ESLI program.

### Transfer of Balance

Students who request refunds prior to the start of classes but after the program start date will have the option of transferring to another ESLI program. If a student transfers to another ESLI program, funds can be transferred there as well. Any fees incurred prior to the request will be deducted from either the refund amount or the funds transferred to another ESLI program.

### Refunds for Overpayment

Refunds due to overpayment will be paid back to the student during the term of the overpayment.

### Resolution of Disputes

All refunds are approved and processed through the ESLI Headquarters. Should a student dispute his or her refund, he or she may file a formal written complaint with either the Director or Headquarters within 14 business days of the issuance of the refund. The complaint will be resolved as the result of the formal complaint process, which is laid out on both the Refund Notice and our website under Terms and Conditions. ESLI Arrival Prep Page (under the Defer/Cancel option).

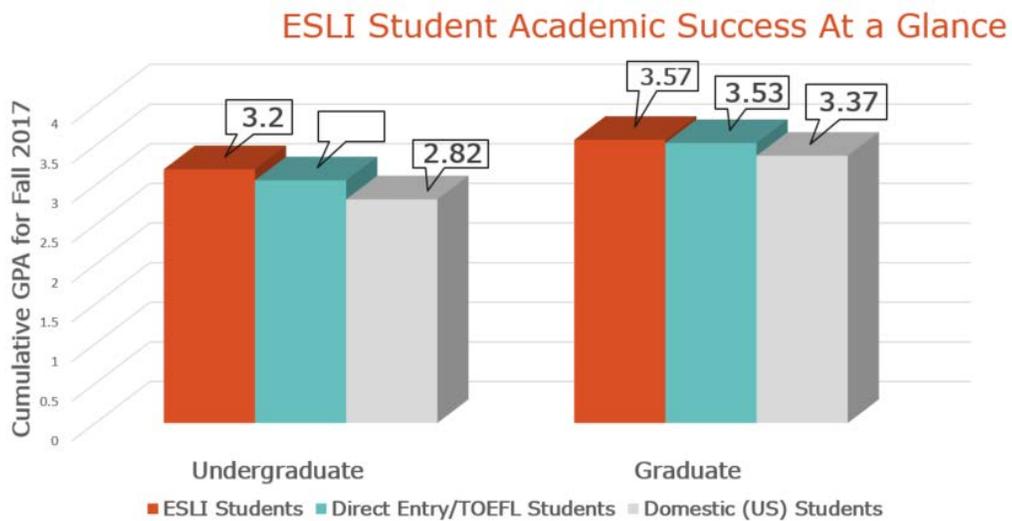
\*\*Refund requests must be received by the last business day of the normal work week. Withdrawal requests received after the last business day of the second week of classes will result in no refund.

# 3

## Section 3: Student Success Data

### Overview

Data indicates that students in ESLI are very successful. During a typical semester, ESLI will enroll about 100 students at well-established, larger institutions. An average of 82% of students matriculate to university and 79% of these complete their degree programs at the undergraduate and graduate level. Further, recent data indicates that ESLI students maintain GPAs which are consistent with, and in most cases, higher than domestic students and students who enter the universities via TOEFL or IELTS scores.



### Detailed Student Success Data

The below table indicates student success data for the past two and a half years.

Semester	Returning Students	New Students	Total Students on 1 <sup>st</sup> Billing (Week 1)	Total Students at Semester End	Pass/Fail Rate and Percentage	ESLI Graduates
Spring 2016	3 (8) – 38%	5	8	8	7 / 1 12.5%	5
Summer 2016	3 (5) – 60%	2	5	3	2 / 1 33%	1
Fall 2016	1 (23) – 4.3%	22	23	21	18 / 3 14%	5
Spring 2017	13 (19) – 68%	6	19	18	11 / 7 39%	4
Fall 2017	10 (15) – 66%	5	15	15	11/4 73%	7
Spring 2018	5 (32) – 16%	27	16	32	30/2 94%	9

As well, the tables below should give an idea of the international student climate at SIUE.

## Fall 2017

Graduate Students*	223
Undergraduate Students	117
<b>Total Enrolled International Students:</b>	<b>355</b>

\*Includes Professional Practice Level

Total Number of Countries Represented: 58

## Academic Classification of Students Fall 2017

Freshman	19
Sophomore	30
Junior	15
Senior	51
Exchange Undergraduates	5—Visiting/Study Abroad Students
Unclassified Graduates	9— SIUC Cooperative Doctoral Students
Graduate (Masters)	223
Pharmacy	3
Dental Medicine	0
*Practical Training	0—not tracked as no longer considered students
<b>TOTAL</b>	<b>373</b>

## Fall 2016-2017

	Fall 2016	Fall 2017	Change	% Change
<b>Graduate Students</b>	247	223	-24	-10%
<b>Undergraduate Students</b>	147	117	-30	-20%
<b>Total Enrolled Int'l Students</b>	394	373	-24	-6%

## Fall 2016-2017

	Fall 2016	Fall 2017	Change	% Change
Freshman	17	19	2	12%
Sophomore	48	30	-18	-38%
Junior	19	15	-4	-21%
Senior	45	51	6	13%
Exchange Undergrad	18	5	-13	-72%
Unclassified Graduates	14	9	-5	-36%
Graduate (Masters)	228	223	-5	-2%
Pharmacy	5	3	-2	-40%
Practical Training	NA	NA	NA	NA
<b>TOTAL:</b>	<b>397</b>	<b>355</b>	<b>-42</b>	<b>-11%</b>

### Field of Study Placement Data

ESLI is neither a degree granting nor a professional training program. ESLI is a pathway/foundation program that will equip graduates for success in university studies. ESLI graduates are eligible for admission to select university programs (see list of partner schools) without a TEOFL or an IELTS score.

ESLI graduates are not trained for, nor legally entitled to work in the United States.

## CONSUMER INFORMATION

All schools are required to make available, at a minimum, the following disclosure information clearly and conspicuously on their 1) internet website, 2) school catalogue, and 3) as an addendum to their Enrolment Agreement:

- The number of students who were admitted in the program as of July 1 of that reporting period.
- The number of additional students who were admitted in the program during the next 12 months and classified in one of the following categories: new starts, re-enrollments, and transfers into the program from other programs at the school.
- The total number of students admitted in the program during the 12-month reporting period.
- The number of students enrolled in the program during the 12-month reporting period who: transferred out of the program and into another program at the school, completed or graduated from a program, withdrew from the school, and are still enrolled.
- The number of students enrolled in the program who were: placed in their field of study, placed in a related field, placed out of the field, not available for placement due to personal reasons, and not employed.
- The number of students who took a State licensing exam or professional certification exam, if any, during the reporting period, as well as the number who passed.
- The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period (pending reasonable efforts to obtain this information from graduates).
- The average starting salary for all school graduates employed during the reporting period (pending reasonable efforts to obtain this information from graduates).

## Institutional Disclosures Reporting Table

July 1 through June 30 of the past fiscal year

Per Section 109S.200 of 23 Ill. Adm. Code 109S:

Institution Name:					
<i>The following information must be submitted to the Board annually; failure to do so is grounds for immediate revocation of the permit of approval.</i>					
<b>Disclosure Reporting Category</b>	Program Name	ESLI			
	CIP*	32.0109			
	SOC**	25-1123			
<b>A) For each program of study, report:</b>					
1) The number of students who were admitted in the program or course of instruction* as of July 1 of this reporting period.		11			
<b>2) The number of additional students who were admitted in the program or course of instruction during the next 12 months and classified in one of the following categories:</b>					
a) New starts		32			
b) Re-enrollments		0			
c) Transfers into the program from other programs at the school		0			
3) The total number of students admitted in the program or course of instruction during the 12-month reporting period (the number of students reported under subsection A1 plus the total number of students reported under subsection A2).		43			
<b>4) The number of students enrolled in the program or course of instruction during the 12-month reporting period who:</b>					
a) Transferred out of the program or course and into another program or course at the school		0			
b) Completed or graduated from a program or course of instruction		21			
c) Withdrew from the school		1			
d) Are still enrolled		19			
<b>5) The number of students enrolled in the program or course of instruction who were:</b>					
a) Placed in their field of study		20			
b) Placed in a related field		0			
c) Placed out of the field		0			
d) Not available for placement due to personal reasons		0			
e) Not employed		0			
B1) The number of students who took a State licensing examination or professional certification examination, if any, during the reporting period.		0			
B2) The number of students who took and passed a State licensing examination or professional certification examination, if any, during the reporting period.		0			
C) The number of graduates who obtained employment in the field who did not use the school's placement assistance during the reporting period; such information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		0			
D) The average starting salary for all school graduates employed during the reporting period; this information may be compiled by reasonable efforts of the school to contact graduates by written correspondence.		N/A			

\*CIP- Please insert the program CIP Code. For more information on CIP codes: <https://nces.ed.gov/ipeds/data/ipedscode/default.asp?ty=55>

\*\*SOC- Please insert the program SOC Code. For more information on SOC codes: <http://www.bls.gov/soc/data/soclist.htm>

\*A course of instruction is a stand-alone course that meets for an extended period of time and provides instruction that may or may not be related to a program of study, but is either not part of the sequence or can be taken independent of the full sequence as a stand-alone option. A Course of Instruction may directly prepare students for a certificate or other completion credential or it can stand alone as an optional preparation or, in the case of students requiring catch up work, a prerequisite for a program. A stand-alone course might lead to a credential to be used toward preparing individuals for a trade, occupation, vocation, profession, or it might improve, enhance or add to skills and abilities related to occupational/career opportunities.

*} In the event that the school fails to meet the minimum standards, that school shall be placed on probation.*

*} If that school's passage rate in its next reporting period does not exceed 50% of the average passage rate of that class of schools as a whole, then the Board shall revoke the school's approval for that program to operate in this State. Such revocation also shall be grounds for reviewing the approval to operate as an institution.*

Feb 2014

# 4

## Section 4: Accreditation Status

### Accreditation Status

All ESLI Language Centers are accredited by the [Commission on English Language Program Accreditation \(CEA\)](#). In September 2003, CEA was recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. As indicated by the included certificate, ESLI at Southern Illinois University Edwardsville is accredited by CEA for the period of April 2016 to April 2019.

#### [CEA Standards](#)

ESLI at SIUE is approved by the Private Business and Vocational Schools Division of the Illinois Board of Higher Education.

# 5

## Section 5: Transferability

### Transferability

ESLI students in good standing have the option to transfer to any of our North American centers to complete their language training. Upon successful completion of the ESLI program, students may also transfer to another ESLI partner university to complete their degree studies provided that they meet the academic requirements of the new institution. ESLI partner universities include Trinity Western University (Canada), West Texas A&M University, University of Wisconsin Superior, University of Minnesota Duluth, Sullivan University, and Western Kentucky University.

Once students have begun their university career, transferability regulations follow those set forth by the university.

# 6

## Section 6: Other Points of Interest

### **Campus Agreements:**

Upon payment of their student fees, students enrolled at ESLI will have full access to student services on the university campus. This includes, but is not limited to dormitories, library, learning centers, cafeteria, health center, recreation facilities and student common areas. ESLI classrooms are physically located on the campus of SIUE in order to ensure academic integration and acculturation during the course of study.

### **Tuition Freeze:**

SIUE is starting a “tuition lock” program which means the rate at which a student starts their first term of a degree program will be their rate of tuition for the next 4 years of undergraduate study. When the university raises its tuition (which it does yearly by 4-8%), the student’s base tuition will remain the same.

SIUE offers nationally accredited programs at the lowest four-year tuition rate in Illinois. That positions an SIUE education as one of the best values in the Midwest.

### **Safety:**

SIUE was also voted in the top 9 of the safest universities in the USA for students to study.

## University Courses offered:

SIUE will offer conditional admission to the courses below:

Art & Design - Ceramics	U
Accounting	U
Accounting	G
Accounting - Business Analytics and Taxation	G
Adult Education	G
Advanced Pedagogy	G
Anthropology	U
Applied Communication Studies	U/G
Applied Communication Studies- Corporate & Organizational	U
Applied Communication Studies- Corporate & Organizational	G
Applied Communication Studies-Health Communication	G
Applied Communication Studies-Interpersonal Communication	U
Applied Communication Studies-Interpersonal Communication	G
Applied Communication Studies-Public Relations	U
Applied Communication Studies-Public Relations	G
Art	U
Art - Education	U
Art - Graphic Design / Computer Art	U
Art - History	U
Art - Painting	U
Art - Photography	U
Art - Printmaking	U
Art - Sculpture	U
Art - Studio	U
Art - Studio	G
Art - Studio Ceramics	U
Art - Studio Drawing	U
Art - Studio Metals	U
Art - Studio Painting	U
Art - Studio Photography	U
Art - Studio Textiles	U
Art & Design - Drawing	U
Art & Design - Metalsmithing	U
Art & Design - Printmaking	U
Art & Design - Sculpture	U
Art & Design - Textiles	U
Art & Design: Graphic Design	U
Art Education	U
Art History	U
Art Therapy Counseling	G
Biology - Ecology, Evolution, Environment	U
Biology - Genetics and Cellular	U
Biology - Integrative	U
Biology - Medical Sciences (pre-health professions)	U
Biology - Medical Technology	U
Business Administration	U
Business Administration - Economics	U
Business Administration - Entrepreneurship, Management Information Systems	U
Business Administration - Human Resource Management	U
Business Administration - Management Information Systems	U
Business Administration- Finance	U
Business Administration- International Business	U
Business Administration- Management	U
Business Administration- Marketing	U
Chemistry	U
Chemistry	G
Chemistry - Biochemistry	U
Chemistry - Forensic Chemistry	U

Chemistry - Medical Science	U
College Student Personnel Administration	G
Computer Information Systems/Technology	U
Computer Information Systems/Technology	G
Computer Science	U
Computer Science	G
Construction Management	U
Construction Management - Land Surveying	U
Criminal Justice / Criminology	U
Curriculum & Instruction - Specialized Learning Opportunities	G
Dance	U
Economics	U
Economics & Finance	U
Economics & Finance	G
Education - Early Childhood	U
Education - Elementary	U
Education - Exceptional (Special)	U
Education - Health/ Health Promotion	U
Education - Learning, Culture and Society (Interdisciplinary)	G
Education - Middle Grades / Secondary	U
Education-Instructional Technology - Distance Ed.	G
Education-Instructional Technology - Ed. Tech	G
Education-Instructional Technology - Instructional Design	G
Education-Instructional Technology - Performance Improvement	G
Education-Speech-Language Pathology and Audiology (3.75 req)	U
Engineering - Civil	U
Engineering - Civil	G
Engineering - Civil - Civil Engineering Professional Development	G
Engineering - Civil - Environmental/Water Resources	G
Engineering - Civil - Geotechnical Engineering	G
Engineering - Civil - Structural Engineering	G
Engineering - Civil - Transportation Engineering	G
Engineering - Computer	U
Engineering - Electrical	U
Engineering - Electrical	G
Engineering - Industrial	U
Engineering - Industrial	G
Engineering - Industrial - Manufacturing	U
Engineering - Mechanical (BS, MS)	U
Engineering - Mechanical (BS, MS)	G
Engineering - Megatronics & Robotics Engineering	U
English	U
English	G
English - Creative Writing	G
English - Literature	G
English - Teaching of Writing	G
English - TESOL specialization	G
Environmental Science Management	G
Environmental Sciences	U
Environmental Sciences - Environmental Biology	G
Environmental Sciences - Environmental Chemistry/ Toxicology	G
Environmental Sciences - Environmental Tech & Assessment	G
Environmental Sciences - Policy	G
Environmental Sciences - Environmental Management	U
Environmental Sciences - Environmental Toxicology	U
Exercise Sciences	U
Foreign Language & Literature - Chinese	U
French	U
Geography	U
Geography	G
German	U
History	U
History	G
Integrative Studies	U
Integrative Studies - Cultural Education Advocacy	G

Integrative Studies - Cultural Heritage & Resource Management	G
Integrative Studies - Diversity Issues and Global Affairs	G
Integrative Studies - Diversity Training	G
Integrative Studies - Engineering Management	G
Integrative Studies - GIS (Geospatial Information Studies) Development & Database Administration	G
Integrative Studies - Information Systems & Graphic Design	G
Integrative Studies - Leadership in Organizations	U
Integrative Studies - Marketing Communications	G
Integrative Studies - Media Management	G
Integrative Studies - Organizational Communication and Management	G
Integrative Studies - Organizational Design Thinking	G
Integrative Studies - Sustainability	G
Integrative Studies-Applied Environmental & Communication Studies	G
International Studies	U
International Studies - Communication	U
International Studies - Culture	U
International Studies - International Art	U
International Studies - International Development and Sustainability	U
International Studies - International Relations and Diplomacy	U
Kinesiology - Exercise & Sport Psychology	G
Kinesiology - Exercise Physiology	G
Liberal Studies	U
Marketing and Public Relations (integrative studies)	post Bac cert
Marketing Research	G
Mass Communications	U
Mass Communications	G
Mass Communications - Corporate & Institutional Media	U
Mass Communications - Media Advertising	U
Mass Communications - Print & Electronic Journalism	U
Mass Communications - Television/ Radio	U
Mathematics	G
Mathematics - Actuary Studies	U
Mathematics - Applied Mathematics	U
Mathematics - Computational and Applied Mathematics	G
Mathematics - Pure Mathematics	U
Mathematics - Pure Mathematics	G
Mathematics - Statistics	U
Mathematics - Statistics and Operations Research	G
MBA	G
MBA - Business Analytics	G
MBA - Computer Information Systems	G
MBA - Project Management	G
Media Literacy	G
Music - Business/ Industry	U
Music - Education Instrumental P-12	U
Music - History/ Literature	U
Music - Jazz Performance	U
Music - Theory/Composition	U
Music Performance	U
Music Performance	G
Music Theatre	U
Nutritional Science/ Dietetics	U
Pharmaceutical Sciences	G
Philosophy	U
Photography	U
Physics	U
Physics-Astronomy	U
Physics-Biomedical Physics	U
Physics-Earth & Space Science Education	U
Physics-Photonics & Lasers	U
Political Science	U
Pre-Dental	U
Pre-Law	U
Pre-Medical	U
Pre-Pharmacy	U

Psychological Science-Clinical Psychology	G
Psychology	U
Psychology - Clinical Child & School Psychology	G
Psychology - Industrial-Organizational	G
Public Administration	G
Public Health	U
Secondary Education	G
Social Work	U
Social Work	G
Sociology	U
Sociology	G
Sociology - Diversity and Social Justice	U
Sociology - Employment Relations	U
Spanish	U
Speech Language Pathology	G
Sustainability (Integrative Studies)	post Bac cert
Theater and Dance	U
Theater and Dance-Design/Technical	U
Theater and Dance-History/Literature/Criticism	U
Theater and Dance-Performance	U
Transportation Engineering & Construction Management (Integrative studies)	post Bac cert

### Pre-Professional Studies:

SIUE also offers the following pre-professional programs.

- Pre-Dental
- Pre-Dental Hygiene
- Pre-Law
- Pre-Medical

COMPLAINTS AGAINST THIS SCHOOL MAY BE REGISTERED WITH THE BOARD OF HIGHER EDUCATION AND THE ILLINOIS BOARD OF HIGHER EDUCATION.

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