

DOCUMENT RESUME

ED 398 969

JC 960 527

TITLE Articulation Recommendations for Baccalaureate Majors.

INSTITUTION Illinois State Board of Higher Education, Springfield.

PUB DATE Jul 96

NOTE 43p.; For a related report on the Illinois Articulation Initiative, see ED 390 503; for a report on the core curriculum, see JC 960 526.

PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS \*Articulation (Education); College Transfer Students; Community Colleges; Core Curriculum; \*Curriculum Development; \*Degree Requirements; Degrees (Academic); Higher Education; \*Intercollegiate Cooperation; \*Majors (Students); Program Content; \*Required Courses; State Programs; Two Year Colleges; Universities

IDENTIFIERS \*Illinois

ABSTRACT

In January 1993, the Illinois Articulation Initiative was launched to facilitate the transfer of students among Illinois colleges and universities through the development of a general education core curriculum and agreements on the courses essential for students transferring to baccalaureate majors. This report provides an overview of the development of articulation recommendations and describes agreements for specific majors. First, the process used to develop articulation agreements is described, indicating that articulation panels are formed by public university, community college, and independent college and university faculty members to determine the preparation needed to transfer into given baccalaureate majors and identify required courses. Next, the bulk of the report presents the agreements developed for the following 10 baccalaureate majors: agriculture, art and art education, business, criminal justice, early childhood education, elementary education, engineering, music and music education, psychology, and secondary education. For each major, the report lists recommended courses from the general education core curriculum; prerequisites, core courses, and elective courses in the major; and courses for various specialties in each major. The report also provides descriptions of the required, elective, and specialty courses to help institutions identify courses that match the recommendations. Lists of agreement panel members are included. (TGI)

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ED 398 969

# ILLINOIS ARTICULATION INITIATIVE



TO FACILITATE INTERINSTITUTIONAL TRANSFER

## ARTICULATION RECOMMENDATIONS FOR BACCALAUREATE MAJORS

### Contents

*Effective for Freshmen Entering in Summer 1998*

- Agriculture
- Art and Art Education
- Business
- Criminal Justice
- Early Childhood Education
- Elementary Education
- Engineering
- Music and Music Education
- Psychology
- Secondary Education

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Published by  
Illinois Board of Higher Education  
4 West Old Capitol Plaza, Room 500  
Springfield, IL 62701  
(7/96)

*Printed on Recycled Paper*

## **ARTICULATION RECOMMENDATIONS FOR TRANSFER IN SPECIFIC BACCALAUREATE MAJORS**

In January 1993, the Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities jointly launched the Illinois Articulation Initiative to facilitate the transfer of students among Illinois institutions--public and independent, associate and baccalaureate degree-granting. The Initiative grew out of the Board of Higher Education's policies on Transfer and Articulation adopted in September 1990 at the recommendation of the second Committee on the Study of Undergraduate Education. The Board's policies contain two key concepts around which the Initiative was designed: First, that "associate and baccalaureate degree-granting institutions must be equal partners" and, second, that "faculties must take primary responsibility for developing and maintaining program and course articulation."

The Initiative is a complex undertaking. From the outset, it was agreed that, once the General Education Core Curriculum was completed, the next task was to develop agreements on the courses essential for community and junior college students to complete prior to transfer into a particular baccalaureate major to be on a par with other juniors in that major. Baccalaureate majors are selected based on the number of transfer admissions annually, with those majors with the largest number of transfer students selected first. Likewise, institutions are selected to name panel members based on the relative size of the approved program in the major. Public university, community college, and independent college and university faculty members are selected to serve on panels by the chief academic officer. The community college academic officers select one academic officer and the Transfer Coordinators select three transfer coordinators, one from each sector, to serve on each panel to provide a broader, institutional perspective. Representatives from certifying agencies, state professional associations, high schools, and industry are invited to serve on panels, as appropriate.

Each panel is asked to provide its best advice about the preparation needed for transfer as a junior into a baccalaureate major in the discipline when the student does not know the specific institution to which he or she will be admitted. Thus, each panel identifies any courses within the major and any prerequisite or supporting courses from other disciplines that are commonly required or essential for students to complete prior to transfer. Since each baccalaureate major differs from all other majors, the structure and content of the recommended curriculum also differ from one major to another. As with the General Education Core Curriculum, each baccalaureate major curriculum will be reviewed for currency within five years of completion.

Each panel elects co-chairs and determines its own method of operation and meeting schedule. Generally, a panel examines any previous articulation documents, compares degree requirements across institutions to identify common elements, and determines whether any special advice to students may be appropriate. Once consensus is reached on the structure of the curriculum and wording of advice, then the panel develops a description for each course it is recommending. Panel members are expected to consult with their departmental colleagues between meetings. When a panel completes a draft of its recommendation, the draft is disseminated to all participating institutions requesting comment. Chief academic officers are responsible for coordinating campus communication, including any institutional response to a panel's draft recommendation.

At the end of the comment period, the panel reconvenes to discuss the comments received and to make any revisions necessary. The panel's final recommendation is then submitted to the Steering panel for its endorsement. The Steering Panel considers the recommendation in light of three criteria: that panel membership is appropriately representative, that the recommendation represents consensus of the panel, and that the recommendation will facilitate the transfer of students. Recommendations endorsed by the Steering Panel are then submitted to both the Board of Higher Education and the Illinois Community College Board for their endorsement, the trigger needed to initiate the steps to implementation.

To date, 18 baccalaureate majors' panels have been formed. Twelve panels have completed their recommendations, all of which have been endorsed by the Steering Panel, Illinois Community College Board, and Board of Higher Education. Included in this document are the ten recommendations effective statewide for freshmen entering in summer 1998 and beyond. The remaining two--Clinical Laboratory Science and Nursing--require curriculum modifications by participating institutions and, thus, will be effective statewide for freshmen entering in summer 2000.

At this time, institutions are being asked to identify their courses that meet the descriptions in each of these ten baccalaureate majors' recommendations. The courses will be reviewed and verified by the respective panels prior to inclusion on the statewide course database that will be made available on an Illinois Articulation Initiative World Wide Web site currently being developed and tested.

## CONTENTS

	<u>Page</u>
<i>Introduction</i>	<i>i</i>
<b>Agriculture</b>	<b>1</b>
<b>Art and Art Education</b>	<b>5</b>
<b>Business</b>	<b>9</b>
<b>Criminal Justice</b>	<b>13</b>
<b>Early Childhood Education</b>	<b>17</b>
<b>Elementary Education</b>	<b>23</b>
<b>Engineering</b>	<b>27</b>
<b>Music and Music Education</b>	<b>33</b>
<b>Psychology</b>	<b>37</b>
<b>Secondary Education</b>	<b>41</b>

## AGRICULTURE

*Baccalaureate degree programs in agriculture may include various specialties, such as agricultural economics, agribusiness, agricultural sciences (animal science, crop or plant science, soil science, and horticulture), agricultural mechanics, and agriculture education. The recommendation below applies to programs in all of these fields. To transfer into a baccalaureate degree program in agriculture as a junior, students need to complete a minimum of 60 semester credits. Community and junior college students are strongly encouraged to complete an Associate in Science degree prior to transfer. Since admission is competitive, however, completion of the recommended courses alone does not guarantee admission. Students should select courses in consultation with an agriculture adviser.*

*Many community colleges also offer specialized Associate in Applied Science degree programs in agriculture, some of which will also transfer to specific universities through 2+2 or capstone agreements.*

### General Education Core Courses<sup>1</sup> 38-41 semester credits

Communication	9 semester credits
Mathematics	3-6 semester credits
<i>Since agriculture specialty requirements differ, select at least one course in consultation with an agriculture adviser from:</i>	
Calculus	
Finite Mathematics	
General Education Statistics	
Physical and Life Sciences	8 semester credits
<i>Select at least one course in life science and one in physical science in consultation with an agriculture adviser from the following:</i>	
General Biology I with Laboratory (4)	
General (Inorganic) Chemistry I with Laboratory (4)	
General Physics I with Laboratory (4)	
Humanities and Fine Arts	9 semester credits
Social and Behavioral Sciences	9 semester credits

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum.*

### Recommended Prerequisite 0-3 semester credits

Computer Literacy (0-3 semester credits)
<i>Students should be able to use wordprocessing, database, and spreadsheet software; to access the Internet; and to negotiate an operating system such as OS/2, DOS, or Windows.</i>

### Agriculture Core Courses 12-16 semester credits

Select four of the following depending upon planned agriculture specialty (see specialties below):	
Introduction to Agricultural Economics	3-4 semester credits
Introduction to Animal Science	3-4 semester credits
Introduction to Crop or Plant Science	4 semester credits
Introduction to Soil Science	4 semester credits
Introduction to Horticulture	3 semester credits
Introduction to Agricultural Mechanization	3-4 semester credits

### Other Agriculture Articulated Courses

Introduction to Agriculture Education	2-3 semester credits
Introduction to Floral Design	2-3 semester credits
Introductory Microcomputer Skills in Agriculture	3 semester credits

## Recommended Courses for Various Agriculture Specialties

**Agricultural Economics and Agribusiness** 18-21 semester credits  
Introduction to Agricultural Economics and/or Microeconomics<sup>2</sup> (3-4 semester credits)  
Macroeconomics<sup>2</sup> (3 semester credits)  
One to two courses in accounting (3-8 semester credits)  
Select three additional agriculture core courses in consultation with an agriculture adviser  
Additional courses in mathematics (see General Education mathematics courses above)

<sup>2</sup>Can be used also to fulfill General Education Core Requirements in the Social and Behavioral Sciences.

**Animal Science** 18-20 semester credits  
Introduction to Animal Science (3-4 semester credits)  
Select three additional agriculture core courses in consultation with an agriculture adviser  
General (Organic) Chemistry II with Laboratory (and/or General Biology II with Laboratory)

**Crop or Plant Science and Soil Science** 18-20 semester credits  
Introduction to Crop or Plant Science (4 semester credits)  
Introduction to Soil Science (4 semester credits)  
Select two additional agriculture core courses in consultation with an agriculture adviser  
General (Organic) Chemistry II with Laboratory (and/or General Biology II with Laboratory)

**Horticulture** 17-19 semester credits  
Introduction to Agricultural Economics (3-4 semester credits)  
Introduction to Horticulture (3 semester credits)  
Introduction to Soil Science (4 semester credits)  
Introduction to Agricultural Mechanization (3-4 semester credits)  
General Biology II with Laboratory and/or General (Organic) Chemistry II with Laboratory

**Agricultural Mechanics** 17-20 semester credits  
Introduction to Agricultural Mechanization (3-4 semester credits)  
Introduction to Crop or Plant Science (4 semester credits)  
Select two additional agriculture core courses in consultation with an agriculture adviser  
General Physics I with Laboratory (4 semester credits)

**Agriculture Education** 15-19 semester credits  
Introduction to Agricultural Economics (3-4 semester credits)  
Introduction to Animal Science (3-4 semester credits)  
Introduction to Crop or Plant Science (4 semester credits)  
Introduction to Agricultural Mechanization (3-4 semester credits)  
Introduction to Agriculture Education (2-3 semester credits)



## Agriculture Course Descriptions

**AG 901: INTRODUCTION TO AGRICULTURAL ECONOMICS (3-4 semester credits):** The application of the principles of economics to agricultural problems and the role of agriculture in the U.S. and world economies. Includes production principles; production costs, supply, and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus non-competitive market models. Examination of the world food situation, including population growth, world food production trends, trade in agricultural products, and agriculture's role in economic growth; agriculture characteristics and inputs (natural, human, and capital); the marketing of agricultural products (functional and institutional commodity approaches to marketing, marketing costs, and the operation of the futures market); and agricultural problems and policies (program goals, price and income, and resource use).

**AG 902: INTRODUCTION TO ANIMAL SCIENCE (3-4 semester credits):** The application of the sciences of genetics, physiology, and nutrition to the improvement of the animal industries and an introduction to management and production practices. Includes animal breeds, breeding and selection; anatomy physiology, and nutrition and growth; environment, health, and sanitation; products and marketing; production technology and economics; animal behavior; and current issues in animal science.

**AG 903: INTRODUCTION TO CROP OR PLANT SCIENCE (4 semester credits):** The basic principles of plant growth, including human and environmental influences and the theoretical and practical application of agronomic principles to crop production. Includes the historical and economic importance of crop plants for food, feed, and fiber; origin, classification, and geographic distribution of field crops; environmental factors and agronomic problems; crop plant breeding, growth, development, and physiology; cropping systems and practices; seedbed preparation, tillage, and crop establishment; pests and controls; and harvesting, storing, and marketing practices.

**AG 904: INTRODUCTION TO SOIL SCIENCE (4 semester credits):** An introduction to the chemical, physical, and biological properties of soils; the origin, classification, and distribution of soils and their influence on people and food production; the management and conservation of soils; and the environmental impact of soil use.

**AG 905: INTRODUCTION TO HORTICULTURE (3 semester credits):** An introduction to the principles and practices in the development, production, and use of horticultural crops (fruits, vegetables, greenhouse, turf, nursery, floral, and landscape). Includes the classification, structure, growth and development, and environmental influences on horticultural plants; horticultural technology; and an introduction to the horticultural industry.

**AG 906: INTRODUCTION TO AGRICULTURAL MECHANIZATION (3-4 semester credits):** An introduction to agricultural power and machinery (engines, power transmission including hydraulics, tillage machinery, calibrations, and harvesting equipment), agricultural electrification and applications (circuits, motors, controls, and materials handling and processing), agricultural structures (sketches and drawings, loads, construction materials, and layout and design), and soil and water conservation (surveying, mapping, drainage, and conservation structures).

**AG 911: INTRODUCTION TO AGRICULTURE EDUCATION (2-3 semester credits):** An introduction to the philosophy of education, in general, and vocational education, specifically; the history of and current issues in agriculture education; the nature of the educative process; the characteristics, duties, and responsibilities of successful teachers; the components of an agriculture program; the role of professional organizations in agriculture education; state teacher certification requirements; and student differences and special needs. Includes directed observation of agriculture teachers in school classrooms.

**AG 912: INTRODUCTION TO FLORAL DESIGN (2-3 semester credits):** An introduction to the principles of design applied to floral arrangements, including color, forms and lines, balance, types of floral arrangements, floral materials and accessories, and production techniques.

**AG 913: INTRODUCTORY MICROCOMPUTER SKILLS IN AGRICULTURE (3 semester credits):** Introduction to computer hardware, disk operating systems, file manipulation, and printers and the use of word processing, graphics, spreadsheet, and database management software. Also includes solution of agriculture data-related problems and use of prepared software and templates.

## **AGRICULTURE PANEL**

### *Public Universities*

Robert Arthur, Southern Illinois University at Carbondale  
Wayne L. Banwart, University of Illinois at Urbana-Champaign  
Patrick O'Rourke, Illinois State University, **CO-CHAIR**  
Danny Terry, Western Illinois University

### *Community Colleges*

Ron Heisner, Kishwaukee College, **CO-CHAIR**  
William Johnson, Joliet Junior College  
Gary Pheiffer, Black Hawk College  
Curt Rincker, Lake Land College  
Kent Sickmeyer, Rend Land College

### *Consultant*

William Schreck, State Board of Education

### *Transfer Coordinators*

Carolyn Bartlett, Illinois State University  
Dennis Nord, Illinois Valley Community College

## ART

*Illinois colleges and universities offer two different bachelor's degrees in art: the professional Bachelor of Fine Arts (B.F.A.) degree and the Bachelor of Arts (B.A.) degree with a major in art. In general, the B.F.A. degree requires about 135 semester credits for completion, while the B.A. degree with a major in art requires 120 to 124 semester credits for completion. The B.F.A. degree generally requires more studio art courses than does the B.A. degree. In some colleges and universities, a B.A. degree requires competency in a foreign language, while the B.F.A. degree often does not.*

*To transfer as a junior into either a B.F.A. program or B.A. program with a major in Art, students should select one of the two options described below in consultation with an art department adviser. Since transfer admission is competitive, completion of one of the two options does not guarantee admission. Most institutions require a portfolio review for admission to a B.F.A. program, for registration in advanced studio art courses, and/or for scholarship consideration. Community and junior college students are strongly encouraged to complete an associate degree before transferring.*

	Associate in Fine Arts (A.F.A.) Degree	Associate in Arts (A.A.) Degree
<b>General Education Core Courses<sup>1</sup></b>	<b>31-33 semester credits<sup>2</sup></b>	<b>37-41 semester credits</b>
Communication	9 semester credits	9 semester credits
Mathematics	3-4 semester credits	3-6 semester credits
Physical and Life Sciences	7-8 semester credits	7-8 semester credits
Humanities	6 semester credits	9 semester credits
Social and Behavioral Sciences	6 semester credits	9 semester credits

<sup>1</sup>*Appropriate general education courses are described in the Illinois General Education Core Curriculum.*

<sup>2</sup>*Since completion of the Associate in Fine Arts degree does not fulfill the requirements of the Illinois General Education Core Curriculum, students will need to complete the general education requirements of the institution to which they transfer.*

<b>Required Art Courses</b>	<b>21 semester credits</b>	<b>18 semester credits</b>
Art History I and II <sup>3</sup>	6 semester credits	6 semester credits
Drawing I and II	6 semester credits	6 semester credits
Two-Dimensional Design	3 semester credits	3 semester credits
Three-Dimensional Design	3 semester credits	3 semester credits
Life/Figure Drawing	3 semester credits	

<sup>3</sup>*May not also be used to meet general education requirements at some institutions.*

<b>Elective Studio Art Courses</b>	<b>9 semester credits</b>	<b>0-6 semester credits</b>
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Select studio art courses from at least two of the following disciplines in consultation with an art department adviser:

Painting	Life/Figure Drawing
Ceramics	Painting
Sculpture	Ceramics
Printmaking	Sculpture
Jewelry and Metalworking	Printmaking
Fibers	Jewelry/Metalworking
Photography	Fibers
Graphic Design	Photography
Computer Art	Graphic Design
	Computer Art

## ART EDUCATION

*To teach in Illinois public schools, teachers must be certified by the State of Illinois. To transfer as a junior into an approved baccalaureate program in art education (K-12 or 6-12), students must complete a minimum of 60 semester credits, including the general education courses specified to meet certification requirements and the art courses specified below. Admission is competitive, with most institutions requiring a minimum grade point average of 2.5 (on a 4.0 scale). Students must also pass examinations in basic skills (reading, writing, grammar, and math). Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Courses should be selected in consultation with an art education adviser.*

### General Education Core Courses<sup>1</sup> 37-41 semester credits

Communication	9 semester credits
Mathematics	3[-6] semester credits
<i>Note: Only 3 semester credits are required for teacher certification.</i>	
Physical and Life Sciences	7-8 semester credits
<i>Note: A total of 9 semester credits are required for teacher certification.</i>	
Humanities and Fine Arts	9 semester credits
<i>Note: A total of 15 semester credits are required for teacher certification. See also below.</i>	
Art History I and II (6)	
English/literature (3)	
Social and Behavioral Sciences	9 semester credits
American/U.S. National Government (3)	
U.S./American History (3)	
<i>Recommended: General Psychology (3)</i>	

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum.*

### Required Art Courses 12 semester credits

Drawing I and II	6 semester credits
Two-Dimensional Design	3 semester credits
Three-Dimensional Design	3 semester credits

### Additional Courses 5-11 semester credits

#### Other Courses Required for Teacher Certification 2-6 semester credits

Health/Physical Development	2 semester credits
<i>[Note: Selected from health/wellness, not physical education activity, courses]</i>	
Humanities: Non-Western or Third-World Cultures	3 semester credits

*Optional: Art Education Observation/Clinical Experience Hours 0-1 semester credit*

#### Elective Studio Art Courses 3-9 semester credits

Select at least one studio art course from the following in consultation with an art department adviser [If more than one course is selected, they should be from different disciplines]:

Life/Figure Drawing	Jewelry and Metalworking
Painting	Fibers
Ceramics	Photography
Sculpture	Graphic Design
Printmaking	Computer Art

## Art Course Descriptions

### *Required Art Courses*

ART 901, 902, 903: ART HISTORY I and II [III] (3 semester credits each): The historical development of the visual arts, focusing on major artistic styles, movements, works of art, and monuments. Works are examined as expressions of the ideas, beliefs, and practices of artists, cultures, and societies. Historical periods may be divided into two or three one-semester courses. *Since institutions divide the historical periods differently across courses, students should complete the entire sequence at the same institution. Universities with only a two-course sequence will grant 3 credits as electives in art for completion of a three-course sequence.*

ART 904: DRAWING I (3 semester credits/6 studio contact hours): An introduction to the fundamental concepts and techniques of drawing using a variety of media. Includes drawing from observation and invention leading to an interpretation and evaluative approach to drawing.

ART 905: DRAWING II (3 semester credits/6 studio contact hours): Continuation of the study of materials, skills, and techniques of drawing. Emphasis is on the exploration and development of individual expression of form and content. Prerequisite: Drawing I.

ART 906: LIFE/FIGURE DRAWING (3 semester credits/6 studio contact hours): An introduction to drawing the figure from observation or through invention to describe the dynamic qualities of the figure through basic drawing elements, methods, and materials.

ART 907: TWO-DIMENSIONAL DESIGN (3 semester credits/6 studio contact hours): A studio course exploring the fundamentals of the formal systems and basic elements of visual organization through two-dimensional design principles and theories using a variety of media.

ART 908: THREE-DIMENSIONAL DESIGN (3 semester credits/6 studio contact hours): A studio course exploring the fundamentals of the formal systems and basic elements of visual organization through three-dimensional design principles and theories using a variety of media.

### *Elective Studio Art Courses*

*Completion of the required art courses is recommended before enrolling in elective studio art courses.*

ART 911: PAINTING I (3 semester credits/6 studio contact hours): An introduction to basic painting techniques and color principles applied to the exploration of oil and/or acrylic painting media.

ART 912: CERAMICS I (3 semester credits/6 studio contact hours): An introductory studio consisting of both hand and wheel methods of construction. Examination of clay bodies, glazes, decoration methods, and kiln firing.

ART 913: SCULPTURE I (3 semester credits/6 studio contact hours): A studio course introducing basic sculptural processes, materials, and tools, including additive, subtractive, and substitution methods.

ART 914: PRINTMAKING I (3 semester credits/6 studio contact hours): An introduction to traditional and contemporary printmaking techniques applied to the exploration of various printmaking media.

ART 915: JEWELRY AND METALWORKING I (3 semester credits/6 studio contact hours): An introduction to the tools, materials, and fabrication methods of metals used in designing and creating small-scale forms.

ART 916: FIBERS I (3 semester credits/6 studio contact hours): An introduction to fibers as an art form emphasizing aesthetic and technical development using existing fiber surfaces and/or fabricated surfaces.

ART 917: PHOTOGRAPHY I (3 semester credits/6 studio contact hours): An introduction to black and white photography as an art medium, including the basics of camera and darkroom techniques and relevant aesthetic, historic, and critical issues.

ART 918: GRAPHIC DESIGN I (3 semester credits/6 studio contact hours): An introduction to the theoretical and practical aspects of visual communication, including techniques, processes, terminology, and basic compositional and conceptual skills of graphic design.

ART 919: COMPUTER ART I (3 semester credits/6 studio contact hours): An introduction to computer applications in the visual arts. A computer software-based approach to visual image manipulation and generation, including the integration of computer hardware, software, and peripheral devices as tools to create and combine traditional and contemporary visual ideas as applied to art and design.

*A second course in a medium will be reviewed for transfer by portfolio assessment after admission.*

### *Optional for Art Education*

ART 921: ART EDUCATION: OBSERVATION/CLINICAL EXPERIENCE HOURS (0-1 semester credit): Documented clinical experience involving observation of and interaction with children of appropriate age categories and art teachers at work, according to specific guidelines. This experience, comprising a minimum of 30-45 hours, is planned, guided, and evaluated by a mentor or supervisor and can occur in a variety of educational settings, including with diverse student populations. The hours may be integrated into another course or may be offered separately.

## ART PANEL

### *Public Universities*

Pam Decoteau, Southern Illinois University at Edwardsville  
Robin Douglas, University of Illinois at Urbana-Champaign  
Mauri Formigoni, University of Illinois at Springfield  
Edmond Gettinger, Western Illinois University  
Dennis Kowalski, University of Illinois at Chicago  
Mark McKernin, Northeastern Illinois University  
George Mavigliano, Southern Illinois University at Carbondale  
Ronald Mottram, Illinois State University

### *Community Colleges*

Chuck Boone, College of DuPage  
Thomas Campbell, Illinois Central College  
Sarah Capps, Rend Lake College  
Nancy Cook, College of Lake County  
Carroll Gibbons, Lake Land College  
Philip Johnson, Black Hawk College  
James Murray, Lincoln Land Community College, **CO-CHAIR**  
Nancy Redmond, Wilbur Wright College  
Joseph Rejholec, South Suburban College  
Jack Tippens, William Rainey Harper College

### *Private Institutions*

Jeff Garland, Springfield College in Illinois  
Patricia Hernes, Loyola University of Chicago  
Beth Linn, Bradley University

### *Consultants*

Susan Richardson, State Board of Education  
Robert Stefl, Illinois Higher Education Art Association, **CO-CHAIR**

### *Transfer Coordinators*

David Greeson, Lake Land College  
Linnea Hauser, Bradley University  
Aleta Stinemates, Western Illinois University

## BUSINESS

*Business programs at community colleges and bachelor's degree institutions include courses and majors in general business, accounting, finance, marketing, and management. The following recommendations apply to courses and programs in all of these fields. Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Further, students should work with an advisor early in their program if they intend to transfer as juniors into a bachelor's degree business program.*

<b>General Education Core Courses<sup>1</sup></b>	<b>37-41 semester credits</b>
Communications	9 semester credits
Mathematics	3-6 semester credits
Calculus (Required)	
Physical and Life Sciences	7-8 semester credits
Humanities and Fine Arts	9 semester credits
Social and Behavioral Sciences	9 semester credits
Principles of Macroeconomics (3)	
Principles of Microeconomics (3)	

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum.*

<b>Business Core Courses</b>	<b>12-16 semester credits</b>
Business Statistics	3-4 semester credits
Computer Applications & Business Systems Concepts	3-4 semester credits
Financial Accounting	3-4 semester credits
Managerial Accounting	3-4 semester credits

<b>Other Transferable Business Courses</b>	<b>3-11 semester credits</b>
Introduction to Business	3 semester credits
May be required by community colleges; will be accepted for elective credit by four-year institutions.	
Business Law OR Legal and Social Environment of Business	3 semester credits
May be required by community colleges; will be accepted for transfer credit by four-year institutions in place of an equivalent course in Business Law or Legal and Social Environment of Business.	

*Other business courses, such as marketing or management, may be required by community colleges or may be helpful to students in determining their level of interest in a business major. These courses will be accepted for credit by bachelor's degree institutions but may not meet the specific requirements of a bachelor's degree in business.*

*Depending upon the accreditation held by a bachelor's degree institution, certain community college course selections in the "Other Transferable Business Courses" category may lengthen the time required to earn a bachelor's degree. A student planning to transfer to a bachelor's degree program in business should consult with the bachelor's degree institution for specific information about how additional business courses will transfer.*



## Business Course Descriptions

### *Core Business Courses*

**BUS 901: BUSINESS STATISTICS (3-4 semester credits):** The basic concepts of statistical analysis used in business decision making, including probability and how uncertainty is dealt with in real life. The student will analyze and work out simple problems and should be able to recognize applications of different statistical techniques, interpret the results of analyses, and recognize instances in which statistical techniques have been misused. The following concepts and statistical techniques are included: measures of central tendency and variability; random variables and probability distributions; binomial, normal, and sampling distributions; estimation; tests of hypotheses; chi square tests; linear regression and correlation; and one-way analysis of variance. Prerequisite: Finite Mathematics or higher.

**BUS 902: COMPUTER APPLICATIONS AND BUSINESS SYSTEMS CONCEPTS (3-4 semester credits):** Designed primarily for students planning to major in a field of commerce, students are acquainted with and trained in the use of business computer packages, including word processing, database management, spreadsheet, and presentation software and Internet access methods. Operating systems such as DOS, OS/2, Windows, and UNIX are reviewed. In addition, the basics of management information systems are covered.

**BUS 903: FINANCIAL ACCOUNTING (3-4 semester credits):** Presents accounting as an information system that produces summary financial statements, primarily for users external to a business or other enterprise. Students study the forms of business organization and the common transactions entered into by businesses. The emphasis is on understanding and applying basic accounting principles and other concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of a business. How to analyze and interpret historical financial statements, as well, and the limitations of using these in making forward-looking business decisions is included. The primary content emphasis will be accounting for current assets and liabilities, long-term assets and liabilities, corporations' cash flow statements, and financial statement analyses.

**BUS 904: MANAGERIAL ACCOUNTING (3-4 semester credits):** Presents accounting as a system of producing information for use in internally managing a business. The course emphasizes the identification, accumulation, and interpretation of information for planning, controlling, and evaluating the performance of the separate components of a business. Included is the identification and measurement of the costs of producing goods or services and how to analyze and control these costs. Decision models commonly used in making specific short-term and long-term business decisions also are included.

### *Other Transferable Business Courses*

**BUS 911: INTRODUCTION TO BUSINESS (3 semester credits):** Introduction to business functions, operations, and organization. Includes ownership and management, forms of organizations, finance, business ethics, personnel and labor-management relations, and marketing.

**BUS 912: BUSINESS LAW (3 semester credits):** Introduction to the legal system as it affects business activity. Areas of concentration include formation and nature of contracts, the agency relationships, and the Uniform Commercial Code Law of Sales and Commercial Paper.

OR

**BUS 913: LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS (3 semester credits):** A study of the legal and social environment of business, with emphases on business ethics and corporate social responsibilities. Areas of concentration include governmental regulation of business, securities law, consumer protection law, labor law, and employment law.



## **BUSINESS PANEL**

### *Public Universities*

Robert Carver, Southern Illinois University at Edwardsville  
Joseph Cherian, University of Illinois at Chicago  
Sue Danner, Western Illinois University  
Daniel Gallagher, University of Illinois at Springfield, **CO-CHAIR**  
Morgan Lynge, University of Illinois at Urbana-Champaign  
Roger Potter, Illinois State University  
Barbara Roper, Chicago State University  
Linda B. Seibert, Southern Illinois University at Carbondale

### *Private Institutions*

Rick Bibb, Millikin University  
Mike Ertel, Lincoln College  
Joseph Heiney, Elmhurst College  
Glen Rewerts, Olivet Nazarene University

### *Community Colleges*

Bill Chipman, Kankakee Community College  
Bruce Conners, Kaskaskia College, **CO-CHAIR**  
Patrick Deane, South Suburban College  
Eric Larsen, Elgin Community College  
Jerry Neadly, Morton College  
Wayne Pfingsten, Belleville Area College  
Joseph Pitlik, Illinois Central College  
Sharon Resch, Shawnee Community College  
William Waite, Olive-Harvey College  
Dave Wilderman, Wabash Valley College

### *Transfer Coordinators*

Tom Dolliger, Kankakee Community College  
Peter Robinson, Western Illinois University  
Robert Trusz, Millikin University

## CRIMINAL JUSTICE

*Community and junior college students interested in completing baccalaureate degrees in criminal justice and related majors are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. To transfer into an approved baccalaureate degree program in criminal justice as juniors, students need to complete a minimum of 60 semester credits (up to a maximum of 64 semester credits) from the list below. Since admission is competitive, however, completion of these courses alone does not guarantee admission.*

<b>General Education Core Courses<sup>1</sup></b>	<b>37-41 semester credits</b>
Communication	9 semester credits
Mathematics	3-6 semester credits
Physical and Life Sciences	7-8 semester credits
Humanities and Fine Arts	9 semester credits
Social and Behavioral Sciences	9 semester credits

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum.*

<b>Criminal Justice Core Course</b>	<b>3 semester credits</b>
Introduction to Criminal Justice	3 semester credits

<b>Other Transferable Criminal Justice Courses</b>	<b>12 semester credits</b>
Introduction to Corrections	3 semester credits
Introduction to Criminology	3 semester credits
Criminal Law	3 semester credits
Juvenile Delinquency/Juvenile Justice	3 semester credits

*These courses will be accepted in transfer by baccalaureate institutions, but they may or may not substitute for professional coursework required for the major. The courses will be accepted as general electives if not accepted as core or elective courses in the major.*

This list is not meant to limit the transferability of additional courses or to discourage the development of new courses. The panel recommends that the current articulation process continue between individual institutions for courses not on this list.

Academic advisers should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult their advisors throughout their academic careers. The panel believes it is in the best interest of students and the discipline to continue to offer the depth and breadth of courses that are available at many institutions.

## Criminal Justice Course Descriptions

### *Criminal Justice Core Course*

**CRJ 901: INTRODUCTION TO CRIMINAL JUSTICE (3 semester credits):** A survey and analysis of the criminal justice system, including an historical and philosophical overview of its development, with special emphasis on the system's primary components and the relationship among these components in the administration of criminal justice in America.

### *Other Transferable Criminal Justice Courses*

**CRJ 911: INTRODUCTION TO CORRECTIONS (3 semester credits):** An overview and analysis of the American correctional system: history, evolution, and philosophy of punishment and treatment; operation and administration in institutional and non-institutional settings; and issues in correctional law.

**CRJ 912: INTRODUCTION TO CRIMINOLOGY (3 semester credits):** An introduction to the multi-disciplinary study and analysis of the nature, causes, and control of crime; measurement of crime; and the interactive roles of the system, victim, and offender.

**CRJ 913: (SUBSTANTIVE) CRIMINAL LAW (3 semester credits):** Examination and analysis of the structure and function of substantive criminal law and the principles of criminal law, including the acts, mental state, and attendant circumstances that are necessary elements of crime.

**CRJ 914: JUVENILE DELINQUENCY/JUVENILE JUSTICE (3 semester credits):** History and philosophies of society's reaction to juvenile behavior and problems. Interaction among the police, judiciary, and corrections are examined within the context of cultural influences. Theoretical perspectives of causation and control are examined.

## **CRIMINAL JUSTICE PANEL**

### *Public Universities*

David Falcone, Illinois State University  
James Garofalo, Southern Illinois University at Carbondale  
Barbara Hayler, University of Illinois at Springfield  
Jagan Lingamneni, Governors State University  
William McCamey, Western Illinois University  
Dragan Milovanovic, Northeastern Illinois University  
Gordon Misner, University of Illinois at Chicago  
Edward Tromanhauser, Chicago State University, **CO-CHAIR**

### *Community Colleges*

George Evans, William Rainey Harper College  
Leon Hamlin, Sauk Valley Community College  
Ed Heischmidt, Rend Lake College  
Nick Jason, Triton College  
James Kavanaugh, Richard J. Daley College  
Neal Lippold, Waubensee Community College, **CO-CHAIR**  
Brian Surprenant, Southeastern Illinois College  
Tom Todd, Carl Sandburg College  
John Vollmer, Lewis and Clark Community College

### *Private Institutions*

Gad J. Bensinger, Loyola University of Chicago  
Cheryl Horwath, Lewis University  
George Vincentnathan, Aurora University

### *Consultants*

Tom Jurkanin, Illinois Law Enforcement Training and Standards Board

### *Transfer Coordinators*

Denny Frueh, University of Illinois at Springfield  
Frank Johnson, Aurora University  
Bob Regner, College of DuPage

## EARLY CHILDHOOD EDUCATION

*To teach young children in Illinois public schools (birth to age 8), teachers must be certified by the State of Illinois. To transfer into an approved baccalaureate program in early childhood education as a junior, students must complete a minimum of 60 semester credits. Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Since admission is competitive, completion of the courses recommended below does not guarantee admission. Students should be aware that a minimum grade point average of 2.25 (and for some universities a 2.5) on a 4.0 scale is required for program admission, and passage of a basic skills (reading, writing, grammar, and math) test is also required.*

General Education Core Courses <sup>1</sup>	Additional General Education for Teacher Certification	Total
Communication	9 semester credits	9
Mathematics	3-6 semester credits	6
Physical/Life Sciences	7-8 semester credits	12
Humanities <sup>2</sup>	9 semester credits	12
Social/Behavioral Sciences <sup>2,3</sup>	9 semester credits	12
U.S./American History (3)		
American/U.S. National Government (3)		
	Health, Safety, and Nutrition	2
<b>37-41 semester credits</b>	<b>12-16 semester credits</b>	<b>53</b>

<sup>1</sup>General education courses are described in the Illinois General Education Core Curriculum.

<sup>2</sup>Select at least one non-Western culture 3-semester credit course in either category.

<sup>3</sup>History courses may be applied toward either Humanities or Social Science requirements.

### Area of Concentration

**0-9 semester credits**

Zero to 9 semester credits in one academic discipline at the sophomore level or above, selected in consultation with an advisor. Acceptable disciplines include: Mathematics; Biology, Chemistry, or Physics; Economics, History, Political Science, Psychology, or Sociology; and Art, Music, English, a single Foreign Language, History, Philosophy, or Theatre.

### Professional Early Childhood Education Courses

**0-9 semester credits**

Introduction to Early Childhood Education	3 semester credits
Child Growth and Development	3 semester credits
Exceptional Child	3 semester credits
Clinical Experience/Observation Hours	0-1 semester credits

*This list is not meant to limit the transferability of additional courses in the discipline or to discourage the development of new courses. The current articulation process should continue between individual institutions for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult their advisors throughout their academic careers. The panel believes it is in the best interest of students and the discipline to continue to offer the depth and breadth of courses that are available at many institutions.*

## Health, Safety, and Nutrition Course for Teacher Certification Requirements

**ECE 901/902: HEALTH, SAFETY, AND NUTRITION (2-3 semester credits):** Personal health of the individual, including nutrition, health and safety issues with emphasis on meeting health needs for children in group settings. A healthy life style, preventive health and community health are examined. The two-semester credit course, containing 30 class hours, incorporates the topics indicated below by code A, in order to meet teacher certification requirements in health in general education. The three-semester credit hour course, containing 15 additional class hours, adds the topics coded C below.

Major Topics	Appropriate Time (Class Hours)		Learning Outcomes
Concept of total health and its influences	A	3	Define personal health of the individual, including nutrition, exercise, hygiene, healthy lifestyle, and preventive health.
Environment that supports positive emotional health	A C	4 1	Identify environmental factors that affect mental health, including violence, substance abuse, family mental health, emotional health of teachers and caregivers of children.
Community health	A	2	Identify community and state or national resources and referrals for maintaining positive health in individuals and child care settings.
Illinois Department of Children & Family Services Licensing Standards for nutrition, health, and safety	C	2	Demonstrate basic knowledge of nutrition, health and safety licensing requirements for childcare settings and demonstrate a basic understanding of the childcare worker's obligations for health, nutrition and safety of children.
Screening procedures to assess child's health status	C	1	Identify and describe necessary screening procedures used in group home/care settings to assess a child's health status.
Signs and symptoms of common and communicable illness	A C	3 1	Describe signs and symptoms of common acute illnesses, and clearly describe procedures to be followed when a child becomes ill in group/home care setting.
Identification of communicable illness. Policies and procedures for controlling communicable illnesses	A	3	Demonstrate the ability to identify signs and symptoms of common communicable diseases and describe control measures in homes, institutions, and group/home child care settings.
Dealing with chronic health problems	A	2	Name chronic conditions that can affect adult and child health. Describe the care provider's responsibilities in dealing with a child's chronic health problems.
Safety guidelines for supervision of children. Arrangement and maintenance of indoor and outdoor equipment	C	4	Demonstrate the ability to follow essential safety guidelines for the supervision of children as well as the selection, arrangement, and maintenance of indoor and outdoor playground equipment.
Basic First-Aid and emergency procedures, record keeping, supervision, and reporting.	A C	4 2	Identify and describe basic first-aid and the proper use of first-aid items. Describe emergency procedures in group care settings and process of record keeping and communication with the child's parents regarding accidents or illness.
Proper nutrition	A	6	Identify principal sources and primary functions of nutrients essential for healthy growth and development.
Guidelines for healthy nutritional lifestyle	A	3	Discuss nutritional concerns in modern lifestyles, balance of caloric intake with activity/exercise levels and safe food handling.
Snacks and meals that fulfill nutritional requirements for children and include multicultural menus	C	4	Plan and provide a wide variety of snacks and meals that best meet nutritional requirements for children at specific developmental levels.
Implementing developmentally appropriate nutritional experiences in the preschool curriculum	C	5	Demonstrate the ability to make food preparation and mealtime a developmentally appropriate learning experience for children in group/home care settings. Implement nutrition education as an ongoing part of the developmentally appropriate curriculum.

## Early Childhood Education Course Descriptions

**ECE 911: INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 semester credits):** An overview of early childhood care and education, including the basic values, structure, organization and programming in early childhood. Examination of the student's personal qualities in relationship to expectations of the field. Directed observation in a variety of programs and settings. Objectives: 1) identify and describe some basic historical and philosophical influences upon early childhood education; 2) identify and describe professional responsibilities, ethics, and career options in the field of early childhood; 3) discuss the complex role and responsibilities of personnel in an early childhood setting; 4) observe, discuss, and assess the similarities and differences of a variety of early childhood programs and models; 5) discuss program schedules, curriculum and classroom environment based on developmentally appropriate practices for infants/toddlers, preschoolers, and primary-aged children; 6) identify and describe the impact of families and other significant adults on infants/toddlers, preschoolers, and school-age children; 7) discuss the major issues facing early childhood care and education today and their impact on early childhood programs; and 8) identify the state and federal rules and regulations governing early childhood programs. Textbook(s) will be selected regularly by the department. Supplementary readings will be selected by the course instructor. Selection criteria for textbooks, supplementary readings, and media resources include evaluation of the applicability of the material to course objectives and performance outcomes, reliability of the content of the material, its consistency with the current knowledge base of the profession, readability, and cost. Students will be responsible for assigned readings and written assignments; for demonstration, performance, and/or observation assignments defined by the instructor; and for performance on periodic examinations and assessment throughout the course. Students will be evaluated on written performance, class participation, and completion of assignments.

**ECE 912: CHILD GROWTH AND DEVELOPMENT (3 semester credits):** A foundation course in theory and principles of development, prenatal through early adolescence with emphasis on the young child. In-depth study of physical, social/emotional, cognitive, language, and aesthetic development. An examination of theory to include Piaget, Erikson, Vygotsky, Skinner, and others. An exploration of child development in the context of gender, family, culture, and society. An emphasis on the implications for early childhood professional practice. Objectives: 1) identification of the physical/social/emotional/cognitive development of children and the factors that contribute to variations in development; 2) comprehension of stages and variations of physical growth and development, including prenatal; 3) identification of implications of the child's development and learning in the context of gender, family, culture, and society; 4) comprehension of current implications of Piaget's theories on cognitive-linguistic development; 5) comprehension of current implications of Erikson's theories on social-emotional development; 6) comprehension of current implications of Vygotsky's theories on the cognitive and language development; 7) comprehension of current implications of Skinner's theory on cognitive and language development; 8) comprehension of the components and variations influencing current theories

of aesthetic development; 9) application of theory to the interpretation of child behavior; and 10) recognition of the factors that contribute to typical and atypical development in children. Textbook(s) will be selected regularly by the department. Supplementary readings and media resources will be selected by the course instructor. Selection criteria for textbooks and supplementary media resources will consist of an evaluation of the applicability of the material to course objectives and performance outcomes; the reliability of the content of the material and its consistency with the current knowledge base of the profession; readability; and cost. Students will be responsible for assigned readings and written assignments; for demonstration, performance, and/or observation assignments defined by the instructor; and for performance on periodic examinations and assessment throughout the course. Students will be evaluated on written performance, class participation, and completion of assignments.

**ECE 913: EXCEPTIONAL CHILD (3 semester credits):** Overview of children with exceptional cognitive, physical, social and emotional characteristics; analysis of developmental and educational needs imposed by exceptionality; identification, intervention strategies, methods, and programs designed to meet their needs, including, but not limited to, children identified as learning disabled. Study of applicable federal and state laws and requirements: Individuals with Disabilities Education Act, Americans with Disabilities Act, Individualized Family Service Plan, Individualized Education Plan, and inclusive programs. Fulfills requirements of School Code, Article 21-2a. Students shall demonstrate: 1) comprehension of basic disabilities as they are seen in children and adolescents, birth through age 21; 2) greater consciousness of the relationship of disabilities and typical child development and the processes involved; 3) increased ability to relate the social, cognitive, emotional, cultural, and physical components of child development to disability conditions in children; 4) greater facility to respond nonsimplistically to complex public and private problems that focus on disabling conditions; 5) consciousness of different values and frames of reference involved in society's reaction to disabilities; 6) comprehension of key characteristics of exceptional children; 7) preliminary familiarity with a number of major current psychosocial and behavioral approaches and their instructional application to education; 8) ability to develop intervention strategies for children and adolescents with diverse disabilities in inclusive situations; and 9) familiarity with the impact of exceptionalities on family systems and approaches to family partnerships. Suggested methods of instruction include: lecture; reading of texts, periodicals in Exceptional Education and related fields; discussion; observation of children and youth in special and inclusive settings; interview of parents; film/videotapes; simulation activities, incorporating role play; and essays on issues in the field. Suggested evaluation activities include multiple choice exams; essay exams; class presentations on issues in the field; analysis of observation and interview materials related to theory and practice in the field; critique of media presentations; and review of written essays and reports for analytic content and comprehension.

**ECE 914: OBSERVATION/CLINICAL EXPERIENCE HOURS<sup>1</sup>** (0-1 semester credit): Documented clinical experience(s) involving observation of and interaction with children and practitioners at work, according to specified guidelines, within the appropriate subject matter and age category. The experience, comprising a minimum of 30-45 hours, is planned, guided, and evaluated by a mentor or supervisor and can occur in a variety of educational settings, including those with diverse student populations. Upon satisfactory completion of this course, the student will be able to:

- identify childhood/adolescent characteristics;
- relate to children/adolescents in appropriate ways;
- evaluate his/her own potential to succeed in teaching; and
- identify characteristics of successful teaching and learning.

<sup>1</sup>Can be integrated or offered as a separate course.



## **EARLY CHILDHOOD EDUCATION PANEL**

### *Public Universities*

Guda Gayle-Evans, Illinois State University  
Beverly Gulley, Southern Illinois University at Carbondale  
Susan Nall, Southern Illinois University at Edwardsville  
Sureshrani Paintal, Chicago State University  
Sandra Styer, Northeastern Illinois University  
Billie Thomas, Northern Illinois University  
Daniel J. Walsh, University of Illinois at Urbana-Champaign

### *Private Institutions*

Betty Hutchison, National-Louis University, **CO-CHAIR**  
Shirley Morgenthaler, Concordia University  
Gayle Mindes, DePaul University

### *Community Colleges*

Christine Bachelder, Black Hawk College  
Peg Callaghan, Oakton Community College, **CO-CHAIR**  
Angela Fentress, State Community College  
Rosalind Frye, Richard J. Daley College  
Marjorie Judson, Carl Sandburg College  
Mary Ellen Monroe-White, Lincoln Land Community College  
Nancy Morse, Parkland College  
Carol Neuhauser, William Rainey Harper College  
Mary Jo Oldham, Southeastern Illinois College  
Arleen Prairie, Harold Washington College  
E. Lynn Suydam, Belleville Area College

### *High Schools*

Marilyn Jenkins, Stagg High School  
Elizabeth Muench, Capital Area Vocational

### *Consultants*

Eileen Borgia, Illinois Association for the Education of Young Children  
Sue Burge, State Board of Education  
J. Lee Kreader, Department of Children and Family Services  
Michael Long, State Board of Education  
Jane Peckwas, Illinois Child Care Association  
Gina Reuther, President, Head Start Association

### *Transfer Coordinators*

Carolyn Bartlett, Illinois State University  
Melissa Templeton, Black Hawk College

## ELEMENTARY EDUCATION

*To teach in Illinois public elementary schools (grades K-9), teachers must be certified by the State of Illinois. To transfer into an approved baccalaureate program in elementary education as a junior, students must complete a minimum of 60 semester credits. Since admission is competitive, completion of the courses recommended below does not guarantee admission. Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Students should be aware that a minimum grade point average of 2.25 (and for some universities a 2.5) on a 4.0 scale is required for program admission, and passage of a basic skills (reading, writing, grammar, and math) test is also required.*

General Education Core Courses <sup>1</sup>	Additional General Education for Teacher Certification	Total
Communication	9 semester credits	9
Mathematics <sup>2</sup>	3-6 semester credits	6
Physical/Life Science	7-8 semester credits	12
Social/Behavioral Sciences <sup>3</sup>	9 semester credits	9
American/U.S. National Government (3)		
General Psychology (3)		
Humanities/Fine Arts <sup>3</sup>	9 semester credits	15
	6 semester credits	
	U.S./American History (3)	
	English (3)	
	2 semester credits	2
	Health/Physical Development	
<b>37-41 semester credits</b>	<b>12-16 semester credits</b>	<b>53</b>

<sup>1</sup>General education courses are described in the Illinois General Education Core Curriculum.

<sup>2</sup>Mathematics for Elementary Teachers is a prerequisite for mathematics teaching methods courses.

<sup>3</sup>Select at least one non-Western culture 3-semester credit course in either category.

### Area of Concentration

**0-9 semester credits**

Zero to 9 semester credits in one academic discipline at the sophomore level or above, selected in consultation with an advisor. Acceptable disciplines include: Mathematics; Biology, Chemistry, or Physics; Economics, History, Political Science, Psychology, or Sociology; and Art, Music, English, a single Foreign Language, History, Philosophy, or Theatre.

### Professional Education Courses

**0-7 semester credits**

Zero to 7 semester credits from professional education core courses, selected in consultation with an advisor. The professional education core includes the following:

Introduction to Education	2-3 semester credits
Child Growth and Development OR Human Growth and Development	2-3 semester credits
Observation/Clinical Experience Hours	0-1 semester credits

*This list is not meant to limit the transferability of additional courses in the discipline or to discourage the development of new courses. The current articulation process should continue between individual institutions for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult their advisors throughout their academic careers. The panel believes it is in the best interest of students and the discipline to continue to offer the depth and breadth of courses that are available at many institutions.*

## Elementary Education Course Descriptions

**EED 901: INTRODUCTION TO EDUCATION (2-3 semester credits):** An overview of American education as both a professional and a public enterprise. Social, historical, and philosophical foundations give perspective to an examination of current issues, policies, and trends in the field of education, including cultural diversity. May include organization and structure, finance, and curriculum. On successful completion of the course, the student will be able to:

- evaluate teaching as a profession and analyze the impact of various social forces on the practicing teacher;
- explain historical, philosophical and sociological influences on education;
- identify and compare the tenets of selected educational philosophies and their relationships to present educational practices;
- relate basic sociological concepts to American society and American schools;
- demonstrate a knowledge of prevalent organization and governance patterns in education systems;
- define federal, state, and local responsibilities for education;
- summarize the funding sources for education at all levels;
- identify the major educational organizations and explain their purposes and contributions to American education;
- identify, evaluate, and explain selected curricular patterns, educational programs, and instructional innovations;
- identify and discuss current and emerging issues in education;
- demonstrate a knowledge of the meaning and benefits of multicultural education as an active process of good pedagogy;
- compare and contrast international education systems with the American education system; and
- demonstrate knowledge of basic needs, characteristics, and behavioral patterns in the teaching/learning process.

**EED 902: CHILD GROWTH AND DEVELOPMENT (3 semester credits):** A foundation course in theory and principles of development, prenatal through early adolescence with emphasis on the young child. In-depth study of physical, social/emotional, cognitive, language, and aesthetic development. An examination of theory to include Piaget, Erikson, Vygotsky, Skinner, and others. An exploration of child development in the context of gender, family, culture, and society. An emphasis on the implications for early childhood professional practice. Objectives: 1) identification of the physical/social/emotional/cognitive development of children and the factors that contribute to variations in development; 2) comprehension of stages and variations of physical growth and development, including prenatal; 3) identification of implications of the child's development and learning in the context of gender, family, culture, and society; 4) comprehension of current implications of Piaget's theories on cognitive-linguistic development; 5) comprehension of current implications of Erikson's theories on social-emotional development; 6) comprehension of current implications of Vygotsky's theories on cognitive and language development; 7)

comprehension of current implications of Skinner's theory on cognitive and language development; 8) comprehension of the components and variations influencing current theories of aesthetic development; 9) application of theory to the interpretation of child behavior; and 10) recognition of the factors that contribute to typical and atypical development in children. Textbook(s) will be selected regularly by the department. Supplementary readings and media resources will be selected by the course instructor. Selection criteria for textbooks and supplementary media resources will consist of an evaluation of the applicability of the material to course objectives and performance outcomes; the reliability of the content of the material and its consistency with the current knowledge base of the profession; readability; and cost. Students will be responsible for assigned readings and written assignments; for demonstration, performance, and/or observation assignments defined by the instructor; and for performance on periodic examinations and assessment throughout the course. Students will be evaluated on written performance, class participation, and completion of assignments.

**EED 903: HUMAN GROWTH AND DEVELOPMENT (2-3 semester credits):** A study of growth and development of the individual from conception through adulthood. Emphasis on social, emotional, cognitive, and physical aspects of growth and behavior related to school settings with special emphasis on the middle school years. A minimum of 20 hours of clinical experience focused on the social, emotional, cognitive and physical aspects of behavior, preschool through the twelfth grades with observation of the learners, not methodology, is strongly recommended.

**EED 904: OBSERVATION/CLINICAL EXPERIENCE HOURS<sup>1</sup> (0-1 semester credit):** Documented clinical experience(s) involving observation of and interaction with children and practitioners at work, according to specified guidelines, within the appropriate subject matter and age category. The experience, comprising a minimum of 30-45 hours, is planned, guided, and evaluated by a mentor or supervisor and can occur in a variety of educational settings, including those with diverse student populations. Upon satisfactory completion of this course, the student will be able to:

- identify childhood/adolescent characteristics;
- relate to children/adolescents in appropriate ways;
- evaluate his/her own potential to succeed in teaching; and
- identify characteristics of successful teaching and learning.

<sup>1</sup>Can be integrated or offered as a separate course.

## **ELEMENTARY EDUCATION PANEL**

### *Public Universities*

Bonnie Armbruster, University of Illinois at Urbana-Champaign  
Mary Bay, University of Illinois at Chicago  
Lela DeToye, Southern Illinois University at Edwardsville  
Billy Dixon, Southern Illinois University at Carbondale  
Gayle Flickinger, Illinois State University  
George Garrett, Governors State University  
Carol Helwig, Eastern Illinois University  
Carl Tomlinson, Northern Illinois University

### *Private Institutions*

Deborah Brotcke, Aurora University, **CO-CHAIR**  
Meg Carroll, St. Xavier University  
Madonna Murphy, College of St. Francis

### *Community Colleges*

Melanie G. Anewishki, Kennedy-King College  
Lisa Putnam Cole, Heartland Community College  
Anne Donnersberger, Moraine Valley Community College  
Colleen Gift, Highland Community College  
Kathy Harris, Lincoln Trail College  
Elaine Johnson, Rend Lake College  
Jeanne Legan, Joliet Junior College  
Diane McNeilly, Kishwaukee College, **CO-CHAIR**  
Karen Owens, College of Lake County

### *Consultant*

Nancy Patton, State Board of Education

### *Transfer Coordinators*

Beth Gierach, St. Xavier University  
Rita Pearson, Eastern Illinois University  
Fred Peterson, Heartland Community College

## ENGINEERING

*Baccalaureate engineering programs are highly structured in order to meet the standards established by the Accreditation Board for Engineering and Technology (ABET) required for candidates seeking state of Illinois registration as a professional engineer. Community and junior college students are strongly encouraged to complete an Associate in Engineering Science degree prior to transfer. To transfer as a junior into a baccalaureate engineering program, students must complete a minimum of 60 semester credits to a maximum of 68 semester credits from the list below, including all of the essential prerequisite courses. Students with fewer than 68 semester credits at transfer are unlikely to complete the baccalaureate degree within two years after transfer. Since admission is highly competitive, completion of the courses listed below does not guarantee admission. Students should select courses in consultation with an adviser.*

### **General Education Core Courses<sup>1</sup> 9-18 semester credits**

Communication (writing)	3-6 semester credits
Social/Behavioral Sciences	0-9 semester credits <sup>2</sup>
Humanities/Fine Arts	0-9 semester credits <sup>2</sup>
Mathematics -- See prerequisite courses below	
Life/Physical Science -- See prerequisite courses below	

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum. Since completion of this engineering curriculum does not fulfill the requirements of the Illinois General Education Core Curriculum, students will need to complete the general education requirements of the institution to which they transfer.*

<sup>2</sup>*Students are encouraged to select at least one course in either the humanities/fine arts or the social/behavioral sciences that emphasizes non-Western cultures or minority cultures within the United States. If two courses are selected in a field, a two-semester sequence in the same discipline is recommended.*

### **Required Prerequisite Courses 28-36 semester credits**

Mathematics	
Calculus I, II and III	11-13 semester credits
Differential Equations	3-4 semester credits
Chemistry I (with laboratory)	4-5 semester credits
Calculus-based Physics for Engineers I and II (with laboratory)	8-10 semester credits
Computer Programming (structured modern language)	2-4 semester credits

*Optional:* Calculus-based Physics for Engineers III 3-4 semester credits

### **Engineering Specialty Courses<sup>3</sup> 6-16 semester credits**

<b>General Engineering, Aeronautical Engineering, Manufacturing Engineering, Mechanical Engineering, and Engineering Mechanics</b>	
Engineering Graphics (CAD) <sup>4</sup>	2-4 semester credits
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	3 semester credits
Strength of Materials/Mechanics of Solids	3-4 semester credits
Properties of Materials	3 semester credits
Thermodynamics	3 semester credits
Electrical Circuits <sup>4</sup>	3-4 semester credits

<b>Chemical Engineering</b>	
Chemistry II (with laboratory) <sup>4</sup>	4-5 semester credits
Organic Chemistry I (with laboratory) <sup>4</sup>	3-5 semester credits
Organic Chemistry II <sup>4</sup>	3-4 semester credits
<b>Civil Engineering</b>	
Engineering Graphics (CAD) <sup>4</sup>	2-4 semester credits
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	3 semester credits
Strength of Materials/Mechanics of Solids	3-4 semester credits
<b>Computer and Electrical Engineering</b>	
Electrical Circuits <sup>4</sup>	3-4 semester credits
Digital Systems	3-4 semester credits
<b>Industrial Engineering</b>	
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	2-3 semester credits
Strength of Materials/Mechanics of Solids	3-4 semester credits
Principles of Microeconomics <sup>5</sup>	3 semester credits
<b>Material Sciences and Engineering</b>	
Statics <sup>4</sup>	2-3 semester credits
Strength of Materials/Mechanics of Solids	3-4 semester credits
Electrical Circuits <sup>4</sup>	3 semester credits
<b>Mining Engineering (Only offered at Southern Illinois University at Carbondale)</b>	
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	2-3 semester credits
Geology I and II	6 semester credits
<b>Nuclear Engineering (Only offered at the University of Illinois at Urbana-Champaign)</b>	
Engineering Graphics (CAD) <sup>4</sup>	2-4 semester credits
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	3 semester credits
<b>Agricultural Engineering (Only offered at the University of Illinois at Urbana-Champaign)</b>	
Biology	3-4 semester credits
Engineering Graphics (CAD) <sup>4</sup>	2-4 semester credits
Statics <sup>4</sup>	2-3 semester credits
Dynamics <sup>4</sup>	3 semester credits
<b>Bioengineering</b>	
Biology I-III	5-15 semester credits

<sup>3</sup>Several Colleges of Engineering offer or require Orientation/Introduction to Engineering (0-1 semester credit) for students in all engineering specialties.

<sup>4</sup>All community colleges should make these courses available to their students either on campus, through interdistrict cooperative agreements, or through telecommunications.

<sup>5</sup>Course description is found in the Social and Behavioral Science section of the Illinois General Education Core Curriculum.



## Engineering Course Descriptions

### *Required Prerequisite Courses*

**EGR 901, 902, 903: CALCULUS I-III (11-13 semester credits):** Analytic geometry topics include coordinate systems, lines and line segments, distance between points, line sketching, equations and graphs of conic sections, transformation of coordinates, translations and rotations, parametric equations, polar coordinates and equations, vectors in two and three dimensions, vector operations, planes and lines in space, surfaces and quadric surfaces, cylindrical and spherical coordinates and space curves\*. Calculus topics include complex numbers and notation; limits and continuity; definition of derivative, rate of change and slope; derivatives of polynomial and rational functions; the chain rule; implicit differentials; approximation by differentials; higher order derivatives; Rolle's theorem and mean-value theorem; applications of the derivative; anti-derivative; the definite integral; the fundamental theorem of calculus; area, volume and other applications of the integral; the calculus of the trigonometric functions; logarithmic and exponential functions; techniques of integrations, including numerical methods; indeterminate forms and L'Hospital's rule; improper integrals; sequences and series, convergence tests, and Taylor series; functions of more than one variable; partial derivatives; the differential; directional derivatives; gradients; double and triple integrals; and evaluation and applications. (Starred topics are optional, though generally included for maximum semester credits.) Prerequisite: Mathematics placement test.

**EGR 904: DIFFERENTIAL EQUATIONS (3-4 semester credits):** Topics include linear equations of the first order; linear equations with constant coefficients; the general linear equation; variation of parameters; undetermined coefficients; linear independence; the Wronskian; exact equations; separation of variables, and applications, plus two or three of the following: systems of linear differential equations, solution by Laplace transforms, existence and uniqueness of solutions, solution by power series, oscillation and comparison theorems, partial differential equations, boundary value problems, numerical methods, and stability of solutions. Prerequisite: Calculus.

**EGR 905: CHEMISTRY I (4-5 semester credits):** Topics include the periodic table of elements, basic bonding, atomic structure, stoichiometry of chemical reactions, the gaseous state, solutions, condensed phases and phase transitions, and heat and enthalpy of reactions. Laboratory required. Prerequisite: One year high school chemistry.

**EGR 906, 907: CALCULUS-BASED PHYSICS FOR ENGINEERS I and II (8-10 semester credits):** Topics include mechanics (kinematics, Newton's three laws, work and energy, conservation of linear momentum, angular momentum, rotational dynamics, gravitation and Kepler's law, and harmonic motion), electricity and magnetism (charge; electric field and potential; resistance, capacitance, and inductance; RCL circuits; laws of Gauss, Ampere, and Faraday; magnetic properties; electromagnetic waves\*); and Maxwell's equations), heat and fluids (laws of thermodynamics, ideal gases and thermal properties, Kinetic theory of gases, and

fluid mechanics), and optics and modern physics\* (wave motion and sound, optics, and introduction to modern physics). Laboratory required. (Starred topics are optional, though generally included for 10 semester credit hours.) Prerequisite: Calculus.

**EGR 908: COMPUTER PROGRAMMING (2-4 semester credits):** Topics include an introduction to computer hardware and software (input/output devices and operating systems), basic problem-solving techniques and programming paradigms, fundamental numerical algorithms (graphical display, curve fitting, convergence, stability, and error handling), and fundamental non-numerical algorithms and data structures. Includes or is accompanied by study of a structured modern language (including language formats and syntax, design and construction of software, and programming assignments). Prerequisite: Calculus I.

*Optional Prerequisite Course* (Generally required for Computer and Electrical Engineering)

**EGR 911: CALCULUS-BASED PHYSICS FOR ENGINEERS III (3-4 credits):** Topics in optics and modern physics, including wave motion and sound, optics, and introduction to modern physics. Laboratory required. (Assumes 8 credits in Calculus-Based Physics I and II.)

### *Engineering Specialty Courses*

**EGR 921: ENGINEERING GRAPHICS/CAD (2-4 semester credits):** Introduction to engineering and design, including drafting, dimensioning, tolerancing, fasteners, and descriptive geometry. Engineering graphics topics include multi-view orthographic representations, principal auxiliary views, section views, and production drawings. CAD experience required.

**EGR 922: STATICS (2-3 semester credits):** Topics include particle statics, general principles and force vectors, rigid body equilibrium, moments of inertia, distributed forces and centroids, analysis of structures, virtual work, and friction.

**EGR 923: DYNAMICS (2-3 semester credits):** Topics include particle kinematics (rectilinear and curvilinear); Newton's laws; energy, work, and momentum methods; planar dynamics and rigid bodies; rigid body kinematics; impulse and momentum; and vibrations.

**EGR 924: STRENGTH OF MATERIALS/MECHANICS OF SOLIDS (3-4 semester credits):** Topics include concepts of stress and strain; material properties (elastic and plastic); torsion: shear stresses and deformations; thermal stresses; thin-walled pressure vessels; pure bending: stresses and strains; transverse loading of beams: shear stress and combined loadings; transformation of stress and strain (Mohr's Circle); design of beams and shafts for strength: shear and moment diagrams; deflection of beams; energy methods; and columns. Prerequisite: Statics.

**EGR 925: PROPERTIES OF MATERIALS** (3 semester credits): Topics include role, classification, and physical and mechanical properties of materials; bonding and crystal structure; structural imperfections; diffusion; material testing and processing; solid state transformations; heat treatment; polymers, ceramics, glass, and concrete; fracture mechanics; and conductors. (Starred topics are optional.)

**EGR 926: THERMODYNAMICS** (3 semester credits): Topics include basic concepts and definitions, the Zeroth Law of Thermodynamics, the first and second laws of thermodynamics, ideal and real gas behaviors, control-volume energy analysis, entropy, non-reactive ideal gas mixtures and psychrometrics, and cycles.

**EGR 927: ELECTRICAL CIRCUITS** (3-4 semester credits): Topics include concepts of electricity and magnetism; circuit variables (units, voltage, inductance, power, and energy); circuit elements (R, L, C, and operational amplifiers); simple resistive circuits; circuit analysis (node-voltage, mesh-current, equivalents, and superposition); transient analysis; and sinusoidal steady state (analysis and power). Laboratory may be a separate course. Prerequisites: Calculus III and Calculus-based Physics for Engineers II.

**EGR 928: DIGITAL SYSTEMS** (3-4 semester credits): An introduction to computer engineering. Topics include representation of information; binary system; Boolean algebra; switching circuits, combinational switching circuits, and sequential switching circuits; macro-circuits; and wired and stored program processor concepts. Laboratory required. Prerequisite: Electrical Circuits.

**EGR 931: CHEMISTRY II** (4-5 semester credits): Topics include equilibrium, acids and bases; spontaneous change and equilibrium; electrochemistry and redox reactions; chemical kinetics; fundamental particles, particles and waves; complex bonding, molecular orbitals and spectroscopy; order and symmetry in condensed phases; coordination compounds, and descriptive topics in inorganic chemistry. Laboratory required. Prerequisite: Chemistry I.

**EGR 932: ORGANIC CHEMISTRY I** (3-5 semester credits): Topics include covalent bonding, alkanes, cycloalkanes; nucleophilic substitution and elimination reactions; alkenes; stereochemistry; alkynes; aromatic compounds; organic halides and organometallic compounds; and alcohols, phenols, and ethers. Laboratory required. Prerequisite: Chemistry II.

**EGR 933: ORGANIC CHEMISTRY II** (3-4 semester credits): Topics include aldehydes and ketones, carboxylic acids and derivatives, dicarbonyl compounds, carbohydrates, amines, amino acids and proteins, heterocyclic compounds, and nucleic acids. Laboratory is optional. Prerequisite: Organic Chemistry I.



## **ENGINEERING PANEL**

### *Public Universities*

Steve Hanna, Southern Illinois University at Edwardsville  
Albert Kent, Southern Illinois University at Carbondale, **CO-CHAIR**  
Carl Larson, University of Illinois at Urbana-Champaign  
Sharad Laxpati, University of Illinois at Chicago  
Said Oucheriah, Northern Illinois University

### *Private Institutions*

John A. George, Parks College of St. Louis University  
Sr. Beata Knoedler, Springfield College in Illinois  
Sharon McBride, Bradley University

### *Community Colleges*

Randy Barnhart, Rock Valley College  
Lia Brillhart, Triton College  
Julia Faro-Schroeder, John A. Logan College  
Joe Kotowski, Oakton Community College, **CO-CHAIR**  
David Olson, College of DuPage  
George Petty, Olive-Harvey College  
Bill Seremak, Illinois Valley Community College

### *Transfer Coordinators*

Linnea Hauser, Bradley University

## MUSIC

*Any community or junior college student who intends to major in music for the baccalaureate degree is strongly encouraged to complete the Associate in Fine Arts (A.F.A.) degree in music, not the Associate in Arts (A.A.) degree or the Associate in Science (A.S.) degree prior to transfer.*

*To transfer as a junior into either a baccalaureate program with a major in Music or Music Education, students should select one of the two options described below in consultation with a music department advisor. Completion of the A.F.A. degree, however, does not fulfill the requirements of the Illinois General Education Core Curriculum, nor does it fulfill the requirements for the A.A. or the A.S. degree. Therefore, students will need to fulfill the general education requirements of the institution to which they transfer. Transfer admission is competitive. Completion of one of the two options alone does not guarantee admission either to the baccalaureate program or to upper-division or specialty music courses. Students may be required to demonstrate skill level through auditions and placement testing at the institution to which they transfer. In some colleges and universities, a baccalaureate degree may also require competency in a foreign language.*

### Associate in Fine Arts (A.F.A.) Degree (with emphasis in music performance)

General Education Core Courses <sup>1</sup>	28-32 semester credits
Communication	9 semester credits
English Composition I (3 credits)	
English Composition II (3 credits)	
Speech (3 credits)	
Mathematics	3-4 semester credits
Physical and Life Sciences	7-8 semester credits
Humanities	6-7 semester credits
Social and Behavioral Sciences	3-4 semester credits

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum. Students who pursue the A.F.A. degree should not take Music Appreciation or Fundamentals of Music Theory to fulfill the Humanities requirement.*

Core Music Courses	35 semester credits
Music Theory	12 semester credits
Music Literature/History	3 semester credits
Keyboard Skills	4 semester credits <sup>2</sup>
Aural Skills	4 semester credits
Ensemble	4 semester credits
Applied Instruction	8 semester credits

<sup>2</sup>*Credit awarded for courses in keyboard skills varies among colleges and universities; whenever possible, the intent is for students to have completed four semesters of keyboard skills prior to transferring.*

## MUSIC EDUCATION

### Associate in Fine Arts (A.F.A.) Degree (with emphasis in music education)

<b>General Education Core Courses<sup>1</sup></b>	<b>25 semester credits</b>
Communication	9 semester credits
English Composition I (3 credits)	
English Composition II (3 credits)	
Speech (3 credits)	
Mathematics	3 semester credits
Physical and Life Sciences	7 semester credits
Humanities	
U.S./American History	3 semester credits
Social and Behavioral Sciences	
American/U.S. National Government	3 semester credits
<b>Other Teacher Certification Requirements</b>	<b>2 semester credits</b>
Health/Physical Development	2 semester credits
<b>Core Music Courses</b>	<b>35 semester credits</b>
Music Theory	12 semester credits
Music Literature/History	3 semester credits
Keyboard Skills	4 semester credits <sup>2</sup>
Aural Skills	4 semester credits
Ensemble	4 semester credits
Applied Instruction	8 semester credits

<sup>1</sup>General education courses are described in the Illinois General Education Core Curriculum.

<sup>2</sup>Credit awarded for courses in keyboard skills varies among colleges and universities; whenever possible, the intent is for students to have completed four semesters of keyboard skills prior to transferring.

## Music Course Descriptions

**MUS 901-904: MUSIC THEORY (12 semester credits):** Study of introductory through advanced materials in diatonic and chromatic harmony; introduction to form and analysis and 20th century compositional methods.

**MUS 905: MUSIC LITERATURE/HISTORY (3 semester credits):** Introduction to the standard concert repertory through intensive guided listening. Representative works by major composers are chosen to illustrate the principal styles, forms, and techniques of vocal and instrumental music. Assumes a fundamental knowledge and understanding of the elements of music.

**MUS 906: KEYBOARD SKILLS (4 semester credits):** Sequential development of functional knowledge of the keyboard and playing skills sufficient to handle practical situations. Includes harmonization, transposition, sight-reading, improvisation, accompanying, ensemble playing, and keyboard literature appropriate to the level of the course in which the student is enrolled.

**MUS 907: AURAL SKILLS (4 semester credits):** Sequential courses in ear training, sight singing, and dictation. May include keyboard, computer-assisted instruction, and/or other applications, and may be integrated with Music Theory coursework.

**MUS 908: ENSEMBLE (4 semester credits):** Rehearsal and performance in concert band, orchestra, chorus, or jazz ensemble.

**MUS 909: APPLIED INSTRUCTION (8 credits):** Private tutorial that incorporates representative solo and study materials. Develops performance skills and a basic knowledge of appropriate literature. Includes public performance.

## **MUSIC PANEL**

### *Public Universities*

Charles Blickhan, Northern Illinois University  
Steve Brown, Southern Illinois University at Edwardsville  
Jerry Daniels, Eastern Illinois University  
Donald Doig, Chicago State University  
William Kaplan, University of Illinois at Chicago  
Arved Larsen, Illinois State University  
Dan Mellado, Southern Illinois University at Carbondale  
Edward Rath, University of Illinois at Urbana-Champaign, **CO-CHAIR**

### *Community Colleges*

Bob Beifsnyder, Moraine Valley Community College  
Jerry Bolen, Belleville Area College  
Karen Bryant-Sala, John A. Logan College, **CO-CHAIR**  
Gary DeClue, John Wood Community College  
Erwin Hoffman, Parkland College  
James Mack, Harold Washington College  
Don Maki, Elgin Community College  
Glenna Sprague, Oakton Community College  
Doug Tweeten, South Suburban College  
Melody Wright, Richland Community College

### *Private Institutions*

Steve Fiol, Millikin University  
Ken Kistner, VanderCook College of Music  
Ed Kocher, DePaul University  
Mary Ellen Poole, Millikin University

### *Consultants*

Ann Collins, Association of Illinois Music Schools  
Susan Richardson, State Board of Education

### *Transfer Coordinators*

Veldon Law, John Wood Community College  
Robert Trusz, Millikin University

## PSYCHOLOGY

*Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. To transfer as a junior into a baccalaureate psychology program, students must complete a minimum of 60 semester credits. Freshmen and sophomores who plan to major in psychology are encouraged to fulfill general education requirements with foundation courses in the sciences (e.g., biology, chemistry, physics, and anatomy and physiology) and mathematics (e.g., college algebra, calculus, and statistics). The number of psychology courses taken during this time should be minimized.*

### General Education Core Courses<sup>1</sup>

**37-41 semester credits**

Communication	9 semester credits
Mathematics	3-6 semester credits
Physical and Life Sciences	7-8 semester credits
Humanities and Fine Arts	9 semester credits
Social and Behavioral Sciences	9 semester credits

<sup>1</sup>*General education courses are described in the Illinois General Education Core Curriculum.*

### Required Psychology Prerequisite Course

**3 semester credits**

Introduction to Psychology <sup>2</sup>	3 semester credits
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<sup>2</sup>*As described in the General Education Core Curriculum.*

### Other Psychology Courses

**3-9 semester credits**

*A maximum of three courses, beyond Introduction to Psychology, from the list below are guaranteed for transfer credit under the following conditions: If the receiving institution offers the course as a lower division course, then course-for-course transfer is guaranteed; if the receiving institution does not offer the course, or does not offer the course at the lower level, the student will receive elective, lower division, psychology credit for the course.*

One developmental psychology course, selected from: Child Development, Adolescent Development, and Adult Development and Aging <u>or one course that combines two or more of the topic areas</u> (e.g., Child/Adolescent, Adolescent/Adult, Lifespan)	3 semester credits
Abnormal Psychology	3 semester credits
Industrial/Organizational Psychology	3 semester credits
Theories of Personality	3 semester credits
Social Psychology	3 semester credits

*This list is not meant to limit the transferability of additional courses in psychology or to discourage the development of new courses (e.g., cognitive psychology, sensation and perception, physiological psychology, the psychology of learning). The current articulation process should continue between individual institutions for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult with their advisors throughout their academic careers. The panel believes it is in the best interests of students and the discipline to continue to offer the depth and breadth of courses that are available at many institutions.*

## Psychology Course Descriptions

**PSY 901: CHILD DEVELOPMENT (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Biological foundations and genetics from conception to birth;
- Physical development from infancy to adolescence;
- Cognitive development from infancy to adolescence;
- Language development from infancy to adolescence;
- Emotional development from infancy to adolescence; and
- Social development from infancy to adolescence.

**PSY 902: ADOLESCENT DEVELOPMENT (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Biological development;
- Cognitive development;
- Social development, including family relationships, friendships, and peer relations;
- The school experience, career choice, and the college experience; and
- Self-identity, adjustment, and the development of intimacy and sexuality.

**PSY 903: ADULT DEVELOPMENT AND AGING (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Biological changes across adulthood;
- Mental health across adulthood;
- Sensation and perception across adulthood;
- Learning and memory across adulthood;
- Intelligence, creativity, and wisdom across adulthood;
- Personality and motivation across adulthood; and
- Relationships within and between generations, occupational patterns, leisure and community involvement, social issues, and social support.

*PSY 904: Combination of two or more of the above.*

**PSY 905: ABNORMAL PSYCHOLOGY (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Definition, assessment, and categorization of abnormal behavior;
- Biological, psychosocial, and sociocultural origins of abnormal behavior; and
- Treatment and prevention.

**PSY 906: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Personnel selection, placement, and training;
- Job analysis and performance appraisal;
- Job satisfaction and motivation;
- Leadership;
- Organizational decision making; and
- Organizational development.

**PSY 907: THEORIES OF PERSONALITY (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Personality assessment;
- The psychoanalytical and neopsychoanalytical approaches;
- The trait approach;
- The humanistic approach;
- The cognitive approach; and
- The behavioral/social learning approach.

**PSY 908: SOCIAL PSYCHOLOGY (3 semester credits):** Integration of theory and empirical research as they relate to:

- Research methods;
- Attitude formation and change;
- Social cognition;
- Interpersonal relations;
- Group processes; and
- Social influence.

## **PSYCHOLOGY PANEL**

### *Public Universities*

**William Addison, Eastern Illinois University, CO-CHAIR**  
**Joan Downs, Governors State University**  
**Karen Kirkendall, University of Illinois at Springfield**  
**Ken Kleinman, Southern Illinois University at Edwardsville**  
**Gordon Logan, University of Illinois at Urbana-Champaign**  
**Gordon Pitz, Southern Illinois University at Carbondale**  
**Joseph Stokes, University of Illinois at Chicago**  
**Macon Williams, Illinois State University**

### *Private Institutions*

**John Edwards, Loyola University of Chicago**  
**Anthony Olejnik, Aurora University**  
**Ligia Ozeki, St. Augustine College**  
**Mary Vandendorpe, Lewis University**

### *Community Colleges*

**Teresa Bossert, McHenry County College**  
**David Cunningham, Olney Central College**  
**David Das, Elgin Community College**  
**Don Gottschalk, Lincoln Land Community College**  
**Bruce Hill, Triton College**  
**Ginia Jahrke, Wilbur Wright College**  
**Tim Morrell, John Wood Community College**  
**Gretchen Naff, College of Lake County**  
**Sonjia Peacock, Lewis and Clark Community College**  
**Patricia Puccio, College of DuPage, CO-CHAIR**  
**Edith Rose, Prairie State College**

### *Transfer Coordinators*

**Dan DeCaprio, Lewis University**  
**Denny Frueh, University of Illinois at Springfield**  
**Michaeline A. Reinke, Prairie State College**



## SECONDARY EDUCATION

*To teach in an Illinois public high school (grades 6-12), teachers must be certified by the State of Illinois. To transfer into an approved baccalaureate program in secondary education as a junior, students must complete a minimum of 60 semester credits (up to a maximum of 64 semester credits) from the list below. Community and junior college students are strongly encouraged to complete an Associate in Arts or Associate in Science degree prior to transfer. Since admission is competitive, completion of these courses alone does not guarantee admission. Students should be aware that a minimum grade point average of 2.25 (and for some universities a 2.5) on a 4.0 scale is required for program admission, and passage of a basic skills (reading, writing, grammar, and math) test is also required.*

General Education Core Courses <sup>1</sup>	Additional General Education for Teacher Certification	Total
Communication	9 semester credits	9
Mathematics	3-6 semester credits	3
Physical/Life Science	7-8 semester credits	9
Social/Behavioral Sciences <sup>2</sup>	1-2 semester credits	9
American/U.S. National Government (3)		
General Psychology (3)		
Humanities/Fine Arts <sup>2</sup>	9 semester credits	9
	6 semester credits	15
	U.S./American History (3)	
	English (3)	
	2 semester credits	2
	Health/Physical Development	
<b>37-41 semester credits</b>	<b>9-10 semester credits</b>	<b>47</b>

<sup>1</sup>General education courses are described in the Illinois General Education Core Curriculum.

<sup>2</sup>Select at least one non-Western culture 3-semester credit course in either category.

### Education Courses

up to 9 semester credits

Up to 9 semester credits selected from the following courses, including experience working with adolescents:

Introduction to Education	2-3 semester credits
Educational Psychology OR Human Growth and Development	2-3 semester credits
Education of Exceptional Individuals	2-3 semester credits
Observation/Clinical Experience Hours	0-1 semester credits

*While these credits will be accepted in transfer by baccalaureate institution, they may or may not substitute for upper-division professional coursework required for certification.*

### Teaching Major and Minor

Remainder to total at least 60 semester credits

Since secondary education is not a major at the baccalaureate level, students need to select a major and a teaching minor from among those disciplines taught in high schools. Courses in the major and minor should be selected in consultation with an adviser.

*This list is not meant to limit the transferability of additional courses or to discourage the development of new courses. The current articulation process should continue between individual institutions for courses not on this list. Academic advisors should continue to be knowledgeable of transfer requirements at various colleges and universities, and students should regularly consult their advisors throughout their academic careers. The panel believes it is in the best interest of students and the discipline to continue to offer the depth and breadth of courses that are available at many institutions.*

## Secondary Education Course Descriptions

**SED 901: INTRODUCTION TO EDUCATION (2-3 semester credits):** An overview of American education as both a professional and a public enterprise. Social, historical, and philosophical foundations give perspective to an examination of current issues, policies, and trends in the field of education, including cultural diversity. May include organization and structure, finance, and curriculum.

**SED 902: EDUCATIONAL PSYCHOLOGY (2-3 semester credits):** The application of psychology principles to education. Special emphasis on understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, creativity, and the impact of culture on learning styles. May include observational experiences.

**SED 903: HUMAN GROWTH AND DEVELOPMENT (2-3 semester credits):** A study of growth and development of the individual from conception through adulthood. Emphasis on social, emotional, cognitive, and physical aspects of growth and behavior related to school settings with special emphasis on the middle school years. A minimum of 20 hours of clinical experience focused on the social, emotional, cognitive and physical aspects of behavior, preschool through the twelfth grades with observation of the learners, not methodology, is strongly recommended.

**SED 904: EDUCATION OF EXCEPTIONAL INDIVIDUALS (2-3 semester credits):** An overview of the field of special education. Includes identification of exceptional children, psychological implications of each exceptionality including, but are not limited to, learning disabilities. Guided observations in educational settings appropriate to each student's major are included.

**SED 905: OBSERVATION/CLINICAL EXPERIENCE HOURS<sup>1</sup> (0-1 semester credit):** Documented clinical experience(s) involving observation of and interaction with children and practitioners at work, according to specified guidelines, within the appropriate subject matter and age category. The experience, comprising a minimum of 30-45 hours, is planned, guided, and evaluated by a mentor or supervisor and can occur in a variety of educational settings, including those with diverse student populations.

<sup>1</sup>Can be integrated or offered as a separate course.

## SECONDARY EDUCATION PANEL

### *Public Universities*

Victoria Chou, University of Illinois at Chicago  
Renee Clift, University of Illinois at Urbana-Champaign  
William Gallagher, Southern Illinois University at Edwardsville  
Barbara Livingstone Nourie, Illinois State University  
Nancy Quisenberry, Southern Illinois University at Carbondale, **CO-CHAIR**  
Carla Shaw, Northern Illinois University  
Christine Swarm, Northeastern Illinois University  
Lynn Wolfmeyer, Western Illinois University

### *Private Institutions*

Anna Lowe, Loyola University of Chicago  
Tom Stevens, MacMurray College

### *Community Colleges*

Mike Bachmann, College of DuPage  
John Beaupre, Illinois Central College  
Commodore Craft, South Suburban College  
Kathy Doty, Frontier Community College  
Max Jaeger, Lake Land College  
Barbara McRaven, Spoon River College  
Sue Miles, Waubensee Community College  
Rich Pate, Danville Area Community College  
George Vrhel, Sauk Valley Community College  
Wellington Wilson, Malcolm X College

### *Consultant*

David Woodward, State Board of Education

### *Transfer Coordinators*

Larry Choate, Shawnee Community College, **CO-CHAIR**  
David Greeson, Lake Land College  
Miriam Rivera, Northeastern Illinois University



**U.S. DEPARTMENT OF EDUCATION**  
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JC 960 527

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