
COLLEGE OF ARTS AND SCIENCES

Reinhold Hill, Dean

The primary mission of the College of Arts and Sciences (CAS) at Governors State University is to provide quality instruction for a diverse student population in disciplines that are at the heart of the university - the liberal arts and sciences.

The College of Arts and Sciences faculty, staff, and students achieve this mission through excellence in teaching and learning processes and scholarship, while both creating and applying new knowledge and engagement through service and exchange.

In all these endeavors emanating from the university's mission, the college seeks to:

- prepare its graduates to succeed as lifelong learners, professionals, informed consumers, and responsible citizens;
- admit to its programs an academically proficient population of students pursuing post-secondary education;
- reach out to an expanded audience of learners through utilization of a variety of print, electronic, and other distance learning technologies;
- play a leadership role in the region and state's economic and social development;
- promote human and intellectual diversity by providing equal access and opportunity to representatives of a rich variety of populations and cultures; and
- contribute to the welfare and advancement of human societies throughout the region, the state, and the world.

The College of Arts and Sciences assumes a leading presence both in the region and the State of Illinois by reinforcing the strengths of its arts, humanities, sciences, and interdisciplinary programs.

To this end, CAS sponsors educational events and provides extracurricular activities for students and residents of the region. The calendar of events includes the CAS Distinguished Lecture Series, art exhibits, workshops, and symposia on a wide range of subjects related to the humanities and the social, natural, and physical sciences. Throughout the year, the intellectual life of the university community is enriched by the College of Arts and Sciences.

The college is committed to creative exploration of important issues and developments; addressing diverse topics such as language and culture, the environment, new communications/information technologies, and local, national, and global structures; and processes discovering the interconnections. Through sponsored activities and the individual actions of students and faculty, the College of Arts and Sciences continues to play a leadership role in the university's process of addressing the concerns of our time, their identification, their investigation, and their ultimate solutions.

Graduate Programs

Analytical Chemistry (M.S.)
 Art (M.A.)
 Communication and Training (M.A.)
 Computer Science (M.S.)
 Criminal Justice (M.A.)
 English (M.A.)
 Environmental Biology (M.S.)
 Independent Film and Digital Imaging (M.F.A.)
 Political and Justice Studies (M.A.)

Certificates

Biology Education
 Chemistry Education
 Digital Forensics
 English Education
 Information Security
 Mathematics Education

Faculty of the College of Arts and Sciences

Division of Liberal Arts

James Howley, Chairperson and Acting Director of the Interdisciplinary Studies Program

Professors

Emmanuel Alozie
Arthur Bourgeois
Frances Kostarelos
Larry Levinson
Jagan Lingamneni
Rashidah Jaami' Muhammad

Associate Professors

Javier Chavira
James "Chip" R. Coldren, Jr.
Donald Culverson
Rosemary Johnsen
Mary Lanigan
Dan Nearing
Beth Parin
Bruce Wilson

Assistant Professors

Daniel Cortese
Chelsea Haring
Caron Jacobson
Elizabeth Johnson
Vincent Jones
William Kelley
Sang Hoon Lee
Dan McGuire
Terri Pantuso
David Rhea
Jason Zingsheim

Lecturers

Laura Casal
Stephen Dunson
Anthony Edison
Harold Frossard
Alexander Glomac
Cheryl Hague
Michael Hart
Steven Hein
William Kelley
Sharon Hudson
Caron Jacobson
Nancy LaLuntas
Michele McMaster
Deborah Michalski
Carrie Ohm
Heather Page
Milan Panic

Michael Ruth
Christina Sintic
Jeff Stevenson
Robin Thompson
Tamara Winn
Marilyn Yirku

Division of Science

Steve Shih, Chairperson

Professors

Joseph Addison
Karen D'Arcy
Timothy Gsell
Phyllis Klingensmith
Shailendra Kumar
Soon-Ok Park
Winfried Rudloff
Yun-Yau (Steve) Shih
John Yungler
Kong-Cheng Wong

Associate Professors

Mary Carrington
Xiaoyong Chen
Dianna Galante
Pamela Guimond
Reino Hakala
Gary Lyon
Xueqing (Clare) Tang

Assistant Professors

Patricia Fu-Giles
Walter Henne
Andrius Tamulis
Dingbang Xu

Lecturers

Victor Akatsa
Richard Baisa
Michael Blomarz
Nelson Chen
Richard Fox
Diane Gohde
Broderick Hall
Marjorie Hummel
Robert Kaufmann
Steven Kent
Bernard O'Reilly
Kevin Riley
Ahead Saber
George Sweiss
Ayndrielle Ward

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

The university degree requirements for graduate programs are listed in the Master's Degree Requirements section of this catalog. Requirements for specific degree programs follow.

Master of Science in Analytical Chemistry

The graduate major in Analytical Chemistry prepares students for employment as analytical chemists in public and private laboratories that specialize in the application of wet chemical and instrumental procedures to problem solving. This graduate major is designed to build upon an undergraduate background in chemistry or a related field, providing a theoretical base in analytical chemistry while emphasizing practical experience with analytical instrumentation. Hands-on experience with instrumentation is the focus of the curriculum and is its most important asset. Recognizing the importance of future genetic engineering technology and the analytical techniques that will need to be developed to support it, the curriculum also has a biochemistry component.

Faculty research interests range widely and include topics such as spectrochemistry, ion chromatography and liquid chromatography/mass spectrometry, electrochemistry, analysis of metals in the environment, water analysis, biochemistry, molecular modeling, science education, photooxygenation chemistry, fullerene chemistry, photochemistry, bio-inorganic chemistry, trace analysis of organic pesticides, and proteomics/genomics.

Required Preparation

Before admission, applicants should have completed the following course work with a grade of "B" or better in each course: at least four hours of analytical chemistry with lab (CHEM315, CHEM316); eight hours of physical chemistry with lab (CHEM366, CHEM367, CHEM368, CHEM369); eight hours of organic chemistry with lab (CHEM341, CHEM342, CHEM343, CHEM344); three hours of biochemistry (CHEM544); three hours of advanced inorganic chemistry (CHEM433); three hours of statistical methods (STAT520); three hours of computer science; and one hour of chemical literature (equivalent to CHEM455). Students lacking one or more of these courses or having less than a "C" in a course may be admitted to the program. However, they will have to complete or repeat the appropriate course(s) at Governors State University. All students are conditionally admitted until course review is completed and placement exam requirements are satisfied.

Placement Exams

All conditionally admitted students enrolled in the M.S. Analytical Chemistry program will be required to take placement exams in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry. These multiple choice exams were developed by the American Chemical Society to assess entering graduate students and cover the course content in the various fields of chemistry at the undergraduate level. Students who show a deficiency in these areas will be required to take and earn a minimum grade of B in the respective undergraduate course(s): Organic Chemistry Lecture and Laboratory I and II (CHEM 341, 342, 343, 344); physical chemistry: Physical Chemistry Lecture and Laboratory I & II (CHEM 366, 367, 368, 369); analytical chemistry: Analytical Chemistry Lecture and Laboratory (CHEM 315, 316); and either inorganic chemistry: Advanced Inorganic Chemistry (CHEM 433) or biochemistry: Biochemistry (CHEM544). The deficiency courses should be taken within the five semesters of initial registration. Students who do not receive the grades of "B" in the deficiency courses within the prescribed time may be dropped from the program. The new students who have earned a bachelor's degree in chemistry and who have received the grades of "B" or better in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry may opt to not participate in the respective exam(s).

Thesis/Project/Internship Option

As part of this degree program, students must choose between a thesis, project, or internship option.

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript, and make a presentation in CHEM899: Research Presentation in Chemistry. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the project option, students develop a master's project proposal, complete a master's project in conjunction with a faculty member, and prepare a final report. The project student makes a presentation of the relevant literature in CHEM899: Research Presentation in Chemistry.

In the chemistry literature project option, students identify a chemistry project related to the one or more courses of the master's degree study in analytical chemistry, do an in depth current literature inquiry, and prepare a final report with discussions including their own conclusions including future developments. The minimum time for the research project is one semester. The chemistry literature project students make a presentation of the relevant literature in CHEM899: Research and Presentation in Chemistry.

In the internship option, students identify an internship sponsor, complete an internship application and proposal, and, once accepted, complete the internship under the joint guidance of the site supervisor and GSU faculty sponsor. A final written report and presentation in CHEM899 Research Presentation in Chemistry is required.

Admission to Candidacy

1. completed the required preparation listed above;
2. completed the required courses listed in section I. below with a G.P.A. of 3.0 or higher; and
3. completed an approved proposal for a thesis, a project, or an internship.

More detailed candidacy information is available through the division office or the student's advisor.

Degree Requirements

Students must meet all university requirements for a master's degree.

- I. Required Courses (13 Hours)**
 - CHEM 622 Chromatography3
 - CHEM 623 Chromatography Laboratory.....1
 - CHEM 661 Organic Spectroscopy2
 - CHEM 662 Organic Spectroscopy Laboratory1
 - CHEM 831 Inorganic Spectroscopy2
 - CHEM 832 Inorganic Spectroscopy Laboratory1
 - CHEM 840 Methods Development and SPC3
- II. Chemistry Selectives (10 to 15 Hours)**
 - CHEM 668 NMR Spectroscopy (2)
 - CHEM 669 NMR Spectroscopy Laboratory (1)
 - CHEM 677 Practical Chemistry Instrumentation (1)
 - CHEM 744 Analytical Biochemistry (2)
 - CHEM 745 Analytical Biochemistry Laboratory (1)
 - CHEM 827 Mass Spectrometry (3)
 - CHEM 828 Mass Spectrometry Laboratory (1)
 - CHEM 855 Electrochemistry (3)
 - CHEM 856 Electrochemistry Laboratory (1)
- III. Advanced Selectives (4 to 9 hours)**

Select at least 4 hours from the following courses:

 - CHEM 641 Advanced Organic Chemistry (3)
 - CHEM 652 Chemistry Software and Molecular Modeling (1)
 - CHEM 810 Special Topics (3)
 - CHEM 862 Photochemistry (3)
 - CHEM 672 Chemistry of Biomolecules (3)
 - BIOL 641 Toxicology (3)

Other graduate-level science courses as approved by the academic advisor. Students may not take more than one credit hour towards CHEM 501: Chemistry Workshop.

- IV. Thesis/Project/Internship Option (4-7 Hours)**

Students in the thesis option take 7 hours from this section, and select a minimum of 16 hours from Sections II and III above. All other students take 4 hours from this section and select a minimum of 19 hours from Sections II and III above.

- CHEM 889 Graduate Thesis Literature Search (1)
- CHEM 890 Graduate Thesis (3)
- CHEM 899 Research Presentation in Chemistry (1)
- or
- CHEM 891 Graduate Research Project (3)
- CHEM 899 Research Presentation in Chemistry (1)
- or
- CHEM 892 Graduate Chemistry Literature Project (3)
- CHEM 899 Research Presentation in Chemistry (1)
- or
- CHEM 880 Chemistry Internship: ... (3)
- CHEM 899 Research Presentation in Chemistry (1)

Total - 36 Hours

Master of Arts in Art

The graduate major in art stresses intellectual curiosity, self-discipline, and technical proficiency. With course work in painting, printmaking, photography, digital imaging, sculpture, or ceramics, the art studio student is directed to become a mature artist in command of the medium and capable of expressing an individual view. Students are encouraged to develop perception and imagination, combined with an awareness of visual elements, principles of design, artistic statement, and criticism.

The graduate art program enables students either to become practicing artists or to achieve a level of scholarship that can help them to be art experts or professional educators. With a growing interest and expanding use of the arts in contemporary life, the employment outlook for art majors continues to be promising.

Classes in art history treat art objects as historical documents related in subject, style, technique, and material to other works of art and interpret their context and purpose. Courses range from contemporary international and regional artistic expressions to those of ancient America, Africa, and Asia. Students with an interest in art history elect a specific subject area.

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have an undergraduate major in one of the humanities; and

2. have submitted a proposal, acceptable to the degree program advisor, that outlines academic goals with supporting rationale and plan of study and includes examples of previous work (e.g., sculptures, research papers, drawings, prints, or paintings, etc.).

Students will not be admitted to the major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

Thesis Requirement

As part of this degree program, students are to select with advisor's approval either an art history or studio option.

The art history thesis consists of an analytical and historical approach to the study of a particular artist, art object, movement, or theme in the visual arts. In the thesis option, the student develops a thesis proposal in an area of art history acceptable to the program advisor, completes a research project, and prepares a formal thesis manuscript.

In the art studio option, the student prepares a one-person exhibition of a consistent body of work in the student's area of interest and written documentation of the work and development.

Admission to Candidacy

Application for candidacy should be made after nine hours of graduate studio or graduate art history courses have been completed. To qualify for degree candidacy, a student must:

1. complete nine hours of graduate studio or graduate art history courses with a G.P.A. of 3.0 or higher; and
2. complete an approved thesis proposal.

More detailed candidacy information is available through the student's advisor.

Degree Requirements

Students must meet all university requirements for a master's degree.

I. Required Courses (15 Hours)	
ART 615	Contemporary American Ideas and Cultures.....3
ART 805	Art and Society3
ART 810	Studies in Art:3
ART 820	Art Seminar:3
ART 890	Graduate Thesis3

- II. Non-Western Art Selective (3 Hours)
Select one of the following:
ART 521 Art and Cultures of the South Pacific (3)
ART 523 Pre-Columbian Art and Cultures: . . . (3)
ART 525 Native American Art and Societies (3)
ART 527 African Art and Cultures: . . . (3)
ART 530 Asian Art and Thought: . . . (3)

- III. Art Selectives (14 Hours)
Select 14 hours from courses in one of the following areas with advisor's approval:
Art History
Ceramics
Painting/Drawing
Photography
Printmaking
Sculpture
Digital Imaging

- IV. Total - 32 Hours

Master of Arts in Communication and Training

The graduate major in Communication and Training provides an in-depth study leading to specialized knowledge and skills. Students have the opportunity to receive a broad theoretical framework in their field as well as the specific skills needed in the professional world.

The major prepares students as working professionals through three sequences: Communication Studies, Media Communication, and Human Performance and Training. The major also prepares students for further graduate study in the communications and training fields. Beyond taking the common required courses, students adapt the major to their individual needs and backgrounds by pursuing one of the three sequences and choosing appropriate elective courses. Students plan their specific programs in consultation with their advisors. Graduates of the program are in career areas such as advertising, cable TV, college teaching, consulting, customer service, film-making, human resource development, instructional design and development, journalism, media management, media writing, public affairs, public relations, TV production/direction, and training.

The Communication Studies graduate sequence offers students the ability to understand themselves and the world they live in from the perspective of communication. It explores multiple aspects of human interaction in both private and public realms, assisting students to become effective citizens and leaders who exemplify ethical and professional communication practices. The graduate sequence in Media Communication facilitates advanced creative development and exposure to profes-

sional practices for students interested in the fields of television and cinema studies as well as multimedia writing, producing and directing. The Human Performance and Training sequence develops practitioners' skills in assessing employees' performances, determining performance gaps, designing and delivering training and non-training interventions and evaluating results. It achieves these performance objectives by keeping up with corporate trends, such as delivering classes online using the latest technologies, in order to sustain the marketability of graduate students. HPT graduates work in all types of organizations, focusing on Performance Technology.

Recommended Preparation

An undergraduate major in one of the following fields is recommended: business, education, media, multimedia, communications, English, psychology, sociology, linguistics, or liberal arts. In addition, students are expected to have demonstrable competence in written, verbal, and visual forms of communication.

Special Admissions Requirements

In addition to meeting the university admissions requirements, applicants must:

1. have completed the following prerequisites (or equivalent) with a grade of "C" or better:
 - a. Students pursuing the Communication Studies sequence - COMS 310.
 - b. Students pursuing the Media Communication sequence - MCOM 420 or MCOM 511; MCOM 440 or MCOM502; and MCOM 530 or MCOM 531.
2. have earned a GPA of 2.75 or higher in the last 60 hours of undergraduate course work. Applicants who do not meet the GPA requirements or who have graduated from non-grade baccalaureate programs may be conditionally admitted. A GPA of 3.0 must be maintained for the first nine credit hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Communication and Training program for continued enrollment.
3. submit a Personal Statement. In this two-page essay, students should consider which of the three tracks (COMS; MCOM; HPT) they will be focusing on in their studies in the graduate Communication and Training program, and discuss their reasons for enrolling in the program and how they see completing the degree as beneficial to their life.

Applications for the program should be completed by June 1 for the fall semester, October 1 for the spring semester, and February 1 for the summer session.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above (see Special Admissions Requirement #1) with a grade of "C" or better in each course;
2. complete 15 hours of course work in the major with a GPA of 3.0 or higher.

More detailed candidacy information is available through the division office or the student's advisor.

Capstone Requirement: Internship, Thesis, or Project Options

As part of this degree program, students select between an internship, thesis or project capstone option, depending on the sequence chosen. Before enrolling in any capstone option, students must be admitted to candidacy (see above).

In the Communication Studies and Media Communication internship option, students select an internship and develop an internship agreement (similar to a thesis or project proposal). The internship agreement must be approved by the student's committee (composed of the student's internship director, site supervisor, and a faculty member). Upon committee approval of the internship agreement, the student may register for COMS880 or MCOM880. After successful completion of the internship hours, students register for COMS890 or MCOM890 to complete the internship report.

In the thesis option, students develop a thesis proposal, carry out a formal research study under the supervision of the faculty member and a degree committee, and prepare a final manuscript. The thesis option is strongly encouraged for students who have focused research interests or who intend to pursue doctoral studies. Student may register for COMS882/890 or MCOM890 once the proposal has been approved by the student's thesis committee.

In the project option, students develop a master's project proposal, design and complete the project under the direction of a faculty member and a degree committee, and prepare a final report. Students may register for COMS881/890, MCOM890, or HPT 891/892 once the proposal has been approved by the student's project committee.

Degree Requirements

Students must meet all university requirements for a master's degree and complete required and sequence courses with a grade of "B" or higher in each course and maintain an average GPA of 3.0. Students are only allowed to repeat a course once.

The M.A. in Communication and Training requires a common core of courses. The core concentrates on the essential connections between the sequences; awareness of the common aspects in research; and, finally, the application to various media and technology.

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the commencement of courses, and to consult closely with their assigned advisors upon entering the program to ensure individual study plans are aligned with the university schedule.

Introduction courses should be taken in the student's first term (HPT510 for HPT students; COMS600 for COMS and MCOM students). No more than three credit hours of COMS505 may be applied to the degree.

- I. Required Courses (7-12 Hours)
- | | |
|---|-----|
| HPT510/COMS600 Introduction to Graduate Communications and Training | 2-3 |
| COMS 606 Research Methods I | 3 |
| COMS, MCOM, or HPT Capstone | 4-6 |

- II. Sequence Courses (15-18 Hours)
Select one of the following sequences:

Communication Studies Sequence

In consultation with an advisor, student select at least 15 hours from the areas below. Of those 15 hours:

- at least nine hours must be COMS Courses;
- six hours must be at the 800 level;
- and no more than six hours may be taken at the 500 level. The following courses are suggestive of those that will fulfill this requirement.

A. Humanistic Communication

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|--|--|
| COMS 509 Topics in Communication:...(3) | |
| COMS 531 Listening (3) | |
| COMS 532 Nonverbal Communication (3) | |
| COMS 534 Family Communication (3) | |
| COMS 537 Gender Communication (3) | |
| COMS 539 Intrapersonal Communication (3) | |
| COMS 546 Group and Leadership (3) | |
| COMS 547 Conflict Management (3) | |
| COMS 552 Clients and Customers (3) | |
| COMS 630 Humanistic Communication (3) | |
| COMS 830 Interpersonal Communication (3) | |
| COMS 839 Communication and Consciousness (3) | |
| COMS 845 Organizational Communication (3) | |
| COMS 860 Communication Training (3) | |
| COMS 864 Interdisciplinary Team Process (3) | |

B. Political Communication

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|--|--|
| COMS 509 Topics in Communication:...(3) | |
| COMS 555 Political Communication (3) | |
| COMS 869 Seminar in Political Communication:...(3) | |
| COMS 806 Research Methods II (3) | |

C. Critical/Cultural Communication

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|--|--|
| COMS 509 Topics in Communication:.....(3) | |
| COMS 520 Communication and Identity (3) | |
| COMS 522 Critical Gender and Sexualities (3) | |
| COMS 525 Rhetoric and Popular Culture (3) | |
| COMS 515 Intercultural Communication (3) | |
| COMS 516 Culture and Communication (3) | |
| COMS 610 Philosophy of Communication (3) | |
| COMS 828 Tchg Communication and Critical Pedagogy (3) | |
| COMS 829 Seminar in Critical/Cultural Communication:.....(3) | |
| COMS 806 Research Methods II(3) | |
| ICS 510 Introduction to Gender Studies | |
| IFDI 840 Film Seminar (3) | |
| MCOM540 Film Seminar:...(3) | |
| MCOM542 Film and TV Documentary (3) | |
| MCOM560 Women and the Media (3) | |

Media Communication Sequence

In consultation with an advisor, students select at least 18 hours from the following:

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|--|--|
| COMS 645 International Communications (3) | |
| MCOM 540 Film Seminar:.... (3) | |
| MCOM 542 Film and TV Documentary (3) | |
| MCOM 546 Advanced Editing (3) | |
| MCOM 561 Advertising and Society (3) | |
| MCOM 570 Media Workshop:....(1-4) | |
| MCOM 630 Directing (3) | |
| MCOM 655 Seminar in Advertising and Public Relations (3) | |
| MCOM 660 Non-Broadcast TV Operations (3) | |
| MCOM 730 The Screenplay Project (3) | |
| MCOM 751 Journalism Seminar:...(3) | |
| MCOM 725 Advanced Producing for Film/TV (3) | |
| MCOM740Trends in Communications Technologies (3) | |
| MCOM755Media Management (3) | |
| MCOM803Contemporary Issues:...(3) | |
| MCOM830Graduate Seminar in Media Communications (3) | |
| MCOM880Internship:.... (1-4) | |

Human Performance & Training Sequence: ***

- | | |
|--|--|
| HPT 520 Training Product Design (3)* | |
| HPT 755 Introduction to Human Performance and Training Technologies (3)* | |
| HPT 810 Needs/Task Analysis in Human Performance and Training (3) | |
| HPT 847 Evaluation/Cost Benefit Analysis in Human Performance and Training (3) | |
| HPT 856 Consulting and Teamwork in Human Performance and Training (3) | |

Select one credit hour from the following:

HPT 865 Advanced Field Project (1)

HPT 880 Internship... (1)

*** Students in the HP&T sequence need to fulfill IBSTPI (International Board of Standards for Training, Performance, and Instruction) suggested standards by selecting 14 credit-hours of selectives from among the following:

COMS845 Organizational Communication (3)

HPT 522 Training Topics (1-3)*

HPT 815 Training Techniques (3)

HPT 820 Principles of Message Design (3)

HPT 821 Scriptwriting for Instruction and Training (3)

HPT 825 Research in Human Performance and Training (3)

HPT 847 Evaluation/Cost Benefit Analysis in Human Performance and Training (3)

HPT 852 Solving Performance Problems (3)

HPT 858 Project Management in Human Performance and Training (3)*

HPT 861 Performance in Organizations (3)

HPT 880 Internship: . . . (1-4)

III. Electives (9-12 Hours)

(If a student chooses the Human Performance and Training Sequence, the selectives listed above must be taken in place of electives.)

In consultation with the advisor, select 9 to 12 hours of graduate credit appropriate to the student's career interest(s). At least six hours must be taken within the Communications and Training program. Students must complete at least one 800-level course as an elective.

*Indicated courses may be taken by graduate student in the Communication Studies or Media Communication sequences as an elective.

IV. Total - 36 Hours

Master of Science in Computer Science

The graduate major in Computer Science is an applications-focused program with a software engineering orientation. It is designed to prepare students for employment as software engineering professionals in a wide range of business, industrial, and government settings. It includes the theoretical base necessary to provide flexibility for meeting future professional needs, as well as enabling students to pursue doctoral studies at another institution should they wish to do so.

The program is designed for the practicing professional in the field. The principal themes are the design and development of software, systems programming, applications programming, and the effective use of software resources. As new kinds of computers emerge, software based on the most modern theories and procedures will be needed. Economic pressures will require effective and efficient linking of hardware and software systems. Those who best understand the development and management of software resources will be in the strongest position to derive benefits from these changes.

Faculty research interests range widely and include object-oriented programming, Windows programming, operating systems, artificial intelligence, information security, digital forensics, Internet programming, and database systems. Research interests are reflected in the regularly scheduled courses and the special topics courses offered by the faculty.

Special Admissions Requirements

In addition to meeting university admissions criteria, applicants must have completed a bachelor's degree with a G.P.A. of 2.75 or higher and maintained a G.P.A. of 3.0 or higher for any graduate work attempted.

Program Prerequisites

The graduate curriculum is based upon the completion of an undergraduate major in Computer Science that possesses a significant software engineering orientation. A bachelor's degree in Computer Science, however, is not required for admission into the graduate program. Students who have earned their baccalaureate degrees in other areas will be required to complete appropriate prerequisite courses in addition to those required for the master's degree. Essentially, applicants should have completed the equivalent of the following courses with a grade of "C" or better in each course:

CPSC 342 Computer Programming: Introduction to C++ (3)

CPSC 345 Computer Programming: C++ (3)

CPSC 390 Introduction to Software Engineering (3)

CPSC 405 Computer Organization (3)

CPSC 415 Data Structures (3)

- CPSC 435 Operating Systems (3)
- CPSC 438 Discrete Structures (3)
- CPSC 442 Introduction to Computer Networks (3)
- CPSC 445 Database Systems (3)
- CPSC 450 Algorithms (3)
- MATH 340 Discrete Mathematics (3)

Other courses may appear among the prerequisites for elective courses and therefore be required.

- CPSC 820 Planning and Management of Software Projects3
- CPSC 845 Advanced Database Concepts3

- II. Graduate Seminar/Thesis Option (3 or 6 Hours)
 Select one of the following options:
 Thesis Option (6 Hours):
 CPSC 890 Graduate Thesis (5)
 CPSC 899 Thesis Presentation in Computer Science (1)

- Graduate Seminar Option (3 Hours):
 CPSC 885 Graduate Seminar (3)

- III. Electives (12 to 15 Hours)
 With advisor's approval, students will select from 12 to 15 hours of Computer Science graduate courses. Graduate courses from related disciplines may be included with the approval of the advisor.

IV. Total - 33 Hours

Master's Final Project Option

As part of this degree program, students may choose between the graduate seminar option or the graduate thesis option.

In the graduate seminar option, students participate in a seminar class, developing a team project in conjunction with other classmates and the seminar faculty member, developing a project solution, and participating in a group presentation of the project. The seminar project will provide evidence of the ability and efforts to carry out a major application of theory or advanced methods in computer science. The seminar project is appropriate for students seeking to broaden their practical experience and work in a team setting similar to those encountered in the computer and information technology workplace.

In the project option, students develop a master's project proposal, complete the project in conjunction with a faculty member, and prepare a final report. This option allows students to broaden their practical experience and to gain more depth in a particular area of computer science in preparation for employment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must be admitted to candidacy. To qualify for degree candidacy, a student must:

1. complete the prerequisite course work listed above with a grade of "C" or better in each course;
2. complete at least half of the courses listed under Required Courses below with a G.P.A. of 3.0 or higher; and
3. complete an approved proposal for a thesis topic or a master's project.

More detailed candidacy information is available through the division office or the student's advisor.

Degree Requirements

Students must meet all university requirements for a master's degree.

- I. Required Courses (15 Hours)
 - CPSC 720 Internet Programming3
 - CPSC 735 Advanced Operating Systems3
 - CPSC 810 Formal Languages and Applications3

Master of Arts in Criminal Justice

The Criminal Justice MA program at Governors State University provides individuals working in justice-related areas (or interested in doing so) with the skills, knowledge, and abilities to work effectively in their respective organizations and positions, and to effectively develop, implement, and evaluate system and organization change and reform initiatives. The Criminal Justice MA program also provides graduate students with a broad perspective on the criminal and juvenile justice systems, and prepares them for further graduate studies. The curriculum includes a series of classes, seminars, and workshops that impart specific skills in the areas of research, evaluation, data analysis, comparative analysis, and organizational leadership. Persons completing their master's degree in Criminal Justice at Governors State University will be equipped to attain advancement in the criminal and juvenile justice fields, participate skillfully and effectively in planned change at the organization and system levels, work more effectively in their respective positions, and pursue further graduate studies.

Admissions Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Criminal Justice MA program must:

- have a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0);
- submit a letter of application explaining a statement of personal interest in pursuing a master's degree in criminal justice;
- submit three professional or academic letters of reference; and

- Completed applications must be submitted by May 15 for a fall, September 15 for spring, and January 15 for summer session admission.

Students seeking admission to the GSU Criminal Justice MA Program with a GPA lower than 2.75 may petition to the graduate program admissions committee for admission.

As criminal justice is an interdisciplinary field of study, students may apply for the MA in Criminal Justice at Governors State University with a baccalaureate degree in any field from an accredited university. We recommend undergraduate courses in the following areas: criminal or juvenile justice, general social science or criminal justice research methods, introductory statistical analysis, survey courses in the criminal justice system, juvenile justice, policing, court and judicial systems, race and gender studies, policy issues, and policy analysis. Strongly recommended undergraduate courses include: theories of deviance and criminal or delinquent behavior, international criminal justice systems, restorative justice, community-based justice, research methods, criminology, the criminal justice system, and constitutional issues pertaining to the justice system. The Criminal Justice MA program will admit students conditionally if they do not meet the undergraduate prerequisites for the graduate core courses, pending successful completion of 12 Criminal Justice MA program credits.

Transfer Credits

Providing that university policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in graduate criminal justice or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Criminal Justice master's degree program.

Statement of Expectations

The Criminal Justice MA seeks to develop students who are well prepared to work effectively and ethically in diverse professional settings. In order to fulfill this responsibility, program faculty must evaluate students based on their academic, professional, and personal/behavioral qualities. A student's progress in the program may be interrupted for failure to comply with academic standards, or if a student's interpersonal or emotional behavior interferes and/or demonstrates an inability to work humanely, effectively, and ethically in a variety of work settings, including one-on-one and group interactions. For example, in order to demonstrate sound behavioral qualities, a criminal justice graduate student must abide by relevant ethical codes, demonstrate professional and technical knowledge, and demonstrate positive,

pro-social interpersonal skills, professional attitudes, and professional character. Criminal Justice program faculty evaluate these factors based on a student's academic performance and ability to convey warmth, respect, honesty, and empathy in interactions with the public, classmates, staff, and faculty. Student should demonstrate the ability to accept and integrate critical feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Remediation Plan

Those students who do not continuously meet professional ethics and academic honesty standards, academic requirements and/or variables outlined in the statement of expectations may be required to have a remediation plan. In order to graduate, such a student must complete the remediation plan in a timely manner. Failure to successfully complete a remediation plan may result in suspension or expulsion from the MA Criminal Justice program.

Admission to Candidacy

Criminal Justice MA students must apply for candidacy upon completion of 18 credit hours (9 of these credit hours must be in the required courses). Students applying for candidacy to graduate with the MA in Criminal Justice must meet the following requirements:

1. Complete a minimum of 9 hours in the required courses, except for the thesis, directed readings, or problem-solving practicum, with a grade of "B" or better in each course;
2. Complete a minimum of 9 hours of elective course work with a grade average of "B" or better;
3. Successfully demonstrate the skills and abilities outlined under "Statement of Expectations" above (students working on a remediation plan will not be admitted to candidacy); and
4. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a member of the Criminal Justice Faculty) and two other graduate faculty members (one of which must be another Criminal Justice faculty member, a faculty member from a graduate program in a related discipline, or a faculty member from another graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Criminal Justice MA Program Application for Candidacy" form, including a list of the student's courses and grades to date, intended graduation project option (thesis, directed readings, or practicum),

and a statement from the student's advisor regarding the student's prospects for completion within 4 years. The Criminal Justice MA Program Coordinator will review the application and indicate whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Graduation Requirement

Criminal Justice MA students must complete their approved graduate project (with a "Pass" grade) during the trimester they intend to graduate. They must demonstrate the expected behavioral qualities outlined under "Statement of Expectations" above, and they must not have an active remediation plan at the time of graduation. Students may opt for one of the three possible graduate projects:

1. Master's Thesis – a traditional master's thesis including thesis statement, theory and hypotheses, literature review, research design, data collection and analysis, findings, conclusions, limitations, and bibliography; or
2. Directed Readings – selection of two specific areas of interest (each completed in a separate 3-credit course), development of readings lists in each, a semester-long dialogue with the lead professor, and a 72-hour take-home examination based on the readings; students must complete two independent directed readings projects, with two different lead professors; or
3. Problem-Solving Practicum – the student selects an issue or problem in the community or workplace, organizes individuals and stakeholders, conducts a needs assessment, develops and implements solutions to the problem, measures the early outcomes of the problem-solving initiative, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

In addition to the requirements for candidacy outlined above, Criminal Justice MA students must complete the following requirement in order to attain the Master's degree:

1. the remaining required courses, with a "B" or better;
2. the remaining elective courses such that the grade average for all elective courses is a "B" or better; and
3. their graduate project with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

Curriculum

The Criminal Justice MA curriculum contains a core (required) sequence of classes comprising 16 credit hours covering a broad range of topics. This provides the leadership, analysis, and management foundation upon which students will build the remainder of their graduate studies. The curriculum provides for 15 elective credits, permitting students to specialize in particular areas of criminal or juvenile justice. Students complete the curriculum with a 6-credit graduation project – a two-course sequence involving a master's graduate research course and thesis, directed reading examinations in two subject areas, or a problem-solving practicum (implementation of a problem-solving initiative in the justice arena) covering two semesters.

Curriculum listing

Students must meet all university requirements for a master's degree.

- I. Required Courses (16 hours)
 - CJUS 601 MA Seminar (1)
 - CJUS 702 Building Leadership... (1), repeated 3 times
 - CJUS 810 Theories of Crime and Deviance (3)
 - CJUS 820 Research Applications (3)
 - CJUS 830 Criminal Justice System Organization Finances and Admin. (3)
 - CJUS 840 Justice and the Community (3)
- II. Electives (15 credits)

Students must also complete 15 hours of electives in any of the following areas. Students may also take courses in the different areas with program coordinators' approval.

Understanding Crime and Deviance

- CJUS 613 Gangs, Guns, and Drugs (3)
- CJUS 615 Juvenile Delinquency (3)
- CJUS 711 Inductive Theory Building (3)
- CJUS 722 Theory and Crime Prevention (3)
- CJUS 817 Social Location and Prejudice in the Justice System (3)

Policy and Crime

- CJUS 721 Evaluation Research and Policy Analysis (3)
- CJUS 723 Special Topics in Crime Policy (1-3)
- CJUS 743 Terrorism and the Justice System (3)
- CJUS 821 Justice System Reform and Change (3)
- CJUS 828 Independent Research (1-3)
- CJUS 870 Graduate Research (3)

Administration, Planning, and System Change Management

- CJUS 651 Contemporary Issues in Criminal Law (3)
- CJUS 724 Crime Problem-Solving Approaches (3)
- CJUS 822 Community and Restorative Justice (3)
- CJUS 837 Special Topics in Organization Management (3)
- CJUS 880 Justice System Internship... (1-3)

- Digital Forensics and Computer Security
 CJUS 530 Digital Forensics (3)
 CJUS 554 Contemporary Issues in Digital Forensics (3)
 CJUS 553 Advanced Technological Applications
 in Criminal Justice (3)
 CPSC 580 Information Security (3)
 CPSC 584 Special Topics in Information Security:... (3)

Additional courses from other disciplines may be substituted for the selective courses with approval of the Program Coordinator.

III. Thesis/Directed Readings/Practicum (6 hours)

Select one of the following options:

A. Master's Thesis Option (3 Hours):

The Master's Thesis requires the student to develop an original research idea resulting in a research project entailing a description of the topic, issue, or problem, a literature review, development of a research hypothesis and questions, data collection and analysis, findings, conclusions, and limitations. The thesis must be approved by three faculty members, one of which is the thesis director.

- CJUS 890 Master's Thesis (3)

B. Directed Readings Option (6 Hours)

The directed readings option requires the student to take the directed readings course twice (each directed readings includes a 3-credit course), covering two distinct areas of study. Readings are selected from the following areas: Understanding Crime and Deviance; Policy and Crime; Administration, Planning, and Systems Change Management; and Digital Forensics and Computer Security (one different area may be selected with approval from the student's graduate committee). A Criminal Justice faculty member must serve as the director of each directed readings project, and each directed readings project must be reviewed and graded by a committee of three faculty members (one may be from a program other than Criminal Justice). Students must successfully pass two 72-hour take home examinations covering the two areas selected.

- CJUS 889 Directed Readings In:... (6, two 3-credit directed readings courses)

C. Problem-Solving Practicum (6 hours)

Working with a committee of three faculty members (the practicum director must be a Criminal Justice faculty member, and one member may be from another faculty), the student selects an issue or problem in the community or workplace, develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

- CJUS 888 Problem-Solving Practicum (6)

IV. Total with Thesis/Project -37 Hours

Master of Arts in English

The Master of Arts degree in English leads to concentrated knowledge and understanding of civilization and culture as manifested in literature and other texts. The curriculum demands that students explore, analyze, and debate texts in their critical, social, and political contexts, and determine the implications of their differing cultural, historical, and philosophical perspectives. Students gain not only a comprehensive grasp of great literature in English and of issues in critical theory, language, and rhetoric but also a variety of reading and interpretive strategies that can be applied to challenging personal, professional, and societal conditions.

The master's degree requires a greater and more sophisticated scope and proficiency in interpretation, analysis, writing, and the analytical skills that one acquires through the study of literature, theory, and rhetoric, than is required of the bachelor's degree. This study of English is designed to meet not only the needs of persons involved in the teaching of English but also those of adult students who wish to develop abilities that transcend any narrow specialization or particular career orientation. The program enriches lives and improves the work of those who undertake it.

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must:

1. have completed a bachelor's degree in English or in a very closely related field from a regionally accredited college or university with a 3.0 G.P.A.;
2. have an undergraduate major in English, literature, language, linguistics, or a closely related field;
3. submit scores from the Graduate Record Examination (GRE); including "500" or higher on the Verbal section and "4" or higher on the Writing Exam portion; students scoring a "3" may be granted probationary status with additional requirements assigned;
4. complete prerequisite course work with a "B" or better in each course; and
5. provide three letters of recommendation, with at least two letters from professors/instructors in the field.

Required Preparation

1. Students without the following undergraduate prerequisite course work will be granted conditional admission and be required to complete all prerequisites before full admission to the M.A. in English program: three hours in English (or British) Literature I or II, three hours in American Literature I or II, three

- hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.
- Students must maintain a G.P.A. of 3.0 for the first nine credit-hours to continue enrollment. Only one course in which a student earns less than a "B" may be repeated once.

Thesis/Non-Thesis Option

With faculty approval, students may choose a thesis option. To receive approval for the thesis option, a student must propose a thesis project after 18 credit hours have been completed to the English program tenure-stream faculty. At least two of the faculty members must vote 'yes' for the student to receive approval. In the thesis option, a student completes research and prepares a formal thesis manuscripts. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral studies. In the non-thesis option, a student takes ENGL 892 Comprehensive Exam in English. More information concerning the options is available in the English Graduate Student Handbook.

Admission to Candidacy

After admission as a degree-seeking student, a student will also apply for candidacy after completing her or his course work. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements (successful completion of ENGL 892 for non-thesis students; after 18 credit hours are earned for thesis students). Application forms are available in the college office. To qualify for degree candidacy for the thesis option, a student must do the following:

- complete each course for the M.A. in English with a "B" (3.0) or better;
- complete a detailed, approved proposal for a master's thesis; and
- complete thesis proposal form with the signatures of three full time English faculty who have agreed to serve on the student's thesis committee; the primary thesis advisor must be from the tenure-stream faculty.

More detailed candidacy information is available through the M.A. in English advisors.

Degree Requirements Thesis Option

- Required Courses (21 Hours)
 - * ENGL 800 Introduction to Graduate Studies3
 - ENGL 830 Seminar: Rhetorical and Critical Theory.....3
 - ENGL 870 Graduate Research3
 - ** ENGL 890 Graduate Thesis3

Select three of the following courses:

 - ENGL 815 College Composition: Theory and Practice (3)
 - ENGL 845 Seminar: English Literature (3)
 - ENGL 850 Seminar: American Literature (3)
 - ENGL 855 Seminar: Women's Literature (3)
 - ENGL 865 Seminar: World Literature (3)
 - * Must be taken as early as possible in the graduate student's career, preferably within the first two semesters.
 - ** ENGL890 cannot be attempted until after completing the other core courses and the four elective/selective courses.
- Additional Requirements (12 Hours)

With the advisor's approval, students will select at least four 500-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student's areas of interest, the electives might include such courses as ENGL533: Read and Rap: Literature for Young Adult Readers, ENGL558: Contemporary Native American Authors.)
- Total - 33 Hours

Degree Requirements Non-Thesis Option

- Required Courses (21 Hours)
 - * ENGL 800 Intro to Graduate Studies3
 - ENGL 815 College Composition: Theory and Practice .3
 - ENGL 830 Seminar: Rhetorical and Critical Theory3
 - ENGL 845 Seminar: English Literature3
 - ENGL 850 Seminar: American Literature3
 - ENGL 855 Seminar: Women's Literature3
 - ENGL 865 Seminar: World Literature3
 - * Must be taken as early as possible in the graduate student's career, preferably within the first two semesters.
- Additional Requirements (12 Hours)

With the advisor's approval, students will select at least four 500-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student's areas of interest, the electives might include such courses as ENGL533: Read and Rap: Literature for Young Adult Readers, ENGL558: Contemporary Native American Author.)
- Exam (1 Hour)
 - ENGL 892 Comprehensive Exam in English1
- Total - 34 Hours

Master of Science in Environmental Biology

The graduate major in Environmental Biology prepares students as professional biologists with a strong environmental emphasis. Required courses cover the spectrum of environmental biology from toxicology, microbial ecology, and environmental physiology to population biology and community ecology, emphasizing the applied aspects of these disciplines. Students are trained in the application of quantitative methods and in the design of field and laboratory studies.

Graduates obtain employment in biological and related fields or pursue advanced degrees. A number of graduates work as naturalists and natural resource managers at county, state, and national parks. Others are employed in the public or private sector as environmental consultants, habitat assessment experts, or laboratory scientists. The curriculum also serves certified secondary school biology teachers who wish to develop an environmental focus.

Faculty research interests range widely and include topics such as microbial ecology, resource partitioning in aquatic communities, forest and prairie ecology, rodent population dynamics, environmental toxicology and comparative physiology, plant adaptation in wetland habitats, animal behavior, and curriculum development in biology education.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must have completed a bachelor's degree with a G.P.A. of 2.75 or higher and maintained a G.P.A. of 3.0 or higher for any graduate work attempted.

Required Preparation

Applicants must complete the following course work with a grade of "C" or better in each course: eight hours of general biology with lab, eight hours of general chemistry with lab, three hours of statistical methods (STAT520), and four hours each of organic chemistry with lab, ecology with lab, microbiology with lab, animal physiology with lab, and plant physiology with lab. A student may be provisionally admitted to the program pending completion of this list of courses or the re-taking of courses for which the original grade was less than "C." Students are expected to be proficient in a Windows environment with file management, word processing, spreadsheet, graphing, and Internet skills. Otherwise CPSC305 or equivalent will be required with a grade of "C" or better. A second course in organic chemistry is strongly recommended.

Thesis/Project Option

As part of this degree program, students must choose between a thesis or project option.

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript that includes a thorough literature review chapter followed by a traditional manuscript chapter suitable for publication consideration, and make a formal research presentation. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

In the project option, students develop a master's project proposal, complete the project in conjunction with a faculty member, and prepare a final technical report, and make a formal research presentation.

Admission to Candidacy

After admission as a degree-seeking student, a student also must be admitted to candidacy. To qualify for degree candidacy, an Environmental Biology student must accomplish the following within three years of admission to the program:

1. Required Preparation: Complete the required preparation course work listed above with a grade of "C" or better in each course.
2. Degree Plan: Meet during the first trimester of enrollment with the program academic advisor and faculty to complete a degree plan for the student's course of study in Environmental Biology. The degree plan must be approved by at least three faculty, the program academic advisor, and the chair of the Science Division.
3. Research Proposal: Identify a research advisor from among the full-time Biology faculty and prepare a formal research proposal. This proposal should be a comprehensive statement of the student's intended thesis/project research and must be approved by a committee of the research advisor and a minimum of two other faculty. Approved research proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation.
4. Grade Point Average: Maintain a G.P.A. of 3.0 or better to sustain candidacy.

More detailed candidacy information is available through the division office or from the student's advisor.

Degree Requirements

Students must meet all university requirements for a master's degree.

- I. Required Courses (14 Hours)
- | | | |
|----------|---|---|
| BIOL 657 | Ecological Methods: Populations | 2 |
| BIOL 660 | Ecological Methods: Communities | 2 |
| BIOL 840 | Microbial Ecology | 2 |
| BIOL 841 | Microbial Ecology Laboratory | 1 |
| BIOL 860 | Ecosystem Ecology | 2 |
| BIOL 861 | Ecosystem Ecology Lab..... | 1 |
| STAT 820 | Experimental Design for the
Natural Sciences | 4 |
- I. Thesis/Project Option (3-7 Hours)
Select one of the following options:
Thesis Option (7 Hours)
- | | | |
|----------|---------------------------|--|
| BIOL 890 | Graduate Thesis (6) | |
| BIOL 899 | Research Presentation (1) | |
- or
- Project Option (3 Hours)
- | | | |
|----------|---------------------------|--|
| BIOL 890 | Graduate Project (2) | |
| BIOL 899 | Research Presentation (1) | |
- III. Selectives (11-21 Hours)
Students in the Thesis Option select a minimum of 11 hours. Students in the Project Option select a minimum of 21 hours.
- | | | |
|----------|---|--|
| BIOL 522 | Ornithology (1) | |
| BIOL 523 | Ornithology Laboratory (2) | |
| BIOL 530 | Biotechnology (2) | |
| BIOL 531 | Biotechnology Laboratory (1) | |
| BIOL 536 | Environmental Hydrology (2) | |
| BIOL 555 | Mammalogy (2) | |
| BIOL 556 | Mammalogy Laboratory (1) | |
| BIOL 560 | Plant Systematics (2) | |
| BIOL 561 | Plant Systematics Laboratory (1) | |
| BIOL 590 | Aquatic Ecology (2) | |
| BIOL 591 | Aquatic Ecology Laboratory (2) | |
| BIOL 615 | Geographical Information Systems (3) | |
| BIOL 622 | Natural Areas Ecology (3) | |
| BIOL 641 | Toxicology (3) | |
| BIOL 810 | Special Topics in: . . . (1-4) | |
| BIOL 850 | Environmental Physiology (2) | |
| BIOL 851 | Environmental Physiology Laboratory (1) | |
- Other graduate-level science courses as approved by the academic advisor.
- IV. Total for Thesis Option - 32 Hours
Total for Project Option- 38 Hours

Master of Fine Arts in Independent Film and Digital Imaging

The interdisciplinary Master of Fine Arts in Independent Film and Digital Imaging is a terminal degree in the applied arts of digital media production and imaging. The degree straddles the disciplines of Production in Media Communications and Digital Imaging in Art. Additional selective opportunities are available through English and Communications Studies.

Coursework for the Master of Fine Arts in Independent Film and Digital Imaging leads to specialized knowledge, creative development, and advanced technological skills in the applied digital arts of image making and media production. Beyond taking the required courses, students plan their specific programs in consultation with their advisors, adapting the degree path's selective sequences to their individual needs and interests. Graduates of the program will work in career areas such as higher education, filmmaking, graphic design, photography, 2D and 3D animation, motion graphics, web design, consulting, producing, media writing, TV production/direction, and training.

Special Admissions Requirements

Applications for admission are due by the fourth Friday in March in any given year. Applications for admission are available from the GSU Office of Admission and Student Recruitment and the Division of Liberal Arts Office. Due to limited space availability, this program can only accept fifteen students each year. Applicants will be ranked for admission on the basis of their academic potential and admission criteria.

In addition to meeting university admission criteria, applicants must:

- A. Submit to the Office of Admission:
1. provide evidence of an undergraduate major in media, multimedia, communications, English, speech, or liberal arts.
 2. have a minimum cumulative undergraduate G.P.A. of 3.5 on a 4.0 scale. Graduate courses can be substituted but the cumulative G.P.A. must be a 3.5 or better.
 3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the M.F.A. program;
 - a. English composition (3)
 - b. Speech course or oral communication (3)
 - c. Applied digital technology (3)

4. submit a supplementary application packet which includes:
 - a. supplemental information form;
 - b. a current resume;
 - c. three letters of recommendation; and
 5. provide official TOEFL scores (if applicable); and
 6. submit the payment of the \$50 application fee.
- B. Submit to the IFDI Program Coordinator:
1. a portfolio: for students in digital imaging, this entails a CD-ROM of stills; for students in digital filmmaking, this entails a sample of a prior production on DVD, tape, or URL for streaming video; and
 2. a personal essay or statement of intent with respect to goals for the degree, and artistic philosophy. Note: Applicants may, at the discretion of the M.F.A. Admissions Committee, also be requested to participate in personal interviews.

Recommended Preparation

Admission to the program is restricted to a maximum of 15 students at any given time on a “rolling” basis. Admitted students will have maintained a GPA of 3.5 over the course of completing an undergraduate degree. All students must submit a portfolio demonstrating advanced proficiency and creative promise.

While admission to the program does not require an undergraduate major in Film, Video, or Photography, an undergraduate major in these or in one of the following fields is: media, multimedia, communications, English, speech, or liberal arts. In addition, students are expected to have demonstrable competence in digital technology and in oral and written communication.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the semester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. completion of the following core courses ART 544, IFDI 800, IFDI 840, IFDI 842, and MCOM 535 with a grade of “B” or better;
2. completion of 12 hours from the selective sequences with a grade point average of 3.5 or better; and
3. completion of an approved proposal for both a thesis project and internship.

More detailed candidacy information is available through the division office or the student’s advisor.

Internship and Thesis/Project

As part of this degree program, students will pursue both an internship and thesis/project.

The student independently pursues a field-related internship and develops an agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for IFDI880 Internship with a GSU coordinator. The GSU coordinator must be a full-time faculty in ART, MCOM, or IFDI.

In the thesis/project, the student selects a committee consisting of a thesis/project advisor and two additional faculty members, and then develops a proposal acceptable to the committee. Faculty advisors and readers must be drawn from full-time faculty in IFDI, ART, or MCOM. Students may register for IFDI 890 once the committee has approved the student’s proposal. The student then completes a project/production with the guidance of the thesis/project advisor. A paper must accompany all projects submitted for evaluation. Once the project is completed and approved by the committee, a grade is assigned.

Minimum Degree Requirements

Students must maintain a GPA of 3.0 or higher to complete requirements for the MFA. A grade lower than “B” taken in any course will not be counted toward graduation.

- I. Prerequisite courses:
 - ART 325 Advanced Problems in Design or equivalent determined by advisor
 - MCOM 440 Television Production or equivalent determined by advisor
- II. Common Core - Required Courses: (21-27 hours)
 - IFDI 502 Digital Film Production.....3
 - IFDI 544 Digital Photographic Imaging.....3
 - IFDI 800 Survey of Independent Film and Digital Imaging.....3
 - IFDI 880 Internship:.....6-9
 - IFDI 890 Masters Thesis Project:6-9

Note: Not all courses are offered in all years or all semesters. Many courses are offered just once per calendar year. Students are strongly advised to arrange appointments to consult with their advisors prior to beginning the program.

- III. Ethics, Theory and Aesthetics Selectives (9-15 hours)
 Select Two to Four of the Following:
 IFDI541/ART542 History of Photography (3)
 IFDI 542 Film and TV Documentary (3)
 IFDI 840 Graduate Film Seminar (3)
 IFDI 842 Clinical Practices in Contemporary
 Photography (3)
 IFDI 885 Digital Imaging Thesis Development
 Seminar (3)
 ART 520 Art in Context: . . . (3)
 ART 810 Studies in Art (3)
 ENGL 585 Film: Analysis, Criticism, Ideologies (3)
 ENGL 840 Seminar: Philosophy in Literature (3)
 MCOM 511 Communication Ethics (3)
 MCOM 540 Film Seminar (3)
- IV. Applied Courses Selectives (21-31 hours)
 Select Five to Eight of the following:
 ART 528 Digital Motion Graphics (3)
 ART 605 Digital Mixed Media Techniques (3)
 ART 830 Graduate Photography and Digital
 Imaging (3)
 MCOM 505 Media Symposium: . . . (1)
 MCOM 525 Desktop Publishing (3)
 MCOM 539 Advanced Studio Production (4)
 MCOM 660 Non-Broadcast TV Operations (3)
 IFDI 500 Topics in Art:... (1-3)
 IFDI 509 Electronic Drawing and Design (3)
 IFDI 520 Audio Production (3)
 IFDI 531 Screenwriting (3)
 IFDI 534 Video Production Editing (3)
 IFDI 535 Documentary Filmmaking (3)
 IFDI 546 Advanced Video Editing (3)
 IFDI 549 Photography: Combined Color Processes (3)
 IFDI 554 Documentary Photography (3)
 IFDI 570 Media Workshop:... (1-4)
 IFDI 577 Cinematography (3)
 IFDI 609 Advanced Electronic Drawing
 and Design (3)
 IFDI 630 Directing Drama for TV /Film (3)
 IFDI 644 Advanced Photographic Digital Imaging (3)
 IFDI 725 Advanced Producing for Film-TV (3)
 IFDI 730 The Screenplay Project (3)
- V. Electives (0-9 hours)
 Up to 9 (nine) credit hours taken at Governors State
 University, drawn from the Liberal Arts and at the 500
 level and higher, may be counted toward total credit hours
 allowable for graduation.
- VI. Total: 60 Hours

Master of Arts in Political and Justice Studies

The graduate major in Political and Justice Studies is designed to develop the conceptual abilities and substantive knowledge needed to acquire an understanding of political behavior, current policy issues, problems, and changes in government and society. The curriculum addresses the areas of American politics, justice studies, public policy formulation and evaluation, comparative politics, and international relations. The major and its related course offerings provide individuals with the opportunity to study areas such as American government and public policy, justice studies, comparative politics, and international affairs. The graduate program provides an academic foundation for students seeking careers in higher education, the legal profession, state or local governments, the non-profit sector, the federal bureaucracy, justice related fields, or organizations that monitor political and social processes or influence the content of public policy.

Admission Requirements and Recommended Preparation

In addition to the university admissions requirements, students applying to the Political and Justice Studies MA program must submit:

- Official transcripts showing successful completion of a bachelor's degree. Applicants will be expected to have a 2.75 cumulative G.P. A. (on a 4.0 scale);
- Submit a letter of application explaining a statement of personal interest in pursuing a master's degree in the Political and Justice Studies program. This statement should be specific and include information about the applicant's short- and long-term goals, and how enrolling in the program may help achieve them.
- Completed applications must be submitted by June 1st for fall admission and November 1st for spring admission.
- Addition material such as confidential letters of recommendation from professional references (e. g. current or former college faculty member, current or former work supervisor, or community leader) and written work may be requested by the program admissions committee or submitted voluntarily by the student for admission consideration.

Students seeking admission to the Political and Justice Studies MA program with a GPA lower than 2.75, but have a strong personal interest in the program may petition to the graduate program admissions committee for admission. The admissions committee takes into consideration strong letters of recommendation from professional references that attest to the student's abilities in

writing and communication skills and concrete examples of the student’s leadership abilities.

An undergraduate major or minor in political science, or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Foundations of U.S. Democracy (POLS 300) and a research methods course such as SOSC450. These courses must be completed with a grade of “B” or better and are required in addition to the degree requirements listed below.

It is also highly recommended that students enroll in POJS605 Theoretical Foundations to Political and Justice Studies and POJS607 Research Methods, as well as attend a program orientation at the earliest opportunity.

Transfer Credits

Providing that University policies regarding transfer of graduate credits are met, transfer credit will only be allowed for courses taken in a graduate social science or related graduate programs at accredited institutions. A limit of nine hours of transferable credits can be awarded for the Political and Justice Studies master’s degree program.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Application forms are available in the college office. To qualify for degree candidacy, a student must:

1. complete each of the core courses listed below with a grade of “B” or better;
2. complete the selectives course work with a grade average of “B” or better, and;
3. with approval of a committee comprised of at least two Political and Justice Studies faculty, complete a proposal for either a thesis topic, internship project, or directed readings and obtain the committee’s approval to study for the comprehensive examination.

More detailed candidacy information is available through the division office or the student’s advisor.

Degree Requirements

Students must meet all university requirements for a master’s degree.

- I. Required Courses (15 Hours)
 - POJS 605 Political and Justice Studies 3
 - POJS 607 Research Methods.....3
 - POJS 820 The Presidency, Congress, and the Courts..3
 - POJS 821 Public Policy and Politics3
 - POJS 830 Comparative Political and Justice Systems I3

- II. Selectives (15 Hours)

In consultation with an advisor, students select at least 15 hours from the areas below. Courses must be taken in at least two areas of concentration. The following courses are suggestive of those that will fulfill this requirement.

 - A. American Politics and Public Policy
 - POJS 610 Race, Class, Politics, and Justice (3)
 - POJS 620 Community Conflict Resolution (3)
 - POJS 630 Corporate Influence in Politics (3)
 - POJS 632 Political Sociology (3)
 - POJS 705 Law, Society, and Public Policy (3)
 - POJS 709 Gender, Political Culture, and the Law (3)
 - POJS 720 Non-Profit Organizations and Social Justice (3)
 - POJS 725 American Political Behavior (3)
 - POJS 820 The Presidency, Congress, and the Courts (3)
 - POJS 824 Intergovernmental Relations (3)
 - POJS 835 Topics in American Politics and Public Policy (3)
 - HIST 840 Research in African-American History (3)
 - POLS 538 Urban Politics (3)

 - B. Social Justice and Public Policy
 - ICS 510 Introduction to Gender Studies (3)
 - POJS 610 Race, Class, Politics, and Justice (3)
 - POJS 615 Civil and Human Rights (3)
 - POJS 625 Community Justice (3)
 - POJS 705 Law, Society, and Public Policy (3)
 - POJS 709 Gender, Political Culture, and the Law (3)
 - POJS 710 Constitutional Law: Process and Change (3)
 - POJS 722 Global and US Justice Movements (3)
 - POJS 730 Social Origins of Violence (3)
 - POJS 805 Contemporary Theories of Social Justice (3)
 - POJS 810 Labor, Workforce and Social Change (3)
 - POJS 811 Wealth, Power and Inequality (3)
 - POJS 837 Topics in Social Justice and Public Policy (3)
 - POJS 840 Sexual Politics (3)
 - POJS 850 Victimology (3)

 - C. Comparative and Global Politics
 - POJS 615 Civil and Human Rights (3)
 - POJS 620 Theories of Conflict Resolution (3)
 - POJS 722 Global and US Justice Movement (3)
 - POJS 735 Third World in Global Development (3)
 - POJS 715 U.S. Foreign Policy (3)

- POJS 836 Topics in Comparative & Global Politics (3)
 POJS 839 Challenges of Globalization (3)
 POJS 845 International Law and Organization (3)
 ECON 704 Current Global Economic Problems (3)
 HIST 505 Modern African History (3)
 HIST 530 Modern Middle Eastern History (3)
 HIST 547 Latin American History (3)
 HIST 565 Europe in the 20th Century (3)
 ICS 532 African Politics (3)
 POLS 536 Problems in International Politics (3)
 POLS 548 Politics of Latin America (3)

III. Thesis/Internship Paper/Practicum/Directed Readings Options (3 or 6 Hours)

Students must be in Candidacy Status before registering for the thesis, internship, practicum, or directed readings options. This includes having completed all core courses with a grade of "B" or better and an overall grade point average of B or higher.

Select one of the following options:

A. Thesis/Project Option (3 Hours):

A panel of three faculty members, one of which is the thesis director who is faculty from Political and Justice Studies, must approve the thesis. Students must also present their thesis to invited faculty members in a public forum. It is highly recommended that student enroll in POJS 870 Graduate Research prior to registering for thesis hours in order to allow the student the requisite time to complete the readings and research needed for a quality thesis. The student is also responsible for circulating the paperwork so that all three readers (one main reader from Political and Justice Studies faculty and at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies) sign the appropriate paperwork for a timely registration. POJS 870 and POJS 890 must be completed with at least a "B" grade.

POJS 870 Graduate Research (1-4)

POJS 890 Graduate Thesis/Project (3)

B. Directed Readings Option (6 Hours):

The directed readings option requires students to take the directed readings course twice covering two distinct areas of study. Readings are selected from the following areas: American Politics and Public Policy, Social Justice and Public Policy, and Comparative and Global Politics. Students must successfully pass two comprehensive examinations covering the two areas selected with a "B" or higher. Directed Readings (POJS 869) must be taken in two different fields and they must be taken with two different faculty members as the main readers, with at least two secondary readers, with one of the secondary readers being a faculty member from Political and Justice Studies.

POJS 869 Directed Readings in... (3)

C. Internship/Practicum Project and Paper Option (6 Hours):

Students may select the internship project for a total of six credits and will have completed 300 hours at the internship/practicum experience. The analytical internship paper option involves the application of the student's knowledge and skills in a culminating experience approved by a main faculty supervisor in consultation with a panel of two additional faculty readers, with at least one of the secondary readers being a faculty member from Political and Justice Studies who will also read and evaluate the culminating major analytical paper.

POJS 885 must be completed with at least a "B" grade.

POJS 885 Internship/Practicum Project (6)

D. Directed Scholarship I

If the Thesis/Internship/Practicum/Directed readings Options (graduate capstone) is not completed in the semester the student is enrolled in the graduate capstone course, students may, under the supervision of the graduate faculty member, register for POJS 898 Directed Scholarship to maintain active enrolment in their graduate program while completing the requirements for their degree. To receive this option, students must have received a grade of "CO" in the graduate capstone course and completed a Student Contract that is signed by the student, thesis director, and department/division chair that clearly specifies how the student will demonstrate significant progress towards or completion of the graduate capstone designate for which they are registered (hold the "CO" in). NOTE: This course is variable (1-2) in credit hours, repeatable (not replaceable) for a maximum of three times in a degree program, and is a P/NC option.

IV. Total with Thesis/Project (33 Hours)

Total with Directed Readings/Internship/Practicum Project - 36 Hours

Certificate in Biology Education

This is a post-baccalaureate certificate to prepare graduates of Biology programs for teacher certification in Biology at the secondary education level.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary High School Certificate in Biology. To be recommended for certification by Governors State University, students must earn a grade "B" or better in EDUC 499 Student Teaching: Biology.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section in this catalog. This requirement is likely to include additional general education, education, and content courses.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to Biology Education

In addition to meeting all university admissions requirements for certificate students, applicants must meet the following requirements to be admitted to the Biology Education certificate:

1. have a bachelor's or higher in Biology from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section, Teacher Education and Certification, in this catalog provides a general description of the standards used to evaluate student progress. A more

detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook found on the web at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/seced-studenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall semester and January 31 for the spring trimester preceding the academic year in which the student intends to teach (student teaching is not offered in the summer session). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC433 and EDUC434 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as out-

- lined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Biology content area exam of the Illinois Certification Testing System; and
 7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial High School Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC500, EDUC440, and SPED510, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of "B" or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours)

The following courses can be taken at either the lower-division or upper-division level:

EDUC 310	Foundations of Education.....	3
SPED 510	Survey of Students with Exceptionalities.	3

The following courses must be taken at the upper-division level:

EDCP 500	Introduction to Educational Technology	.3
EDUC 433	Principles of Science Education3
EDUC 434	Teaching Secondary School Science3
EDUC 440	Educational Psychology in Action3
EDUC 499	Student Teaching: Secondary Biology	... 12

II. Additional Requirements

Students may need to complete additional general education or Biology courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Biology Education.

III. Minimum Total - 24 Hours

Certificate in Chemistry Education

This is a post-baccalaureate certificate to prepare graduates of Chemistry programs for teacher certification in Chemistry at the secondary education level.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in Chemistry. To be recommended for certification by Governors State University, students must earn a grade of "B" or better in EDUC499 Student Teaching: Chemistry.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section in this catalog. This requirement is likely to include additional general education, education, and content courses.

Students may obtain an endorsement that prepares them for teaching in the middle school. Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to Chemistry Education

In addition to meeting all university admissions requirements, applicants for the Chemistry Education certificate must meet the following requirements:

1. have a bachelor's or higher in Chemistry from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section, Teacher Education and Certification, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook found on the web at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be submitted to the Director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall semester and January 31 for the spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the summer session). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC465, ENGL573 and ENGL574 with a grade of "B" or better;
3. must have completed a methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Chemistry content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and in addition, students must complete the general education requirement for teacher certification Initial High School Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses with a grade of "C" or better in each course;

5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of "B" or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

- I. Professional Education (minimum of 30 Hours)
The following courses can be taken at either the lower-division or upper-division level:
- | | | |
|----------|---|---|
| EDUC 310 | Foundations of Education..... | 3 |
| SPED 510 | Survey of Students with Exceptionalities. | 3 |

The following courses must be taken at the upper-division level:

EDCP 500	Introduction to Educational Technology .3
EDUC 433	Principles of Science Education3
EDUC 434	Teaching Secondary School Science3
EDUC 440	Educational Psychology in Action3
EDUC 499	Student Teaching: Secondary Chemistry 12

- II. Additional Requirements
Students may need to complete additional general education or Chemistry courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Chemistry Education.
- III. Minimum Total of 30 Hours

Certificate in Digital Forensics

Please see the section titled Certificate in Digital Forensics on page 87 in the undergraduate section of this catalog.

Certificate in English Education

This is a post-baccalaureate certificate to prepare graduates of English programs for teacher certification in English Language Arts at the secondary education level.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in English Language Arts. To be recommended for certification by Governors State University, students must earn a grade of "B" or better in EDUC499: Student Teaching: English.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section in this catalog. This requirement is likely to include additional general education, education, and content courses.

Students choosing to pursue the middle school endorsement must take three (3) hours in Early Adolescent Educational Psychology and three (3) hours in Curriculum Methods for Middle School. Students should contact the Office of Secondary Education for specific course numbers.

Admission to English Education

In addition to meeting all university admissions requirements for the certificate, applicants must meet the following requirements to be admitted to the English Education certificate:

1. have a bachelor's or higher in English from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passes the Basic Skills Test of the Illinois Certification Testing system; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply

with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

The faculty monitors and evaluates student progress continually. The section, Teacher Education and Certification, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Student Handbook, www.govst.edu/uploadedFiles/secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each trimester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online at www.govst.edu/uploadedFiles/seced-handbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC499: Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall semester and January 31 for the spring semester preceding the academic year in which the student intends to teach (student teaching is not offered in the summer session). This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and EDUC465, ENGL573 and ENGL574 with a grade of "B" or better;

3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of "C" or better;
5. met all state requirements applicable to areas of student teaching assignments as outlined in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications";
6. submitted evidence of having passed the English Content Area Examination of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a certificate, and, in addition, students must complete the general education requirement for teacher certification Initial High School Certificate listed in the teacher education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University, if applicable;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC440, EDCP500 and SPED510 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC310, EDUC465, ENGL 533, ENGL 573 and ENGL574;
7. earn a grade of "B" or better in EDUC499: Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the "Teacher Certification" section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

- I. Professional Education (minimum of 24 Hours)
 The following courses can be taken at either the lower-division or upper-division level:
 EDUC 310 Foundations of Education.....3
 SPED 510 Survey of Students with Exceptionalities.3
 The following courses must be taken at the upper-division level:
 EDCP 500 Introduction to Educational Technology..3
 EDUC 440 Educational Psychology in Action.....3
 EDUC 465 Methods of Teaching English.....3
 EDUC 499 Student Teaching 12
- II. Additional Requirements
 Students may need to complete additional general education or English courses if their degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in English Education.
- III. Minimum Total - 24 Hours

Certificate in Information Security

With the increase of computer and network attacks, information security has become a very serious concern. Organizations need information security professionals to protect digital assets. The Information Security Certificate is offered to students who wish to obtain theoretical and practical knowledge in information security. The Center for Technology Collaboration, which incorporates the programs of Computer Science, Criminal Justice, and Management Information Systems at GSU, is also involved in offering this certificate.

Special Admissions Requirements

In addition to meeting the university requirements for certificate admission, applicants must have complete the following courses in either category 1 or category 2:

- Category 1 - CPSC 405, CPSC 435, and CPSC 442 or their equivalents; or
- Category 2 - CPSC 501 or its equivalent.

Note: Students need to be aware that they must have a discrete mathematics background. If the student does not have that background, they will need to seek assistance.

Certificate Requirements

To receive the Information Security Certificate, undergraduate students must complete each required course with a grade of "B" or better and submit the petition for completion to their faculty advisor.

- I. Required Courses (15 Hours)
 CPSC 580/MIS 580 Information Security3
 CPSC 581/MIS 581 Information Security Policy and Management3
 CPSC 582 Cryptography and Network Security3
 CPSC 583 Laboratory in Information Security3
 CPSC 584 Special Topics in Information Security3
- II. Total - 15 Hours

Certificate in Mathematics Secondary Education

This is a post-baccalaureate certificate to prepare graduates of Mathematics programs for teacher certification in mathematics at the secondary education level.

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in mathematics. To be recommended for certification by Governors State university, students must earn a grade of "B" or better in EDUC 499: Student Teaching: Mathematics.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Subject-Matter Knowledge, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section of this catalog.

To be recommended by Governors State university, students must apply for the certificate within one year of completing the program.

Admission to Mathematics Education

In addition to meeting all university admission requirements for certificate students, applicants must meet the following requirements to be admitted to the Mathematics Education Certificate:

1. have a bachelor's or higher in Mathematics from a regionally accredited college or university;
2. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program; and
3. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher.

Continuation in the Certificate

In order to continue in the certificate after the first term of enrollment, students must meet the following requirements:

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better;
 2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
 3. submit scores from the ETS Proficiency Profile; and
- Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student progress

The faculty monitors and evaluates student progress continually. The section, Teacher Education and Certification, in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Handbook at www.govst.edu/uploadedfiles/secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

The Student handbook Undergraduate Degrees in Secondary education referred to in this catalog is available online at www.govst.edu/uploadedfiles/secedstudenthandbook.pdf.

Admission to Student Teaching

Before enrolling in EDUC499 Student Teaching, an application for admission to student teaching must be submitted to the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall semester and January 31 for the spring semester preceding the academic year in which

the student intends to teach (student teaching is not offered in the summer session). This application for student teaching will verify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC 436 and EDUC 437 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the certificate in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student progress Committee.

Certificate Requirements

Students must meet all university requirements for a certificate, and in addition, student must complete the general education requirement for teacher certification Initial Secondary Certificate listed in the Teacher Education section of this catalog.

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State university;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC 310, EDUC 436, and EDUC 437;
7. earn a grade of "B" or better in EDUC 499;
8. complete a minimum of 100 clock hours of supervised pre-student teaching experiences;

- 9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
- 10. show evidence of having passed the Assessment of Professional Teaching;
- 11. meet any additional requirements listed in the Teacher Certification section of this catalog; and
- 12. receive a positive recommendation from the Secondary Education Student progress Committee.

I. Professional Education (minimum of 24 hours)
 The following courses can be taken at either the lower-division or upper-division level:

EDUC 310	Foundations of Education.....	3
SPED 510	Survey of Students with Exceptionalities.....	3

The following courses must be taken at the upper-division level:

EDCP 500	Introduction to Educational Technology.....	3
EDUC 436	Principles of Secondary Mathematics Education.....	3
EDUC 437	Teaching Secondary School Mathematics.....	3
EDUC 440	Educational Psychology in Action.....	3
EDUC 499	Student Teaching: Secondary Mathematics.....	12

II. Additional Requirements
 Students may need to complete additional general education or Mathematics courses if their bachelor degree requirements do not meet the requirements of the approved Governors State University program for the endorsement in Mathematics Education.

III. Minimum Total - 24 Hours

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Ellen Foster Curtis, Dean

The College of Business and Public Administration presents strong theoretical and pragmatic programs at the graduate level which prepare students for careers in business, government, and industry. The majors are designed with the understanding that students enrolled in the college are pursuing management degrees for careers in the public or private sector. Accordingly, the college offers rigorous programs of study which challenge students and provide them with the preparation to assume positions of leadership and responsibility. To this end, the college emphasizes clearly defined instructional methods and curricula that reflect the growing sophistication of modern management techniques. To prepare leaders for the 21st century, graduate majors are designed to accommodate those with undergraduate degrees in business, as well as those with undergraduate degrees in liberal arts, sciences, engineering, education, and other disciplines.

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The college's Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Graduate Programs

Accounting (M.S.)
Professional Dual Degree in Accounting (B.S./M.S.)
Business Administration (M.B.A.)
Management Information Systems (M.S.)
Public Administration (M.P.A.)

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems

Margaret Neumann, Chairperson

Professor

Aida Shekib

Associate Professors

Anthony Andrews
Dalsang Chung
Susan Ji
Margaret Neumann
T. J. Wang

Assistant Professors

Carlos Ferran
David Green
Brian McKenna

Lecturers

Edna Fry
Kathy Hamby

Division of Management/Marketing/Public Administration

William C. Wilkinson, Interim Chairperson

Professors

Akkanad Isaac
Marsha Katz
Farouk Shaaban
William Wilkinson

Associate Professors

Christopher Ann Robinson-Easley
Jun Zhao

Assistant Professors

Olumide Ijose
 Changyue Luo
 Praggyam Mohanty
 Gokce Sargut
 John Simon
 Robert Sinclair
 Feng Tian
 Stephen Wagner

Lecturers

Phyllis Anderson
 Sidney Barsuk

Public Administration Program

Susan Gaffney, Interim Program Coordinator

Professors

Robert Donaldson
 Stuart Fagan
 John Swain

Associate Professor

Mary Bruce
 Susan Gaffney

Lecturer

James Whigham

Announcements

Students are responsible for checking the college bulletin boards for announcements concerning scheduling, policies, job and financial aid opportunities, and collegial activities.

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

The university degree requirements for graduate programs are listed in the Master's Degree Requirements section of this catalog.

In addition to university degree requirements, the College of Business and Public Administration has the following requirements for the master's degree programs:

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the initial trimester of enrollment in the degree program.
2. Students must earn an overall G.P.A. of 3.0 or higher in all course work required for the degree with no more than two grades of "C".
3. Only credits earned with a grade of "B" or higher will be considered for transfer credit.
4. Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
5. Transfer credits can be applied toward required courses only with the permission of the Dean.
6. Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the Dean.
7. A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the Dean.
8. The total number of credits applied toward degree requirements earned in independent studies, internships, and practica cannot exceed six hours, unless approved by the Dean. A maximum of three hours in internships can be counted toward this total.
9. A student who has enrolled in the same course two times without receiving a passing grade must receive permission from the dean to register for that class a third time.
10. A maximum of six credit-hours of graduate course work earned in the last semester of an undergraduate program and before official acceptance in the graduate program may be applied toward graduation requirements, with permission of the division chair and the Dean.

Requirements for specific degree programs follow.

Student Course Load

Graduate students may not take more than 12 hours per trimester without obtaining permission from the dean of the college or designee.

Professional Dual Degree in Accounting

The Professional Dual Degree in Accounting program offers qualified high achieving students the ability to complete their BS and MS in Accounting degrees and meet the 150 semester hour requirement to sit for the CPA exam in three years of full-time course work (2 + 1). Students in the graduate portion of this program will meet the same degree requirements as those in the MS in Accounting. See Master of Science in Accounting section below for more information.

Special Admission Requirements

Students enrolled in the Dual Degree program will apply for continuation to the graduate program at the beginning of the second year of undergraduate course work.

Continuing (Graduate) Student Admission Criteria

- 3.25 cumulative GPA on GSU coursework
- Completion of all university and college graduate admission requirements. Note: GMAT requirement may be waived for students meeting these requirements.

Master of Science in Accounting

The College of Business and Public Administration offers a graduate major in Accounting leading to the degree of Master of Science in Accounting (M.S.).

This professional, graduate degree program is part of a coordinated 150-hour program in Accounting which allows students to earn a B.S. (after 120 hours), an M.S. (after 150 hours), and satisfy the new eligibility requirements for taking the C.P.A. exam.

Although a bachelor's degree in accounting is not required for admission to the M.S. in Accounting program, students who have earned their baccalaureate degrees in other academic areas will be required to complete appropriate preparatory courses in business and accounting in addition to those required for the master's degree.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. A GMAT score from tests administered within five years of the date of admission;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, community leader);

3. A two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MS in Accounting degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in Accounting; and
4. A current resume.

The GMAT may be waived for applicants who have (1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or (2) a graduate degree from a regionally accredited college or university.

Required Preparation

Applicants should have completed the equivalent of the following prerequisite courses with a grade of "B" or higher in each course:

ACCT	301	Financial Accounting
ACCT	302	Managerial Accounting
ACCT	331	Cost Accounting I
ACCT	351	Intermediate Accounting I
ACCT	352	Intermediate Accounting II
ACCT	353	Intermediate Accounting III
ACCT	424	Taxation of Individuals I
ACCT	440	Audit Concepts and Standards
ACCT	452	Accounting Information Systems
BLAW	325	Business Law I
BLAW	326	Business Law II

Applicants will be required to complete the preparatory course work for the master's program. The specific courses an individual will be required to complete will depend on previous course work. With permission of the dean, students can enroll in graduate level courses for which they have completed the prerequisites before completing all of the preparatory courses.

Candidacy Requirements

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of C.

3. complete all prerequisite courses with a grade of “B” or higher in each course;
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate course work in the following areas:

- 1) calculus;
- 2) computing skills (Windows, word processing, spreadsheet, database, e-mail, Internet within the last five years); and
- 3) students must also complete collegial proficiency exams or course work in written communication and college algebra.

Degree Requirements

Students must meet all university requirements for a master’s degree.

Students must meet the collegial graduation requirements listed at the beginning of this section.

Information on these alternatives can be obtained from the Academic Advising Office.

- I. Business Courses (6 Hours)
 - MGMT 830 International Business
 - Select two of the following courses:
 - ECON 801 Managerial Economics and Forecasting (3)
 - FIN 801 Financial Management (3)
 - MGMT810 Organizational Behavior in the Global Context (3)
 - MGMT840 Operations Management: Strategies and Techniques (3)
 - MKTG801 Strategic Marketing (3)
- II. Accounting Core Courses (12 Hours)
 - ACCT 813 Seminar in Financial Accounting Theory and Practice3
 - ACCT 842 Seminar in Auditing Standards and Applications3
 - ACCT 851 Accounting Information Technology and Systems3
 - ACCT 856 Seminar in International Accounting.....3
- III. Master’s Final Project (3 Hours)
 - ACCT 865 Integrative Perspective on Accounting Issues 3

- IV. Accounting Selective Courses (6 Hours)
 - Select two of the following courses:
 - ACCT 725 Advanced Taxation of Individuals (3)*
 - ACCT 726 Federal Income Taxation of Partnerships and Corporations (3)
 - ACCT 780 Volunteer Income Tax Association Program (3)
 - ACCT 815 Financial Statement Analysis (3)
 - ACCT 827 Advanced Tax Research (3)
 - ACCT 831 Seminar in Managerial Accounting Theory and Applications (3)
 - ACCT 843 Seminar in Information Technology Auditing (3)
 - ACCT 561 Governmental and Nonprofit Accounting (3)

* Students who have taken ACCT425 at GSU may not select ACCT 725.

- V. Career Selectives (6 Hours)
 - MIS 580 Information Security (3)
 - MIS 820 Database Development and Application (3)
 - OR
 - Select at least six hours from CBPA courses numbered 700 or above.

- VI. Specialization Options
 - A student may graduate with a declared specialization by completing one or more of the following sequences as part of his or her program.

- a. Auditing
 - ACCT 843 Seminar in Information Technology Auditing (3)
 - MIS 580 Information Security (3)
- b. Management Accounting and Technology
 - Choose three of four:
 - ACCT 561 Governmental and Nonprofit Accounting (3)
 - ACCT 831 Seminar in Managerial Accounting Theory and Applications (3)
 - ACCT 856 Seminar in International Accounting (3)
 - MIS 820 Database Development and Application (3)
- c. Tax Accounting
 - ACCT 725 Advanced Taxation of Individuals (3)*
 - ACCT 726 Federal Income Taxation of Partnerships and Corporations (3)
 - ACCT 827 Advanced Tax Research (3)**

* Students who have taken ACCT 425 at GSU are required to take ACCT 780 or other 800 level accounting course with the prior approval of the division chair as a substitute for ACCT 725.

** ACCT 827 is the final course for a specialization in Tax Accounting which must be taken after the successful completion of both ACCT 725 and ACCT 726.

- VII. Total - 33 Hours

Master of Business Administration

The College of Business and Public Administration offers a graduate major in Business Administration leading to the degree of Master of Business Administration (M.B.A.). This degree program prepares students for positions of executive leadership. It is a general management program of study designed for students with business undergraduate degrees, as well as for students with preparation in other fields. A broad core of courses provides an in-depth understanding of business operations and management. In addition, selective courses may be used to design a specialization in a single functional area if desired.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. A GMAT score from tests administered within five years of the date of admission;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, community leader);
3. A two-page, double-spaced statement of intent which discusses personal short- and long-term career goals, reasons for pursuing an MBA degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports candidacy for the MBA degree; and
4. A current resume.

The GMAT may be waived for applicants who have (1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or (2) a graduate degree from a regionally accredited college or university.

Master's Final Project

MGMT849: Business Policy and Strategy is the capstone course of the M.B.A. program. It is designed, through intensive case analysis and study, to integrate the various operating functions of a business and to demonstrate the student's overall knowledge and skills. Applications for enrollment in MGMT849 are required and available in the CBPA Academic Advising Office.

Thesis Option

A thesis is optional for M.B.A. students. The thesis provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting to do a thesis will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor and examining committee will be appointed by the dean or designee. A candidate who is approved for a thesis will be required to take a research methods course as approved by the advisor and to defend the thesis orally.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of "C" in all required course work;
3. complete all foundation courses and prerequisite competencies with a grade of "B" or higher in each course; and
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours (beyond foundation coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements

Students must meet all university requirements for a master's degree.

Students must meet the collegial graduation requirements listed at the beginning of this section.

Students will be required to take a standardized assessment test as a part of their capstone course to complete their degree. A fee of \$35.00 will be charged at the time of registration for the course.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate coursework in the following areas:

- 1) calculus;
- 2) computing skills (Windows, word processing, spreadsheet, database, e-mail, Internet)
- 3) written communications.

Foundation Courses (15 Hours):

- MGMT601 Foundations of Management and Marketing (3) (Equivalent: MGMT301 and MKTG301)*
- ECON 601 Foundations of Economics (3) (Equivalent: ECON301 and ECON302)*
- MGMT610 Foundations of Managerial Statistics (3) (Equivalent: STAT361 and STAT362)*
- ACCT 601 Foundations of Accounting and Finance (3) (Equivalent: ACCT301, ACCT302, and FIN301)*
- MIS610 Information Systems for Managers (3) (Equivalent: MIS301 and MIS379)

* Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business completed within five years prior to application from a nationally or regionally accredited school, with a grade of "B" or higher have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

I. Required Courses (21 Hours)

- ACCT 801 Strategic Management Accounting3 *
- ECON 801 Managerial Economics and Forecasting...3
- FIN 801 Financial Management3
- MGMT 810 Organizational Behavior in the Global Context3
- MGMT830 International Business.....3
- MGMT 840 Operations Management: Strategies and Techniques3
- MKTG 801 Strategic Marketing.....3
- MIS 800 Information Systems and Technology3

* Students with an accounting background must take ACCT815, or 831, instead of ACCT801 to satisfy the M.B.A. core requirement in Accounting.

II. Master's Final Project (3 Hours)

- MGMT 849 Business Policy and Strategy3

III. Career Selectives or Specialization (9 Hours)

A student has three options: (1) select a specialization from among those listed below; (2) select nine hours from any CBPA courses numbered 700 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

Specialization Options:

- a. Human Resource Management
 - MGMT 820 Human Resource Management Strategies (3)
 - MGMT 825 Labor Management Relations (3)

Select one of the following courses:

- MGMT 821 Human Resource Selection and Compensation (3)
- MGMT 823 Problems in Business Ethics (3)
- MGMT 855 Leadership Dynamics (3)

b. Management Information Systems

- MIS 801 Systems Analysis and Design (3)
- MIS 820 Database Development and Implementation (3)
- MIS 840 Distributed and Network Systems (3)

c. Marketing

Select three of the following courses:

- MKTG 805 Buyer Behavior (3)
- MKTG 810 Marketing Information: Methods and Analysis (3)
- MKTG 820 International Marketing (3)
- MKTG 850 Selected Contemporary Issues in Marketing... (3)

d. Auditing

- ACCT 842 Seminar in Auditing Standards and Applications (3)
- ACCT 843 Seminar in Information Technology Auditing (3)
- ACCT 851 Accounting Information Technology and Systems (3)

An MBA specialization in Auditing requires that the student has earned an undergraduate degree in Accounting or has taken the following undergraduate prerequisite courses or their equivalents: ACCT 351, ACCT 352, ACCT 353, and ACCT 440 or their equivalents.

e. Management Accounting and Technology

- ACCT 831 Seminar in Managerial Accounting Theory and Applications (3)
- ACCT 851 Accounting Information Technology and Systems (3)
- ACCT 856 Seminar in International Accounting (3)

f. Tax Accounting

- ACCT 725 Advanced Taxation of Individuals (3)*
- ACCT 726 Federal Income Taxation of Partnerships and Corporations (3)
- ACCT 827 Advanced Tax Research (3)**

An MBA specialization in Tax Accounting requires that the student has earned an undergraduate degree in Accounting or has taken the following undergraduate prerequisite courses or their equivalents: ACCT 351, ACCT 352, ACCT 353, and ACCT 440.

* Students who have taken ACCT 425 at GSU are required to take ACCT 780 or other 800 level accounting course with the prior approval of the division chair as a substitute for ACCT 725.

** ACCT 827 is the final course for a specialization in Tax Accounting which must be taken after the successful completion of both ACCT 725 and ACCT 726.

g. International Business

Select three of the following courses:

ACCT 856 Seminar in International Accounting (3)

FIN 825 International Finance (3)

MKTG 820 International Marketing (3)

MGMT 833 Globalization Issues: Challenges, Opportunities, and Policy Implications (3)

h. Finance

Select three of the following courses:

FIN 825 International Finance (3)

FIN 850 Investments (3)

FIN 853 Derivatives (3)

FIN 865 Advanced Financial Management (3)

IV. Total - 36 Hours (Graduate Core) and 12 Hours (Graduate Foundation)

Master of Science in Management Information Systems

The College of Business and Public Administration offers a graduate major in Management Information Systems leading to a degree of Master of Science in Management Information Systems (MIS). This degree program is an applications-focused program designed to provide students with the required body of knowledge, skills, and attitudes needed to be a successful leader in the IT profession.

The M.S. in MIS degree is an extension of an undergraduate major in Management Information Systems (MIS). However, a bachelor's degree in MIS is not required for admission to the program. Students who have earned their baccalaureate degrees in other academic areas will be required to complete appropriate preparatory courses in addition to those required for the master's degree.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. A GMAT score from tests administered within five years of the date of admission;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former supervisor, community leader);
3. A one page statement of intent should outline personal career goals and reasons for applying to the program. This statement should be specific and include information about short- and long-term goals and how enrolling in the program may help achieve them. The statement of intent also offers applicants the opportu-

nity to demonstrate writing and communication skills, specify examples of leadership, and provide pertinent information to help the committee select candidates who can benefit from and contribute to the program; and

4. A current resume.

The GMAT may be waived for applicants who have (1) an undergraduate G.P.A. of 3.5 or higher for the last 60 hours, from a regionally accredited college or university, or (2) a graduate degree from a regionally accredited college or university.

Required Preparation

Applicants should have completed coursework in the following areas:

One course in a high level programming language

Calculus

MIS 610 Information Systems for Managers (3)
(Equivalent: MIS301 and MIS370)*

MIS 401 Business Systems Analysis (3)

MIS 420 Business Information Retrieval and Database Management (3)

MIS 440 Telecommunications and Distributed Data Systems (3)

Prerequisite courses may be waived on a course-by-course basis for students with appropriate academic or professional preparation. Generally, students with an undergraduate degree in MIS completed within the five years prior to application from a regionally accredited school, with grades of "B" or higher have satisfied most of these requirements. Applicable work experience may be demonstrated by submitting a portfolio documenting work. Each portfolio will be evaluated by the MIS faculty.

Candidacy Requirements:

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University;
3. complete foundation and prerequisite courses with a grade of "B" or higher in each course; and
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond foundation and prerequisite coursework). Students who complete more than 15 hours of degree requirements

before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Degree Requirements

Students must meet all university requirements for a master’s degree.

Students must meet all collegial graduation requirements listed at the beginning of this section.

Foundation Courses

* Foundation courses may be waived on a course by course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business completed within five years prior to application from a nationally or regionally accredited school with grades of “B” or higher have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are also noted.

- MGMT 601 Foundations of Management (3)
(Equivalent: MGMT 301 and MKTG 301)*
- ECON 601 Foundations of Economics (3)
(Equivalent: ECON 301 and ECON 302)*
- MGMT 610 Foundations of Managerial Statistics (3)
(Equivalent: STAT 361 and STAT 362)*
- ACCT 601 Foundations of Accounting and Finance (3)
(Equivalent: ACCT 301, 302 and FIN 301)*

- I. MIS Core: Required for all MIS Master’s Students (12 Hours)
 - MIS 801 Systems Analysis and Design.....3
 - MIS 820 Database Development and Implementation3
 - MIS 860 Strategies in Internet Commerce3
 - MIS 581 Information Security Policy and Mangement3

Three credit-hours may be waived if the graduate research thesis (MIS890) is done as the final project.

- II. Business Core: Required for all MIS Master’s Students (9 Hours)
 - MGMT 810 Organizational Behavior in the Global Context3
 - MGMT835Project Management.....3
 - MIS 800 Information Systems and Technology3

- III. Career Sequence (12 Hours)
Students may choose any 12 hours of approved CBPA or CPSC electives numbered 800 or above or may choose one of the following sequences:

- a. Information Security
 - CPSC 580/MIS 580 Information Security..... (3)
 - CPSC 582 Cryptography and Network Security(3)
 - CPSC 583 Laboratory in Information Security..... (3)
 - CPSC 584 Special Topics in Information Security ..(3)

- b. Networking
 - MIS 844 Internetworking and Network Applications..... (3)
 - MIS 847 Wireless Communication(3)

- Choose any two of the following four courses:
- CPSC 570 Windows Systems(3)
 - CPSC 572 Advanced Windows Administration(3)
Approved MIS elective (800 or above)..(3)
Approved MIS or CPSC elective (800 or above) (3)

- c. Internet Commerce
 - MIS 824 Web-Enabled Database Systems..... ..(3)
 - MIS 844 Internetworking and Network Applications..... ..(3)
 - MIS 847 Wireless Communication(3)

- Choose one of the following:
- ART 534 Design for Electronic Publishing(3)
 - CPSC 548 Computer Prog: Java(3)
Any MKTG elective 800 level or higher (3)

- IV. Master’s Final Project Selective (3-6 Hours)
Select one of the following:
 - MIS 890 MIS Graduate Research Thesis.....(6)
 - MIS 893 Advanced Management Information Systems(3)
 - MIS 895 Graduate Project(3)

- V. Total - 36 Hours

Master of Public Administration

The College of Business and Public Administration offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The mission of the Master of Public Administration program is to prepare students to serve effectively as citizens and as professional managers in the administrative branches of American governments (federal, state, and local).

The Public Administration faculty recognizes that these governments are complex systems designed for the purpose of realizing American ideals, of which there are several, and among which there are inherent tensions and partial contradictions. Accordingly, the primary emphasis of the M.P.A. program is to imbue the students with an understanding and respect for the normative, ethical, and political environment within which American public administration is conducted and the ability to apply sound reasoning (critical thinking) to develop viable solutions to problems within this environment. The program also teaches specific concepts, techniques, and skills of management in the public sector.

Special Admission Requirements

In addition to university admission requirements, applicants must submit the following documents as part of their application package:

1. Normally, applicants will be expected to have a 3.0 cumulative G.P.A. (on a 4.0 scale) in their last 60 credit hours;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader);
3. A one-page statement of intent should outline personal career goals and reasons for applying to the program. This statement should be specific and include information about short-and long-term goals and how enrolling in the program may help achieve them. The statement of intent also offers applicants the opportunity to demonstrate writing and communication skills, specify examples of leadership, and provide pertinent information to help the committee select candidates who can benefit from and contribute to the program; and
4. A current resume.

Required Preparation

To ensure that students have a satisfactory command of public administration fundamentals before taking graduate-level courses, at least nine hours of undergraduate preparatory course work or their equivalent are required of all M.P.A. students. Students with an undergraduate

major in public administration completed within the five years prior to application, from a regionally or nationally accredited school, with grades of "B" or higher may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in public administration are expected to complete the prerequisite courses. With permission of the Dean, students can enroll in graduate-level courses in areas for which they have completed the prerequisites.

Prerequisite Courses (9 to 12 Hours)

PADM 301 Introduction to Public Administration (3)

POLS 302 American National Government (3)
or

POLS 320 Local Governmental Systems (3)

Three to six hours of statistics:

MGMT 610 Foundations of Managerial Statistics (3)
or

STAT 361 Statistics for Management I
and

STAT 362 Statistics for Management II (6)

Final Project Options: Master's Research Paper, Master's Research Practicum, or Capstone Course

As part of this degree program, students must choose one of the following options:

PADM 855 Master's Research Paper

PADM 865 Problems in Applied Public Management

PADM 867 Master's Research Practicum

The Master's Research Paper (PADM855) and the Practicum (PADM867) involve a demonstration of the student's knowledge and skills through the development of a major project and written report approved by a committee of three faculty members. In the Capstone Course (PADM865), students demonstrate their cumulative knowledge and skills through the completion of case studies and a research paper.

Before registering for either PADM855 or PADM867 students must:

1. complete all required courses;
2. select a committee and have the chairperson approved by the dean; and
3. complete a written proposal approved by their committee and chairperson.

Before registering for PADM865 students must:

1. complete 30 hours of required courses including PADM852;
2. be in final semester of program; and
3. obtain permission from the CBPA Advising Office.

Further information, instructions, and forms are available through the CBPA Academic Advising Office.

Candidacy Requirement

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available in the Academic Advising Office. To qualify for candidacy, a student must:

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all coursework completed at Governors State university as a graduate student;
3. complete all preparatory courses with a grade of "B" or better in each course;
4. satisfy the written communication proficiency requirement;
5. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond preparatory coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college; and

- II. Master's Final Project (3 Hours)
 Select one of the following:
 PADM 855 Master's Research Paper (3)
 PADM 865 Problems in Applied Public Management (3)*
 PADM 867 Master's Research Practicum (3)*

*Students must earn a B or higher grade in their master's final project option, PADM865 or PADM867 in order to successfully complete the MPA program.

- III. Total - 36 Hours

Degree Requirements

Students must meet all university requirements for a master's degree.

Students must meet the collegial degree requirements listed at the beginning of this section.

Required Courses (33 Hours)

MIS 610	Information Systems for Managers*	3
MGMT 810	Organizational Behavior in the Global Context	3
MGMT 860	Issues in Public and Private Management	3
PADM 802	Economic Analysis in Public Administration (3)	
PADM 810	Seminar in Public Human Resource Administration	3
PADM 812	Seminar in Public Budgeting	3
PADM 820	Seminar in Urban Government.....	3
PADM 840	Seminar in Public Policy.....	3
PADM 851	Seminar in Public Planning.....	3
PADM 852	Seminar in Research Methods.....	3
POLS 863	Seminar in American Institutions and Values.....	3

* Another graduate MIS course approved by the MPA Program Coordinator or the Division Chair in the absence of the Program Coordinator may be substituted.

COLLEGE OF EDUCATION

Deborah Bordelon, Dean

The College of Education prepares counselors, psychologists, teachers, and school administrators to function effectively in a variety of instructional, guidance and counseling, and leadership roles. The graduate programs in Reading, Early Childhood and Multicategorical Special Education offered by the college are designed to meet the educational needs of those who work as teachers in the region's schools. In addition, the college offers programs in Psychology, Counseling, and Educational Administration to meet the needs of students preparing to enter those fields or developing expertise for career advancement.

The graduate programs in Early Childhood Education, Multicategorical Special Education, Reading, School Counseling, School Psychology, and Educational Administration are fully approved by the Illinois State Board of Education to offer related Illinois certificates. Students completing the graduate programs described below are also well prepared to pursue doctoral programs at other institutions.

Graduate instruction combines classroom lectures with extensive field experience. Field experience takes place in school districts and in mental health facilities throughout the Chicago area.

Graduate Programs

Counseling (M.A.)
 Early Childhood Education (M.A.)
 Education (M.A.)
 Educational Administration (M.A.)
 Multicategorical Special Education (M.A.)
 Psychology (M.A.)
 Reading (M.A.)

Certificates

Alternative Teacher Certification
 Early Childhood Education for Currently Certified Teachers
 Post-Master's in School Counseling Certification
 Reading Teacher Endorsement
 Supervisory Endorsement in Reading

These do not typically lead to initial teacher certification.

Doctoral Program

Counselor Education and Supervision (Ed.D.)

Certifications and Accreditations

The college offers graduate programs approved by the Illinois State Board of Education for teacher certification in the areas of early childhood education, administration, reading, special education, and school counseling. The College is accredited by the National Council for the Accreditation of Teacher Education.

The Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs.

Faculty of the College of Education

Division of Education

Colleen Sexton, Chairperson

Professors

Diane Alexander
 Lisa Chang
 George Garrett
 Maribeth Montgomery Kasik
 Georgia Kosmoski
 Marian Marion
 Steven Russell
 Colleen Sexton

Associate Professors

Larry Cross
 Sondra Estep
 Glenna Howell
 Jeannine Klomes
 John Meyer
 Barbara Winicki

Assistant Professors

Jung-Ah Choi
 John Cook
 Lorenzo Flores
 Sandra Gandy
 Mary Hession
 Tywanda Jiles
 Taida Kelly
 Joe Matula
 Nancy Miller

Lecturers

Thomas Bierdz
 Dorothy Billows
 Phillip Boudreau
 Lucianne Brown
 Susan Burke
 Mary Chladek
 James Cunneen
 Mary Fischer
 Kenneth Freeman
 Michael Gordon
 Judith Hannigan
 Bruce Ketcher
 Lora Knutson
 Sharon Neste
 Morven Ngaiyaye
 Clyde Winters
 Veronica Zalewski

Division of Psychology and Counseling

Shannon Dermer, Acting Chairperson

Professors

D. Jon Carlson
 Julia Yang

Associate Professors

Cyrus Ellis
 Elizabeth Ruiz
 Catherine Sori
 Byron Waller
 Darlene Wright

Assistant Professors

Jennifer Beebe
 Colette Blakely
 Christopher Dyslin
 E. Jean Johnson
 Albert Tuskenis

Lecturers

Crystal Blount
 Shea Dunham
 Kim Jaroszewski
 Richard Lencki
 David Lewandowski
 Kevin Nicolei
 Patricia Robey
 Kim Snow

Visiting Professor

Arthur Freeman

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

The university degree requirements for graduate programs are listed in the Master's Degree Requirements section of this catalog.

Requirements for specific degree programs follow.

Master of Arts in Counseling

The graduate major in Counseling offers a choice of three sequences: clinical mental health counseling, marriage and family counseling, or school counseling. Individuals are prepared to enter the counseling profession with a special focus on urban settings. Students interested in counseling receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, various community intervention programs, and correctional institutions. This major also prepares students for advanced graduate work at other institutions. A 600-hour internship placement is required.

Accreditation and ISBE Certification

All three counseling sequences: clinical mental health counseling, marriage and family counseling, and school counseling are accredited by the Council for the Accreditation of Counselor Education and Related Programs (CACREP).

The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel Certificate with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for a school personnel certificate endorsed for school counseling shall either (1) hold or be qualified to hold a teaching certificate, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD713, COUN620, COUN622, and SPED510).

All School Counseling students must provide evidence of successful completion of the Illinois Basic Skills Test prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are recommended for Type 73 certification.

International applicants (not residing in the U.S.) applying for the School Counseling sequence who have not met the Illinois Basic Skills requirements may petition for conditional admission. Applicants choosing to petition should include a letter with the supplementary

admission materials. If approved, admission would be conditional; students must successfully pass the Basic Skills Test by the end of their third semester. Failure to do so will result in dismissal from the program.

Admission Criteria

In addition to the GSU graduate application for admission, applicants must:

- 1a. have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or
- 1b. have a G.P.A. of 3.0 for the last 60 hours of bachelors degree; or
- 1c. have a G.P.A. of 2.74 or below for all undergraduate course work attempted and
 - a. attain a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination - General Test; or
 - b. take COUN600, COUN630 and COUN609 (writing course) and complete with "B's" or better. (NOTE: completion of these courses does not guarantee admission.); and
- 2. have recommendation of the faculty based on the submission of supplementary application packet which includes:
 - a. official transcripts of all previous college work;
 - b. counseling application form;
 - c. three Personal Reference Forms; and
 - d. Statement of Character form.

Information related to the program and special application materials for the Master of Arts in Counseling program are available from the GSU Office of Admission and on the university website at www.govst.edu/counseling or

Office of Admission
 Governors State University
 1 University Parkway
 University Park, Illinois 60484
 708.534.4490

- 3. have completed all prerequisite courses with a G.P.A. of 3.0 or higher. If these are not completed at the time of admission, they must be completed prior to attaining candidacy. Prerequisite courses for the Community Counseling and Marriage and Family Counseling sequences include statistics (STAT468), a course in research methodology (PSYC560), a course in abnormal psychology (PSYC430), and course work in Addictions Studies at the 500 level (Marriage and Family sequence must complete ADDS630) or above totaling three semester hours; applicants for the School Counseling sequence must have completed a course in statistics (STAT468), a course in research methodology (PSYC560), and course work in Addictions Studies at the 500-level or above totaling three semester hours.

Admission to the program is determined by the program faculty. Program faculty reserves the right to request personal interviews with applicants to the program.

Application packet must be submitted by February 15 for fall admission and August 15 for spring admission. Admission may be affected by accreditation standards and requirements.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Students who have been admitted conditionally may not apply for candidacy until those conditions have been met. Application forms are available online. Application for candidacy should be made within two weeks of the start of the semester in which degree candidacy is sought. To qualify for degree candidacy, a student must:

- 1. be admitted to the program;
- 2. complete COUN600, COUN720, COUN810, and COUN847 with a grade of "B" or better in each course;
- 3. show proof of professional liability insurance; and
- 4. show proof of LiveText account (School Counseling only)

In addition, students in the school counseling sequence must display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Teacher Education and Certification.

The candidacy committee will review applications and inform students of their candidacy status within six weeks of application. Students should refer to the "Handbook for the Counseling Program" for further details.

Degree Requirements

Students must meet all university requirements for a master's degree.

Enrollment in COUN842, COUN844, COUN845, COUN852, and COUN856 requires prior admission to candidacy and completion of course prerequisites.

A 600-hour internship sequence is required for all counseling students.

- I. Required Courses (33 Hours)
 - PSYC 610 Measurements and Evaluation3
 - COUN 720 Social and Cultural Foundations.....3
 - COUN 600 Professional Orientation and Ethical Standards for Counselors3
 - COUN 620 Life Span Developmental Issues.....3
 - COUN 630 Counseling Theories3
 - COUN 725 Family Systems: Theory and Practice3

- COUN 730 Life Style and Career Development3
- COUN 810 Beginning Counseling and Human Relations Skills3
- COUN 811 Interventions with Children and Adolescents.....3
- COUN 847 Group Dynamics and Intervention.....3
- COUN 855 Assessment and Treatment Planning3

II. Counseling Sequences

Select one of the following sequences:

Clinical Mental Health Counseling Sequence (27 Hours)

- COUN 633 Community Counseling (3)
- COUN 842 Practicum 1: Individual and Vocational Counseling (3)
- COUN 845 Practicum 2: Advanced Individual and Vocational Counseling (3)
- COUN 848 Crisis Intervention and Trauma Counseling (3)
- COUN 849 Psychopharmacology and Substance Abuse Counseling (3)
- COUN 856 Practicum in Group Counseling: Adult (3)
- COUN 859 Family Counseling Techniques (3)
- COUN 871 Counseling Internship I: Clinical Mental Health Counseling (3)
- COUN 872 Counseling Internship II: Clinical Mental Health Counseling (3)

Marriage and Family Counseling Sequence (27 Hours)

- COUN 633 Community Counseling (3)
- COUN 825 Advanced Family Systems Theory (3)
- COUN 842 Practicum 1: Individual and Vocational Counseling (3)
- COUN 845 Practicum 2: Advanced Individual and Vocational Counseling (3)
- COUN 856 Practicum in Group Counseling: Adult (3)
- COUN 859 Family and Couples Counseling (3)
- COUN 860 Applied Systems Theory (3)
- COUN 881 Counseling Internship I: Marriage and Family Counseling (3)
- COUN 882 Counseling Internship II: Marriage and Family Counseling (3)

School Counseling Sequence (24 Hours)

Students who wish to pursue an Illinois Type 73 certificate and who do not currently hold a valid Illinois or comparable out-of-state initial, standard, or master teaching certificate must complete the teaching competency classes as well as the required sequence courses. All other students must complete only the required sequence courses.

Teaching Competency Classes for Non-Certified School Counseling Students

- EDAD 713 Leadership and Organizational Behavior (3)*
- COUN 620 Lifespan Developmental Issues (3)*
- COUN 622 Applied Learning Theory for School Personnel (3)*
- SPED 510 Survey of Students with Exceptionalities (3)*

* or equivalent courses

Required Sequence Courses

- COUN 638 Introduction to School Counseling (3)
- COUN 844 Practicum: School Counseling (K-12) (3)
- COUN 851 Consultation and School Staff Development (3)
- COUN 852 School Counseling Academy (3)
- COUN 853 Parent Education: Prevention and Intervention (3)
- COUN 858 Development of School Counseling Programs (3)
- COUN 868 Counseling Internship I: School Counseling (3)
- COUN 869 Counseling Internship II: School Counseling (3)

III. Total - 60, 60, or 57 Hours

Master of Arts in Early Childhood Education

The graduate degree in Early Childhood Education offers options to students who have prepared and are certified as elementary or special education teachers and now seek EC certification. It also offers to those who have pursued other objectives at the undergraduate education level the opportunity to seek initial EC certification. A third option is available for those who prepared in early childhood at the undergraduate level and now seek advanced study in this area.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood Certificate by entitlement, as well as the Early Childhood Special Education Approval. Four courses required for EC SPED approval are offered in this program: EDEC800, EDEC651/652, EDEC670/671, and EDEC860. To be recommended for certification by Governors State University, students must complete the requirements listed under Option I or Option II and meet the requirements listed in the Teacher Certification section of this catalog.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of having passed the Basic Skills, Content Area, and Assessment of Professional Teaching examinations of the Illinois Certification Testing System.

To be recommended by Governors State University, students must apply for the certificate within one year of completing the program.

Upper Level Coursework Requirements:

In order to graduate with a master's from Governors State University, the student must complete a minimum of 12 graded credit-hours in graduate only courses (numbered 800-999).

Option I: Students Holding an Illinois Elementary or Special Education Certificate

A student holding an Illinois elementary or standard special education teaching certificate is not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Such a student is not required to repeat student teaching if he/she provides documentation from the institution at which he/she completed student teaching, showing that his/her student teaching was in Kindergarten through third grade and/or he/she has successfully taught full-time at these grade levels for a minimum of six months. Students who have an Illinois teaching certificate do not need to complete additional general education requirements.

Option II: Students Without Illinois Elementary or Special Education Teaching Certificates

Students who do not hold Illinois elementary or special education certificates must complete EDEC499 Student Teaching in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. Please see an education advisor for further details.

Option III: Students with a B.A. Degree and/or a Teaching Certificate in Early Childhood Education

Students who have significant undergraduate preparation in early childhood education or a closely related field and wish to pursue advanced study of early childhood education are required to complete the core and professional courses.

Program Requirements

In order to continue in the program after meeting university admission requirements and before completing nine hours of graduate course work which must include EDUC610 and EDEC812 or 822.

Students must submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and a grade of "B" or better in current graduate course-work;

- scores from the Graduate Record Examination (GRE) (General Test); and
- if seeking the Early Childhood Education certificate, evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test.
- if seeking the Early Childhood Education certificate, complete the GSU approved criminal background check prior to enrolling in any field experience courses. Also, some assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as finger print background check. For more information, please consult with your advisor.

After the student has completed EDUC610 and EDEC812 or 822, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDUC610 and in either EDEC812 or 822.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the appropriate professional (i.e. advisor, program coordinator, chair of student progress, etc.) each trimester, and students are informed accordingly of the conditions necessary for them to be transferred to good standing status. When conditions are met, the students are transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status. Conditional continuation is an option for program decisions. Students neglecting to meet state requirements for teacher certification are not eligible to progress conditionally.

Student Progress

The faculty monitor and evaluate student progress continually. The section, "Teacher Certification and Education," in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Early Childhood Education faculty is available in the Graduate Early Childhood Education Student Handbook.

Student Handbook

The Graduate Early Childhood Education Student Handbook referred to in this catalog is available at www.govst.edu/education.

Admission to Lab Courses

Before enrolling in any lab courses, students must:

1. submit to their advisor verification of a passing score on the Illinois Basic Skills Exam;
2. verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course before entering labs 3 and 4;
3. complete all prerequisite coursework successfully; and
4. maintain a cumulative 3.0 G.P.A. with a grade of "C" or better in all coursework, having no more than two core or professional courses with a grade of "C".

Admission to Student Teaching

Students required to student teach must:

1. if seeking teacher certification for the first time, verify completion of any undergraduate general education requirements as well as documentation of an 18-19 credit hour in as teaching specialization area;
2. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDEC 812 or 822, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";
3. have no more than a total of nine approved general education/specialization hours outstanding; and
4. verify successful completion of the early childhood content area state examination.

Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC610 and three other EDEC graduate courses on the student's approved study plan.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester that they expect to have completed nine credit-hours in graduate EDEC courses or 15 semester hours in the program by the following date: September 30 for fall semester, January 31 for spring semester, or May 31 for summer term. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. attain a score of "4" or higher on the GRE Writing Exam; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate preparatory courses, SPED510, EDEC360, and EDCP500 with a "B" or better;
3. complete all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDEC812 or 822, and a grade of "C" or better in all other courses having no more than two core or professional courses with a grade of "C";
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Teacher Education and Certification; and
5. be recommended for candidacy by the Early Childhood Education program faculty.

Degree Requirements

Students must meet all university requirements for a master's degree.

In addition, students:

1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and either EDEC812 or 822, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";
4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

The following are the required core courses for all three options leading to a master's in Early Childhood Education:

Core Courses (18 Hours)	
EDUC 610	Issues in Education.....3
EDEC 740	Issues and Methods for At Risk/Special Needs.....3
EDUC 811	Teacher as Researcher3
EDEC 812	History and Philosophy of Early Childhood Education.....3
EDEC 822	Advanced Early Childhood Development3
EDEC 868	Culminating Experience:3
(Note: This experience consists of writing a thesis, completing a research project, preparing a portfolio, completing an internship or other experience approved and supervised by a committee of three faculty members.	

Further information is available in the Graduate Early Childhood Education Student Handbook.)

Additional Required Courses

Option I: Students seeking the Early Childhood Certificate who hold an Illinois Elementary or Special Education Certificate* (22-30 hours; 34-42 hours with student teaching, plus the 18 hour core)

EDEC 520	Beginning Reading and Writing Instruction	3
EDEC 651	Lab 1: Infant and Toddler.....	1
EDEC 652	Child with and without Special Needs and Family in the Community	3
EDEC 665	Methods of Teaching in the Arts.....	2
EDEC 670	Preprimary and Special Education Curriculum Development in Early Childhood	3
EDEC 671	Lab 2: Preprimary	1
EDEC 800	Psycholinguistics	3
EDEC 860	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood.....	3
EDEC 885	Integrating Instruction in Early Childhood Education.....	3

Students who do not have prior course work in teaching reading, language arts, science, math, or social science at the primary level will be required to complete the appropriate courses below or equivalent course work determined by the coordinator of the Early Childhood program:

EDEC 680	Literacy Methods in Early Childhood Education	3
EDEC 681	Lab 3: Literacy in Early Childhood Education	1
EDEC 695	Methods of Teaching Primary Math, Science, and Social Studies	3
EDEC 696	Lab 4: Teaching Primary Math, Science, and Social Studies.....	1

* Students who do not document previous student teaching in grades K-3, or successful teaching experience while holding a valid teaching certificate at these grade levels, are required to complete:

EDEC 499	Student Teaching	12
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Total - 40 - 60 Hours

Option II: Students seeking the initial Early Childhood Education certificate who do not hold an elementary or special education certificate* (39 hours; plus the 18 hours required core)

EDEC 651	Lab 1: Infant and Toddler.....	1
EDEC 652	Children with and without Special Needs and Family in the Community	3
EDEC 665	Methods of Teaching in the Arts.....	2
EDEC 670	Preprimary and Special Education Curriculum Development in Early Childhood Education.....	3
EDEC 671	Lab 2: Preprimary	1
EDEC 680	Literacy Methods in Early Childhood Education	3

EDEC 681	Lab 3: Literacy in Early Childhood Education.....	1
EDEC 695	Methods of Teaching Primary Math, Science, and Social Studies	3
EDEC 696	Lab 4: Primary Math, Science, and Social Studies.....	1
EDEC 800	Psycholinguistics	3
EDEC 860	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood.....	3
EDEC 885	Integrating Instruction in Early Childhood Education.....	3
EDEC 499	Student Teaching	12

* Also required is documentation of an 18-19 hour approved teaching specialization area (see choices in the Bachelor of Arts in Early Childhood Education Section)

Total - 57-76 Hours

Option III: Students with a BA degree and/or teaching certificate in Early Childhood Education (15-19 Hours)

Students in this option must complete an additional preparatory course:

STAT 468	Statistics (or an equivalent course).....	3
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The following professional advancement courses:

PSYC 560	Research Methodology.....	3
PSYC 610	Measurement and Evaluation	3
PSYC 853	Human Neuropsychology I: Brain Function	3

Select 3 or 4 credit-hours from the following electives:

EDEC 800	Psycholinguistics (3)
EDEC 651	Infant/Toddler Laboratory (co-requisite EDEC652) (1)
EDEC 652	Children with and without Special Needs and Family in the Community (co-requisite EDEC651) (3)
EDEC 885	Integrating Instruction in Early Childhood Education (3)
SPED 619	Psychological Diagnosis of Learners with Exceptionalities (3)

Total - 33-37 Hours

Master of Arts in Education

The graduate program in Education is designed to enhance and facilitate the professional development of in-service classroom teachers at all levels. The program enables candidates to improve their effectiveness as teachers by increasing their knowledge and skill in their chosen area of teaching, preparing them to assume leadership roles within their school systems, taking responsibility for their continued professional development, and developing the skills that enable them to solve significant problems of practice. By relating theory to practice, the program emphasizes developing reflective practitioners committed to lifelong learning and to those who hold their students to high expectations. The MA in Education provides specialization experiences in the following sequences: Computer Education, Curriculum and Instruction, English as a Second Language/Bilingual Teacher Education, Language Arts, Mathematics Education, and Science Education.

Teacher Certification

Completion of the degree program does not lead to certification in the State of Illinois.

Program Requirements

After meeting the university admission requirements, in order to continue in the program, candidates must, before completing nine hours of course work which must include EDUC610 and EDUC824, submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better; and
- scores from the Graduate Record Examination (GRE), including a score of "4" or higher on the Writing Subtest.

After the candidate has completed EDUC610 and EDUC824, the faculty will review this information and recommend that the candidate be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the candidate must earn a grade of "B" or better in EDUC610 and EDUC824, and both must be taken at Governors State University. Candidates who score a "1" or "2" on the GRE Writing Subtest will not be permitted to continue in the M.A. in Education program.

Conditional Continuation

The faculty may permit a candidate to progress conditionally. In such cases, faculty review of the applicant's record will have identified evidence that the candidate will likely be successful in the M.A. in Education program. If the candidate's GRE Writing Subtest score is a "3", he or she may be permitted to continue conditionally if:

- within one calendar year, he or she retakes the GRE and scores above a "3"; and
- within one calendar year, he/she maintains a "B" or better grade point average (based on a four-point scale) in all core or required courses and a grade of "C" or better in all courses taken for the M.A. in Education program. Core or required courses are listed elsewhere in the catalog.

The status of all candidates permitted to progress conditionally is reviewed by the faculty each semester, and candidates are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, candidates are informed in writing of the transfer to good standing status. A candidate may not be admitted to the culminating project without achieving good standing status.

Admission to Candidacy

To continue in the program the candidate must be accepted as a candidate for the M.A. in Education degree after completing EDUC610, EDUC824, EDUC800, and one additional course listed on the student's approved study plan. Candidates must submit to the Division of Education Graduate Advising Office an application for candidacy in the semester that they expect to have completed the courses required for candidacy: September 30 for fall semester, January 31 for winter semester, or May 31 for summer session. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDUC824 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section "Teacher Certification"; and
5. be recommended for candidacy by the M.A. in Education program faculty.

Further information about candidacy is available in the M.A. in Education Student Handbook at www.govst.edu/education.

Students admitted to candidacy will be assigned to a faculty advisor. Students not admitted to candidacy will be dropped from the program and will not be permitted to register for courses at Governors State University until they have changed their major to a major outside the Division of Education.

Student Progress

A detailed statement of the standards and processes followed by the education faculty in assessing student progress is available in the M.A. in Education Student Handbook.

Student Handbook

The M.A. in Education Student Handbook referred to in this catalog is available at www.govst.edu/education.

Degree Requirements

Credit-hours earned in EDPD or undergraduate courses cannot be applied toward degree requirements.

Students must meet all university requirements for a master’s degree.

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of “B” or better in EDUC610 and EDUC824 and a grade of “C” or better in all other courses;
3. must complete all course work, including transfer credits, within six calendar years;
4. must pass a comprehensive examination in the area of specialization listed on the student’s approved study plan. (Further information regarding comprehensive examinations is available in the M.A. in Education Student Handbook.);
5. display the dispositions expected of graduate students as listed in the section, “Teacher Certification”; and
6. be recommended by the M.A. in Education program faculty.

I.	Required Courses (15 Hours)	
	EDUC 610 Issues in Education	3
	EDUC 800 Student Learning and Assessment.....	3
	EDUC 811 Teacher as Researcher	3
	EDUC 824 Academic Evaluation and Assessment.....	3
	EDUC 868 Culminating Experience	3

(Note: This experience consists of writing a thesis or completing a research project approved by a committee of three faculty members.)

Further information is available in the M.A. in Education Student Handbook at www.govst.edu/education.)

- II. Electives (6 Hours)
With advisor’s approval, candidates will select six hours of graduate education courses. A graduate course from related disciplines may be included with the approval of the advisor.
- III. Sequences (15 - 18 Hours)
Candidates will select and complete a 15 - 18 hour sequence. Some of the sequences in the MA in Education program are offered on a less frequent basis. Please consult with your advisor about the availability and alternatives.

Bilingual/ESL

BBED 520	Foundations of Bilingual and ESL Education (meets the requirement for Theoretical Foundations of Teaching ESL) (3)
BBED 525	Assessment of Language Minority Students (3)
BBED 530	Methods and Materials for Teaching Bilingual Students (for the Bilingual Approval only) (3)
BBED 538	Cross Cultural Education (3)
EDUC 650	Topics in Education: Teaching English as a Second Language [equivalent to ENGL 508] (3)
BBED 797	Reading Strategies in Bilingual and ESL Programs (3)
BBED 800	Practicum in Bilingual and ESL Education (elective – last course in the sequence) (3)

Computer Education

EDCP 610	Evaluating Software for Instruction (3)
EDCP 810	Multimedia in Education (3)
EDCP 820	Telecommunications in Education (3)
	Select either the applications or programming course work. Student selecting course work in programming must have previously completed all prerequisite course work or be able to demonstrate adequate proficiency.

Applications

	Select one of the following courses:
EDCP 732	Educational Applications of the Microcomputer: Mathematics (3)
EDCP 735	Educational Applications of the Microcomputer: Reading and Writing Development (3)
EDCP 736	Educational Applications of the Microcomputer: Science (3)
EDCP 737	Educational Applications of the Microcomputer: Special Education (3)
EDCP 770	Administrative Uses of Microcomputers (3)

Programming

Select six hours:

EDCP 620 Programming in QBASIC and Visual BASIC (3)

EDCP 640 Programming in PASCAL (3)

EDCP 645 Programming in C++ (3)

Curriculum and Instruction

EDCP 610 Evaluating Software for Instruction (3)

EDUC 824 Academic Evaluation and Assessment (3)

Select nine hours from courses that are clearly related to the student's written goals for graduate study. These courses must be approved by the student's faculty advisor and the coordinator of graduate studies.

Mathematics Education

EDUC 640 Teaching and Learning Mathematics (3)

EDUC 818 Teaching Mathematical Problem Solving and Critical Thinking (3)

EDUC 831 Strategies for Teaching Geometry (3)

EDUC 833 Teaching Mathematics to Mathematically Able Students (3)

Select one of the following:

EDUC 632 Teaching Mathematics to Low-Achieving Students (3)

EDUC 732 Issues in Math Curriculum and Instruction (3)

EDCP 732 Educational Applications of the Microcomputer: Mathematics (3)

Science Education

EDUC 625 Models and Strategies for Science Education (3)

Select twelve hours from courses that clearly relate to the student's written goals for graduate study. These courses must be approved by the student's faculty advisor and the coordinator of graduate studies.

IV. Total - 36 Hours

Master of Arts in Educational Administration

The graduate major in Educational Administration provides students the option of acquiring the background and specific skills necessary for employment as an elementary or secondary school principal, a supervisor, a curriculum consultant, or a department chairperson; preparing to be a Chief School Business Official; or working in a higher education administrative setting. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Certification/Endorsement

Completion of this program, and compliance with other requirements presented in the "Teacher Certification" section of this catalog, leads to the Illinois Administrative Certificate. Completion of Sequence I leads to the General Administrative endorsement on this certificate; completion of Sequence II leads to the Chief School Business Official endorsement on the same certificate.

Note: Holders of an M.B.A., a Masters Degree in Finance, or a Masters Degree in Accounting from a regionally accredited institution may wish to complete the school finance sequence (EDAD839, EDAD840, and EDAD845) to prepare for service as Chief School Business Officials. See isbe.net/teachers/Documents/minreq.htm Chief School Business Official Endorsement for certification requirements for holders of an M.B.A.

Program Requirements

In order to continue in the program after meeting the university admission criteria, students must submit the following documentation before completing nine hours of course work, which must include EDAD621 and EDAD729.

Submit to the College of Education in the supplemental application packet:

- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- for Sequence in General Administrative and Chief School Business Official, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Type 75 Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;

- for Sequence in Higher Education Administration, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a university administrator and submitted in a sealed format;
- for Sequence in General Administrative, a copy of a valid Illinois or comparable out-of-state initial, standard, or master teaching or a school service or administrative certificate;
- for Sequence in General Administrative and Chief School Business Official, evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- for Sequence in General Administrative evidence of two years full-time teaching experience in a recognized public or private school as directed in the application materials;
- for Sequence in Chief School Business Official, evidence of two years full-time of administrative experience in school business management is required before applying for state certification; and
- for Sequence in Higher Education, evidence of two years of full-time experience in a higher education setting.

After the student has completed EDAD621 (for General Administration or Chief School Business Official) or HEAD621 (for Higher Education Administration) and EDAD729, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in EDAD621 or HEAD621 and EDAD729.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each semester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to practicum courses without achieving good standing status.

Admission to Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing EDAD621 or HEAD 621, EDAD729, and two other courses listed on the student's approved study plan.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the semester that they expect to have completed 12 credit-hours in courses required in the program: September 15 for fall semester, January 15 for spring semester, or June 15 for summer term. Application forms are available on the Division of Education website at www.govst.edu/edad.

To qualify for candidacy, a student must

- have completed the four courses referred to above with a grade point average of 3.00;
- display, or be judged as exhibiting, or developing, the dispositions expected of graduate students as listed in the section "Teacher Certification"; and
- receive a positive recommendation from the Educational Administration faculty.

Student Progress

The faculty monitor and evaluate student progress continually. The section "Teacher Certification and Education" in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the Educational Administration faculty is available in the Educational Administration Student Handbook.

Student Handbook

The Educational Administration Student Handbook referred to in this catalog is available at www.govst.edu/education.

Degree Requirements

Students must meet all university requirements for a master's degree.

In addition students must:

1. successfully complete 33 hours of required course work including supervised practica and three hours of selected course work;
2. pass a comprehensive examination; and
3. meet all other requirements listed in the Educational Administration Student Handbook.

Course Requirements for Sequence in General Administrative Endorsement

- I. Required Courses - 33 Hours
 - EDAD 601 Curriculum Development and Learning Theories3
 - EDAD 621 Foundations of School Administration and Organization3
 - EDAD 713 Leadership and Organizational Behavior.3
 - EDAD 724 School Supervision.....3

EDAD 729 Research in Educational Administration ..3
 EDAD 731 Community Relations.....3
 EDAD 822 Elementary and Secondary School
 Administration3
 EDAD 832 School Finance3
 EDAD 833 School Law3
 EDAD 834 Practicum in Instructional Leadership
 and School Management I3
 EDAD 835 Practicum in Instructional Leadership
 and School Management II3

- II. Selectives - 3 Hours
 With advisor's approval, select three hours from the
 following courses:
 EDAD 618 The Adult Learner (3)
 EDAD 836 Administration of School Personnel (3)
 EDAD 838 Collective Negotiations (3)
 EDAD 850 Seminar: Educational Policies and Issues (3)
 EDAD 865 Information Technology for School
 Administrators (3)
 SPED 805 Administration and Supervision of
 Special Education (3)
- III. Total - 36 Hours

**Course Requirements for Sequence in Chief
 School Business Official Endorsement**

- I. Required Courses (33 Hours)
 EDAD 621 Foundations of School Administration
 and Organization3
 EDAD 729 Research in Educational Administration ..3
 EDAD 731 Community Relations.....3
 EDAD 832 School Finance3
 EDAD 833 School Law3
 EDAD 836 Administration of School Personnel3
 EDAD 838 Collective Negotiations3
 EDAD 839 School Finance II: Advanced Concepts/
 Chief School Business Official.....3
 EDAD 840 School Finance III: Applications/
 Chief School Business Official.....3
 EDAD 845 School Business Internship.....3
 EDAD 865 Information Technology for School
 Administrators.....3
- II. Selectives - 3 Hours
 (With advisor's approval)
- III. Total - 36 Hours

**Course Requirements for Sequence in Higher
 Education Administration**

- I. Required Courses - 30 Hours
 EDAD 729 Research in Educational Administration ..3
 HEAD 618 The Adult Learner3
 HEAD 621 Foundations of Higher Education
 Administration and Organization3
 HEAD 625 Institutions of Higher Education3
 HEAD 713 Leadership and Organizational Behavior
 in Higher Education3
 HEAD 731 Community Relations and Higher
 Education.....3
 HEAD 823 Higher Education Administration3
 HEAD 833 Higher Education Law3
 HEAD 834 Practicum in Higher Education
 Administration I3
 HEAD 835 Practicum in Higher Education
 Administration II.....3
- II. Selectives - 6 Hours
 With advisor's approval, select six hours from the
 following courses:
 EDAD 601 Curriculum Development and Learning
 Theories (3)
 EDAD 724 School Supervision (3)
 EDAD 836 Administration of School Personnel (3)
 EDAD 838 Collective Negotiations (3)
 EDAD 865 Information Technology for School
 Administrators (3)
 HEAD 832 Higher Education Finance (3)
 HEAD 850 Seminar: Higher Education Policies
 and Issues (3)
- III. Total - 36 Hours

Master of Arts in Multicategorical Special Education

The graduate major in Multicategorical Special Education prepares individuals to teach in special education settings covering the full range of students encompassed by the Illinois LBS I Unlimited credential, i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and autism. Graduates of the MCSE program serve across the continuum of services instructional, resource, and including settings and as collaborators/consultants to educators, administrators, staff, and parents.

Certification/Endorsement

The program is approved by the Illinois State Board of Education and prepares candidates for the Learning Behavior Specialist I Unlimited certificate and is nationally recognized by the Council for Exceptional Children.

To be recommended for certification, the student must present evidence of having passed the basic skills and any other examinations required by the Illinois State Board of Education.

Option I: Students Holding a Teaching Certificate

Students holding a teaching certificate are not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Such students are not required to repeat student teaching if they provide documentation from the institution at which they completed student teaching, and have successfully taught at appropriate experiential levels. Students who have an Illinois teaching certificate do not need to complete additional general education requirements.

Option II: Students Without Teaching Certificates

Students who do not hold a valid Illinois or comparable out-of-state initial, standard, or master teaching certificate must complete SPED699: Student Teaching, in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. Please see an education advisor for further details.

Program Requirements

After meeting the university admission requirements, in order to continue in the program, students must, before completing nine hours of course work which must include SPED619 and SPED820:

Submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE General Test);
- for Option I: a valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test; and
- for Option I: evidence of two years teaching prior to completion of program. Experiences will be evaluated by program faculty for appropriateness.

After the student has completed SPED619 and SPED820, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in SPED619 and SPED820 which must be taken at Governors State University.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each trimester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to the culminating project without achieving good standing status.

For Option II: Approval for Student Teaching:

Students required to student teach must:

1. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in a graduate level SPED course, and a grade of "C" or better in all other coursework; and
2. have no more than a total of nine general education hours outstanding.

Admission to Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Multicategorical Special Education degree after completing SPED619, SPED820, and two additional courses on the approved study plan. Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester that they expect to have completed the courses required for candidacy: September 30 for fall semester, January 31 for spring semester, or May 31 for summer session. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. have completed all undergraduate prerequisites for courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED619 and SPED820 and with a grade of "C" or better in all other courses;
3. display, or be judged as developing, the dispositions expected of graduate students as listed in the section Teacher Education and Certification; and
4. be recommended for candidacy by the M.A. in Multicategorical Special Education program faculty.

Further information about candidacy is available in the M.A. in Special Education Student Handbook at www.govst.edu/education.

Students admitted to candidacy will be assigned to a faculty advisor. Students not admitted to candidacy will be dropped from the program and will not be permitted to register in courses at Governors State University until they have changed their major to a major outside the Division of Education.

Degree Requirements

Students must meet all university requirements for a master's degree.

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED619 and SPED820 and a grade of "C" or better in all other courses;
2. complete all course work, including transfer credits, within six calendar years; and
3. pass written comprehensive exams covering all course work.

Students may apply for a maximum of six hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty advisor and the coordinator of the Multicategorical Special Education program.

For Option I: Students who hold a teaching certificate

I.	Required Courses (37 Hours)	
	SPED 619 Psychological Diagnosis of Learners with Exceptionalities.....	3
	SPED 805 Administration and Supervision of Special Education.....	3
	SPED 820 Learning Characteristics of Learners with Exceptionalities.....	3
	SPED 831 Behavioral Characteristics of Learners with Exceptionalities.....	3
	SPED 835 Methods for Teaching Learners with Exceptionalities.....	3
	SPED 840 Special Education Practicum I.....	1
	SPED 850 Special Education Practicum II.....	1
	SPED 860 Collaboration Skills for Teachers and Support Personnel.....	3
	SPED 863 Special Education Practicum III.....	1
	SPED 865 Graduate Seminar in Multicategorical Special Education.....	4
	EDUC 632 Teaching Mathematics to Low Achieving Students	3
	EDUC 811 Teacher as Researcher	3
	EDUC 846 Reading Remediation in the Classroom ...	3
	EDCP 737 Educational Applications of the Microcomputer: Special Education	3

II. Total - 37 Hours

For Option II: Students seeking the initial certificate who do not hold an early childhood, elementary, or secondary education certificate (46 Hours; plus the general education requirements, if necessary)

I.	Required Courses (46 Hours)	
	SPED 619 Psychological Diagnosis of Learners with Exceptionalities.....	3
	SPED 805 Administration and Supervision of Special Education.....	3
	SPED 820 Learning Characteristics of Learners with Exceptionalities.....	3
	SPED 831 Behavioral Characteristics of Learners with Exceptionalities.....	3
	SPED 835 Methods for Teaching Learners with Exceptionalities.....	3
	SPED 840 Special Education Practicum I	1
	SPED 850 Special Education Practicum II.....	1
	SPED 860 Collaboration Skills for Teachers and Support Personnel	3
	SPED 863 Special Education Practicum III.....	1
	SPED 865 Graduate Seminar in Multicategorical Special Education.....	4
	EDUC 632 Teaching Mathematics to Low Achieving Students	3
	EDUC 810 Educational Research	3
	EDUC 846 Reading Remediation in the Classroom ...	3
	EDCP 737 Educational Applications of the Microcomputer: Special Education	3
	SPED 699 Special Education Student Teaching.....	9

II. Total - 46 Hours

Master of Arts in Psychology

The Master of Arts in Psychology program consists of two sequences: Clinical and Theoretical. The program is based upon the scientist-practitioner model that calls for psychologists to be trained both as scientists and as practitioners. The program provides students with a strong theoretical base, assessment training, and research skills. Both sequences are designed to prepare students to pursue advanced graduate degrees in Psychology.

Clinical Sequence

The Clinical Sequence in Psychology is designed to develop competent and creative professionals who have the capacity to function in a variety of clinical settings, including research and academic settings. The faculty strives to present balanced training and experience in research and clinical work. Students are expected to develop proficiency in the content, theories, and methodological approaches of psychology; the planning and execution of psychological research; specialized knowledge of psychological dysfunction and treatment; psychological assessment procedures; and knowledge of and observance of the ethical standards of the profession. The program seeks to produce sensitivity to cultural and individual differences. It is aligned with course requirements for eligibility for examination for the Licensed Professional Counselor (LPC) in Illinois.

Theoretical Sequence

The Theoretical Sequence in Psychology is designed to provide students with a strong theoretical background in the traditional areas of psychology. The program also seeks to engender sensitivity to cultural and individual differences. Students with this sequence will be well-prepared to pursue advanced graduate studies in psychology (the Ph.D. or Psy.D. degrees). They may also be employed in research units in business or social services. There are limited teaching opportunities for persons with a master's degree in general psychology. Such teaching opportunities are usually at the junior or community college level and are often part-time positions. With the addition of a teaching certificate from another institution or program, those with an M.A. in Psychology - Theoretical may be eligible to teach in a high school. Students should be aware that the M.A. in Psychology (Theoretical Sequence) is not an applied degree.

Required Preparation

While an undergraduate major in Psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having completed the following prerequisites (or their equivalent): Personality Theories (PSYC410), Cognitive Psychology (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Research Methodology (PSYC560), and Statistics (STAT468). These courses may not be used to fulfill degree requirements for the M.A. in Psychology and may be taken at another institution.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed, with an overall G.P.A. of 3.0 or higher, no grade lower than a "C" and no more than two grades of "C," undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC410), Cognitive Psychology (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Research Methodology (PSYC560), and Statistics (STAT468). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at another institution; **
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; **
3. have a combined score (Verbal and Quantitative) of at least 1050 on the Graduate Record Exam (GRE) general test; **
4. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC400 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or higher on the Analytical Writing section of the GRE General Test**
5. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term goals (applicants should be aware that faculty also evaluate this statement as a professional writing sample);
6. ask three professionals/professors who can speak to the applicant's academic and/or professional capabilities in the field of Psychology to complete and submit a Personal Reference Form available on the M.A. Psychology website at www.govst.edu/coe/t_coe_pgm_mapsy_clinical.aspx?id+4222; and
7. Complete a "Statement of Character" Form available on the Admissions Office website at www.govst.edu/admissions/mapsyncapplication.htm.

Admission to the program is determined by the program faculty. Program faculty reserves the right to request personal interviews with applicants to the program.

Application packets must be received by March 15 for Fall admission, or by October 15 for Spring admission.

** Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter, include discussion of the factors contributing to the academic achievement and why those factors could be judged by the faculty as successfully remediated. Faculty reserve the right to require additional coursework (for example, PSYC400 or other undergraduate psychology courses) as a condition of admission.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the Division of Psychology and Counseling Office. Application for candidacy should be made within two weeks of the start of the trimester in which degree candidacy is sought. To qualify for candidacy, a student must:

1. complete all preparatory courses listed above with the minimum grades required; and
2. complete PSYC610, PSYC760, PSYC821, and PSYC829 with a grade of "B" or better and submit core course candidacy evaluation forms for each course to the faculty.

The candidacy committee will review the applications and inform students of their candidacy status within six weeks of application. Candidacy review is one of several evaluative steps to help ensure program objectives are being satisfied and student outcomes are being reached. Students should refer to the Handbook for Graduate Students: Master of Arts in Psychology for further details.

Degree Requirements

Students must meet all university requirements for a master's degree.

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete PSYC740, PSYC849, and STAT860;

3. receive a passing score on the program comprehensive examination; and
4. receive positive endorsement from the faculty.

- I. Required Courses (21 Hours)
 - PSYC 610 Measurements and Evaluation3
 - PSYC 740 Topics in Multicultural Psychology3
 - PSYC 760 Ethical and Legal Issues in Psychology.....3
 - PSYC 821 Psychopathology3
 - PSYC 829 Seminar in Human Development3
 - PSYC 849 Advanced Research Seminar3
 - STAT 860 Advanced Statistics in Behavioral Science3

- II. Psychology Sequences
Select one of the following sequences:

 - Clinical Psychology Sequence (31 hours)
Completion of the Degree in Psychology with the clinical sequence meets the course requirements for eligibility to take the Illinois Licensed Professional Counselor (LPC) examination.

- ADDS 521 Screening, Referral, and Treatment Planning (3)
- COUN 725 Family Systems: Theory and Practice (3)
- COUN 730 Life Style and Career Development (3)
- PSYC 700 Introduction to Child Therapy (2)
- PSYC 820 Theories of Psychotherapy (3)
- PSYC 830 Psychotherapy Techniques I(2)
- PSYC 831 Psychotherapy Techniques II (3)
- PSYC 840 Group Psychotherapy (3)
- PSYC 863 Practicum in Psychotherapy (3)
- PSYC 891 Internship Program I (3)
- PSYC 892 Internship Program II (3)

- Theoretical Psychology Sequence (13 hours)
- PSYC 630 Topics in Psychology: . . . (3)
- PSYC 890 Graduate Thesis/Project: . . . (4)
- 6 hours of electives selected with advisor (6)

- III. Total - 52 or 34 Hours

Master of Arts in Reading

The Master of Arts in Reading program prepares teachers to be reading specialists and literacy coaches and to deliver staff development to teachers who serve an increasingly diverse student population. The program is designed for persons holding an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special teaching certificate and who either have, or will have, completed at least two years of appropriate teaching experience before admission to candidacy in the M.A. program.

M.A. in Reading students take courses in reading-related subjects, including reading diagnosis, reading remediation, the psycholinguistic and sociolinguistic foundations of literacy, developing school reading programs, and narrative and expository writing instruction. Practicum experiences at both the elementary and secondary levels and completion of an action research project are required.

The M.A. in Reading program has Nationally Recognized Status from the International Reading Association. Knowledge areas and competencies incorporated into the program's required course work are based on those identified by the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education Joint Task Force of the International Reading Association.

Up to nine credit-hours in previous graduate Reading course work may be applied to degree requirements (see below for restrictions). Credit-hours earned in EDPD or undergraduate courses cannot be applied toward degree requirements.

Note: The M.A. in Reading program prepares students for the role of Reading Specialist. A subset of eight courses prepares students for the role of Reading Teacher. The Illinois State Board of Education explains the difference between these two roles as follows: "Although there is overlap between the roles and requirements for these endorsements, a 'Reading Teacher' is one whose assignment involves teaching reading to [K-12] students. Generally, this new endorsement title is the successor to the 18-hour 'reading' endorsement. A 'Reading' Specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers, as well as teaching reading to students. Generally, this certificate/endorsement is the successor to the previous K-12 reading certificate" (Patton, ISBE, 6/30/04). See below for details about Reading Teacher options.

Program Admissions

Starting in Fall 2011, the Reading Teacher Endorsement program will be offered in an on-campus cohort format. Admission to the M.A. in Reading program is available at two points each year: summer term and fall semester. Applications for summer term admission are due by February 15; applications for fall semester admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet, before completing their first term's course work (READ821 or READ822). These are due by August 1 for those students beginning the program during the summer term and by November 1 for those students beginning the program during the fall semester. The complete application packet includes:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit (see below for restrictions);
- scores from the Graduate Record Examination (GRE) (General Test), including a score of 4 or higher on the Writing Subtest;
- a valid Illinois or comparable out-of-state initial, standard or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials prior to candidacy (READ824).

After the student has completed six semester hours in READ course work the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must meet the knowledge, skills, and dispositions standards outlined in the Teacher Education and Certification Section of this catalog, as well as earn a grade of "B" or better in each READ class.

Note: Those applicants who previously acquired ISBE 24-hour Reading Teacher endorsements through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must submit all of the above materials, including GRE scores, prior to enrolling in the first of their additional ISBE Reading Specialist endorsement/certification and M.A. in Reading courses.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant’s record and performance identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each trimester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to READ826, READ827, READ828, or the culminating project (EDUC868) without achieving good standing status.

Candidacy

To continue in the program, the student must apply for and be accepted as a candidate for the M.A. in Reading after completing 12 semester hours of graduate course work that must include the following four courses: READ820, READ821, READ822 and one additional READ course listed on the student study plan. Candidacy must be attained prior to enrollment in READ824, which in most cases will be taken during the student’s third semester in the program.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy by the end of the first month of the semester they expect to have completed the courses required for candidacy (i.e., their second semester). Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

- have an approved degree study plan;
- have completed the courses listed above with a grade of “B” or higher; and
- receive a positive recommendation from the reading faculty.

Note: Those applicants who have acquired ISBE 24-hour Reading Teacher Endorsement through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must apply for candidacy before the end of the first semester during which they take additional, required courses for ISBE Reading Specialist endorsement/certification and the M.A. in Reading degree.

Student Progress

The program faculty monitor and evaluate student progress continually. The section Teacher Certification and Education in this catalog provides a general description of the standards used to evaluate student progress. A more detailed statement of the standards and processes followed by the reading faculty is available in the Graduate Reading Student Handbook.

Student Handbook

The Graduate Reading Student Handbook referred to in this catalog is available at www.govst.edu/read.

Program Requirements

In addition to meeting all university requirements for a master’s degree, students:

1. must earn “B” or better in each course;
2. may apply a maximum of nine hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty of the M.A. in Reading program;
3. must complete all required course work, including transfer credits, within eight calendar years;
4. must display the dispositions expected of graduate students as listed in the Teacher Education and Certification section of this catalog;
5. must have candidacy before being admitted to READ824;
6. must take the required comprehensive examination for the program during the trimester immediately following completion of READ826 or READ827, whichever is first;
7. must provide evidence of having passed the ICTS Exam (176 Reading Specialist) and/or the program comprehensive exam before being admitted to READ828; and
8. be recommended by the M.A. in Reading program faculty.

Course Requirements for M.A. in Reading

READ 819	Narrative and Expository Writing Instruction, K-12	3
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy	3
READ 821	Survey of Reading: Theory and Practice ...	3
READ 822	Teaching Reading in Content Areas	3
READ 823	Integrating Children’s and Adolescents’ Literature Across the Curriculum	3
READ 824	Reading Diagnosis	3
READ 825	Reading Remediation	3
READ 826	Reading Practicum I: Elementary School Reading	3
READ 827	Reading Practicum II: Middle and Secondary School Reading	3

READ 828 Seminar in Reading3
 READ 830 Developing and Supervising Reading
 Programs3
 EDUC 868 Culminating Experience3

Total - 36 Hours

Note: A maximum of nine credit-hours of previous graduate reading course work may be applied to the degree requirements. Only courses potentially equivalent to specific M.A. in Reading courses (READ819, 820, 822, and 823) will be considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program. No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

All petitions for transfer credit will be evaluated by the M.A. in Reading faculty. Under no circumstances will previous course work that does not closely match one of the above GSU READ courses be applied for credit to the GSU M.A. in Reading degree. This restriction is necessary in order to maintain the program's accreditation.

Alternative Certification

(GSU Post-B.A. Certificate)

The Alternative Certification Partnership prepares candidates to teach kindergarten through grade nine in a sixteen-month period of time. Professional education courses provide preparation for teaching, and general education courses expand upon the candidate's knowledge of elementary school curriculum. This program offers a combination of classroom instruction, field experiences, and a paid teaching internship.

Eligibility

This program is designed for individuals who have obtained their bachelors degree and can document five years of work experience following baccalaureate completion. Individuals must be willing to complete their internship and work in one of the program's partner school districts for a period of three to five years.

Special Admissions Requirements

Admission to the program is on a competitive basis.

Requirements include:

1. A complete Alternative Certification application:
 - a. Alternative Certification application form;
 - b. official transcripts from all higher education coursework providing evidence of a bachelor's degree or higher from a regionally accredited institution;
 - c. 300-word essay expressing interest in the program and a career in education;
 - d. reference that documents experience working with children or young adults;
 - e. documentation from employer(s) verifying five years of employment after receiving baccalaureate degree;
 - f. current resume; and
 - g. report indicating a passing score on the Illinois Basic Skills Certification Exam;
2. Holistic assessment of results of the ETS Proficiency Profile Examination, writing examination, and Haberman's Urban Teacher Interview; and
3. Signed contract to teach in one of the partnership districts.

Candidate Progress

The Alternative Certification Assessment Committee made up of faculty and school district personnel monitors and evaluates candidates progress continually, and specifically at four checkpoints: (1) after 5 months, (2) after 9 months, (3) after 13 months, and (4) after 16 months. The section on Teacher Education and Certification in this catalog provides a general description of the standards used to evaluate student progress and a general description of the performance assessment model used. A more detailed statement of the standards and processes followed by the Alternative Certification faculty is available in the Alternative Certification Candidate Handbook.

Conditional Continuation

The Assessment Committee may permit a student to continue in the program with an unsatisfactory rating. In such cases, the Assessment Committee reviews the candidate's record and identifies evidence that the candidate will likely be successful in the program. The status of all candidates allowed to continue with an unsatisfactory rating is reviewed by the Assessment Committee every trimester. Candidates are informed in writing of their progress.

Candidate Handbook

The Alternative Certification Candidate Handbook referred to in this catalog is available at www.govst.edu/read.

Admission to Teaching Internship

Before beginning the teaching internship, candidates must:

1. pass the Illinois Basic Skills Test and the Illinois Elementary/Middle Content Area Test;
2. apply for and receive an Illinois Type 23 Provisional Teaching Certificate; and
3. have a signed contract to teach in one of the partnership school districts.

Middle School Endorsement

Requirements for the middle school endorsement are discussed in the section Teacher Education and Certification in this catalog. Candidates are encouraged to contact their advisor if middle school endorsements are desired so their study plan reflects this decision.

Program Portfolio

The program portfolio is a selection of examples of student work (artifacts) that is organized according to the Illinois Professional Teaching Standards and Standards for Certification in Elementary Education. Throughout the program, candidates choose artifacts to include in their portfolios, write reflections, and receive evaluations of their artifacts and reflections. At the conclusion of the program, candidates will submit portfolios that contain artifacts for each standard.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary Certificate by entitlement. To be recommended for certification by Governors State University, candidates must complete general education content requirements, 25-26 credit hours in professional education requirements, and 18 hours in an identified teaching specialization area.

General education courses may include both lower and upper division course work. Students must earn a grade of "B" or better in all professional coursework.

To be recommended for an Illinois State Board of Education teaching certificate, the student must present evidence of have passed the Basic Skills, Subject Matter Knowledge/Content, and Assessment of Professional Teaching examinations of the Illinois Teaching Certification Testing System.

Students must meet other requirements for certification through approved programs listed in the Teacher Education and Certification section in this catalog.

- I. General Education Requirement for Teacher Certification
 The Alternative Certification program requires that candidates have a background in general education. Courses can be taken at the lower or upper division levels. A grade of "C" or higher must be earned. The following areas provide the guideline for general education courses.
 - Written Communication
 - Oral Communication
 - Mathematics
 - Science
 - Survey of American History
 - U.S. Government
 - Additional Social Sciences
 - Additional Humanities
 - Health/Nutrition
 - Third World Culture

- II. Professional Course Work Requirement (minimum 24 Hours)
 The following courses must be taken at the upper-division level. A grade of "B" or higher must be earned.
 - EDUC 320 Future of American Education3
 - EDUC 321 Effective Teaching and Laboratory4
 - ALTC 601 Strategies for Teaching in the Content Area.....4
 - ALT C602 Theory to Practice3
 - ALTC 603 Alternative Certification Field Experience2
 - ALTC 605 Reflective Teaching I - Management, Planning, and School Culture3
 - ALTC 606 Reflective Teaching II - Quality Instruction in High Need Schools3
 - ALTC 607 Reflective Teaching III - Teacher Leadership and Research-Based Instruction3
 - ALTC 609 Middle School Curriculum and Instructional Strategies (0-1)

- III. Teaching Specializations (0-18)
 Candidates must have 18 hours in one of the following teaching specializations:
 - General Science
 - Mathematics
 - Language Arts
 - Social Science

- IV. Total - minimum of 24 Hours

Early Childhood Education for Currently Certified Teachers

(GSU Post-B.A. leading to ISBE EC Certificate)

The certificate is designed for those who already possess an Elementary or Elementary Special Education Teaching Certificate and now wish to pursue certification in Early Childhood Education. This set of a minimum of six courses (16 semester hours) meets the ISBE requirements for entitlement leading to teacher certification in Early Childhood Education (Birth through 3rd grade).

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must provide:

1. an application to the teacher education Entitlement/Certificate in Early Childhood Education;
2. transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
3. syllabi and/or detailed narrative descriptions of previous graduate early childhood coursework (within the past six years) to be evaluated for transfer credit, if applicable;
4. a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching certificate in Elementary or Elementary Special Education;
5. evidence of having passed the Basic Skills Test of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching certificate that required passing this test; and
6. evidence of one year full time teaching experience in an accredited primary or elementary public or private school.

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate early childhood coursework may be allowed to apply a maximum of six credit hours to the entitlement/certification requirements. Courses must have been completed no longer than six years prior to application for admission to the Entitlement/Certification Early Childhood Education Option. Petitions and documents for these applied credits must be submitted before or at the same time as application, prior to completion of EDEC822 and EDEC740. No courses taken at another institution after admission to the entitlement/certificate ECE option may be applied. The M.A. in Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GSU Early Childhood courses as listed below will be considered.

Required Courses (16 Hours)

[In prerequisite order]

EDEC 822	Advanced Early Childhood Development.....	3
EDEC 740	Issues and Methods for At Risk/Special Needs.....	3
EDEC 800	Psycholinguistics.....	3
EDEC 670	Preprimary and SPED Curriculum Development in EC.....	3
EDEC 651	Lab 1: Infant and Toddler.....	1
EDEC 652	Child W/WO Special Needs and Family in the Community.....	3

Prior to recommendation for entitlement leading to certification in Early Childhood Education, all candidates must document passing the ICTS Early Childhood Content Exam and ICTS EC APT Exam.

Additional Requirements: Candidates whose elementary education student teaching experience or minimum one-year full time teaching experience was not at the kindergarten, first, second or third grade level, must also take:

15 additional credit hours

EDEC 520	Beginning Writing and Reading Instruction	3
	prior to or concurrently with EDEC822; and	
EDEC 499	Student Teaching	12

Additional Approval Consideration: Candidates wishing to apply to ISBE for the optional Special Education Approval that can be placed on an ISBE Early Childhood Education Teaching Certificate must document completing the below courses:

SPED 510	Survey of Students with Exceptionalities.....	3
EDEC 860	Adv Assess Techniques for Child w/wo SPED in EC.....	3

Note: Those who complete the entitlement/certificate Early Childhood Education have the option of applying these credits towards the M.A. in Early Childhood Education. All admission requirements to the M.A. in Early Childhood will apply, as well as prerequisites and time restrictions.

Certificate in Reading Teacher Endorsement

(GSU Post-B.A. Certificate Program)

This set of eight courses (24 credit hours) meets the ISBE requirements for endorsement as Reading Teacher. It is designed for those whose goal is to teach reading to K-12 students. This leads to an ISBE endorsement, not an ISBE teaching certification program. "The Reading Teacher endorsement is the minimum requirement for anyone assigned to teach reading who is not teaching reading as part of general classroom instruction." (ISBE, 2010)

Those who complete the certificate in Reading Teacher Endorsement have the option of applying these credits towards the M.A. in Reading and for certification as a Reading Specialist. Admission requirements to the M.A. Reading will apply, as well as time restrictions. In addition, students may be concurrently enrolled in the M.A. in Reading and the Reading Teacher Endorsement programs. If this option is desired, the student should apply to the M.A. in Reading and then apply to the Reading Teacher Endorsement program during the first term of coursework.

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special Teaching Certificate. They should either have completed at least two years of appropriate teaching experience or will have completed two years of teaching experience before being enrolled in READ824 Reading Diagnosis. Formal application to this certificate program is necessary.

Starting in Fall 2011, the Reading Teacher Endorsement program will be offered in an on-campus cohort format. Admission to the Reading Teacher Endorsement program is available at two points each year: summer session and fall semester. Applications for summer session admission are due by February 15; applications for fall semester admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet before completing the first semester's coursework (READ821 and READ822). The complete application packet includes:

- the certificate in Reading Teacher Endorsement application;
- an additional set of transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work

- attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit, if applicable;
- a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

Note: Effective July 1, 2005, ISBE requires the ICTS content test prior to issuance of the Reading Teacher Endorsement.

Faculty Monitoring of Student Progress

The process for evaluating students' progress in the Reading Teacher Endorsement program is the same as that described above for the M.A. in Reading program.

Required Courses (24 Hours)

READ 819	Narrative and Expository Writing Instruction, K-12	3
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy	3
READ 821	Survey of Reading: Theory and Practice	3
READ 822	Teaching Reading in Content Areas	3
READ 823	Integrating Children's and Adolescents' Literature Across the Curriculum	3
READ 824	Reading Diagnosis	3
READ 825	Reading Remediation	3
Select the practicum appropriate to original certificate:		
READ 826	Reading Practicum I: Elementary School Reading (3) or	
READ 827	Reading Practicum II: Middle and Secondary School Reading (3)	

Total - 24 hours

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ819, 820, 822 or 823) will be considered. Courses must have been completed no longer than six years prior to application to the certificate in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application to the RDTE certificate program. No courses taken at another institu-

tion after admission to the certificate may be applied. All petitions for transfer of coursework will be evaluated by the M.A. in Reading faculty. Under no circumstances will previous coursework that does not closely match one of the above GSU READ courses be applied for credit to the GSU RDTE certificate program.

Post Master's School Counselor Certification

This certificate is designed for those who already possess a master's degree in Counseling or Psychology and now wish to pursue certification in School Counseling (Type 73). This set of a minimum of 24 hours meets the ISBE requirements for the Type 73 - School Counseling.

ISBE Certification

The Illinois State Board of Education (ISBE) has approved the School Counseling program to prepare candidates for the School Service Personnel Certificate with an endorsement in School Counseling. Candidates seeking to be recommended for this credential shall either (1) hold or be qualified to hold a teaching certificate from a regionally accredited institution, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD713, COUN620, COUN622 and SPED510).

All School Counseling students must provide evidence of successful completion of the Illinois Basic Skills Test prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they will be recommended for the School Service Personnel certificate.

Admissions Criteria

In addition to the GSU graduate certificate requirements for admission, applicants must:

1. provide evidence of having completed a master's degree from a regionally accredited institution of higher education in counseling or psychology;
2. provide evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. have a graduate GPA of 3.0 or higher.

Students will be admitted in the Fall and the Spring and applications must be received by February 15 for Fall and August 15 for Spring.

Student Progress

The faculty monitor and evaluate student progress continuously. The Counseling Department Faculty and Student Handbook provides a specific description of the standards used to evaluate student progress.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each semester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status.

I. Required Preparation/Prerequisite Courses (30 Hours)

- Counseling Course Prerequisites
- COUN 630 Counseling Theories (3)*
 - COUN 725 Family Systems: Theory and Practice (3)*
 - COUN 730 Lifestyle and Career Development (3)*
 - COUN 847 Group Dynamics (3)*
 - PSYC 610 Measurements and Evaluation (3)*
 - COUN 720 Social and Cultural Foundations (3)*

Teacher Competency Prerequisites

- COUN 620 Life Span Development Issues (3)*
 - COUN 622 Applied Learning Theory for School Personnel (3)*
 - EDAD 713 Leadership and Organizational Behavior (3)*
 - SPED 510 Survey of Students with Exceptionalities (3)*
- *or equivalent courses

II. School Counseling Required Certificate Courses (24 Hours)

- COUN 638 Introduction to School Counseling3
- COUN 844 Practicum: School Counseling (K-12)3
- COUN 851 Consultation and School Staff Development.....3
- COUN 852 School Counselor Academy3
- COUN 853 Parent Education: Prevention and Intervention3
- COUN 858 Development of School Counseling Programs3
- COUN 868 Counseling Internship I: School Counseling.....3
- COUN 869 Counseling Internship II School Counseling.....3

III. Total - minimum of 24 hours

Certificate Requirements

1. Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.
2. In addition, candidates must complete all relevant requirements in the Teacher Education and Certification section of the University Catalog.
3. A 600-hour internship is required for all counseling students.

Prior to receiving the university recommendation for the School Service Personnel certificate, students must provide evidence of having passed the School Counselor content area examination of the Illinois Certification Testing System.

Certificate in Supervisory Endorsement in Reading

(GSU Post-M.A. Certificate)

The GSU M.A. in Reading program provides an option under which students successfully completing the following course work will be eligible for the Supervisory Endorsement on the Initial or Standard Special Certificate from the ISBE.

Note: This program leads to endorsement on existing certificates only and does not prepare candidates for a teaching certificate.

Special Admission Requirements

In addition to the university admission requirements, students must apply to this certificate before enrolling in EDAD621 Foundations of School Administration and Organization. This certificate is only open to graduates of the M.A. in Reading program or current M.A. in Reading students in their last semester. No credits from other institutions may be applied to this certificate.

Required Courses

Taken during the M.A. in Reading Program:

READ 830 Developing and Supervising Reading Programs3

Taken after completion of the M.A. in Reading Program or during the last semester of enrollment:
 EDAD 621 Foundations of School Administration and Organization3
 EDAD 724 School Supervision.....3

Total for Supervisory Endorsement in Reading - 9 Hours

Ed.D. in Counselor Education and Supervision

The doctoral program in Counselor Education and Supervision is designed for students who hold a masters degree from a CACREP-accredited counseling, a degree in counseling, or a degree in a related field. Students are expected to attain advanced level competence in counseling, supervision, teaching, research, advocacy and leadership. Teaching, supervision, practicum, and internship experiences are required. The doctoral program requires passing of the doctoral written and oral comprehensive examinations, and completion of a capstone/dissertation project. The program is designed to be completed in eight semesters, taking 6 credit hours each semester/term.

Admission Requirements

Students for Ed.D. in Counselor Education and Supervision will be admitted for the Fall semester only. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admissions Office and the Division of Psychology and Counseling (www.govst.edu/counseling). Due to space availability, this program can only accept a limited number of students each year. All materials must be submitted by January 15 of that year for Fall admission. Applicants will meet with an admissions committee prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a masters degree in counseling (CACREP approved) or a related field by the time they enter the doctoral program. Students may be admitted to the program even if they do not have all of the prerequisites for the doctoral program, but must complete them before Candidacy.

In addition to meeting university admission criteria, applicants must:

1. Submit a statement describing personal and professional goals for seeking an Ed.D. in Counselor Education and Supervision along with a vita or resume summarizing prior education and employment history and pertinent professional activities.
2. Hold a Masters Degree in Counseling or closely related field from an accredited institution and a minimum GPA of 3.0.
3. Have taken the Graduate Record Exam within the past five years of intended admission: there is a suggested combined verbal and quantitative score of 1100 points on the Graduate Record Examination and a 4.0 on the analytical writing section. Students with scores lower than the suggested score will be considered for admission.

4. Submit three letters of recommendation by professionals who hold doctorates or masters in Counseling or related fields (doctorates preferred).
5. Attend an interview with a faculty admissions committee.

Academic advisor and Faculty advisor

Upon admission to the Ed.D. program in Counselor Education and Supervision, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. Together, the academic advisor and faculty advisor work together to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. The faculty advisor is in charge of mentoring the doctoral student and facilitating the comprehensive exam, oral defense, internship, and capstone/dissertation project process. As the student's specialized interest(s) develop, the faculty advisor may be changed by following the procedures outlined in the Program Handbook.

Continuous Enrollment Requirement

Doctoral students must register for a minimum of 9 graduate credits (three a semester) each year they are enrolled in the doctoral program until they graduate.

Time Limit

All doctoral requirements must be completed within 7 years of starting coursework at Governors State University. Extensions of up to one year may be granted by the Program upon written request by the student and recommendation by the faculty advisor and Division Chair.

Credits

The doctoral program in Counselor Education and Supervision requires a minimum of 48 credit hours. More hours may be taken in order for the student to specialize his/her studies, or more credits may be required in order to meet prerequisite requirements for the doctoral program.

Transfer Credits

Up to 25 percent (12 Credit Hours) post-masters work may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved

by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

Comprehensive Exam and Oral Defense

Counselor Education and Supervision doctoral students are required to complete written and oral comprehensive examinations before they are granted candidacy. The purpose of the written and oral exams is to synthesize previous coursework and experiences and allow students to demonstrate their mastery of advanced practitioner knowledge and skills. The Oral Defense is scheduled upon successful completion of the Comprehensive Exam. For more detail please see the Program Handbook.

Candidacy

In order to go on to internship a student must have received Candidacy. Candidacy is conferred upon a student once he/she has completed all coursework required before internship, passed the written Comprehensive Exam, and passed the Oral Defense. Candidacy is part of the ongoing evaluation process of doctoral students and its conferral is an indication that the faculty agree that the student is ready to progress to internship.

Teaching Experience

Congruent with the mission of Counselor Education programs, doctoral students will be afforded the opportunity to gain experience as a Counselor Educator in the classroom. Following the successful completion of the course Teaching in Psychology and Counseling, a doctoral student will have the opportunity to teach or co-teach under the supervision of a faculty member, an undergraduate and/or a graduate class at Governors State University. This experience may be credited as part of internship with the permission of both the academic advisor and the faculty advisor. A limited number of assistantships will be available for those interested in teaching.

Practica and Internship

Doctoral students are required to participate in two advanced practica and an internship. The practica may be done onsite or offsite and they must equal a minimum of 100 clock hours and 40 client contact hours. Students enrolled in a practicum must have professional insurance and receive weekly individual/triadic and group supervision.

After earning candidacy, doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor in consultation with the student, based on experience and training. During the doctoral internship students must receive weekly individual/triadic supervision. In addition, group supervision is provided on a regular schedule with other students progressing through internship. Individual/triadic supervision is usually performed by a site-supervisor and group supervision is usually provided by a program faculty member. As part of the internship process, doctoral students have the opportunity to teach.

Capstone/Dissertation project

The capstone/dissertation project is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the Ed.D. program in Counselor Education and Supervision. This project is to consist of quantitative or qualitative inquiry on the part of the student to investigate a topic of interest related to his/her primary subject area of study. Examples of capstone/dissertation projects include quantitative research, in-depth case studies, program evaluation, or an extensive literature review.

A doctoral committee composed of four tenured/tenure track faculty members (3 Counseling faculty and one faculty member from outside the Counseling Program) will review this project from its inception to its final defense. The student works with his/her chair in an advisory manner by which the topic of inquiry will be selected, proposed and formally investigated. The chair and student are responsible at all times for ensuring that the study is properly documented and approved by all necessary channels involved with the review of studies that incorporate human participants. At GSU, the policies and procedures regarding Institutional Review Board (IRB) protocol are to serve this primary capacity. External constituencies may have their own independent review and approval process for research involving human subjects that must also be followed by chair and student in such cases.

Graduation

In order to graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy, passed the comprehensive exam, passed the oral defense, completed internship, passed the capstone/dissertation project defense, applied for graduation, and paid all fees.

Ed.D. in Counselor Education and Supervision Requirements:

Masters Degree Coursework: Students must have completed a masters degree in counseling or a related field before entering the doctoral program. Students' masters coursework must be equivalent to entry-level coursework earned in a CACREP-accredited masters degree. Students graduating from a CACREP-accredited masters degree automatically meet the prerequisite masters degree coursework. Candidates who did not graduate from a CACREP-accredited masters degree must have coursework equivalent to the following coursework before or during the doctoral program:

Core Coursework:

- PSYC 610 Measurements and Evaluation (3)
- COUN 720 Social and Cultural Foundations (3)
- COUN 600 Professional Orientation and Ethical Standards for Counselors (3)
- COUN 620 Life Span Developmental Issues (3)
- COUN 630 Counseling Theories (3)
- COUN 725 Family Systems: Theory and Practice (3)
- COUN 730 Life Style and Career Development (3)
- COUN 810 Beginning Counseling and Human Relations Skills (3)
- COUN 811 Interventions with Children and Adolescents (3)
- COUN 847 Group Dynamics and Intervention (3)
- COUN 855 Assessment and Treatment Planning (3)

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours)

The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

Curriculum Plan: Ed.D. in Counselor Education and Supervision

Total - 48 hours

Prerequisite: 48 hour CACREP master's degree or equivalent as determined through transcript review

Professional Identity, Roles and Ethics (12)

COUN 901 Professional Identity in Counselor Education and Supervision (3)

COUN 930 Advanced Counseling Theory (3)

COUN 965 Supervision (3)

PSYC 801 Teaching in Psychology and Counseling

Practicum (6)

COUN 960 Advanced Counseling Skills Practicum I (3)

COUN 961 Advanced Counseling Skills Practicum II (3)

Human Development and Biological Bases of Behavior (3)

PSYC 829 Advanced Human Development (3)

Multicultural (3)

COUN 920 Advanced Issues in Diversity (3)

Research (9)

STAT 860 Advanced Statistics (3)

PSYC 849 Advanced Research Seminar (3)

COUN 826 Research Literature in Counseling and Psychotherapy (3)

Internship (6)

COUN 990 Internship I (3)

COUN 991 Internship II (3)

Capstone/Dissertation Project (9)

COUN 999 Capstone/dissertation project (3 credit hours—repeatable)

COLLEGE OF HEALTH AND HUMAN SERVICES

Linda F. Samson, Dean

The graduate degree programs in the College of Health and Human Services prepare students for a variety of employment opportunities in the health and social services fields, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research and service activities through a vast network of hospitals, medical centers, ambulatory-care facilities, long-term care facilities, private practices, schools, and social services agencies in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college also provides credit and noncredit continuing education courses and workshops for health and human service professionals at many off-campus locations throughout the country.

The college is organized into seven academic departments and the Center for Care and Study of Vulnerable Populations. The academic departments are the Department of Addictions Studies and Behavioral Health; Department of Communication Disorders; Department of Health Administration; Department of Nursing; Department of Occupational Therapy; Department of Physical Therapy; and the Department of Social Work. Please see the website for current information about the college and its programs.

ACCREDITATION

The graduate Addictions Studies major is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA).

The graduate program in Communication Disorders is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). It also is approved by the Illinois State Board of Education (ISBE) and leads to the eligibility for the School Service Personnel Certificate (Type 73) endorsed in speech-language pathology. This major also meets the academic requirements for licensure in speech-language pathology in the state of Illinois.

The graduate Nursing major is accredited by the National League for Nursing Accrediting Commission (NLNAC). The National League for Nursing Accrediting Commission, Inc. is located at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone 404.975.5000. Fax 404.975.5020.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, and e-mail at accreditation@apta.org.

The Health Administration program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

The graduate Social Work program is accredited by the Council on Social Work Education (CSWE).

Masters Programs

Addictions Studies (M.H.S.)
 Communication Disorders (M.H.S.)
 Health Administration (M.H.A.)
 Nursing (M.S.N.)
 Occupational Therapy (M.O.T.)
 Social Work (M.S.W.)

Certificates

Addictions Screening, Assessment, and Referral
 Health Care Informatics
 Health Services Research
 Long-Term Care Administration
 Nurse Educator
 Online Teaching in Nursing
 Principles of Conductive Education
 Substance Abuse Intervention in Healthcare

Doctoral Programs

Nursing Practice (D.N.P.)
 Occupational Therapy (Dr.O.T.)
 Physical Therapy (D.P.T.)
 Transitional Doctorate in Physical Therapy
 (t.D.P.T.)

Faculty of the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Gregory Blevins, Interim Assistant Dean
Department Chairperson

Professors

Gregory Blevins
Cheryl Mejta

Assistant Professor

Raven James

Lecturers

James Golding
David O'Donnell
Peter Palanca
Mark Sanders

Department of Communication Disorders

William Yacullo, Department Chairperson

Professors

Sandra Mayfield
William Yacullo

Associate Professors

Catherine Balthazar
Jessica Bonner

Assistant Professors

Jennifer Armstrong
Stephanie Hughes
Ravi Nigam

University Lecturers

Lidia Huerta
Kim Prokes
Claire Thompson
M. Eileen Truskowski

Director, Clinical Education

Judith Platt

Department of Health Administration

Kyusuk Chung
Department Chairperson

Professor

Linda Samson

Associate Professors

Ning Lu
Kyusuk Chung

Assistant Professors

Rupert Evans
Tae-Hyun "Tanny" Kim

University Professor

Sang-O Rhee

Visiting Professor

Philip Kletke

Lecturers

Jennifer Groebner, Senior Lecturer
Joseph West

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor

Linda Samson

Associate Professors

Nancy MacMullen
Catherine Tymkow
Georgianna Thomas

Assistant Professors

Patricia Martin
Shirley Spencer

University Lecturers

Shirley Comer
Martha Gainer, Senior Lecturer

Department of Occupational Therapy

Elizabeth A. Cada, Department Chairperson

Professor

Elizabeth A. Cada

Associate Professors

Catherine Brady
Cynthia Carr
Robert Druzinski
Melanie Ellexson

Assistant Professor

Danila Cepa
Divya Sood

University Lecturer

Patti Kalvelage, Senior Lecturer

Department of Physical Therapy

Becky Wojcik, Department Chairperson

Professors

Russell Carter
Ann Vendrely

Associate Professors

David Diers
Robert Druzinsky
Roberta O'Shea
Dale Schuit
Rebecca Wojcik

Assistant Professor

Prisca Collins

University Lecturer

Joyce Sligar, Senior Lecturer

Department of Social Work

Gerri Outlaw, Department Chairperson and
Director of the M.S.W. Program

Professors

Paul Keys
Gerri Outlaw

Associate Professor

Adelle Sanders

Assistant Professors

Kim Boland-Prom
Elizabeth Essex
Lorri Glass
Maristela Zell

University Lecturers

Juan Reed
Robert Rickle
Rose Rogers-Harris
Asabi Yakini
Beverly Younger-Urban

Director, Field Experience and Continuing Education

Joanne Smith

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

The university degree requirements for graduate programs are listed in the Master's Degree Requirements section of this catalog.

Requirements for specific degree programs follow.

Master of Health Science in Addictions Studies

The graduate major in Addictions Studies is designed to prepare individuals for leadership careers in the prevention and treatment of substance abuse. The curriculum is based on the premise that addictions are multi-factorial, requiring a multi-solution academic approach. As professionals in the field, students need theoretical and empirical knowledge drawn from diverse behavioral, health, and social sciences. As substance abuse specialists, students will need a theoretical knowledge of etiology and epidemiology, education and community health approaches to prevention, clinical reasoning in treatment, and a background in the political, legal, and historical development of the field. As leaders in the substance abuse field, students will be familiar with planning, managing, and evaluation of both treatment and prevention services.

Students who have experience and academic training in the field of criminal justice and who wish to pursue certification as Criminal Justice Addictions Professionals should contact an Addictions Studies advisor for information about this option.

Program Outcomes

Graduates of the program are expected to:

1. Identify the behavioral, psychological, psysical, and social effect of psychoactive substances on the user and significant others.
2. Recognize the social, political, economic, and cultural context within which substance use exists, including risk and resiliency factors that characterize individuals, groups, and living environments.
3. Describe the interaction between substance use disorder and other medical and mental health conditions.
4. Describe the philosophies, practices, policies, and outcomes of evidence-based models of treatment, recovery, relapse prevention, and continuing care for substance use disorders and related probelms.
5. Recognize the importance of family, social networks, and communnity systems in the treatment and recovery process.
6. Understand established screening and assessment criteria for substance use disorders, teratment modalities, and placement criteria within the continuum of care.
7. Adapt helping strategies and treatment modailties to the client's stage of use, dependence, change, or recovery.
8. Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice.
9. Gather and organize data systematically from the client and other sources using a variety of methods that are sensitive to age, developmental level, culture, and

gender that can be used for screening and assessment, treatment planning, referral, service coordination, provision of services, and consultation.

10. Adhere to established professional codes of ethics, Federal and State laws, and agency regulations that define the professional context and standards of the counselor and safeguard the client.
11. Recognize and utilize evidence-based practices in their professional activities.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a cumulative G.P.A. of 2.5 or higher for all undergraduate courses; and
2. have completed the following course work or their equivalent: six hours of study in the behavioral sciences (three hours must be in an introductory psychology course and the additional three hours in psychology, sociology, social work, or anthropology); six hours of biological sciences or chemistry; and a statistics or research methods course;

Prerequisites: nine credit-hours of addiction-related course work, including three credits in multi-cultural perspective (may be completed after admission to the program).

Applicants must provide documentation of equivalent course work to the advisor.

Recommended Preparation

An undergraduate major in one of the following fields is recommended: behavioral sciences, social work, or allied health disciplines. An undergraduate minor in addictions studies is suggested.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application forms are available in the program office. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. Until degree candidacy status is attained, a student will not be permitted to enroll in ADDS865, ADDS869, or ADDS880. To qualify for degree candidacy, a student must:

1. maintain a G.P.A. of 3.0 or higher for all graduate courses attempted; and
2. earn a grade of "B" or better in six of the following eight courses: ADDS610, ADDS720, ADDS815, ADDS821, ADDS825, ADDS835, ADDS845, and ADDS855.

More detailed candidacy information is available through the program office or the student's advisor.

Degree Requirements

Credit-hours earned in Addictions Studies, Professional Development courses cannot be applied toward degree requirements.

Students must meet all university requirements for a master's degree.

- I. Required Courses (29 Hours)
 - ADDS 610 Psychopharmacology.....3
 - ADDS 720 Substance Abuse Prevention.....3
 - ADDS 845 Clinical Models of Addiction.....3
 - ADDS 815 Substance Abuse Counseling.....3
 - ADDS 821 Group Techniques.....3
 - ADDS 825 Etiology and Epidemiology of Substance Abuse.....3
 - ADDS 835 Planning, Managing, and Evaluating Substance Abuse Programs.....3

 - ADDS 850 Treating Coexisting Disorders.....3
or
 - ADDS 855 Seminar in Substance Abuse.....3

 - ADDS 865 Internship Seminar.....1
 - ADDS 869 Comprehensive Examination.....1
 - ADDS 880 Internship:3
- II. Career Selectives (3 Hours)

In consultation with advisor, select three hours from the courses that are appropriate to the student's career or educational goals.
- III. Total - 32 Hours

Master of Health Science in Communication Disorders

The graduate major in Communication Disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience.

Program Outcomes

Upon completion of the graduate program in communication disorders, the student will be able to:

1. Assess the communication and relevant behaviors of individuals with disorders of fluency, articulation/phonology, voice, oral language, hearing, and feeding/swallowing.
2. Develop individualized intervention goals consistent with the requirements of federal and state laws.
3. Design individualized intervention plans for individuals with disorders of fluency, articulation/phonology, voice, oral language, and feeding/swallowing.

4. Provide appropriate speech-language pathology services to culturally diverse client populations.
5. Develop, select, and prescribe multimodal augmentative and alternative communication systems.
6. Apply scientific principles to evaluate the effectiveness of services.
7. Behave in a manner consistent with the ASHA code of ethics and the ASHA Scope of Practice in Speech-Language Pathology.
8. Integrate and apply clinical knowledge by successfully completing the national written certification examination (Praxis) of the American Speech-Language-Hearing Association (ASHA) and the Illinois State Board of Education (ISBE) examinations for the school service personnel certificate (Type 73) endorsed for non-teaching speech-language pathology.

Graduate Accreditation/Certification

The graduate program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) in speech-language pathology. Graduates meet all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology. This major also meets the academic requirements for licensure in speech-language pathology in Illinois.

The program is approved by the Illinois State Board of Education (ISBE) and meets academic requirements for the School Service Personnel Certificate (Type 73, endorsed in non-teaching speech-language pathology). This certificate is required for any speech-language pathologist employed in Illinois public schools. Students seeking certification in this area must meet the Requirements for Certification through Approved Programs.

The program in Communication Disorders is designed to serve both parttime and fulltime students.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall semester. Students must apply for admission by January 15 of the year in which enrollment is sought. Applicants will be ranked for admission on the basis of academic potential. The number admitted will be based on the number of available openings in the program. Priority will be given to the applications of qualified Illinois residents. Admission for the Spring or Summer terms by petition will be considered only if warranted by openings in the program.

In addition to meeting university criteria, applicants must:

1. have completed a bachelor's degree in communication disorders, or its equivalent at a university with regional accreditation;
2. have a cumulative GPA of 3.0 or higher for all undergraduate coursework;
3. have a G.P.A. of 3.0 or higher for all undergraduate courses attempted in communication disorders; and
4. complete the application materials of the Department of Communication Disorders.

Recommended Preparation

In order to meet the general education requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), applicants must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences. Students are required to have the equivalent of at least one 3-hour course in each of the four content areas. Courses with grades below "C" cannot be applied toward general education requirements.

Thesis/Non-Thesis Option

With faculty approval, students may choose a thesis option. In the thesis option, a student completes a master's project, prepares a formal thesis manuscript, and presents the study in a formal seminar. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence. In the non-thesis option, a student takes CDIS835: Qualifying Examinations in Communication Disorders.

More information about these options is available in the Communication Disorders Graduate Student Handbook.

Admission to Candidacy

After completion of nine graduate credit-hours in Communication Disorders courses, a student must apply for candidacy. Application forms are available in the program office.

To qualify for degree candidacy, a student must:

1. apply for candidacy in the term after completing nine graduate credit-hours in Communication Disorders courses;
2. have an approved study plan;
3. complete all undergraduate requirements in the approved study plan;

4. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
5. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
6. earn no more than one grade of "C" in graduate Communication Disorders courses;
7. demonstrate acceptable speech, language, and hearing abilities; and
8. demonstrate interpersonal skills appropriate for the profession.

Skill levels noted in items seven and eight above are evaluated based on the professional judgment of faculty through regular reviews of student progress.

More detailed candidacy information is available in the Communication Disorders Graduate Student Handbook and through the student's academic advisor.

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. complete all required graduate Communication Disorders courses with a G.P.A. of at least 3.0;
2. satisfactorily complete all practicum requirements. Information about these requirements is available through the Communication Disorders program;
3. pass written qualifying examinations or complete a graduate thesis/project; and
4. graduate with no more than one grade of "C" in graduate Communication Disorders academic courses.

I. Required Courses (54 Hours)

CDIS 600	Professional and Scientific Foundations of Communication Disorders.....	3
CDIS 650	Advanced Assessment and Intervention in Speech-Language Pathology.....	3
CDIS 700	Voice and Resonance Disorders.....	3
CDIS 705	Speech Sound Disorders in Children.....	3
CDIS 710	Child Language Disorders: Early Stages ...	3
CDIS 720	Child Language Disorders: Later Stages ...	3
CDIS 730	Fluency Disorders: Evaluation and Treatment.....	3
CDIS 740	Adult Language and Cognitive Disorders	3
CDIS 750	Motor Speech Disorders: Differential Diagnosis and Treatment	3
CDIS 760	Dysphagia in Adults and Children	3
CDIS 770	Aural Rehabilitation: Principles and Procedures.....	3
CDIS 815	Professional Issues Seminar	1
CDIS 830	Foundations of Clinical Practice	1
CDIS 853	Practicum in Speech-Language Pathology: Special Populations	6
CDIS 854	Practicum in Speech-Language Pathology: Public School.....	6
CDIS 858	Practicum in Speech-Language Pathology: Medical Setting	6

- II. Thesis/Non-Thesis Option (3 or 1 Hours)
Select one of the following options:

Thesis Option:

CDIS 890 Graduate Thesis/Project (3)

Non-Thesis Option:

CDIS 835 Qualifying Examination in Communication Disorders (1)

- III. Total Required with Thesis Option - 57 Hours
Total Required with Non-Thesis Option - 55 Hours

Master of Health Administration

The graduate major in Health Administration prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large healthcare institutions. The purpose of the major is to educate administrators who will be able both to manage and develop various health service organizations and programs and also to facilitate improved health status and well being of individuals in their service area. Graduates of the master's degree program find employment with hospitals, mental health institutions, HMOs, a variety of governmental and private healthcare programs, and alternative delivery systems.

Program Outcomes

Upon completion of the graduate program in Health Administration, the student will be prepared to:

1. Explain various frameworks of viewing healthcare systems, delivery systems, and health policy.
2. Demonstrate business and non-business aspects of managing and measuring healthcare organizational processes and outcomes.
3. Demonstrate abilities to collect, analyze data, and communicate findings effectively.
4. Demonstrate capacity to assume leadership positions in healthcare delivery systems, healthcare product development organizations, or both public and private healthcare organizations.
5. Explain the conceptual models of healthcare organizational processes and outcomes.
6. Demonstrate the capacity to make sound, thoughtful, and ethical decisions related to health administration.
7. Apply available tools to assess and measure organization-specific environment and outcomes.
8. Value organizational diversity and population differences.
9. Demonstrate commitment to health equity and patient-centered healthcare.
10. Integrate clinical knowledge and management skills necessary to improve organizational effectiveness.
11. Engage in life-long learning.

Accreditation

The graduate major is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), located at 2000 14th Street North Suite 780, Arlington, VA 22201. CAHME may be reached by telephone at 703.894.0960 or by fax at 703.894.0941. CAHME's website may be viewed at www.cahme.org.

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have a G.P.A. of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 G.P.A. for all previous graduate course work. Applicants with an undergraduate G.P.A. below 3.0 may be advised to take six hours of graduate course work as undeclared students, achieve grades of "B" or better in the course work, and re-apply for admission. The Admissions Committee will evaluate the applicant's work and determine eligibility for admission;
2. submit an official copy of scores on either GRE or GMAT. Minimum required scores are 800 for GRE and 400 for GMAT;
3. submit three standard evaluation forms that support the applicant for graduate study in health administration. Evaluations must be from previous academic faculty and/or from current or previous employers. If the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver or a substitution of references;
4. submit a completed program questionnaire that is used for evaluation and advisement purposes; and
5. All international applicants must submit an ECE evaluation (see page 13 of this catalog for additional information.)

Required Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, public administration, allied health disciplines, or social/behavioral sciences. Students should have completed the following prerequisite coursework within the last five years: three hours in Health Care Accounting (HLAD502); three hours in statistics (HLAD304); three hours in economics (HLAD302); three hours of basic management (HLAD301); and three hours in political science (POLS355). Students are also expected to be computer literate and may be required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent coursework may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisite courses. Students may seek a waiver from

prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first semester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available from the student's advisor. Application for candidacy should be made during the trimester in which the student expects to fulfill the candidacy requirements. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. To qualify for degree candidacy, a student must:

1. have earned a grade of "B" or better in six of the following nine courses: HLAD700, HLAD701, HLAD705, HLAD715, HLAD718, HLAD725, HLAD740, HLAD745, and HLAD755;
2. complete all prerequisite course work listed in the Required Preparation Section;
3. apply for candidacy after earning a minimum of 18 and a maximum of 27 graduate-level credit-hours;
4. demonstrate adequate oral and written communication abilities appropriate for the profession; and
5. demonstrate adequate interpersonal skills appropriate for the profession.

Skill levels noted in items four and five above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress.

More detailed candidacy information is available from the student's advisor.

Degree Requirements

Students must meet all university requirements for a master's degree.

In addition, a student must:

1. apply no more than one course with a grade of "C" toward degree requirements;
2. earn a grade of "B" or better in the capstone/culminating course (HLAD865, HLAD880, or HLAD890);
3. repeat a course only once to meet degree requirements; and
4. complete a pre-graduation survey.

- I. Required Courses (51 Hours)
 - HLAD 700 Introduction to Healthcare Organization3
 - HLAD 701 Community Health and Managerial Epidemiology3
 - HLAD 705 Applied Research Methods for Health Administration3
 - HLAD 715 Economics of Health Administration3
 - HLAD 718 Health Care Policy3
 - HLAD 725 Health Care Informatics3
 - HLAD 740 Health Care Financial Management I3
 - HLAD 745 Organizational Theories in Health Administration3
 - HLAD 755 Healthcare Management I3
 - HLAD 806 Quantitative Decision-Making for Health Administration3
 - HLAD 820 Healthcare Program Planning and Evaluation3
 - HLAD 823 Integrated Performance Improvement for Healthcare Organizations3
 - HLAD 835 Healthcare Human Resource Management3
 - HLAD 837 Healthcare Law3
 - HLAD 846 Healthcare Financial Management II3
 - HLAD 850 Strategic Planning and Marketing for Health Administration3
 - HLAD 855 Healthcare Management II3

- II. Capstone/Culminating Course Option (3 Hours)
 Select three hours:
 - HLAD 865 Health Administration Field Experience (3)
 - HLAD 880 Internship: Residency (multi-trimester, minimum of six months) (3)
 - HLAD 890 Graduate Thesis/Project (3)

- III. Total - 54 Hours

Master of Science in Nursing

The graduate major in Nursing provides a master’s degree program for nurses who have a baccalaureate degree in nursing. The degree provides the opportunity to focus as a clinical nurse specialist in adult health or as a nurse administrator.

The Clinical Nurse Specialist concentration prepares the advanced practice nurses to serve the health needs of adults in a variety of settings. The graduate will be able to synthesize advanced knowledge of health-illness states of clients; integrate research-based problem solving and decision making in designing care for clients, families, and communities; use advanced therapeutic intervention skills in one’s clinical practice; and implement effective communication strategies in collective management of client care. The graduate will be prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate will also be prepared to apply for certification as a clinical nurse

specialist. The program consists of core courses at the 700 level designed to provide the knowledge and skills required of any advance practice nurse. Specialty courses at the 800 level provide preparation for role as clinical specialist in adult health.

The sequence in the Family Nurse Practitioner concentration prepares the advanced practice nurse to serve the health needs of clients across the life span in a variety of primary care settings. The graduate will be able to synthesize theoretical and evidence-based clinical knowledge to provide professional comprehensive primary and specialty client care across the domains of client health and illness management; client-practitioner relationship; teaching and coaching; managing and negotiating health care delivery systems; monitoring and ensuring quality of health care practice, and culture competence. The graduate will be prepared to assume the role of Family Nurse Practitioner as reflected by contemporary advanced practice nursing standards. The graduate will also be prepared to apply for national certification examination as a Family Nurse Practitioner. The program consists of core courses at the 700 level designed to provide the knowledge/skills required of any advanced practice nurse. Specialty courses at the 800 level provide didactic and practicum preparation for the role as Family Nurse Practitioner.

The certificate for Family Nurse Practitioner is an option for nurses already prepared at the advanced practice level who have a master’s degree.

The Nursing Administration concentration prepares advanced practice nurses to assume roles in middle nursing management, and after appropriate years of experience, to assume chief nurse executive positions in health care institutions. The graduate will be able to synthesize advanced knowledge of management within complex health care organizations; integrate research-based problem solving and decision making in designing integrated nursing care modalities; and use advanced management strategies to promote state of the art nursing interventions, health promotion and disease prevention. The program is comprised of core nursing courses designed to provide a theoretical framework for advanced practice and nursing management courses which provide preparation for the role of nurse administrator. The graduate will be prepared to seek national certification as a Nurse Administrator once work or consultative hour requirements are met

The Advanced Practice Nursing Forensics concentration prepares the advanced practice nurse to assume various nursing roles such as sexual assault nurse examiner (SANE), violence intervention, partnering with law enforcement to gather and preserve potential evidence, accident/death investigation, testifying as fact and expert witness in legal proceedings, forensic mental health

interventions and investigations, ethics of forensic nursing and global issues for the Advanced Forensic Nurse. The graduates will be prepared to seek national certification as an Advanced Practice Forensic Nurse, a Sexual Assault Nurse Examiner and optional certification as a Legal Nurse Consultant.

The Advanced Practice Nursing Informatics concentration prepares the advanced practice nurse to assume the role of nursing informatics specialist and after appropriate years of experience to assume information system leadership roles in healthcare organizations. The graduate will be able to synthesize advanced knowledge of nursing informatics within the dynamic healthcare environment; integrate evidence-based practice into healthcare information systems; develop and maintain databases and nursing decision support systems; and select, implement, maintain, and evaluate information systems that promote the state of the art nursing interventions for diverse patient populations. The program is comprised of core nursing courses designed to provide a theoretical framework for advanced practice, nursing management and informatics courses which provide preparation for the role of nursing informatics specialist. The graduate is prepared to seek national certification in Nursing Informatics.

Accreditation

Both undergraduate and graduate programs are accredited by the National League for Nursing Accrediting Commission.

3343 Peachtree Road NE
Suite 500
Atlanta, Georgia 30326
Web site: <http://www.nlnac.org>

For further information, or an appointment with an advisor, call the Program Office at (708) 534-4040.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have a baccalaureate degree with a major in Nursing from an accredited nursing program in a regionally-accredited college or university;
2. have completed the following undergraduate courses or their equivalent: Nursing Research, Statistics, and Health Assessment;
3. have a current and valid license as a registered professional nurse in the State of Illinois;
4. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing; and
5. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with

a grade of "C" or better in all upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from non-graded baccalaureate programs will be conditionally admitted. A GPA of 3.0 must be maintained for the first nine hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Nursing program for continued enrollment.

Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.

Applicants must assume all responsibility for fees associated with testing.

All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.

Other Requirements

Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first semester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student must also apply for candidacy. Application for candidacy should be made with the approval of one's academic advisor at the completion of all core nursing courses, at which time all candidacy requirements must be fulfilled. Admission to candidacy is required in order to enroll for additional nursing courses. To qualify for degree candidacy, a student must:

1. meet all conditions of admission; and
2. complete all core nursing courses: NURS745, 780, and 782.

Degree Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. pass, during the last trimester of the student's program, an oral comprehensive examination over the major area of study. This examination will be administered by three faculty and it may be repeated only once; and
2. a student may repeat only one nursing course in which a grade of "F" is received.

- I. Required Courses Clinical Nurse Specialist Sequence (42 Hours)
- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 - NURS 750 Advanced Clinical Pathophysiology (3)
 - NURS 780 Advanced Health Assessment (4)
 - NURS 781 Pharmacotherapy in Nursing (3)
 - NURS 782 Health Care Policy and Nursing (3)
 - NURS 802 Clinical Issues in Adult Health (3)
 - NURS 803 Research in Adult Health (3)
 - NURS 807 Adult Health and Illness I (5)
 - NURS 808 Adult Health and Illness II (5)
 - NURS 821 Clinical Specialist in Adult Health (5)
 - NURS 846 Adult Health Internship and Project (5)
- II. Required Courses Nursing Administration (42 Hours)
- ADDS 502 Introduction to Online Learning (2)
 - HLAD 700 Introduction to Healthcare Organization (3)
 - HLAD 725 Healthcare/Nursing Informatics (3)
 - HLAD 820 Healthcare Program Planning and Evaluation (3)
 - HLAD 823 Integrated Performance Improvement for Healthcare Organizations (3)
 - HLAD 835 Healthcare Human Resource Management (3)
 - NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 - NURS 782 Healthcare Policy and Nursing (3)
 - NURS 802 Clinical Issues in Adult Health (3)
 - NURS 803 Research in Adult Health (3)
 - NURS 835 Nursing Administration I (3)
 - NURS 840 Nursing Financial Management (3)
 - NURS 855 Nursing Administration II Seminar (3)
 - NURS 856 Nursing Administration II Practicum (3)
- Select elective workshop (1) from one of the following:
- Health Sciences
 - Communication Studies
 - Addictions Studies
 - Management Information Systems
- III. Required Courses for the Family Nurse Practitioner Sequence (42 Hours)
- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 - NURS 750 Advanced Clinical Pathophysiology (3)
 - NURS 780 Advanced Health Assessment (4)
 - NURS 781 Pharmacotherapy in Nursing (3)
 - NURS 782 Health Care Policy and Nursing (3)
 - NURS 802 Clinical Issues in Adult Health (3)
 - NURS 803 Research in Adult Health (3)
 - NURS 809 Young Family in Health and Illness (5)
 - NURS 810 Aging Family in Health and Illness (5)
 - NURS 822 Seminar and Practicum In Family Nurse Practitioner Role (5)
 - NURS 847 Family Nurse Practitioner Internship and Project (5)
- IV. Required Courses for the Nursing Advanced Practice .. Forensic Nursing Sequence (42 Hours)
- ONTL 502 Introduction to Online Learning (Prerequisite) (2)
 - NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 - NURS 750 Advanced Clinical Pathophysiology (3)
 - NURS 780 Advanced Health Assessment (4)
 - NURS 781 Pharmacotherapy in Nursing (3)
 - NURS 782 Health Care Policy and Nursing (3)
 - NURS 803 Research in Adult Health (3)
 - NURS 790 Introduction to Forensic Nursing (3)
 - NURS 791 Legal Aspects of Nursing Practice (3)
 - NURS 890 Seminar and Professional Nursing Writing (2)
 - NURS 891 Advance Forensic Nursing and the Criminal Justice System (5)
 - NURS 892 Advanced Forensic Nursing and the Civil Justice System (5)
 - NURS 893 Advanced Role Specific Forensic Nursing Capstone Internship and Project (5)
- V. Required Courses for the Nursing Informatics Sequence (42 Hours)
- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 - NURS 782 Health Care Policy and Nursing (3)
 - NURS 803 Research in Adult Health (3)
 - NURS 835 Nursing Administration (3)
 - NURS 841 Nursing Financial Management (3)
 - NURS 781 Nursing Informatics Applications (3)
 - NURS 865 Nursing Informatics Project Planning (2)
 - NURS 866 Nursing Informatics Practicum and Project (4)
 - HLAD 700 Introduction to Health Care Organization (3)
 - HLAD 725 Healthcare/ Nursing Informatics (3)
 - HLAD 820 Health Care Program Planning and Evaluation (3)
 - HLAD 801 Information System Analysis and Design (3)
 - IDCP 730 Case Studies In Health IT (3)
 - IDCP 750 Healthcare Database Design/Management (3)
- VI. Thesis Option (3 Hours)
- NURS 890 Graduate Thesis/Project (1-8)
- Students who have focused research interests or who intend to pursue doctoral study may wish to conduct formal thesis/project research. Students may begin in the sixth semester by registering for NURS890 for one hour. A minimum of three hours is required. More information about this option is available from the academic advisor.
- VII. Total Required - 42 Hours and with Thesis - 45 Hours

Master of Occupational Therapy (M.O.T.)

The graduate professional degree in Occupational Therapy (Master of Occupational Therapy-M.O.T.) prepares students to assume general practice positions in occupational therapy in a variety of health, education, and social service delivery systems. This is an entry-level graduate degree. This curriculum is designed for the student who has a bachelor's degree (any major), required prerequisite course work, and a strong commitment to pursuing a rigorous program of study in Occupational Therapy.

Program Outcomes

Students who have completed all the academic and field-work education in the Masters of Occupational Therapy (MOT) program will be able to:

1. Demonstrate entry-level competence of an occupational therapist through a combination of critical reasoning, comprehensive skills and knowledge and effective communication.
2. Articulate and apply occupational therapy theory and science based evidence in occupational therapy service across the life span and in multiple areas of health and human service.
3. Uphold the ethical standards and values of the occupational therapy profession and embrace a commitment to life long learning.
4. Advocate for occupational therapy services and those served to enable people of all ages to live lives to their fullest by helping them promote health and prevent or live better with illness, injury, or disability.

Accreditation

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is 301.652.AOTA.

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Caution: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must have successfully completed the following prerequisites in addition to, or in conjunction with a baccalaureate degree:

Social and Behavioral Sciences (9 semester-credits total) to include General Psychology (3 credits).

The following courses are strongly recommended: abnormal psychology, developmental psychology, or other related sociology or anthropology courses.

Natural Sciences (20 credit-hours) to include 8 credits of anatomy and physiology with lab or biology with lab plus 4 credits of upperdivision biology with lab, 4 credits of general chemistry II with lab which includes organic chemistry or 4 credits of organic chemistry with lab, and 4 credits of general physics I with lab.

Arts/or related disciplines

Expressive arts/media (3 semester-credits). For example course work in the following areas: art, theater, music, dance, photography, industrial arts, or home economics.

Other course work:

Medical Terminology (1 credit)

Orientation to Occupational Therapy (2 credits)

Survey of Research or Statistics course (3 credits)

Students must have a minimum cumulative G.P.A. of 2.75 and a minimum prerequisite G.P.A. of 3.0. Applicants must submit GRE scores and complete a departmental application form when applying to the program.

Entry into the program by application is competitive. Applications for the program should be completed by October 1 for the summer session. Information concerning the program and special application materials for the Occupational Therapy program are available from the Master of Occupational Therapy website at www.govst.edu/mot or the GSU Office of Admission:

Admission Office

Governors State University

University Park, IL 60484

708.534.4490

Recommended Preparation

Students planning to pursue application into the M.O.T. program should complete a baccalaureate degree in any field of study and complete the above-stated prerequisite courses.

Admission to Candidacy

Following acceptance and progression in the MOT program, a student must apply for candidacy. Application must be made when a student has completed at least 75 credit-hours and maintained a G.P.A. of 3.0 or higher for all courses in the MOT program.

OCCT 869	Occupational Therapy Specialty Fieldwork (optional).....	5
OCCT 870	Independent Research Study	1-8

* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of achieving candidacy.

Degree Requirements

I.	Required Courses (98 Hours)	
OCCT 701	Ethics, Policy, and Advocacy in Occupational Therapy	3
BIOL 701	Gross Anatomy I.....	3
BIOL 702	Gross Anatomy I Laboratory	1
BIOL 706	Physiology of Disease I	3
BIOL 707	Physiology of Disease I Laboratory	1
PHYT 705	Movement Analysis I	2
OCCT 706	Movement Analysis I Laboratory	1
BIOL 711	Gross Anatomy II	3
BIOL 712	Gross Anatomy II Laboratory	1
BIOL 716	Physiology of Disease II	4
PHYT 715	Movement Analysis II	2
OCCT 716	Movement Analysis II Laboratory	1
OCCT 720	Theories of Occupation.....	3
BIOL 726	Neuroscience	4
OCCT 725	Seminar in Occupational Therapy	1-3
OCCT 760	Human Development and Performance I	3
OCCT 740	Psychosocial Knowledge.....	3
OCCT 741	Psychosocial Knowledge, Lab.....	1
OCCT 742	Occupational Therapy Level I A.....	1
OCCT 750	Occupational Therapy Process	3
OCCT 770	Human Development and Performance II	3
OCCT 780	Research Methods for Occupational Therapy	3
OCCT 800	Occupational Therapy Assessment and Intervention I	3
OCCT 801	Occupational Therapy Assessment and Intervention I Lab	1
OCCT 802	Occupational Therapy Level I B.....	1
OCCT 820	Assistive Technology Methods and Tools	3
OCCT 810	Occupational Therapy Assessment and Intervention II	3
OCCT 811	Occupational Therapy Assessment II Lab.	1
OCCT 812	Occupational Therapy Level I C.....	1
OCCT 830	Models of Health	3
OCCT 840	Managing Occupational Therapy Services.....	3
OCCT 860	Methods and Tools for Promoting Performance	2
OCCT 864	Exploring Interdisciplinary Team Process and Leadership	3
OCCT 865	*Occupational Therapy Level II Fieldwork A	10
OCCT 868	*Occupational Therapy Level II Fieldwork B	10
OCCT 862	Advanced Assistive Technology (optional).....	4

Master of Social Work (M.S.W.)

The Master of Social Work program prepares advanced social work professionals to provide services to at-risk socially and economically diverse children and families. Graduates are prepared for employment in social service agencies serving children, adolescents, and families in the southern urban/suburban/rural region of metropolitan Chicago. The primary goal of the GSU M.S.W. program is to prepare highly qualified, competent advanced social work professionals to engage in critical practice.

The Master of Social Work degree has two programs:

1) The Full M.S.W. Program degree consisting of 60 credit-hours in the foundation and advanced curriculum for students who have not earned the baccalaureate social work degree. 2) The Advanced Standing Degree program consisting of 32 credit-hours in the advanced curriculum. This option is available for students who have a baccalaureate social work degree within seven years of the date of application to the M.S.W. program from a Council on Social Work Education accredited program.

Both a full-time and a part-time option are available for the completion of the M.S.W. degree. The full-time program is offered over a two-year period for students employed less than full-time. The part-time program is designed to be accessible to students who are employed full-time and who cannot complete their education on a full-time basis. The part-time program is offered over four years.

Program Outcomes

After completing the concentration curriculum at Governors State University the student will:

1. Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children and families.
2. Integrate knowledge of social work values and ethics into an autonomous practice with children and families.
3. Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.
4. Conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors.

5. Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents.
6. Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients.
7. Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families.
8. Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.
9. Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families.
10. Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce.
11. Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts.

Accreditation

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE).

Admission to the M.S.W. Program

Applicants to the Master of Social Work degree program must submit an application to the M.S.W. program office, three letters of recommendation, essay responses to questions posed by the M.S.W. program faculty, and transcripts from all post-secondary institutions from which the applicant completed course work. Students are admitted to the Full M.S.W. Program and the Advanced Standing Degree Program in the Fall semester.

Special Admissions Requirements

In addition to meeting the university admission criteria, the following are required of applicants:

1. A bachelor's degree with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale
2. A liberal arts foundation that includes course work in the following areas:
 - a. behavioral/social sciences (equivalent of nine credit-hours);
 - b. science/mathematical reasoning, which must include human biology and statistics (equivalent of six credit-hours); and

- c. humanities/fine arts (equivalent of six credit-hours).
3. Submission of supplementary application packet which includes:
 - a. official transcripts of all previous college work;
 - b. M.S.W. application form;
 - c. prerequisite Evaluation form with required catalog descriptions, if not GSU course work;
 - d. three letters of recommendation; and
 - e. essay responses.

Prospective students for the Advanced Standing Degree program must satisfy the above requirements in addition to having a 3.0 G.P.A. in baccalaureate social work course work.

Information related to the program and special application materials for the Master of Social Work program are available from the Governors State University Office of Admission.

Admission Office
Governors State University
1 University Parkway
University Park, Illinois 60466
708.534.4490

Admission occurs once a year. Advanced Standing and Full Program applications must be received by February 15. All admissions decisions are made by April 15.

Due to accreditation guidelines regarding faculty/student ratio, admission to the program is limited each year. Applicants are ranked for admission on the basis of:

1. undergraduate grade point average;
2. commitment to the mission of the M.S.W. program;
3. personal value system consistent with that of the social work profession;
4. prior employment and/or volunteer experience serving the needs of vulnerable, at-risk, population groups; and
5. need for a part-time program due to the inability to leave employment to pursue professional education.

Degree Requirements

The M.S.W. program offers two (2) degree programs: Full Program and the Advanced Standing degree program. The Full Program consists of 60 credit-hours of course work in the foundation and advanced curriculum. The Advanced Standing program consists of 30 credit-hours of course work in the advanced curriculum and is restricted to prospective students who have completed a baccalaureate degree program in a social work education program accredited by the Council on Social Work Education (CSWE) within seven years from the date of application to the M.S.W. program.

M.S.W. Curriculum
Full Program Degree Requirements

Foundation Curriculum

SOCW 601	The Social Work Profession in a Diverse Society	3
SOCW 605	Human Behavior in the Social Environment I	3
SOCW 606	Human Behavior in the Social Environment II	3
SOCW 615	Social Welfare Policies and Provisions	3
SOCW 665	Social Work Research	3
SOCW 705	Social Work Practice I	3
SOCW 706	Social Work Practice II	3
SOCW 720	Field Practicum I	3
SOCW 721	Field Practicum I Integrative Seminar	2
SOCW 725	Field Practicum II	2
SOCW 726	Field Practicum II Integrative Seminar	2
SOCW	Foundation Elective	3

Total 32 Credit-hours

Advanced Curriculum

SOCW 805	Theoretical Contexts of Practice with Children and Families	3
SOCW 810	Social Work Practice with Families	3
SOCW 812	Social Work Practice with Children and Adolescents	3
SOCW 820	Practice Evaluation	3
SOCW 837	Policy Practice with Children and Families	3
SOCW 853	Field Practicum III	3
SOCW 854	Field Practicum III Integrative Seminar	2
SOCW 855	Field Practicum IV	3
SOCW 856	Field Practicum IV Integrative Seminar	2
SOCW	Advanced Elective	3

Total Advanced Credit-Hours - 28

Total Foundation and Advanced - 60 Hours

M.S.W. Advanced Standing Degree Requirements

SOCW 801	Transition to Advanced Social Work	3
SOCW 860	Advanced Topics in Social Work	1
	Advanced Curriculum	28

Total Advanced Standing Credit-hours - 32 Hours

Student Candidacy Requirement

Graduate students seeking degrees at Governors State University must apply and be approved for candidacy in the degree program in which they have been admitted. The M.S.W. Full Program students apply for advancement to candidacy in the last term of the foundation curriculum. Advanced Standing students apply for candidacy during the fall trimester of their first year.

Advancement to candidacy occurs when students have demonstrated in their application for candidacy that they are progressing satisfactorily in the M.S.W. program and have maintained a 3.0 G.P.A. Application forms for this purpose are provided to students by the M.S.W. program.

Master's Final Project

The advanced field practicum (SOCW853 and 855) is a graduate practicum that provides students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession, and therefore meets the requirement of the master's final project.

Field Practicum

The field practica require the completion of 900 clock-hours of supervised experience in a social work agency divided between foundation and advanced levels. Field experience on the advanced level must support the concentration in Practice with Children and Families and is restricted to agencies that serve this population. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practica experiences concurrent with classroom experiences in the form of integrative seminars. Field Practica I and its concurrent integrative seminar take place during the 15-week fall semester, and Field Practica II and its concurrent integrative seminar occur over the 15-week spring semester. The foundation field requires 420 clock-hours under the supervision of a field instructor with a master of social work degree. The field experience provides students with the opportunity to apply knowledge, values, and skills acquired in the foundation course work.

The advanced field practica are designed to assist students with the integration and synthesis of practice knowledge, the internalization of social work professional values, and the application of practice skills as they become critically conscious and self-reflective practitioners. There are two advanced field practica: Field Practicum III and IV that span over two semesters beginning with the fall semester and ending with the spring semester. As in the foundation field placement, students are also required to enroll concurrently in the field integrative seminars. The advanced field practica require 480 clock-hours under the supervision of a field instructor who has met the criteria that qualifies a professional to serve in this role.

Degree Requirements

The M.S.W. program offers two (2) degree programs: Full Program and the Advanced Standing Degree program. The Full Program consists of 60 credit-hours of course work in the foundation and advanced curriculum. The Advanced Standing Degree program consists of 28 credit-hours of course work in the concentration curriculum plus four additional credit hours of advanced coursework. It is restricted to prospective students who have completed a baccalaureate degree program in a social work education program accredited by the Council on Social Work Education (CSWE) within seven years from the date of application to the M.S.W. program.

Concentrations

After completion of the Social Work foundation curriculum or upon admission to the Advanced Standing program, students specialize in one of two concentrations: a) the concentration in Children and Families, or b) the School Social Work concentration. To be admitted to the School Social Work concentration, students must have taken and received a passing grade on the Illinois Certification Testing System (TCTS) Basic Skills certification test.

M.S.W. Curriculum
Full Program Degree Requirements

Foundation Curriculum

SOCW 601	The Social Work Profession in a Diverse Society	3
SOCW 605	Human Behavior in the Social Environment I	3
SOCW 606	Human Behavior in the Social Environment II.....	3
SOCW 615	Social Welfare Policies and Provisions	3
SOCW 665	Social Work Research	3
SOCW 705	Social Work Practice I	3
SOCW 706	Social Work Practice II.....	3
SOCW 720	Field Practicum I	3
SOCW 721	Field Practicum I Integrative Seminar	2
SOCW 725	Field Practicum II	2
SOCW 726	Field Practicum II Integrative Seminar.....	2
SOCW	Foundation Elective	3

Total 32 Credit-hours

Children and Families Concentration Curriculum

SOCW 805	Theoretical Contexts of Practice with Children and Families	3
SOCW 810	Social Work Practice with Families	3
SOCW 812	Social Work Practice with Children and Adolescents	3
SOCW 820	Practice Evaluation	3
SOCW 837	Policy Practice with Children and Families	3
SOCW 853	Field Practicum III.....	3
SOCW 854	Field Practicum III Integrative Seminar	2
SOCW 855	Field Practicum IV.....	3
SOCW 856	Field Practicum IV Integrative Seminar.....	2
SOCW	Advanced Elective	3

Total Concentration - 28 Hours

Total Foundation and Concentration - 60 Hours

School Social Work Concentration

SPED 510	Survey of Students with Exceptionalities.....	3
SOCW 805	Theoretical Contexts of Practice with Children and Families	3

SOCW 812	Practice Evaluation	3
SOCW 825	Social Work Practice in Schools.....	3
SOCW 838	Policy for School Social Workers.....	3
SOCW 853	Field Practicum III	3
SOCW 854	Field Practicum III Integrative Seminar	2
SOCW 855	Field Practicum IV.....	2
SOCW 856	Field Practicum IV Integrative Seminar	2
SOCW 857	Field Practicum V.....	1

Total Concentration Credit Hours - 28

Total Foundation and Concentration - 60 Hours

M.S.W. Advanced Standing Degree Requirements

SOCW 801	Transition to Advanced Social Work.....	3
SOCW 860	Advanced Topics in Social Work.....	1
	Advanced Curriculum.....	28

Total Advanced Standing Credit - 32 Hours

Student Candidacy Requirement

Graduate students seeking degrees at Governors State University must apply and be approved for candidacy in the degree program in which they have been admitted. The M.S.W. Full Program students apply for advancement to candidacy in the last term of the foundation curriculum. Advanced Standing students apply for candidacy during the fall trimester of their first year.

Advancement to candidacy occurs when students have demonstrated in their application for candidacy that they are progressing satisfactorily in the M.S.W. program and have maintained a 3.0 G.P.A. Application forms for this purpose are provided to students by the M.S.W. program.

Master's Final Project

The advanced field practicum (SOCW853 and 855) is a graduate practicum that provides students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession, and therefore meets the requirement of the master's final project.

Field Practicum

The field practica require the completion of 900 clock-hours of supervised experience in a social work agency divided between foundation and advanced levels. Field experience on the advanced level must support the concentration in Practice with Children and Families and is restricted to agencies that serve this population. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practica experiences concurrent with classroom experiences in the form of integrative seminars. Field Practica I and its concurrent integrative seminar take place during the 15-week winter term, and Field Practica II and its concurrent integrative seminar occur over the 15-week spring/summer trimester. The foundation field

requires 420 clock-hours under the supervision of a field instructor with a master of social work degree. The field experience provides students with the opportunity to apply knowledge, values, and skills acquired in the foundation course work.

The advanced field practica are designed to assist students with the integration and synthesis of practice knowledge, the internalization of social work professional values, and the application of practice skills as they become critically conscious and self-reflective practitioners. There are two advanced field practica: Field Practicum III and IV that span two semesters beginning with the fall trimester and ending with the spring semester. As in the foundation field placement, students are also required to enroll concurrently in the field integrative seminars. The advanced field practica require 480 clock-hours under the supervision of a field instructor who has met the criteria that qualifies a professional to serve in this role.

Addictions Screening, Assessment, and Referral Certificate

The certificate program in Addictions Screening, Assessment, and Referral prepares health, human service, justice, and education professionals to deliver empirically-based services to individuals with substance use/abuse issues within their practice settings. Preparation is accomplished through the completion of academic course work delivered through state-of-the-art distance learning strategies, especially computer-based and web-based technologies.

Accreditation/Certification

Illinois residents seeking certification as Assessment/Referral Specialists through the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) may use the coursework to partially satisfy certification requirements. An optional internship and one year of paid work experience in assessment/referral are also required prior to state certification. The IAODAPCA office is located at 1305 Wabash Avenue, Suite L, Springfield, Illinois 62704-4938. State certification may be available in other states. It is suggested that applicants review licensure and certification requirements in the states in which they anticipate employment.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

- submit an application for admission to the certificate program; and
- have a bachelor's degree in a health, human services, justice, or education area with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale.

Admission to the certificate program is not a guarantee of admission to the M.H.S. program.

Certificate Completion Requirements

Students will complete the certificate program in Addictions Screening, Assessment, and Referral by satisfactorily passing each of the following courses with a minimum 70 percent achievement level; a final grade of "C" or better; and with a cumulative G.P.A. of "B" or better (3.0 on a 4.0 scale).

Required Courses (12 Hours)

ADDS 512	Changing Health Behaviors.....	3
ADDS 601	Substance Abuse Fundamentals.....	3
ADDS 602	Substance Abuse Screening, Motivation, and Referral.....	3
ADDS 603	Issues of Diversity in Substance Use and Abuse	3

Total - 12 Hours

Certificate in the Principles of Conductive Education

This online certificate program, which includes some laboratory experience in Conductive Education, is a part-time program designed for health and educational professionals. The purpose of this certificate program is to expand knowledge about conductive education to teach therapists and teachers an intervention based on principles of learning and intensive motor training and group processes for individuals with motor impairments. Conductive Education is a complex, integrated program of developmental learning. Individuals with motor impairments, including stroke, cerebral palsy, Parkinsons, and traumatic brain injury benefit from Conductive Education. Conductive Education addresses motor disorders from a functional learning standpoint. All course work is eligible for professional continuing education credit.

Special Admissions Requirements

In addition to the university certificate admissions requirements, students must:

- submit a copy of professional license/certification (teaching certificate or professional certification);
- submit a copy of malpractice/liability insurance;
- submit an updated résumé; and
- submit a statement of personal goals (1-2 pages).

Requirements for Completion of the Certificate

To receive the certificate in Conductive Education, students must successfully complete the following courses with a grade of "B" or better. All courses must be taken in sequence, beginning with the Principles of Conductive Education.

PHYT 510/OCCT 510 Principles of Conductive Education.....	3
PHYT 520/OCCT 520 Disease Process Relevant to Conductive Education.....	2
PHYT 530/OCCT 530 Advances in Motor Control and Motor Learning	3
PHYT 550/OCCT 550 Research in Conductive Education.....	2
PHYT 560/OCCT 560 Practicum in Conductive Education.....	3
PHYT 570/OCCT 570 Learning Processes in Conductive Education.....	3

Completion Requirements

In addition to completing the online classroom hours, students will engage in 16 contact hours of laboratory experience held at the Center for Independence through Conductive Education (Countryside, IL) learning hands-on handling techniques, and practical knowledge of how CE works. These 30 hours are included into the regularly scheduled CE program.

A capstone project of 45 hours will accompany the practicum experience (PHYT 560/OCCT 560). The Practicum will take place at the Center of Independence through Conductive Education.

Total - 16 Hours

Family Nurse Practitioner Certificate

The Department of Nursing offers a Certificate to prepare nurses with Master of Science in Nursing CNS concentration to meet the requirements for licensure as a Family Nurse Practitioner. The program is intended for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a nurse practitioner in an advanced practice setting.

Admission Requirements

1. A master's or doctoral degree in nursing with current Illinois Advanced Practice Nursing (APN) Licensure and/or a current Specialty Certification in an Adult Clinical Focus qualifying the applicant for state APN licensure.

OR

A master's or doctoral degree in nursing with a clinical focus and a minimum of 500 hours of documented

clinical activity that would qualify the applicant to apply for an Adult Specialty Certification and APN state licensure. Transcripts and adequate, appropriate clinical activity hours will be reviewed on an individual basis.

2. Transcripts must support advanced pharmacology, pathophysiology and physical assessment courses at the master's or doctoral level.
3. Licensure as a registered professional nurse in the State of Illinois or the jurisdiction in which clinical practice will occur.

Requirements for the Certificate

The curriculum leading to the Family Nurse Practice Certificate consists of three graduate courses:

NURS 809	Young Family in Health or Illness (5)
NURS 810	Aging Family in Health or Illness (5)
NURS 822	Seminar & Practicum in the Family Nurse Practitioner Role (5)

Total - 15 hours

Health Care Informatics Certificate

The Health Care Informatics Certificate program is designed to prepare healthcare professionals to work with information management systems. The program consists of an 18 credit-hour sequence of courses that provides career training and skills development for working professionals, career changers, and recent college graduates. The program is designed to supplement, rather than to replace, degree education. It allows students to explore new career opportunities and to stay current in the field.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- possess a bachelor's degree at the undergraduate level (preferably, health administration, business/public administration, allied health disciplines, or computer science) from a regionally accredited college or university; and
- complete the prerequisite courses, including CPSC305 (or equivalent course or professional experience) and a research methods course (HLAD705 or equivalent).

Certificate Requirements

To receive a certificate in HCI, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work;
3. maintain a "B" (3.0) average or higher for all course work; and
4. complete the capstone project.

Required Courses (18 Hours)

CPSC 578	Networking Essentials.....	3
HLAD 702	Information System for Health Care Managers	3
HLAD 713	Database Design and Administration of Health Care System	3
HLAD 725	Health Care Informatics	3
HLAD 801	Health Information System Analysis and Design	3
HLAD 833	Medical Records, Information Security and the Law.....	3

Total - 18 Hours

Courses of Study

All courses are currently listed in the catalog. Students will take the required courses in the following sequence:

Fall Semester

CPSC 578	Networking Essentials
HLAD 702	Information System for Health Care Managers

Spring Semester

HLAD 713	Database Design and Administration of Health Care Systems
HLAD 725	Health Care Informatics

Summer Session

HLAD 801	Health Information System Analysis and Design
HLAD 833	Medical Records, Information Security, and the Law

Health Services Research Certificate

The Health Services Research Certificate program prepares students for entry-level research positions in the healthcare field. The curriculum is designed for part time students and can be completed in three semesters. The first semester is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second semester takes students to the first level of applying this base of knowledge. Second semester courses focus on applying research strategies to healthcare problems and on beginning the process of identifying a suitable research project in conjunction with a faculty member in a mentor/student relationship. Finally, during the third semester, the process is completed through instruction in computerized data analysis and the completion of a final project with the same faculty member. The final project will be a publishable, journal length article that will be submitted to an appropriate outlet. Students are admitted to the certificate program in fall semester only.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- have graduated from a regionally accredited college or university with a minimum of a 2.5 grade point average for the last 60 hours of undergraduate course work; and
- submit three standard letters of recommendation that support the applicant's ability to complete the certificate program.

Certificate Requirements

To receive a certificate in HSR, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work;
3. maintain a "B" (3.0) average or higher for all course work;
4. successfully submit a research paper written in collaboration with a full-time faculty member for publication; and
5. submit an application for the certificate to the program director for approval upon successful completion of all requirements.

Required Courses (18 Hours)

STAT 520	Statistical Methods.....	3
STAT 611	Data Analysis Using SPSS	3
HLAD 703	Introduction to Health Services Research	3

HLAD 705	Applied Research Methods for Health Administration	3
HLAD 870	Independent Study: Health Services Research Proposal.....	3
HLAD 890	Graduate Thesis/Project: Health Services Research Final Project	3

Total - 18 Hours

Long-Term Care Administration Certificate

A certificate in the Long-Term Care Administration is offered for students who wish to obtain theoretical and practical knowledge in long-term care administration, as well as to prepare for the Illinois licensing examination for nursing home administrators. The certificate, along with successful completion of the nursing home administrator's examination, will generally enhance prospects for employment in the long-term care industry.

The sequence of courses for the long-term care certificate is approved by the Illinois Department of Professional Registration under Section 310.40 of the rules for the Nursing Home Administrators Licensing Act.

Special Admission Requirements

In addition to meeting the university requirements for admission, applicants must have completed the following courses or their equivalent:

HLAD 301	Introduction to Healthcare Management Strategies
HLAD 325	Health Care Organization

Requirements for the Certificate

HLAD 502	Management Accounting for Health Care Organizations	3
HLAD 503	Human Resource Management	3
HLAD 520	Introduction to Long-Term Care	3
HLAD 525	Nursing Home Administration	3

Total - 12 Hours

Completion

To receive the Long-Term Care Administration Certificate, students must complete each course with a grade of "C" or better and submit the petition for completion to their faculty advisor.

Nurse Educator Certificate

The Department of Nursing offers a certificate program to prepare nurses for the role of educator in academic settings. The program focuses on standards and competencies needed by nurse educators for curriculum development and design; teaching strategies for classroom and clinical environments; measurements and evaluation of student learning and program outcomes; and faculty role development for teaching in collegiate nursing programs.

The program is intended for nurses who have attained a master's or a doctoral degree in a clinical specialty and/or as a practitioner and who aspire to teach in academic nursing programs, as well as those who are currently in teaching positions and desire to update their knowledge and skills in educational theories, teaching methodologies, curricular trends, and resources.

Admissions Requirements

1. A master's or doctoral degree in nursing. Students enrolled and in good standing in their final six (6) hours of a master's or doctoral nursing program will be considered for admission on an individual basis.
2. Licensure as a registered professional nurse in Illinois.

Requirements for the Certificate

The curriculum leading to the Nurse Educator Certificate consists of four graduate courses:

NURS 860	Curriculum Development in Nursing	3
NURS 861	Instructional Methods in Nursing.....	3
NURS 862	Measurement and Evaluation in Nursing	3
NURS 863	Nurse Educator Field Experience	3

Total - 12 Hours

Completion

To receive the Nurse Educator Certificate each student must:

1. be admitted to the certificate according to the admission requirements;
2. complete the four required courses with a cumulative G.P.A. of at least a 3.0;
3. remove all grades of incomplete by the date that the certificate is to be completed;
4. complete all coursework within two (2) years from the date of admission;
5. meet all financial obligations to the university; and
6. submit an application for award of the certificate.

Certificate in Online Teaching

The use of the Internet to deliver education and training in fully-online and web-enhanced formats has grown in all sectors of our economy, creating a need for professionals who possess the skills to develop curriculum and facilitate high-quality online learning. This certificate program in online teaching prepares faculty members and trainers in all settings to design, produce, and facilitate online courses in accordance with best-practice guidelines. In keeping with the nature of this curriculum, all courses toward the certificate are offered online with no on-campus requirements.

Admission Requirements

All courses must be taken in sequence; students will be admitted only in the trimester in which the Introduction to Online Teaching course is offered.

Certificate Completion Requirements

The Certificate in Online Teaching will be awarded to participants who complete the 12 credit-hour program with a "B" or better in each required course and a 3.0 cumulative grade point average. The required courses include the following:

ONTL 650/NURS 650 Introduction to Online Teaching.....	3
ONTL 651/NURS 651 Facilitating Online Learning.....	3
ONTL 652/NURS 652 Designing Online Courses.....	3
ONTL 653/NURS 653 Producing Digital Content.....	3

Total - 12 hours

Certificate in Substance Abuse Intervention in Healthcare

The curriculum leading to a Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three-credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

Special Admission Requirements

In addition to meeting the university requirements for admission, all students must show:

- Proof of nursing licensure

Requirements for the Certificate:

NURS 550	Substance Abuse Issues in Health Care	3
NURS 551	Substance Abuse Screening in Health Care.....	3
NURS 552	Disparity and Diversity in Substance Abuse.....	3
NURS 553	Substance Abuse Intervention in Nursing Practice	3

Total - 12 hours

Completion

To receive the Certificate of Completion in Substance Abuse Intervention in Healthcare students must complete each course with a grade of "C" or better and submit the petition for completion to the Nursing Program Advisor. Graduate students must maintain a GPA of 3.0 or higher.

*Notes

*Master's level nursing students who elect to take the course for credit will receive three credit hours for each course completed and may complete the program in one year. Courses in this sequence may not be used to replace any courses in the Masters of Science in Nursing Curriculum. Participants who successfully complete all four courses will receive a Certificate of Completion in Substance Abuse Intervention in Healthcare. Continuing Education contact hours have been applied for through the Illinois Nurses Association (INA) for students who wish to pursue this option in lieu of academic credit.

*Undergraduate RN baccalaureate completion students may enroll in the program for elective credit toward the baccalaureate degree. Undergraduate nursing students at other colleges/universities are also eligible to enroll.

*RNs with at least 60 hours of college level credit are eligible to apply for admission to the certificate. Students completing the certificate may be eligible to use some of the credits earned to satisfy the elective requirement if they subsequently enroll in the RN completion baccalaureate degree program. (Please check with the Department of Nursing regarding nursing electives in the BSN program.)

Doctor of Nursing Practice (D.N.P.)

The doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: direct practice, community behavior, leadership/administration, or practitioner/educator. The sequence of courses provides the DNP graduate with the skills to assume leadership in meeting the healthcare needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

Program Outcomes

Graduates will be able to:

1. Demonstrate advanced levels of clinical judgement/scholarship in nursing practice.
2. Critically analyze complex clinical situations and practice systems.
3. Evaluate and apply conceptual models, theories, and research in order to improve healthcare of diverse populations.
4. Systematically investigate a clinically focused area of nursing in order to order advanced healthcare.
5. Analyze the social, economic, political, and policy components of healthcare systems, which affect care planning and delivery.
6. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care.
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Admissions Requirements:

Post-Baccalaureate

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-baccalaureate level must meet all the requirements for graduate admission. In addition, students must have at least a 3.0 GPA before progression into DNP 701.

Post Master's

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-master's level must be accepted into the doctoral program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Licensure

Students must produce evidence of nursing licensure in the appropriate jurisdiction prior to enrolling in clinical courses.

Special Admission Requirements

Applications with all supporting documents must be submitted by March 1 for Fall semester admission. Late applications will be placed on a waiting list and will not be reviewed until all timely applicants have been processed. No action will be taken until all admission documents have been received. Admission to the Doctor of Nursing Practice is limited and competitive.

1. All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.
2. Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.
3. Applicants are expected to meet the following admission requirements:
 - a. graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL;
 - b. a minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status;
 - c. evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois);
 - d. evidence of successful completion with a grade of B or better of an upper division statistics course taken within the last five years. Alternately, one may be taken concurrently with the first semester of graduate coursework;
 - e. a personal interview with a graduate admissions committee;
 - f. basic computer competency as follows: Students should be able to use e-mail with attachments; access online course materials and navigate WebCT courses; demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint; be able to effectively use clinical simulation modules; have beginning competency with a statistical package preferably SPSS; and be able to navigate the Web including access to online library materials, Nursing Blog, and similar sites. Students who are unfamiliar with web-supported instruction are encouraged to take ADDS 502 Introduction to Online Learning prior to or during the first term of enrollment;

- g. grades in all previous master’s course work of “B” or better; and
- h. submit an application packet which includes:
 - i. the Graduate School Application form. This is to be completed online;
 - ii. official (original) transcripts showing the award of the BSN and the MS in Nursing (if a post MS applicant) and any other program pre-requisites;
 - iii. a 300-500 word essay, which addresses your reasons for pursuing the Doctor of Nursing Practice, career goals, and practice interests;
 - iv. three letters of recommendation evaluating your scholarly potential. One should be from a clinical advisor or supervisor, one from an academic advisor or faculty member, and one from a nursing peer;
 - v. a curriculum vita or resume; and
 - vi. a copy of your current registered nurse license.

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first semester of enrollment.
2. Applicants are responsible for all doctoral level tuition and fees. Applicants must assume all responsibility for fees associated with testing.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy, at which time all candidacy requirements must be fulfilled. Application for candidacy should be made with the approval of one’s academic advisor at the completion of all core courses. Admission to candidacy is required in order to enroll in the roll specific DNP courses. To qualify for candidacy, a student must:

1. meet all conditions of admission; and
2. complete all core courses: DNP 701, DNP 702, DNP 703, DNP 800 DNP 801, HLSC 750, HLSC 830, HLSC 840, HLSC 841, and STAT 860.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last semester of the student’s program, the capstone project which will be reviewed by a panel of three nursing faculty members complete degree requirements within five (5) years of application for candidacy; and may repeat only one course in which a grade of “F” is received.

- I. Required Courses Post-Master’s Entry(44-47 Hours)
 - A. Core Courses (29 Hours)
 - DNP 701 Healthcare Leadership3
 - DNP 702 Diversity, Spirituality and Social Issues3
 - DNP 703 Policy, Power and Politics in Nursing Leadership3
 - DNP 801 Advanced Evidenced-Based Nursing Practice3
 - HLSC 750 Inter-Professional Collaboration.....3
 - HLSC 841 Information Management Nursing Decision Support3
 - HLSC 830 Epidemiology3
 - HLSC 840 Responsible Conduct of Research3
 - STAT 860 Advanced Statistics in Behavioral Health.3
 - DNP 800 Nursing Leadership Internship.....2
 - B. Role Development Courses (10 - 13 Hours) (select 1 area)
 - Practitioner/Educator Role
 - NURS 860 Curriculum Development in Nursing (3)
 - NURS 861 Instructional Methods in Nursing (3)
 - NURS 862 Measurement and Evaluation in Nursing (3)
 - DNP 910 Practitioner/Educator Role Residency (4)
 - Community Behavior
 - HLSC 875 Healthcare Organizational Behavior (3)
 - DNP 820 Population-Based Healthcare Delivery Systems (3)
 - DNP 821 Risk Management in Population Health (3) or
 - HLSC 891 Healthcare Security and Disaster Preparedness (3)
 - DNP 920 Community Role Residency (4)
 - Leadership/Administration Role
 - DNP 830 Nursing Leadership, Innovation and Entrepreneurship (3)
 - HLAD 715 Economics of Health Administration (3)
 - DNP 930 Leadership/Administrator Role Residency (4)
 - Direct Practice Role
 - DNP 840 Care of Vulnerable Populations (3) Elective (3)
 - DNP 940 Advanced Practice Role Residency (4)
 - C. Capstone Courses (5 Hours)
 - DNP 960 DNP Capstone Proposal Development1
 - DNP 961 DNP Capstone Project4

Total - 44-47 Hours

Required Courses Post-Baccalaureate Entry (86- 89 Hours)

The post-baccalaureate option requires that the following courses be completed prior and in addition to those required for the Post-Master's Option:

A. Clinical Nurse Specialist (42 Hours)

- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 NURS 750 Advanced Clinical Pathophysiology (3)
 NURS 780 Advanced Health Assessment (4)
 NURS 781 Pharmacotherapy in Nursing (3)
 NURS 782 Health Care Policy and Nursing (3)
 NURS 802 Clinical Issues in Adult Health (3)
 NURS 803 Research in Adult Health (3)
 NURS 807 Adult Health and Illness I (5)
 NURS 808 Adult Health and Illness II (5)
 NURS 821 Clinical Specialist in Adult Health (5)
 NURS 846 Adult Health Internship and Project (5)
 OR

B. Nursing Administration (42 Hours)

- ADDS 502 Introduction to Online Learning (2)
 NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
 NURS 782 Health Care Policy and Nursing (3)
 HLAD 700 Introduction to Health Care Organization (3)
 HLAD 725 Healthcare/Nursing Informatics (3)
 NURS 802 Clinical Issues in Adult Health (3)
 NURS 803 Research in Adult Health (3)
 NURS 835 Nursing Administration I (3)
 NURS 840 Nursing Administration II (3)
 NURS 855 Nursing Administration Seminar (3)
 NURS 856 Nursing Administration Internship and Practicum (3)
 HLAD 820 Health Care Program Planning and Evaluation (3)
 HLAD 823 Integrated Performance Improvement for Health Care Organizations (3)
 HLAD 835 Health Care Human Resource Management (3)

Select elective workshop (1) from one of the following:

- Health Sciences
- Communication Studies
- Addictions Studies
- Management Information Systems

Required Courses Post-Master's Option (44-47 Hours)
 (Listed Above)

Total - 86-89 Hours

Doctor of Occupational Therapy (DrOT)

The Doctorate in Occupational Therapy (DrOT) is a post-professional practice degree. Occupational therapists will advance skills and knowledge to enhance current practice and prepare to be an innovator in traditional and emerging areas of occupational therapy. The student will also have the opportunity to develop and/or refine academic, research, and clinical teaching skills.

This program is designed for occupational therapists seeking a post professional advanced practice doctorate in occupational therapy.

The DrOT will have three points of entry:

- Master of Occupational Therapy degree
- Baccalaureate of occupational therapy with a masters degree in an area of study other than occupational therapy (pre-requisite course work dependent on area of masters study)
- Baccalaureate of occupational therapy without additional master degree completion. The post baccalaureate entry would require completion of all prerequisite courses for the DrOT sequence.

Program Outcomes

Students who have completed the Doctorate in Occupational Therapy (DrOT) will be able to:

1. Synthesize research, theory and models of practice as a foundation for evidenced based occupational therapy practice in a variety of settings/systems.
2. Analyze and theorize the implications of history, culture and the sociopolitical environment influence the practice of occupational therapy.
3. Contribute to the growth and dissemination of knowledge in current and/or emerging areas of occupational therapy practice.
4. Advance the occupational therapy practice.
5. Develop personal, collegial, and interdisciplinary approaches to delivering culturally relevant and responsive occupational therapy services.
6. Select the appropriate teaching-learning theories to design educational experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
7. Critically evaluate and address the various contexts of health care, education, community, and political and social systems as they relate to the practice of occupational therapy.

Admission Requirements:

Applicants must meet the following admission requirements:

1. evidence of an occupational therapy and masters degree.
 - a. a masters degree from an occupational therapy program accredited by ACOTE.
 - b. a baccalaureate degree in occupational therapy from an occupational therapy program accredited by ACOTE and a masters degree in occupational therapy or a related field.
 - c. International students must have graduated from a World Federation of Occupational Therapy (WFOT) program.
 or:
2. evidence of a baccalaureate of occupational therapy.
 - a. a baccalaureate degree from and occupational therapy program accredited by ACOTE.
 - b. completion of the DrOT transitional prerequisite courses.
 - c. International students must have graduated from a World Federation of Occupational Therapy (WFOT) program.
 and:
3. a minimum graduate GPA of 3.0, on a 4.0 point scale; note: applicants not meeting this criterion may be considered for conditional admission status;
4. evidence of current certification from NBCOT;
5. evidence of current state occupational therapy license;
6. evidence of successful completion (3.0 on a 4.0 scale) of an upper division statistic course within the past five years; alternately, one may be taken concurrently with the first semester of graduate coursework;
7. basic computer competency including word processing and use of the Internet; (students who are unfamiliar with web-supported instruction are encouraged to take ONTL 502 Introduction to Online Learning prior to or during the first term of enrollment);
8. application essay;
9. curriculum vita or resume;
10. three letters of recommendation; and
11. a personal interview with a graduate program faculty advisor/mentor.

Application Procedure:

Application for admission must be submitted by June 1 for Fall semester. Late applications will be placed on a waiting list and reviewed once all the applications that were received on time have been acted upon. The application process will consist of:

1. Graduate application will be completed
2. Official copies of all transcripts from schools attended will be submitted

3. An essay which will address the applicant's reasons (professional and career goals) for pursuing the Doctor of Occupational Therapy degree
4. Three letters of recommendation that address the applicant's potential for post professional study. One letter should be from an employer or supervisor, one from an occupational therapy colleague, and one from an individual who can attest to your scholarly potential
5. Copy of current NBCOT certification
6. Copy of current state occupational therapy license
7. Application fee

Applications will be reviewed by members of the DrOT Program Admission Committee. Committee recommendation will be based on the review of the admission materials, recommendations, course work to date, essay and interview. The committee will recommend those candidates who are the best qualified to the DrOT Program Coordinator. Applicants will be notified of the decision via letter.

Degree Requirements

- A. Required Courses (30 hours)

OCCT 790	Advanced Theories in OT.....	3
OCCT 792	Occupation Centered Practice and Process	3
OCCT 794	Evidence - Based Practice and Critical Thinking.....	3
OCCT 796	Leadership, Management, Innovation and Entrepreneurship	3
OCCT 797	Grant Funding	3
OCCT 798	Instructional Methods in Occupational Therapy.....	3
OCCT 892	Qualitative Research In Occupational Therapy.....	3
OCCT 894	Quantitative Research In Occupational Therapy.....	3
OCCT 896	Advocacy: Legal and Ethic Policy and Leadership	3
OCCT 899	Pro Seminar (1 credit repeated three times)	3
- B. Specialty Concentration Elective Required: (6 Credit hours minimum)
Specialty concentration electives will be developed as part of the doctoral student study plan.
- C. Culminating Project Required Courses (6 hours)

OCCT 992	Clinical Fellowship.....	3-6
OCCT 994	Capstone Research Project.....	3-6

Total - 42 Hours

Applicants who have a baccalaureate of occupational therapy without additional master degree completion will be required to complete the DrOT transition prerequisite courses before starting the DrOT core courses.

- OCCT 710 Special Topics: Introduction To Academic Writing (3)
 OCCT 720 Theories of Occupational Therapy (3)
 OCCT 780 Research Methods in Occupational Therapy (3)
 OCCT 725 Seminar in OT: The Health and Human Service Arena (3)

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty. Candidacy serves as the gateway for student progression to the clinical research fellowship and capstone research project.

The three to six hour Clinical research Fellowship will give the student the opportunity to incorporate theory, research and best practice methods in a specialty concentration.

The three to six hour Capstone Research Project will be grounded in theory and evidence. Through the capstone research project the student will contribute to the occupational therapy body of knowledge.

Doctor of Physical Therapy (D.P.T.)

The professional doctoral degree in Physical Therapy (D.P.T.) is designed for the student who has completed a bachelor's degree in any major and specific prerequisite course work. The curriculum employs a systems approach, with emphasis on the musculoskeletal, neurological, cardiopulmonary, and integumentary systems. The specific responsibilities of patient screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment in physical therapy practice are related to the whole person. The curriculum integrates educational experiences in the classroom, laboratory, community, and clinical settings.

The purpose of the Physical Therapy program is to prepare students to be entry-level physical therapists practitioners who base decisions on scientific and clinical evidence for their roles as clinicians, leaders, advocates, and teachers. Within the broadening scope and increasing autonomy of physical therapy practice, graduates of the program will be prepared to become leaders in the community, profession, and healthcare who will advocate for patients and influence health policy.

Program Objectives

At the conclusion of the DPT program, the student will be able to:

1. Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and dis-

abilities related to movement, physical dysfunction, health, and wellness.

2. Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
3. Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
4. Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and contribute to the evidence for practice.
7. In professional interactions:
 - a. Exhibit moral, ethical, and legal behavior;
 - b. display sensitivity to individual differences and values;
 - c. communicate appropriately;
 - d. display effective leadership skills;
 - e. display effective administrative and consultative behaviors; and
 - f. effectively use contemporary technology.
8. demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Illinois Board of Higher Education approved the Doctor of Physical Therapy degree in January of 2006. The Higher Learning Commission of the North Central Association of Colleges and Universities approved the Doctor of Physical Therapy degree in January of 2007. The Physical Therapy program has been granted Accreditation Status by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245.

Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

Special Admissions Requirements

Applications for admission are due by October 15. Late admissions packets will be accepted on a space available basis. Application to the Doctor of Physical Therapy

(DPT) curriculum is now made through a centralized application service of the American Physical Therapy Association (APTA). To apply to our program, you should access the physical therapy centralized application service (PTCAS) at www.ptcas.org where you will find the information on applying to our DPT curriculum. As part of our application, you will have to have a copy of Graduate Record Examination (GRE) scores mailed directly to us from the GRE agency.

Additionally, you will have to have official transcripts from all schools you have attended mailed directly to us from those schools you have attended. Applicants to the DPT curriculum are reminded that they must apply for admission to the university when applying to the DPT curriculum.

In addition to meeting university admission criteria, applicants must:

1. have a bachelor's degree, any major, with a minimum cumulative G.P.A. of 2.8 on a 4.0 scale;
2. achieve a minimum of 1,000 points combined on the verbal reasoning and quantitative reasoning sections of the Graduate Record Examination (GRE);
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the D.P.T. program:
 - General biology with lab (8)
 - General chemistry with lab (8)
 - One additional biology or chemistry course with lab (4).
This must be a 200-level or higher course such as Organic Chemistry with lab (CHEM322/323), Cell Biology with lab (BIOL370/371), or Human Physiology I and II with lab (BIOL444/445/446/447)
 - Anatomy with lab (4-8); two semester sequence of 100-level Human Anatomy and Physiology with lab (8)
OR one semester of 200-level or higher with lab (4) such as Comparative Anatomy (BIOL360/361)
 - General Physics with lab (8) (PHYS352/353 and PHYS362/363)
 - Statistics (3) (STAT520)
 - Medical Terminology (1) (HLSC550) or Computer Application: Medical Terminology for the Health Professional (OCCT400)
 - General Psychology (3) (PSYC310)
 - Abnormal Psychology (3) (PSYC430)
 - Developmental Psychology (3) such as Seasons of Life (PSYC516) or Cognitive Development (PSYC523)
 - Orientation to Physical Therapy (2) (PHYT320)

4. submit a supplementary application packet which includes:
 - official transcripts of ALL previous college-level work;
 - supplemental information form;
 - official GRE scores;
 - three letters of recommendation;
 - a personal essay; and
 - official TOEFL scores (if applicable);
5. submit the payment of the non-refundable \$75 application fee; and
6. participate in personal interviews conducted by the Physical Therapy Department admissions committee.

Technical Standards for the Doctor of Physical Therapy Program

To perform the essential functions of a physical therapist in an independent manner, accepted applicants and candidates for graduation from the Department of Physical Therapy in the College of Health and Human Services are required to certify that they understand and meet the technical standards of the Doctor of Physical Therapy Program (full text available from the department office or the department website). Applicants or students who are unable to independently meet any of the technical standards must be able to direct others in the safe and effective execution of any task. Applicants or students who may not meet the technical standards should contact the Department Chair to identify what reasonable accommodations, if any, the Department of Physical Therapy could make to enable the accepted applicant or candidate to meet the standards.

Admission to Candidacy

After an approved study plan is on file in the Department of Physical Therapy Office, each student must apply for admission to candidacy. Application forms are available in the department office. Application for candidacy must be made at the beginning of the third semester in which the student is enrolled and before participation in Clinical Practicum (PHYT729). Students must have completed 38 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

Degree Requirements

- I. Required Courses: (108 hours)
 - A. Basic Sciences:

PHYT 601 Gross Anatomy I.....	3
PHYT 602 Gross Anatomy I Laboratory	1
PHYT 611 Gross Anatomy II	3
PHYT 612 Gross Anatomy II Laboratory	1
PHYT 726 Neuroscience.....	4
BIOL 706 Physiology of Disease I.....	3

BIOL	707	Physiology of Disease I Laboratory.....	1
BIOL	716	Physiology of Disease II.....	4
B. Physical Therapy:			
PHYT	701	Patient Management I.....	2
PHYT	702	Patient Management I Laboratory.....	1
PHYT	705	Movement Analysis I.....	2
PHYT	706	Movement Analysis I Laboratory.....	1
PHYT	710	Integrative Physical Therapy Seminar.....	1
PHYT	711	Patient Management II.....	2
PHYT	712	Patient Management II Laboratory.....	1
PHYT	715	Movement Analysis II.....	2
PHYT	716	Movement Analysis II Laboratory.....	1
PHYT	717	Clinical Orthopedics I.....	2
PHYT	718	Clinical Orthopedics I Laboratory.....	1
PHYT	720	Integrative Physical Therapy Seminar II....	1
PHYT	721	Patient Management III.....	2
PHYT	722	Patient Management III Laboratory.....	1
PHYT	724	Pharmacology for Physical Therapists.....	2
PHYT	727	Physical and Electrical Agents Laboratory.....	1
PHYT	728	Physical and Electrical Agents in Physical Therapy.....	2
PHYT	729	Clinical Practicum.....	3
PHYT	730	Integrative Physical Therapy Seminar III...1	
PHYT	737	Clinical Orthopedics II.....	2
PHYT	738	Clinical Orthopedics II Laboratory.....	1
PHYT	740	Integrative Physical Therapy Seminar IV (1).....	1
PHYT	742	Psychomotor Development Throughout the Lifespan.....	3
PHYT	743	Research in Physical Therapy Practice.....	3
PHYT	745	Exercise Physiology.....	2
PHYT	746	Exercise Physiology Laboratory.....	1
PHYT	755	Cardiopulmonary and Pulmonary Physical Therapy.....	3
PHYT	756	Neuroscience Therapeutics I.....	2
PHYT	757	Neuroscience Therapeutics I Laboratory..1	
PHYT	760	Interaction and Education for Patient Care.....	3
PHYT	762	Integumentary Physical Therapy.....	3
PHYT	766	Neuroscience Therapeutics II.....	2
PHYT	767	Neuroscience Therapeutics II Laboratory.1	
PHYT	770	Ethical, Leadership, and Policy Dimensions of Physical Therapy.....	3
PHYT	772	Orthotics and Prosthetics.....	2
PHYT	780	Physical Therapy in the Health Care Team.....	3
PHYT	782	Diagnostic Imaging for Physical Therapy.....	2
PHYT	783	Applied Research in Physical Therapy.....	2
PHYT	786	Physical Therapy Management of Medical/Surgical Conditions.....	2
PHYT	788	Comprehensive Patient Management.....	3
PHYT	792	Wellness and Human Performance.....	3
PHYT	801	Clinical Internship I.....	4
PHYT	802	Integrative Physical Therapy Seminar V....1	
PHYT	803	Clinical Internship II.....	4
PHYT	804	Integrative Physical Therapy Seminar VI...1	
PHYT	808	Integrative Physical Therapy Seminar VII.....	1

- II. Selectives (Select two, 11 hours)
- | | | | |
|------|-----|--------------------------------------|---|
| PHYT | 805 | Clinical Internship III..... | 4 |
| and | | | |
| PHYT | 807 | Clinical Internship IV..... | 5 |
| or | | | |
| PHYT | 809 | Clinical Internships III and IV..... | 9 |
| and | | | |
| PHYT | 811 | Current Issues: . . . | 2 |
- III. In addition to completing the required courses, students must also:
- satisfactorily complete all clinical internships in a variety of settings; and
 - complete and present a graduate research project.
- IV. Total - 119 Hours

Transitional - Doctor of Physical Therapy (t-DPT)

The transitional Doctoral degree in Physical Therapy (t-DPT) is designed for the student who has completed a bachelor's or master's degree in physical therapy and has at least six months of full-time work experience in physical therapy practice.

The purpose of the t-DPT is to prepare licensed physical therapists to meet the challenges of a changing practice environment. Completion of this degree program will enhance the ability of practicing physical therapists to be leaders, educators and clinicians who incorporate evidence and cultural competence into practice. This program serves as a bridge between the content taught in bachelors and masters level programs and current physical therapy practice at the doctoral level.

Program Objectives

At the conclusion of the t-DPT program, the student will be able to:

- Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
- Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
- Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
- Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.

5. Demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and to contribute to the evidence for practice.
7. In professional interactions:
 - a. exhibit moral, ethical, and legal behavior;
 - b. display sensitivity to individual differences and values;
 - c. communicate appropriately;
 - d. display effective leadership skills;
 - e. display effective administrative and consultative behaviors; and
 - f. effectively use contemporary technology.
8. Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, or by e-mail at accreditation@apta.org. The program is not required to seek additional approvals for the t-DPT through the CAPTE.

Admission Requirements

Applications for admission will be accepted at any time during the year. Applications for admission are available from the Physical Therapy Department Office and online at www.govst.edu/tdpt. The Department of Physical Therapy Admissions Committee will review applications before an offer of admission is extended.

In addition to meeting the university admission criteria for graduate students, the following are required of applicants:

1. current licensure as a Physical Therapist in the United States or its territories;
2. a bachelor’s or master’s degree in physical therapy, with a minimum cumulative GPA of 2.8 on a 4.0 scale;
3. a minimum of six months of experience in full time practice as a physical therapist (1,000 hours);
4. two letters of recommendation;
5. computer access to complete online course work; and
6. approval for prior course work of up to six credit hours may be awarded based on individual qualifications and completion of the following:
 - Previous coursework at Governors State University
 - Award of American Board of Physical Therapist Specialties certification

- Completion of a credentialed clinical residency program
7. Internationally educated physical therapists must submit official academic credentials with evaluation from the Educational Credentials Evaluation (ECE) organization in Milwaukee, WI and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL).

Degree Requirements

I.	Clinical Management Courses (12 credit hours)	
	PHYT 820 Clinical Decision Making I (Required first course)	3
	PHYT 821 Clinical Decision Making II.....	3
	PHYT 830 Teaching and Learning in Physical Therapy	3
	PHYT 840 Management and Administration in Physical Therapy	3
II.	Clinical Science Courses (9 credit hours)	
	PHYT 824 Pharmacology for Licensed Physical Therapists.....	3
	PHYT 832 Human Performance and Wellness	3
	PHYT 842 Imaging for Licensed Physical Therapists.....	3
III.	Evidence Based Practice Courses (9-12 credit hours)	
	HLSC 840 Responsible Conduct of Research	3
	PHYT 790 Introduction to Health Care Research (required for BA trained).....	3
	PHYT 825 Research I: Evidence Based Physical Therapy Practice	3
	PHYT 875 Research II: Clinical Project (Capstone)	3
IV.	Electives (3-9 credit hours)	
	PHYT 852 Integumentary Physical Therapy	3
	PHYT 850 Advocacy and Leadership in Physical Therapy	3
	PHYT 860 Topics in Physical Therapy: (topics vary).....	3
	PHYT 800 Independent Study	3
	EDPD640/NURS650 Online teaching	3
	Approved courses from other graduate programs.....	3

Total Credits - 33 hours for physical therapists who entered the program with a master’s degree
 42 hours for physical therapists who entered the program with a bachelor’s degree

Note: In addition to successful completion of the courses, students must complete a Capstone Project to be reviewed by three faculty members.