GOVERNORS STATE UNIVERSITY 2008-2009 CATALOG

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Governors State University

2008-2009 Catalog

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Notice

Information in this catalog is subject to change and does not constitute a contract or warranty that the university will continue indefinitely to offer the program in which a student is enrolled. The university expressly reserves the right to change, phase out, or discontinue any policy or program. Such changes take precedence over catalog statements.

This catalog is for the 2008-2009 academic year. Students should keep the catalog for referral throughout their academic career. Students who first enroll at Governors State University during the 2008-2009 academic year must fulfill the requirements stated in this catalog and its addendum (if published), as applicable, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

The catalog is posted on the GSU website at *www.govst.edu/catalog.*

Affirmative Action Statement

Governors State University is an affirmative action/equal employment opportunity university which administers its educational and employment programs in compliance with federal, state, and local laws and does not discriminate on the basis of race, color, national origin, religion, gender, ancestry, age, sexual orientation, marital status, disability, citizenship, unfavorable discharge from military service, or veteran status.

Governors State does not discriminate against students for observing religious holidays and will reasonably accommodate the religious observance of individual students regarding admission, class attendance, and the scheduling of examinations and academic work requirements. Students seeking such accommodation should contact the Affirmative Action Office for assistance.

The general university phone number is 708.534.5000. The GSU website address is *www.govst.edu.*

ACADEMIC DEGREE PROGRAMS OFFERED BY GOVERNORS STATE UNIVERSITY

Bachelor's Degree Programs

Accounting (ACTU)
Art (ART)
Biology (BIOL)
Teacher Education (BTE-)
Business Administration (BSAD)
Finance (FIN-)
Human Resources Management (HRM-)
International Business (INB-)
Management (MGT-)
Management Information Systems (MIS-)
Marketing (MKT-)
Operations Management (OMG-)
Public Administration (PAD-) - Admission Suspended
Business and Applied Science (BAAS)
Chemistry (CHEM)
Teacher Education (CTE-)
Communication Disorders (CDIS)
Communications (COMM)
Advertising and Public Relations (APR)
Digital Film-Making (DFM)
Journalism (JRN)
Multimedia Communications (MMC)
Speech Communications (SPC)
Computer Science (CPSC)
Criminal Justice (CJUS)
Corrections and Punishment (CPN)
Law Enforcement and Security (LFS)
Restorative and Community Justice (RCJ)
Early Childhood Education (ECEU)
Elementary Education (ELED)
English (ENGL)
Teacher Education (ETE-)
Health Administration (HLAD)
Integrative Studies (INST) - Admission Suspended
Interdisciplinary Studies (IDSS) formerly Board of Governors
Management Information Systems (MISU) - Admission Suspended
Inclusive Information Systems (IIS)
Information Security (INS)
Internet Commerce (INC)
Network Management (NMG)
Mathematics (MATH)
Teacher Education (MTC-)
Nursing (NURS)
Psychology (PSYC)
Pre-Clinical (PSP)
Social Sciences (SOSC)
Social Work (SOCW)

Master's Degree Programs

Accounting (ACTG)
Addictions Studies (ADDS)
Analytical Chemistry (ANCH)
Art (ART)
Business Administration (BSAD)
Communication Disorders (CDIS)
Communications and Training (COMT)
Communication Studies (COM)
Media Communications (MDC)
Human Performance and Training (HPT)
Computer Science (CPSC)
Counseling (COUN)
Community Counseling (CMC)
Marriage and Family (M&F)
School Counseling (SCH)
Early Childhood Education (ECEG)
Education (EDUC)
Computer Education (CPE)
Curriculum and Instruction (C&I)
Language Arts (LNG)
Mathematics Education (MAT)
Science Education (SCI)
Educational Administration (EDAD)
Administrative Endorsement (General) (ADM)
Chief School Business Official (SBO)
Higher Education Administration (HED)
English (ENGL)
Environmental Biology (ENBI)
Health Administration (HLAD)
Independent Film and Digital Imaging (IFDI)
Management Information Systems (MISG)
Multicategorical Special Education (MCSE)
Nursing (NURS)
Clinical Nurse Specialist (CNS)
Nursing Administration (NAD)
Occupational Therapy (OCCT)
Political and Justice Studies (POJS)
Psychology (PSYC)
Clinical (CLN)
Theoretical (THS)
Public Administration (PADM)
Reading (READ)
Social Work (SCWG)

Doctoral Programs

Nursing Practice (DNP)
Occupational Therapy (DrOT)
Physical Therapy (DPHT)
Transitional Physical Therapy (tDPT)

ACADEMIC CERTIFICATES OFFERED BY GOVERNORS STATE UNIVERSITY

Certificates

Principles of Conductive Education (CEPO)
Information Security (INSC)
Long-Term Care Administration (LTCA)
Substance Abuse Intervention in Healthcare (SAIH)

Graduate Only Certificates

Accounting for Managers (ACMG)
Addictions Screening, Assessment, and Referral (ASAR)
Alternative Teacher Certification (ALTC)
Biology Education (BEDC)
Business Management (BSMG)
Chemistry Education (CEDC)
Early Childhood Education for Currently Certified Teachers (ECEC)
English Education (EEDC)
Health Care Informatics (HCIF)
Health Services Research (HLSR)
Leadership and Organizational Development (LOD)
Nurse Educator (NRED)
Online Teaching (COTC)
Post Master's School Counseling Certification (SCCC) - post master's graduate only
Public Management (PBMG)
Reading Specialist (RDSP)
Reading Teacher Endorsement (RDTE)
Strategic Human Resource Management (SHRM)
Supervisory Endorsement in Reading (SERD)

2008-2009 ACADEMIC CALENDAR

Financial Aid Priority Date for the 2008-2009 Academic Year is May 1, 2008. Contact the Financial Aid Office for final deadlines for each trimester.

ACTIVITIES	FALL TRIMESTER 2008	WINTER TRIMESTER 2009	SPRING/SUMMER TRIMESTER 2009
Registration*	Mon., July 14- Mon., Sept. 8	Mon., Nov. 10- Sat., Jan. 10	Mon., March 16- Sat., May 9
For Students who Register between **Payment Deadline**	July 14 and July 31 Thurs., July 31	Nov. 10 and Dec. 1 Mon., Dec. 1	March 16 and April 2 Thurs., April 2
For Students who Register between **Payment Deadline**	Aug. 1 and Aug. 21 Thurs. Aug. 21	Dec. 2 and Dec. 17 Wed., Dec. 17	April 3 and April 23 Thurs., April 23
For Students who Register between **Payment Deadline**	Aug. 22 and Sept. 8 Tues., Sept. 9	Dec. 18 and Jan. 10 Mon., Jan. 12	April 24 and May 9 Mon., May 11
UNIVERSITY CLOSED-HOLIDAY	**Mon., Sept. 1**	**Mon. Jan. 1**	
Classes Begin/Blocks 1 & 2	Tues., Sept. 2	Mon., Jan. 5	Mon., May 4
Graduation Application Deadline	Mon., Sept. 8	Mon., Jan. 12	Mon., May 11
100% Refund Deadline/Blocks 1 & 2	Mon., Sept. 15	Fri., Jan. 16	Fri., May 15
UNIVERSITY CLOSED-HOLIDAY		**Mon., Jan 19**	
UNIVERSITY CLOSED-HOLIDAY		**Mon. Feb. 9**	**Mon., May 25**
Withdrawal Deadline/Block 2	Mon., Oct. 6	Mon., Feb. 9	Mon., June 8
Block 2 Classes End	Wed., Oct. 22	Wed., Feb. 25	Wed., June 24
Late Registration/Block 3	Thurs., Oct. 23- Wed., Oct. 29	Thurs., Feb. 26- Wed., March 4	Thurs., June 25- Wed., July 1
Tuition Payment Deadline for Block 3 Classes Only	Thurs., Oct. 30	Thurs., March 6	Thurs., July 2
Block 3 Classes Begin	Thurs., Oct. 23	Thurs., Feb. 26	Thurs., June 25
Faculty submit grades for Block 2 (5 p.m.)	Mon., Oct. 27	Mon., March 2	Mon., June 29
UNIVERSITY CLOSED-HOLIDAY			**Fri., July 3**
Block 2 Grades Available Online	Fri., Oct. 31	Fri., March 6	Mon., July 6
100% Refund Deadline/Block 3	Wed., Nov. 5	Wed., March 11	Wed., July 8
Withdrawal Deadline/Block 1	Mon., Nov. 10	Mon., March 16	Mon., July 13

*Web Registration Available 24 hours, Monday - Sunday

2008-2009 ACADEMIC CALENDAR (continued)

ACTIVITIES	FALL TRIMESTER 2008	WINTER TRIMESTER 2009	SPRING/SUMMER TRIMESTER 2009
UNIVERSITY CLOSED THANKSGIVING RECESS	**Thurs., Nov. 27- Sun., Nov. 30**		
Salute to Graduates	Wed., Dec. 3 & Thurs., Dec. 4	Wed., April 1 & Thurs., April 2	
Withdrawal Deadline/Block 3	Wed., Nov. 26	Wed., April 1	Wed., July 29
Faculty submit final grades for "I's", "M's", and "E's" (5 p.m.)	Mon., Dec. 8	Mon., April 13	Mon., Aug. 10
Blocks 1 & 3 Classes End	Mon., Dec. 15	Mon., April 20	Mon., Aug. 17
End of Trimester/Diploma Date	Mon., Dec. 15	Mon., April 20	Mon., Aug. 17
Faculty submit grades for Blocks 1 & 3 (5 p.m.)	Thurs., Dec. 18	Thurs., April 23	Thurs., Aug. 20
UNIVERSITY CLOSED-HOLIDAY**	**Wed, Dec., 24- Thurs., Jan. 1, 2009**		
Blocks 1 & 3 Grades Available Online	Fri., Jan. 2, 2009	Wed., April 29	Wed., Aug. 26
COMMENCEMENT	Sat., Jan. 31, 2009	TBD	

*Web Registration Available 24 hours, Monday - Sunday

** During the Holiday Break, many of the offices are not open.

GENERAL INFORMATION

History

Governors State was chartered by the General Assembly in 1969. It serves undergraduate transfer students and those seeking master's and doctoral degrees.

The university's main campus is located in University Park, 35 miles south of Chicago and is easily accessible by car or commuter train. The campus is located on 760 acres of wooded landscape with several lakes and nature trails. It includes the internationally renowned Nathan Manilow Sculpture Park.

The curricula of the university are offered through four colleges: the College of Arts and Sciences, the College of Business and Public Administration, the College of Education, and the College of Health Professions and Human Services.

Role and Mission

At Governors State University, our mission is:

- To offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals and that is accessible to all including those traditionally underserved by higher education;
- To cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:
  - openness of communication;
  - diversity of backgrounds, experiences, and perspectives;
  - mutual respect and cooperation;
  - critical inquiry, constant questioning, and continuing assessment; and
  - on-going research and scholarship; and
- To strengthen and enhance the educational, cultural, social, and economic development of the region through partnerships with governmental, business, educational, civic, and other organizations.

Accreditation

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs. Each program is accredited by a professional accrediting agency in each case where there is a national accreditation body.

The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 312.263.0456; 800.621.7440 FAX: 312.263.7462; E-mail: *Info@ncacihe.org*

Governance of the University

A seven-member board appointed by the governor of Illinois governs this university. One student serves as a member of the Board of Trustees. The president of the university is responsible to the Board of Trustees for the operation and general welfare of the university. The provost/academic vice president has general responsibility in the areas of academic personnel and programs. Governors State University's four colleges are directly administered by their respective deans.

Faculty, civil service staff, and students participate in university affairs through membership on the Faculty Senate, Civil Service Senate, Student Senate, and academic and administrative committees. These groups consider and recommend policies and procedures to the president.

Academic Year

The academic year consists of three, 15-week trimesters: fall, winter, and spring/summer. Within each trimester, courses can be scheduled in Block 1, Block 2, or Block 3 as follows:

Block 1: Classes scheduled for the entire 15 weeks
Block 2: Classes scheduled for the first 7 1/2 weeks
Block 3: Classes scheduled for the last 7 1/2 weeks

Information on specific trimester dates for block designations can be found in the schedule of classes.

Alumni Association

All graduates are eligible to join the Alumni Association. All graduates receive a one-year free membership in the Alumni Association upon graduation. Thereafter, membership dues are $30 for a single annual membership and $40 for a joint annual membership if a spouse is also a GSU alumnus. Lifetime memberships are also available.

Below is a list of the benefits:

- Center for Performing Arts - 15 percent discount ticket price. (Discount only applies to events sponsored and promoted by The Center for Performing Arts.)
- Campus Recreation and Fitness Center - almost a 50 percent reduction in the membership fee.
- In-library use of library resources, including check-out privileges of printed materials and some media items.
- Access to the Academic Computing Lab Services.
- On-campus use of GSU's Cyber Café, with access to Internet, e-mail, and MS Office (Access, Excel, PowerPoint, and Word).
- Voting privileges and the right to hold office in the association.
- Discounted admission on selected Alumni Association sponsored events.
- Membership in Alumni Clubs of your choice.

For more information about alumni membership, call the Alumni Office at 708.534.4128.

* Note: Alumni Internet access and e-mail accounts are available to alumni who donate $100 or more to the GSU Foundation. Donations to the GSU Foundation for alumni Internet accounts do not include alumni membership. For more information about the GSU Foundation's alumni Internet and e-mail accounts, call the Institutional Advancement Office at 708.534.4105.

Alumni Programs and Activities

A wide range of programs and activities are offered to alumni throughout the year. Educational workshops and seminars are conducted. Alumni and their families are also invited to attend several social, cultural, and recreational activities. Some of the special events include cruise outings, tickets to sporting events, and plays. The Alumni Association's various clubs sponsor programs and events designed to help alumni connect and network with fellow alumni with similar majors and/or similar professions. The alumni travel program offers trips to Europe and elsewhere. An alumni newsletter is published twice a year with special emphasis on alumni accomplishments. Upcoming alumni events are announced in the newsletter, as are university news-related updates.

ADMISSION INFORMATION

Admission to the University

Governors State University encourages applications from qualified students of all cultural, racial, religious, and ethnic groups. Applicants for degree programs are admitted directly into the major in which they are seeking a degree. Application forms and other information needed for admission to the university may be obtained by writing to:

Office of Admission and Student Recruitment
Governors State University
1 University Parkway
University Park, IL 60466-0975

You may call 1.800.GSU.8GSU for information. The admission's website address is *www.govst.edu/admission*. Admission documents sent in support of applications are not returnable or transferable.

Admission Classifications, Deadlines, and Requirements

DEGREE-SEEKING

Undergraduate Students

This classification is for students who declare an undergraduate major, including those seeking a second bachelor's degree (Note: second bachelor's degree-seeking students will be assessed graduate tuition and fees.)

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) an associate of science or an associate of arts degree from a regionally-accredited post-secondary institution; OR have earned (or will have earned by the term they wish to enroll) at least 60 semester-hours (or 90 quarter-hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 60 semester (or 90 quarter) hours;
2. be in good academic standing at the last institution attended;
3. have satisfied any applicable collegial and/or major admission criteria for undergraduate study in the specific major to which they apply; and
4. submit the $25 application fee.

To apply: Submit an application, credentials, and official transcripts from all the post-secondary institution attended, which demonstrate meeting criteria 1-3 above directly to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. Students are strongly encouraged to apply early.

UNDERGRADUATE MAJORS WITH SPECIAL ADMISSION REQUIREMENTS

The majors listed below have special admission criteria beyond the general university requirements. Requirements could include additional materials and/or application deadlines. Please refer to the specific major sections in this catalog for the criteria and deadlines.

MAJORS	COLLEGE
Art	Arts and Sciences
Biology-Teacher Education	Arts and Sciences
Business and Applied Science	Business and Public Administration
Chemistry-Teacher Education	Arts and Sciences
Communication Disorders	Health and Human Services
Early Childhood Education	Education
Elementary Education	Education
English-Teacher Education	Arts and Sciences
Mathematics-Teacher Education	Arts and Sciences
Nursing	Health and Human Services
Social Work	Health and Human Services

Master's Degree Students

This classification is for students who declare a master's degree, including those seeking a second master's degree.

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) at least a bachelor's degree from a regionally-accredited post-secondary institution. Those seeking a second master's must have completed a master's degree from a regionally-accredited post-secondary institution;
2. be in good standing at the last institution attended;
3. have satisfied any applicable collegial and/or major admission criteria for graduate study in the specific major to which they apply; and
4. submit a $50 application fee.

To apply: Submit an application, the application fee, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3 above to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. However, the following programs have admission deadlines or limited admission periods: Communication Disorders, Counseling, Independent Film and Digital Imaging, Occupational Therapy, and Social Work. Please refer to the specific major sections in this catalog for criteria and deadlines.

MASTER'S PROGRAMS WITH SPECIAL ADMISSION REQUIREMENTS

The majors listed below have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Please refer to the specific major sections in this catalog for criteria and deadlines.

MASTER'S	COLLEGE
Accounting	Business and Public Administration
Addictions Studies	Health and Human Services
Analytical Chemistry	Arts and Sciences
Art	Arts and Sciences
Business Administration	Business and Public Administration
Communication Disorders	Health and Human Services
Computer Science	Arts and Sciences
Counseling	Education
Early Childhood Education	Education
Education	Education
Educational Administration	Education
English	Arts and Sciences
Environmental Biology	Arts and Sciences
Health Administration	Health and Human Services
Independent Film and Digital Imaging	Arts and Sciences
Management Information Systems	Business and Public Administration
Multicategorical Special Education	Education
Nursing	Health and Human Services
Occupational Therapy	Health and Human Services
Psychology	Education
Public Administration	Business and Public Administration
Reading	Education
Social Work	Health and Human Services

Doctoral Students

This classification is for students who declare a doctoral degree.

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) at least a bachelor's degree from a regionally-accredited post-secondary institution;
2. be in good standing at the last institution attended;
3. have satisfied any applicable collegial and/or major admission criteria for doctoral study in the specific major to which they apply; and
4. submit a $75 application fee.

To apply: Submit an application, the application fee, credentials, program application fees, and official transcripts from each post-secondary institution to the Office of Admission and Student Recruitment.

Deadlines: Please refer to the specific major sections in this catalog for criteria and deadlines.

DOCTORAL DEGREE PROGRAMS WITH SPECIAL ADMISSION REQUIREMENTS

The programs listed below have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Please refer to the specific major sections in this catalog for criteria and deadlines.

DOCTORAL	COLLEGE
Nursing Practice	Health and Human Services
Occupational Therapy	Health and Human Services
Physical Therapy	Health and Human Services
Transitional Physical Therapy	Health and Human Services

UNDECLARED/NON-DEGREE SEEKING

Undergraduate Undeclared Students

Students who have not completed a bachelor's degree from any college or university and who have not declared an undergraduate major may fit in this category.

Students in this classification:

- are not eligible for university administered financial aid;
- will be assigned a counselor in the Academic Resource Center. Undeclared students who have not decided on a career path will receive career counseling from their counselors and develop a program of course work that will facilitate the career decision-making process. Once a career decision is made, the student will apply to a degree program. Upon admission, an academic/faculty advisor will be assigned and a study plan completed;
- must participate in New Student Online Orientation/ Directed Self-Placement before registration;
- who choose not to seek a degree at GSU must change their status to a non-degree seeking student; and
- if after registering for 18 credit-hours and have not been admitted to a major will automatically be converted to non-degree seeking.

Course work completed in this status may or may not be applicable to a major, subject to approval by the advisor and appropriate dean.

Requirements-Applicants must:

1. have earned (or will have earned by the term they wish to enroll) an associate of science or an associate of arts degree from a regionally-accredited post-secondary institution; OR have earned (or will have earned by the term they wish to enroll) at least 60 semester-hours (or 90 quarter-hours) of credit from a regionally-accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 60 semester (or 90 quarter) hours;
2. be in good academic standing at the last institution attended and
3. submit the $25 application fee.

To apply: Submit an application, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-2 above directly to the Office of Admission and Student Recruitment.

Deadlines: Most programs are on a rolling admission basis. Students are strongly encouraged to apply early.

Undergraduate Non-Degree Seeking Students

Students who have not completed a bachelor's degree from any college or university and who do not intend to earn a degree may fit into this category.

Course work completed as a non-degree seeking student is not applicable to any degree offered by GSU, except by written exception by the dean of the appropriate college.

Students in this classification are not eligible for university administered financial aid. Applicants must submit the $25 application fee.

Requirements-Applicants must have earned an associate of arts or an associate of science degree from a regionally-accredited institution or have earned at least 60 semester (or 90 quarter) hours of credit with at least a "C" average (2.0 on a scale of 4.0) from a regionally-accredited institution.

Graduate Non-Degree Seeking Students

Students with bachelor's or higher degrees from a regionally-accredited institution who do not intend to earn a degree at Governors State may fit this category.

Course work completed as a non-degree seeking student can only transfer six (6) hours to any degree offered by GSU, except by written exception from the dean of the appropriate college.

Students in this classification are not eligible for university administered financial aid.

Requirements-Applicants must:

1. have at least a bachelor's degree from a regionally-accredited institution; and
2. submit a $50 application fee.

CERTIFICATE STUDENTS

Students not currently enrolled at GSU, who want to earn a certificate fit this category. Applicants must:

1. provide evidence of 60 hours of college credit, or a bachelor's degree or higher from a regionally-accredited post-secondary institution based on the certificate classification;
2. be in good academic standing at the last institution attended;
3. have satisfied any applicable collegial and/or major admission criteria for the certificate program for which they are applying. Please refer to the information related to specific major areas of interest in this catalog for special collegial and/or major admission criteria and additional credentials which may be required; and
4. if a bachelor's level student, must submit the $25 application fee and if a graduate level student, must submit a $50 application fee.

To apply: Submit an application, credentials, and official transcripts from the post-secondary institution, which demonstrate meeting criteria 1-3, to the Office of Admission and Student Recruitment.

CERTIFICATE PROGRAMS WITH SPECIAL ADMISSION REQUIREMENTS

The certificates listed below have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Please refer to the specific certificate sections in this catalog for the criteria and deadlines.

CERTIFICATES	COLLEGE
Accounting for Managers	Business and Public Administration
Addictions Screening, Assessment, and Referral	Health and Human Services
Alternative Teacher Certificate	Education
Biology Education	Arts and Sciences
Chemistry Education	Arts and Sciences
Early Childhood Education for Certified Teachers	Education
English Education	Arts and Sciences
Health Care Informatics	Health and Human Services
Health Services Research	Health and Human Services
Information Security	Arts and Sciences and Business and Public Administration
Leadership and Organizational Development	Business and Public Administration
Long-Term Care Administration	Health and Human Services
Nurse Educator	Health and Human Services
Online Teaching	Center for Online Teaching and Learning and Health and Human Services
Post Master's in School Counseling Certification	Education
Principles of Conductive Education	Health and Human Services
Reading Specialist	Education
Reading Teacher Endorsement	Education
Substance Abuse Intervention in Healthcare	Health and Human Services
Supervisory Endorsement in Reading	Education

UNDERGRADUATE SPECIAL NON-DEGREE SEEKING STUDENTS

This applies to students who have not earned 60 credit-hours and intend to enroll at GSU as part of Dual Admission, or in a workshop, seminar, or other university activity.

Course work completed as a special non-degree seeking student cannot be used for the purposes of meeting admission criteria, but may be applied to the degree requirements once admitted to the university. Students may earn no more than 15 semester-hours in this classification.

To apply: Submit an application to the Office of Admission and Student Recruitment; complete the special non-degree seeking petition form and send it to the Office of Admission and Student Recruitment with the appropriate signatures.

INTERNATIONAL STUDENTS

An international student or applicant is a citizen of a country other than the United States:

1. who is authorized to stay in the United States for a temporary period as a non-immigrant, or
2. who has applied for a change of status to become a permanent resident of the United States but has not been issued an alien registration card effective as of the date Block 1 classes begin for the trimester in which they are enrolled. Please see page 13 for additional information.

International students are eligible for admission to degree programs but may only be admitted as non-degree seeking students if pursuing a degree at another institution. That institution must provide written verification of enrollment in a degree program.

GSU is authorized under federal law to enroll non-immigrant alien students studying under an F-1 visa. Although applicants on J-1 visas may enroll, the university does not participate in the exchange visitor program and is not authorized to issue form DS-2019, which is required to extend the J-1 visa status.

Applicants on F-1 visas, or any other temporary visas, are not eligible to be classified as residents of the State of Illinois for tuition purposes, regardless of actual length of residence in the State of Illinois.

The applicant on an F-1 student visa must plan to pursue a full-time program of academic study at Governors State University (nine credit-hours per semester for master's degree students and 12 credit-hours for undergraduates).

Early application is essential to allow for review of documentation and for entry visa processing. All transcripts, letters, and other admission material become the property of GSU.

NOTE: Governors State University requires that all F-1 students have adequate health insurance.

REQUIREMENTS FOR ADMISSION

Applicants must:

1. submit satisfactory educational records;
2. submit official TOEFL report with one of the minimum acceptable score on the Test of English as a Foreign Language (TOEFL) listed below or complete coursework from ELS Education Services Inc.'s Language Centers (ELS). For ELS, students must complete through a minimum level of 112.

For the TOEFL, a minimum acceptable score is as follows:

Type of TOEFL Test	Undergraduate	Graduate (Masters or Doctorate)
Paper-based	500	550
Computer-based	173	213
iBT (internet-based testing)	Reading 19 Writing 16 Listening 18 Speaking 15	Reading 20 Writing 20 Listening 20 Speaking 16

3. provide evidence of financial support to meet all financial needs for the duration of their studies at GSU.

HOW TO APPLY FOR ADMISSION

Applicants must:

1. submit an application for admission as a degree-seeking student;
2. submit official academic credentials. These may include any or all of the following:
   a. national examination results;
   b. certified copies of all transcripts (marksheets) issued by the university;
   c. certified copy of Provisional Certificate from university;
   d. complete records of all college, university, or other post-secondary work;*
3. for undergraduate students only, submit a $25 application fee;
4. for master's degree students only, submit a $50 application fee;
5. for doctorate students only, submit a $75 application fee
6. submit official TOEFL score report or evidence of successful completion of ELS; and
7. submit evidence that adequate funds are available to meet all financial needs for the duration of studies at Governors State University. All information must be in exact U.S. dollar amounts.

* Official documents must be accompanied by certified English translations. These records must be certified by an official of the educational institution issuing them or by an appropriate United States or national government official.

Applicants who have an original evaluation from the Educational Credentials Evaluator (ECE) in Milwaukee, Wisconsin, may submit that instead of the official documents.

Additional Information

F-1 visa students who wish to transfer to Governors State University must submit a copy of the current school I-20 form, transcript, or a letter from the current school showing dates of enrollment and eligibility to transfer.

The Office of International Services is available to assist students in obtaining visas and legal documents.

Additional information is available on its website at *www.govst.edu/internationalservices.*

Since the university is a commuter institution, students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago and commute either by car or train to Governors State University. For further information, please contact the Office of International Services.

Supplemental Admission Information

Readmission

Reapplication and readmission to the university is required if a student:

1. has completed a degree at GSU and wishes to reenter into another major, into undeclared/non-degree-seeking status, or into a certificate program;
2. has been admitted as an undeclared/non-degree-seeking student and is seeking admission to a major or into a certificate program; or
3. has lost continuing student status as defined by university policy.

Commencing with Fall 1997 and for any subsequent trimester, students are subject to the new continuing student status policy, with the exception of students enrolled in accredited programs where accreditation requirements would prohibit reactivation of a student's active status.
The policy states that students whose enrollment is interrupted for three or more consecutive trimesters must contact their advisor to be reactivated before enrollment, with the exception of students enrolled in accredited programs where accreditation requirements would prohibit reactivation of a student's active status.
Any student whose enrollment is interrupted for five or more years (15 or more consecutive trimesters) must reapply through the Office of Admission and Student Recruitment and will be subject to any new admission and curricular requirements.

With regard to accredited programs, the reactivation of a student's status is determined on a program basis. Five programs, Master of Arts in Counseling, Master

of Occupational Therapy, Master of Social Work, Bachelor of Social Work, and Doctorate in Physical Therapy have specific requirements. Occupational Therapy requires that students who have not been enrolled for one year (three consecutive trimesters) must apply for readmission to the M.O.T. program. Master of Social Work requires that students who have not been enrolled for four years (12 consecutive trimesters) must apply for readmission to the M.S.W. program. Master of Arts in Counseling requires that students who have not been enrolled for more than one year (four consecutive trimesters) must apply for readmission to the Counseling program. Bachelor of Social Work requires that students who have not been enrolled for three years (nine consecutive trimesters) must reapply for admission. Doctorate of Physical Therapy requires that students who have not been enrolled for more than one year (four consecutive trimesters) must apply for readmission to the D.P.T. program; and

4. is seeking a level change, i.e., from undergraduate to graduate status or from graduate to undergraduate status.

Special Admission (New and Readmission)

1. Applicants not meeting one or more of the published minimum university or program criteria for admission and/or who fall into one or more of the categories cited below must petition for admission under the Policy on Readmission and Special Admission:
   a. Applicants who are not in good standing at the last institution attended. (Applicants who have been suspended/dismissed may petition for admission for a trimester no earlier than one year from the date of suspension/dismissal.)
   b. Undergraduate applicants with less than a 2.0 grade point average on a 4.0 scale for at least 60 semester-hours of earned college credit, regardless of academic standing at the last institution attended.
   c. Undergraduate applicants who have earned at least 54, but less than 60 semester-hours of college credit.
   d. Applicants seeking admission based on credit/degree(s) earned from a nonregionally-accredited institution(s).
2. Applicants not in good conduct standing at the last institution attended must petition the Dean of Students for admission through the Policy on Readmission and Special Admission.
3. Students on probation and who have lost continuing student status must petition for admission under the Policy on Readmission and Special Admission.
4. Students on their first academic suspension must petition for readmission under the Policy on Readmission and Special Admission.
5. Students twice suspended from the university for academic reasons will not be considered for readmission to the university at any later date.

Additional information regarding special admission opportunities and petitions for admission are available from the Office of Admission and Student Recruitment or on its website at *www.govst.edu/admission*.

English Language Proficiency Requirement

The university wishes to ensure that applicants have attained sufficient mastery of the English language necessary to achieve academic success.

All applicants for degree programs whose primary (native) language is not English and who submit credentials from a non-English speaking institution of higher education to meet admission requirements must provide evidence of having attained a minimum acceptable score on the Test of English as a Foreign Language (TOEFL) or completed course work from ELS Education Services Inc.'s Language Centers (ELS). For ELS, students must complete through a minimum level of 112.

For the TOEFL, a minimum acceptable score is as follows:

Type of TOEFL Test	Undergraduate	Graduate (Master's or Doctorate)
Paper-based	500	550
Computer-based	173	213
iBT (internet-based testing)	Reading 19 Writing 16 Listening 18 Speaking 15	Reading 20 Writing 20 Listening 20 Speaking 16

The attainment of a minimum acceptable score on TOEFL does not take the place of any special English language proficiency requirements for specific majors or university requirements as stated in this catalog.

Implementation and verification of the minimum competencies will be done by the Office of International Services and the Office of Admission and Student Recruitment.

Admission to a Degree Program with Non-U.S. Credentials

The university will consider applications to any degree program for those citizens, resident aliens, or for those on temporary visas (other than F-1) who submit credentials from any country other than the United States. Any applicant as defined must:

1. submit an application by published deadlines as outlined in this catalog;
2. submit official academic credentials, which may include any or all of the following:
   a. national examination results;
   b. diploma and/or certificate;
   c. complete records of all college, university, or other post-secondary work;
   Official documents must be accompanied by certified English translations. These records must be certified by an official of the educational institution issuing them or by an appropriate United States or national government official;
3. submit official TOEFL report with one of the minimum acceptable scores on the Test of English as a Foreign Language (TOEFL) listed below or complete course work from Education Services Inc.'s Language Centers (ELS). For ELS, students must complete through a minimum level 112.

For the TOEFL, a minimum acceptable score is as follows:

Type of TOEFL Test	Undergraduate	Graduate (Master's or Doctorate)
Paper-based	500	550
Computer-based	173	213
iBT (internet-based testing)	Reading 19 Writing 16 Listening 18 Speaking 15	Reading 20 Writing 20 Listening 20 Speaking 16

4. provide any required additional special admission credentials for the desired major. Please refer to other sections of this catalog for any necessary special admission requirements.

NOTE: Applicants on or seeking F-1 visas should refer to the section on international students.

Placement Policy for Mathematics and Writing

All undergraduate degree-seeking and undeclared students must complete Directed Self-Placement for mathematics and writing before the first trimester of enrollment. The self-placement process is completed through the mandatory new student orientation, which is available on-campus and online.

Registration

All newly admitted and active continuing students who do not have a university hold on their record are eligible to register. Tuition and applicable fees are due as billed by the payment deadline published in each trimester's schedule of classes. See the schedule of classes for the registration dates for each trimester and payment schedules and deadlines.

Maximum Credit-hour Load. Students may register for up to 16 hours during any trimester or up to nine hours in either Block 2 (courses in the first half of the trimester) or Block 3 (courses in the last half of the trimester). Permission from the college dean is required to exceed these credit-hour maximums.

Course Prerequisites and Corequisites. A prerequisite is a course that must be completed before registration in a particular course. A corequisite is a course that is taken simultaneously with, or before, another course. A concurrent course is a course taken at the same time as another course. Prerequisites and corequisites for courses are indicated in the listing of courses in this catalog.

Continuing Student Status. Continuing students at Governors State University are defined as degree-seeking students whose enrollment at Governors State has not been interrupted for more than five years. This does not include students who have enrolled in accredited programs where accreditation requirements prohibit return to active status following non-enrollment for more than three to 14 consecutive terms. Students in such accredited programs may return only with the program director's permission.

Enrollment is defined as registration for one or more credit-hours or audit (noncredit programs/courses are excluded). Degree-seeking students are subject to the curricular requirements in effect at the time of their initial admission and who maintain active continuing student status.

Degree-seeking students who lose continuing status must reapply and be readmitted. They will be subject to the admission and curricular requirements of the university, college, and specific major in effect at the time of readmission.

Add and Drop. Students may add courses any time during the registration period and may drop up to the tenth day of regularly scheduled classes without penalty.

Deadline for Withdrawals. Courses dropped after the tenth day of regularly scheduled classes and by the withdrawal deadline appear on the student's academic record with a grade of "W" (student initiated withdrawal). No withdrawals will be accepted after specified deadlines unless approved by the Registrar through the appeals process.

Full-time Student Status. An undergraduate student is considered to be enrolled full-time for any given trimester if he or she is enrolled in 12 credit hours for that term. A graduate student (master's/doctoral) is considered to be enrolled full-time for any given trimester if he or she is enrolled in 9 credit hours for that term.

Illinois Articulation Initiative (IAI)

The Illinois Articulation Initiative (IAI) is a statewide initiative designed to allow students to transfer easily from one college/university to another. Governors State University is a participating receiving university.

The Illinois Articulation Initiative has established a General Education Core Curriculum (GECC), which is the statewide transfer general education curriculum common to all IAI member institutions. Governors State University accepts all courses in this curriculum toward its general education requirements. Students may, however, transfer to GSU without completing the GECC. Even though not included in IAI, students may also transfer credits from an out-of-state institution.

In order to ease transfer for Illinois students, GSU has used the IAI designations whenever possible. This is not to limit the transferability of courses but to ensure the transfer of courses which carry the IAI designation. Comparable courses from out-of-state institutions (not bearing the IAI designation) may be accepted for transfer.

For more information on the IAI, see the IAI website at *www.itransfer.org.*

Articulation Agreements

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements that help students plan bachelor's degree programs beginning at the community college and finishing at Governors State University. These agreements assure smooth transition from lower-division study to upper-division study and completion of a bachelor's degree. For more information on articulation, see our website at *www.govst.edu/articulation.*

TUITION AND FEE PAYMENT POLICIES

Governors State University has three options for a student to complete registration:

- pay all tuition and fees by the payment deadline;
- have made an initial payment and have a signed payment plan agreement form on file in the Cashier's Office by the payment due date;
- have been awarded financial aid by the payment due date; or
- have signed a Validation/Promissory Note in the GSU Financial Aid Office and submit it to the Cashier's Office (for students not yet awarded financial aid, but have completed a FAFSA and submitted all required documentation, and meet eligibility criteria)

The payment due date is based upon the registration date. These dates are trimester specific. Information regarding these due dates is available on the website at www.govst.edu/paymentdates; in the schedule of classes; and from the Cashier's Office at 708.534.4055.

Payment plan forms are available on the website at *www.govst.edu/payplan* or at the Cashier's Office. There is a $20 non-refundable fee for the payment plan option.

Students who do not comply with one of the registration processes by the due date will be dropped from the class(es) for which they registered.

Students who fail to pay by the published due dates are subject to a $60 late fee. This includes those students who receive financial aid, tuition waivers, and work/organization sponsored tuition-assistance.

GSU is migrating to a paperless environment. Students may not receive a bill prior to the payment due dates. Student may view their account online at *www.govst.edu/studentaccounts*. GSU will use e-mail to communicate payment plan due dates.

A $25 service fee will be assessed for any check returned by the bank.

Payment Options

Payment may be made at the Cashier's Office, online, or by mail. The university accepts cash, check, MasterCard, Visa, or Discover. Please do not mail cash.

Payments made at the Cashier's Office after-hours depository will be credited the following business day.

To pay online: *www.govst.edu/payonline*

To make a credit card payment by phone: 708.534.4055

To pay by mail, send payments to:

GOVERNORS STATE UNIVERSITY
Cashier's Office
1 University Parkway
University Park, IL 60466-0975

On-Campus Tuition Schedule Per Trimester

(Tuition and fees are subject to change. Refer to the current schedule of classes for current fees.)

	Illinois Resident	Non-Illinois Resident
Undergraduate Tuition		
Continuing Student (per credit-hour)	$204	$612
Guaranteed Tuition Plan 2004-2005*	$136	**
Guaranteed Tuition Plan 2005-2006*	$149	**
Guaranteed Tuition Plan 2006-2007*	$163	**
Guaranteed Tuition Plan 2007-2008*	$179	**
Guaranteed Tuition Plan 2008-2009*	$204	**
Master's Degree Tuition (per credit-hour)		
Master of Occupational Therapy	$327	$981
Master of Physical Therapy	$327	$981
All Other Master's programs	$225	$675
Doctoral Degree Tuition (per credit-hour)		
Doctor of Nursing Practice	$550	$900
Doctorate in Occupational Therapy	$550	$900
Doctorate in Physical Therapy	$410	$900

School of Extended Learning Tuition Schedule Per Trimester

	Illinois Resident	Non-Illinois Resident
Undergraduate Tuition		
Continuing Student (per credit-hour)	$204	$204
Guaranteed Tuition Plan 2004-2005*	$136	**
Guaranteed Tuition Plan 2005-2006*	$149	**
Guaranteed Tuition Plan 2006-2007*	$163	**
Guaranteed Tuition Plan 2007-2008*	$179	**
Guaranteed Tuition Plan 2008-2009*	$204	**
Master's Degree Tuition (per credit-hour)		
Master of Occupational Therapy	$327	**
Master of Physical Therapy	$327	**
All Other Master's programs	$225	$225
Doctoral Degree Tuition (per credit-hour)		
Doctor of Nursing Practice	$550	$900
Doctorate in Occupational Therapy	$550	$900
Doctorate in Physical Therapy	$438	**

Extended Learning Fee. Extended learning tuition rates apply to courses taught at locations other than the main campus and to media courses, i.e. telecourses, on-line courses, and correspondence courses. A minimum service fee of $15 per credit-hour is assessed.

*** Guaranteed Tuition Plan**

Undergraduate, Illinois resident students who registered for the first-time at GSU during the Academic Year **2004-2005** will be assessed the 2004-2005 tuition rate for that trimester and the following eleven trimesters.

Undergraduate, Illinois resident students who registered for the first-time at GSU during the Academic Year **2005-2006** will be assessed the 2005-2006 tuition rate for that trimester and the following eleven trimesters.

Undergraduate, Illinois resident students who registered for the first-time at GSU during the Academic Year **2006-2007** will be assessed the 2006-2007 tuition rate for that trimester and the following eleven trimesters.

Undergraduate, Illinois resident students who registered for the first-time at GSU during the Academic Year **2007-2008** will be assessed the 2007-2008 tuition rate for that trimester and the following eleven trimesters.

New undergraduate, Illinois resident students registering for the first-time at GSU during the Academic Year **2008-2009** will be assessed the 2008-2009 tuition rate for that trimester and the following eleven trimesters.

** Not Applicable

Mandatory Fees

(Fees are subject to change. Please see the schedule of classes for the exact fees.)

	On-Campus	Extended Learning
Career Counseling Fee	$30 (per trimester)	**
Student Center Fee	$30 (per trimester)	**
Student Activity Fee	$36 (per trimester)	**
Parking and Walkway Maintenance	$30 (per trimester)	**
Technology Fee	$10 per credit-hour	$10 per credit-hour
Strategic Initiative Fee	$13 per credit-hour	$13 per credit-hour
University Facilities	$16 per credit-hour	$16 per credit-hour

** Not Applicable

Fees

The fees listed in this section of the catalog are subject to change for any subsequent trimester. Please check the class schedule or the website for any changes.

All students registered for one or more on-campus credit-hours at Governors State University must pay these fees.

All practicum and internship classes are classified as on-campus classes. Therefore, mandatory on-campus fees will be assessed to students taking practicum and internship classes.

Audit Fee. A non-refundable fee of $75 is assessed per audited course in lieu of tuition.

Technology Fee. A fee of $10 per credit hour is assessed to all currently enrolled students. The fee is used for expanding computer access to students and upgrading computer hardware and software.

Career Counseling Fee. The Career Counseling fee is $30 per trimester. The fee supports programs that will increase the academic success and retention of all students. Also, this fee assists in the transition process by helping students find employment after graduation. Some of the programs receiving funding support are job development, on-campus job recruitment, resume writing services, career, personal and academic counseling programs and services.

Doctoral Application Fee. There is a doctoral student application fee of $75 per application submitted.

Graduation Fee. A non-refundable graduation fee is assessed to cover the cost of diplomas and commencement. The fee is $40 for a baccalaureate degree and $45 for a master's degree.

Master's Application Fee. There is a master's student application fee of $50 per application submitted.

Parking and Walkway Fee. A fee of $30 per trimester is assessed to all currently enrolled on campus students. The university maintains five parking lots adjacent to its main building. Operation and maintenance of the lots and walkways, snow removal, repair/replacement, etc. along with quick-start/escort service, are funded from parking fees paid by staff and students. Staff pay for parking through payroll deduction. Students are assessed parking fees with their enrollment fees.

Strategic Initiative Fee. A fee of $13 per credit-hour is assessed to all currently enrolled students. The fee will support targeted initiatives that enhance student learning experience.

Student Activity Fee. The Student Activity fee is $36 per trimester. The fee supports programs and activities to enrich the extracurricular life of students. Some of the programs and activities receiving funding support are the Smart Start Center which offers child care, the student newspaper, entertainment and educational events, student clubs and organizations, the Student Senate, student leadership development, diversity observance events, and the Safe Ride shuttle.

Student Center Fee. The Student Center fee is $30 per trimester. The fee supports the operation of the Student Center, which provides facilities for meetings, student offices, a typing center, lounges, recreation areas, study areas, and a number of other related programs and services.

Transcript Fee. GSU charges a fee of $5 per official transcript.

University Facilities Fee. A fee of $16 per credit hour is assessed to all currently enrolled students. The fee assists in the maintenance of all GSU physical facilities, infrastructure, and operations.

Undergraduate Application Fee. There is an undergraduate student application fee of $25 per application submitted.

PROGRAM AND SERVICE FEES

Assessment Fee. Fees are based on the current academic year undergraduate extended learning tuition rate as defined on page 21 of this schedule. Students at GSU who submit a CEEL portfolio, or School of Interdisciplinary Learning students who elect to do a portfolio, are charged an assessment fee equivalent to tuition for one semester credit-hour for submission of a portfolio, and 40 percent of tuition for one credit-hour for assessment of each course or section. International portfolio fees are equivalent to tuition for two semester credit-hours. Assessment of each course or section is 40 percent of this amount. To learn how to write and submit a portfolio that can be assessed for possible academic credit, students may attend a Portfolio Seminar with a fee approximately equivalent to tuition for one-half of a credit-hour. Qualified students may enroll in an online or on-campus course, IDSS330, with advisor approval. For those unable to attend a seminar, a Portfolio Seminar notebook and self-paced video are available at the GSU Bookstore. Military transcripts, which need to be sent to outside evaluators, are charged fees approximately equivalent to tuition for one-half of a credit-hour for this assessment.

For further information, call the School Of Interdisciplinary Learning Office at 708.534.4092.

Extended Learning Fee. Extended learning tuition rates apply to courses taught at locations other than the main campus and to media courses, i.e. television courses, online courses, and correspondence courses. A minimum service fee of $15 per credit-hour is assessed.

Library Fees. The University Library charges library fines and replacement fees for materials that are overdue, lost, or damaged. All transactions resulting in the preparation of a bill also involve a processing fee.

Student Health Insurance. Participation in a student health insurance program is optional. Information on basic annual plans for a single student is available from private companies. Information on these health insurance plans and fee rates for spouse and/or dependent coverage is also available in the Student Life Service Office (D1429).

Transcript Fee. GSU charges a fee of $5 per transcript.

Payment of Tuition and Fees

Tuition and applicable fees must be paid no later than the date specified (published in the schedule of classes) for each term. Registration and official enrollment in courses is not complete until all tuition and fees have been paid. The university accepts cash, check, money order, Mastercard, Visa, or Discover card payment. A $60 late fee will be assessed to all accounts not paid in full by the due date.

Payment Plan

Students may use the payment plan option. A portion of the tuition and fees must be paid by the initial due date and the remaining balance may be paid in additional installments. The payment plan fee is $20.

Determination of Undergraduate/ Graduate Tuition Rates

Undergraduate tuition rates apply to all students who have not earned a baccalaureate degree, including degree-seeking, undeclared, and non-degree seeking students.

Graduate tuition rates apply to all students holding a baccalaureate degree, regardless of the level of course work in which they intend to enroll. This policy includes degree-seeking and non-degree-seeking students.

Students will be billed for tuition based on their status at the time of fee assessment. However, if delayed posting or retroactive changes to a student's record affect this status, tuition will be reassessed and the student billed or refunded any difference in tuition. Tuition adjustments will only be made for the current trimester.

Residency

To be considered residents, students must have lived in Illinois for a period of at least six consecutive months immediately preceding the beginning of any trimester for which they register at the university and must continue to maintain bona fide residence in the state while enrolled at GSU.

To establish resident status, a person who is not a citizen of the United States of America generally must have a permanent resident status with the United States Citizenship and Immigration Services (CIS) and must also meet and comply with all other applicable requirements of CIS regulations.

In requesting a change of their nonresident status, students will be required to provide satisfactory evidence to the Registrar's Office of in-state residence in compliance with the above residency classification rules.

See the appendix of this catalog for additional information on resident status.

Refunds

Students, including students attending the university for the first time, who drop/withdraw from courses on or before the published 100 percent refund deadline for a trimester or block are entitled to a full refund of tuition and fees. The refund period is listed in the schedule of classes for each trimester.

Students attending the university for the first time who withdraw from all courses after the tenth day of regularly scheduled classes, or who otherwise fail to complete the trimester, shall be eligible for a pro-rata refund in accordance with regulations governing federal financial assistance programs. Any such student shall have deducted from such refund an administrative fee of the lesser of five percent of tuition and fees or $100.

Refunds of fees may be made because of the student's death, disability, extreme hardship, or institutional error. Additional information is available from the Registrar's Office and the Business Office.

Refunds may be made via check or via the Web if payment was made via the Web.

Unsatisfied Financial Obligations

Unsatisfied financial obligations to the university are pursued through placement with a collection agency, litigation, and/or placement in the Illinois Comptroller's Offset System. Collection costs incurred by the university in collecting monies due will be assessed to the debtor.

University Holds

University holds are a means of identifying students with unsatisfied financial or academic obligations to the university. Students with holds may not register until holds are released.

FINANCIAL ASSISTANCE

The primary purpose of the financial aid program at Governors State University is to assist students in obtaining the financial resources necessary to cover their educational costs. The Office of Financial Aid encourages all students to apply early for financial assistance.

Financial aid programs are designed to supplement student or family resources by bridging the gap between costs and the student's or family's measured ability to pay. The analysis of a student's or family's financial strength includes consideration of current income, assets, family size, number of family members in college, and any other factors that seriously alter a student's or family's financial situation.

Eligibility Criteria

Requirements for federal and state sponsored financial aid vary, but generally, a student must:

1. be a U.S. citizen or a permanent resident;
2. be admitted to a degree program; and
3. be enrolled at least on a half-time basis (six hours) for most forms of aid.

Programs Available

The Office of Financial Aid administers and coordinates aid funds from federal, state, university, and private sources. The various aid programs available may be divided into four broad categories: grants/scholarships, loans, work, and tuition waivers. Grants and scholarships are referred to as "gift aid" since they are not repaid. Loans (generally low interest) must be repaid, with payments usually beginning six months after leaving school. Work is often available during the academic year either on- or off-campus. In addition, tuition waivers covering in-state tuition for both undergraduate and graduate students are available.

Application Procedures

The Office of Financial Aid accepts applications on a year-round basis. Students should apply for financial assistance when the decision to apply to at Governors State University is made.

Students should contact the Office of Financial Aid for detailed information on available programs and application forms. The application process varies from institution to institution, and students must follow the procedures required at Governors State University to ensure timely processing of their requests. The financial aid application is not complete until all required forms, need analysis reports, and supporting documents are on file with the Office of Financial Aid.

To determine eligibility for all forms of need-based aid, students must complete a Free Application for Federal Student Aid (FAFSA). The forms are available at all colleges and universities, public libraries, Governors State University Financial Aid Office, or by calling 1.800.433.3243. FAFSA is also available online at *www.fafsa.ed.gov/.* Students with FAFSA's received at the Financial Aid Office by May 1 will receive priority consideration for campus-based financial aid. Students who apply after May 1 will be considered for campus-based aid only if the funds are available. Additional information and supporting documentation may be requested if the application is selected for verification.

Financial Aid Disbursement

Financial aid is posted to the student's account after the 100 percent tuition refund deadline. The Financial Aid Office offers a $300, $500 or $700 book card to students who meet certain criteria. A book card is an advance on a student's financial aid funds and will be deducted from the disbursement of awards just as tuition and fees are deducted. Book cards are available the week before classes start (Block 1 only) and during the first week of the trimester only.

Veterans Assistance

For information concerning veterans benefits, contact the Office of Financial Aid.

Please refer to "Repeating Courses," "Independent Study," and "Audit Registration" in the Academic Regulations section for pertinent information.

Federal, State, and GSU Funded Scholarships, Grants, Loans, Tuition Waivers, and Student Employment

Federal Pell Grant
Available to undergraduate students based on need. Must be degree-seeking and enrolled for at least six credit-hours. Applies to tuition, fees, and other educational expenses. No repayment obligation.
Apply to: Complete the FAFSA. Forms available at the GSU Financial Aid Office and at other locations as listed on page 26.

Federal Supplemental Educational Opportunity Grant (SEOG)
Available to undergraduate students with exceptional need and eligibility for the Pell Grant. Must be a degree-seeking student and enrolled for at least six credit-hours. SEOG is a source of funds to supplement other federal aid programs (such as the Pell Grant) if the student continues to show need. Applies to tuition, fees, and other educational expenses. No repayment obligations.
Apply to: Complete the FAFSA. Forms available at the GSU Financial Aid Office and at other locations as listed on page 26.

Federal Work-Study (FWS)
Available to undergraduate and graduate degree-seeking students. Students qualify based on financial need. Part-time positions are available in a variety of areas throughout the university.
Apply to: Complete the FAFSA. Forms available at the GSU Financial Aid Office and at other locations as listed on page 26.

Federal Perkins Loan
Available to undergraduate and graduate students based on need. Must be degree-seeking students enrolled for at least six credit-hours. Low interest (5 percent) loans available with repayment beginning nine months after graduation or when a student drops below half-time status. Long-term repayment includes cancellation of debt under certain specific conditions.
Apply to: Complete the FAFSA. Forms available at the GSU Financial Aid Office and at other locations as listed on page 26.

Federal Direct Subsidized Loan
Available to undergraduate and graduate students based on need. Must be a degree-seeking student and enrolled in at least six credit-hours. Variable interest rate, adjusted annually on July 1, not to exceed 8.25 percent (current rate = 7.76 percent). Repayment will begin six months after graduation or when a student drops below half-time status. Maximum loans of $5,500 for undergraduates and $8,500 for graduates each academic year.
Apply to: Complete the FAFSA. Forms available at GSU Financial Aid Office and at other locations as listed on page 26.

Federal Direct Unsubsidized Loan
Available to undergraduate and graduate students. Do not have to demonstrate financial need. Must be a degree-seeking student and enrolled for at least six credit-hours. Variable interest rate adjusted annually on July 1, not to exceed 8.25 percent (current rate = 7.76 percent). Maximum loan of $5,500 for undergraduates and $8,500 for graduates each academic year. Students must make quarterly payments of interest beginning 60 days after receipt or may defer interest payments until after graduation.
Apply to: Complete the FAFSA. Forms available at GSU Financial Aid Office and at other locations as listed on page 26.

United States Department of Veterans' Affairs Educational Benefits
Available to undergraduate and graduate students. Veterans, reservists, current members of the National Guard, those eligible for vocational rehabilitation for disabled veterans, and spouses and dependents of disabled or deceased veterans with benefits determined by the United States Department of Veterans' Affairs. Recipients of the monthly educational benefit must complete an application each trimester of enrollment at GSU for continued eligibility, monthly stipends, and other benefits. No repayment obligation.
Apply to: GSU Financial Aid Office.

Scholarships for Disadvantaged Students (SDS)
The College of Health Professions and Human Services has funds available to support graduate students. Scholarships for Disadvantaged Students (SDS) require verification of financial or environment disadvantaged status. SDS funds are available for students in the following graduate programs: Addictions Studies, Communication Disorders, Community Counseling, Marriage and Family Counseling, Occupational Therapy, Physical Therapy, and Social Work.
Apply to: Students must complete the Free Application for Federal Student Aid (FAFSA) forms to be eligible and contact the Department.
Selection: The Department Chairperson will notify recipients.

Federal, State, and GSU Funded Scholarships, Grants, Loans, Tuition Waivers, and Student Employment

Nursing Traineeships
Traineeships are provided to part-time nursing students in the last 12 hours of graduate study.
Apply to: Students must complete the Free Application for Federal Student Aid (FAFSA) forms to be eligible and contact the Nursing Department.
Selection: The Department Chairperson will notify recipients.

State Scholarships, Grants, and Tuition Waivers

ISAC Monetary Award
Available to undergraduate students based on need. Must be a degree-seeking student enrolled in at least six credit-hours and a State of Illinois resident. Applies to tuition and fees only. No repayment obligation.
Apply to: Complete the FAFSA. Forms available at GSU Financial Aid Office and at other locations as listed on page 26.

Illinois Veterans Grant
Available to undergraduate and graduate students. Must be a veteran with an honorable discharge, an Illinois resident six months before entering the service and have claimed residency six months after discharge. Must have served at least one year after, or less than one year before, August 11, 1967. Covers tuition and mandatory fees. No repayment obligation.
Apply to: Illinois Student Assistance Commission.

National Guard Scholarship
Available to undergraduate and graduate students. Enlisted member, lieutenant, or captain with at least one year of service in the National Guard. Covers tuition, activity, and graduation fees. No repayment obligation.
Apply to: National Guard Unit or Illinois Student Assistance Commission.

Police, Fire, Correctional Officer Grant Program
Available to undergraduates and graduate students. Students qualify if they are a surviving child or spouse of an Illinois police, fire, or corrections officer. Surviving children must be the natural or adopted child of the deceased and no more than 25 years old at the time of enrollment. Grant covers tuition and mandatory fees. No repayment obligations.
Apply to: Illinois Student Assistance Commission.

Dependents of MIA/POW Scholarship
Available to undergraduate and graduate students. Dependents of Illinois residents officially declared a prisoner of war, missing in action, killed, or 100 percent disabled. Awarded by the Department of Defense. Covers tuition, activity, and graduation fees, consisting of four calendar years of full-time enrollment, including summers or 120 credit-hours. No repayment obligations.
Apply to: Illinois Department of Veterans Affairs in Springfield, IL.

ITEACH Teacher Shortage Scholarship
Available to undergraduate and graduate students who are Illinois residents and who are certified teachers or students preparing for certification. Students must be enrolled in at least six credit-hours and agree to teach in a teacher shortage area. Scholarship is $2,500 per trimester, which covers tuition, fees, and other educational expenses. Repayment is required only if the student does not teach in the shortage area for a specified period of time.
Apply to: Illinois Student Assistance Commission (information and forms available at the GSU Financial Aid Office).

Minority Teachers of Illinois
Available to undergraduate minority students who are Illinois residents preparing for teacher certification. Student must agree to teach upon graduation. Student must be enrolled for 12 or more credit-hours. Scholarship is $2,500 per trimester for tuition, fees, and other educational expenses.
Apply to: Illinois Student Assistance Commission (information and forms available at the GSU Financial Aid Office).

Special Education Teacher Tuition Waiver
Available to undergraduate and graduate students who are Illinois residents seeking initial certification in an area of special education. Students must agree to teach in special education upon graduation. Waiver covers tuition and fees.
Apply to: Illinois Student Assistance Commission.

Federal, State, and GSU Funded Scholarships, Grants, Loans, Tuition Waivers, and Student Employment

Illinois Baccalaureate Nursing Assistance Program
Available to undergraduate students and registered nurses who are Illinois residents enrolled in the Nursing program, and in need of financial assistance. Available in the form of a grant or a loan. Repayment required if student does not practice in Illinois for specified period.
Apply to: Illinois Department of Public Health, Springfield, IL (information and forms available at GSU in the College of Health Professions.

Department of Rehabilitation Services Scholarship
Available to undergraduate students who have an employment disability as determined by the Illinois Department of Rehabilitation Services (DORS). Tuition assistance with no repayment obligation.
Apply to: Illinois Department of Rehabilitation Services, Springfield, IL, or your local DORS offices.

Illinois General Assembly Tuition Waiver
Available to undergraduate and graduate students where financial need is a factor. Each member of the Illinois General Assembly is authorized to award the equivalent of two four-year scholarships annually to constituents. Covers tuition and fees. No repayment obligation.
Apply to: State senator or representative.

GSU Scholarships, Tuition Waivers, and Student Employment

GSU Undergraduate Tuition Waiver
Available to undergraduate students (criteria may vary by college). Must be enrolled for at least six credit-hours. Tuition waivers available for a maximum of two trimesters. Covers tuition only. No repayment obligation.
Apply to: College deans (School Of Interdisciplinary Learning, CBPA, CAS, CHHS, CE) or unit directors.

GSU Graduate Tuition Waiver
Available to graduate students (criteria may vary by college). Must be enrolled for at least six credit-hours. Tuition waivers available for a maximum of two trimesters. Covers tuition only. No repayment obligation.
Apply to: College deans (CBPA, CAS, CHHS, CE) or unit directors.

GSU Minority Graduate Tuition Waiver
Available to minority graduate students (criteria may vary by college). Must be enrolled for at least six credit-hours. Tuition waivers available for a maximum of four trimesters. Covers tuition only. No repayment obligation.
Apply to: College deans (CBPA, CAS, CHHS, CE) or unit directors.

Supervising Student Teacher Tuition Waiver
Available to a current teacher who has supervised a GSU student teacher. Must be used within 12 months of being issued. Covers tuition, fees, and conference fees for up to three credit-hours. No repayment obligation.
Apply to: GSU College of Education (CE).

Senior Citizen Tuition Waiver
Eligibility criteria includes a restriction that annual income cannot exceed a certain amount. This income restriction amount is $21,218 for a household containing one person; $28,480 for a household containing two persons; $35,740 for a household containing three or more persons.
Apply to: GSU Office of Financial Aid.

Graduate Assistantship
Available to graduate students only. Must be degree-seeking and enrolled for at least six credit-hours. Students earn $400 to $600 per month and a tuition waiver for 20 hours of work per week.
Apply to: Dean's office of college of enrolled major (CBPA, CAS, CHHS, CE).

Student Employment
Available to undergraduate and graduate students. Do not have to demonstrate financial need, but must be degree-seeking and enrolled for a minimum of six credit-hours and not on academic probation or in default on any education loans. Part-time positions are available in a variety of areas throughout the university.
Apply to: GSU Office of Financial Aid.

Federal, State, and GSU Funded Scholarships, Grants, Loans, Tuition Waivers, and Student Employment

Job Location and Development
Available to undergraduate and graduate students who are enrolled for at least six credit-hour at GSU.
Part-time, off-campus positions.
Apply to: Career Services Office at GSU.

Latino Achievement Scholarship
Eligibility: New undergraduate and graduate Latino degree-seeking students with a cumulative G.P.A. of at least 3.0 from prior school and enrolled in a minimum of six credit-hours at GSU.
Amount of Award: Tuition for a maximum of six trimesters if a 3.0 cumulative G.P.A. is maintained.
Apply to: Complete an application (available in the Financial Aid Office) and submit a letter describing educational and career goals, community service and extracurricular activities, and how this scholarship will help achieve those goals.
Selection: Applications will be reviewed and recipients selected by the Screening Committee.

Phi Theta Kappa Scholarship
Eligibility: Applicant must be a member of Phi Theta Kappa with a 3.5 G.P.A. for all prior course work. Be enrolled as a full-time student (12 hours or more) beginning in the fall trimester and admitted to a degree program at Governors State University. Applicant may not possess a previous bachelor's degree. Only two Phi Theta Kappa Scholarships are awarded at Governors State University per academic year.
Amount of Award: Full-time, in-state tuition for two trimester. The scholarship is renewable for an additional two trimesters for the next academic year if a 3.5 cumulative grade point average is maintained at Governors State University.
Apply to: Applications can be obtained May 1 through June 30 in the Office of Financial Aid.
Selection: The financial aid director will notify recipients by August 15.

GSU FOUNDATION AND ALUMNI SCHOLARSHIPS

Many scholarships are offered by the GSU Foundation and the Alumni Association. Each year the organizations supporting these scholarships devote great effort to raising funds in order to recognize academic excellence and to assist deserving students who need financial help to continue their studies.

2008-2009 Scholarships
Below is a list of scholarships that have been offered in the past by the GSU Foundation and Alumni Association. Not every scholarship is offered each year. A list of actual scholarship offerings for the 2008-2009 academic year is posted on the GSU website at *www.govst.edu/scholarships* by May 1, 2008. Applications will be accepted only between May 1 and July 15, 2008.

List of Possible Scholarships offered to students in all colleges:
- GSU Civil Service Employees Endowed Scholarship*
- Community College Honors Scholarship*
- Donald W. Hansen Memorial Endowed Scholarship*
- Manilow Scholarship for Students Who Achieve Intellectual Excellence*
- Dr. Keith W. Smith Memorial Endowed Scholarship*
- Follett Bookstore Textbook Scholarship*
- Dr. Lowell Goldberg Health and Community Service Endowed Award*
- Joyce E. Gordon Scholarship*
- Citizens Savings Foundation Scholarship*

* Scholarship may not be offered each year.

List of Possible Scholarships offered to CAS students:
- Dr. Daniel Bernd Endowed Scholarship in English Literature*
- David Bernstein Endowed Scholarship in English*
- Leo and Margaret Goodman-Malamuth Endowed Scholarship in Media Communications Technology*
- Ralph R. Turner and Dolores Turner Endowed Scholarship*

* Scholarship may not be offered each year.

Federal, State, and GSU Funded Scholarships, Grants, Loans, Tuition Waivers, and Student Employment

List of Possible Scholarships offered to CBPA students:
• American Logistics Association Endowed Scholarship*
• CBPA Student Advisory Board Endowed Scholarship*
• Dr. Curtis J. and Mrs. Gina Crawford Scholarship in Business*
• Dr. Lowell W. Culver Fellowship in Public Administration *
• Donald Dolan Endowed Business Scholarship*
• Donald and Helen Morrison Endowed Scholarship in Business*
• Wilbur L. Morrison Endowed Scholarship in Business*
• Martin Anthonisen Scholarship*
• Joyce E. Gordon Scholarship*
• Great Lakes Bank Endowed Scholarship in Accounting/Finance/MIS and Management/Marketing*
• St. Paul Federal Endowed Scholarship*
• Percy and Elizabeth Wagner Endowed Scholarship in Real Estate*

* Scholarship may not be offered each year.

List of Possible Scholarships offered to CE students:
• David and Barbara Barr Endowed Scholarship*
• Matteson Rotary Club*
• Dr. W. Prince and Elsie McLemore Endowed Scholarship for Elementary Education*
• Dr. Peggy Williams Memorial Endowed Scholarship*
• Dr. Judith A. Cooney Memorial Scholarship in Counseling*
• Dr. Basil Sklan Endowed Scholarship in Mental Health*
• Burton Collins Scholarship*
• Ralph R. Turner and Dolores Turner Endowed Scholarship*
• Great Lakes Bank Endowed Scholarship*
• Rev. Tyron & Dora Smith Scholarship in Teacher Education*
• William D. McGee Memorial Scholarship*

* Scholarship may not be offered each year.

List of Possible Scholarships offered to CHHS students:
• Marie Gray Bertz Memorial Endowed Scholarship*
• James and Helen Hassett Endowed Scholarship in Nursing*
• Dr. W. Prince and Elsie McLemore Endowed Scholarship for Physical Therapy*
• Virginia M. Pizza Endowed Scholarship in Geriatric Care*
• Accelerated Rehabilitation Physical Therapy Scholarship*
• Great Lakes Bank Endowed Scholarship*
• Kimberly Edwards Endowed Scholarship in Nursing*
• Joyce E. Gordon Scholarship*
• Annie L. Lawrence Scholarship for Students of Nursing and Health Sciences*
• Monsignor Ignatius D. McDermott Endowed Scholarship*
• Psi Iota Xi Scholarship*

* Scholarship may not be offered each year.

For a current list of scholarships go to *www.govst.edu/scholarships.*

STUDENT SERVICES, ACTIVITIES, AND INFORMATION

University Library

The University Library provides reference and information services 77.5 hours per week at the circulation and reference desk. Electronic resources are available from the library's website 24 hours per day, seven days per week. Library staff members offer tours of the library, and library faculty members provide library instruction to individuals and groups upon request. In addition, workshops and training are offered in academic computing applications to students, faculty, staff, and community members. The workshop schedule can be found on the library's website at *www.govst.edu/library.*

Books and other materials in the library are identified and located through I-Share, an online catalog providing users with access to the library's collection and its holdings by author, title, keyword, and subject. I-Share also provides users with information on the holdings, now numbering more than 16 million volumes, of more than 70 libraries that are also members of the Consortium of Academic and Research Libraries in Illinois.

The library subscribes to more than 75 electronic databases in which users can locate full-text books and journal articles, as well as citations to articles, books, and other materials, in a variety of subject areas related to the curriculum at Governors State University. The library's website serves as a gateway to these resources from both on- and off-campus. Instructions are available on the websites and at the reference desk. Distance education students are entitled to equitable library services - see the library's distance education websites at *www.govst.edu/library* for information on accessing these services.

The library maintains an extensive collection of print, audiovisual, and electronic materials. These materials are, with few exceptions, available on open shelves, readily accessible to users. The collection encompasses more than 460,000 print volumes; more than 26,000 media items, including videocassettes, compact disks, filmstrips, slides, and kits; more than 1,000,000 items on microfiche/film; more than 1,900 journal subscriptions and more than 14,000 electronic serial subscriptions, as well as CD-ROMs, DVDs, and computer disks. The library is a select depository for both United States and Illinois government documents. Staff members provide assistance in retrieving government information in the library's collection and from the Internet.

Library resources include DVDs for university telecourses; test files which contain sample materials used for psychological and educational testing and measurement; curriculum materials, sample textbooks, and juvenile literature, which support the teacher education program; and reserve materials assigned by faculty to support current courses. Library facilities include student study and lounge areas; wireless network access for personal laptop computers; computer workstations to access electronic and Internet library services and to use Microsoft Office and multimedia software; scanners; equipment for viewing audiovisual materials; and card and coin-operated photocopiers, microform reader-printers, and laser printers. The library also provides adaptive technology for disabled students.

The library accepts referrals from the university's Office of Disability Services to train students in the use of the software and the equipment. Books and journal articles that are not available in the Governors State University Library can often be obtained for students through interlibrary loan or cooperative networks. Request forms are available on the library's websites and at the reference desk in the library.

Users of the online catalog can initiate their own interlibrary loan requests from the other I-Share participants. The materials requested will be sent to the GSU Library for patron pickup.

The library also has cooperative agreements with other academic libraries that permit Governors State University students to have access to their collections using their valid GSU I.D.

For more information about library services, visit the library website, *www.govst.edu/library*, or call the reference desk 708.534.4111.

Academic Computing Services

Academic Computing Services (ACS) provides computer facilities for students, faculty, and staff. The ACS complex is comprised of six classrooms and an open lab. All computers are connected to the Internet. The ACS staff issues GSU Internet accounts to students holding valid GSU identification. Hardware in the ACS lab includes Pentiums, iMacs, laser printers, and a scanner. Operating systems include Windows XP and Macintosh OSX v. 10.03. Software categories include Microsoft Office 2003, programming languages, graphics, and client software. Located in the main lab are three high speed Hewlett Packard LaserJet printers, which connect all PCs in the lab to Pay-to-Print stations. Students enrolled at Governors State and holding a valid student I.D. card may use the ACS facilities. ACS is located on the second floor of the D Wing, just past the library. ACS is open Monday through Friday, 8:30 a.m.- 10:30 p.m.; Saturday, 8:30 a.m.-5 p.m.; Sunday (fall/winter), 1-9 p.m.; and Sunday (spring/summer), closed. Student lab aides are available to answer questions and assist users. For current information about ACS, please visit *www.govst.edu/its/.*

The Office of Equal Opportunity and Diversity

The Office of Equal Opportunity and Diversity offers information and assistance to students who believe that they have been discriminated against because of race, color, national origin, religion, gender, ancestry, age, sexual orientation, marital status, disability, citizenship, unfavorable discharge from military service, or veteran status.

The office also offers information and assistance to students who believe they have been victims of sexual harassment.

Any student who believes that he or she has been unlawfully discriminated against or has been a victim of sexual harassment may file a grievance with the Office of Equal Opportunity and Diversity.

ACADEMIC RESOURCE CENTER

Counseling

The professional staff offers confidential counseling for currently enrolled students seeking to address academic, career, or personal concerns. Appointments can be made by contacting 708.534.4508. Additional information regarding counseling services and referrals is available on the Academic Resource Center website at *www.govst.edu/sas.*

Disability Services

The Office of Disability Services is dedicated to creating an accessible environment and providing equality of educational opportunities for students with documented disabilities. GSU's goal is to focus on a student's ability not the disability. Disability Services ensures compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. Legally mandated access and accommodations are available to all qualified students who self identify with Disability Services. Students must provide documentation by a qualified professional who can verify the functional impact of the disability as well as provide recommendations for appropriate accommodations. The information provided by students is voluntary and confidential. If requests for auxiliary aids, academic adjustments, or other special services necessitate a modification of academic standards or create an undue hardship on the university, the requests may be denied. To arrange for appropriate accommodations, contact the coordinator of Disability Services at 708.534.4508.

Online Orientation/Directed Self-Placement

All undergraduate degree seeking and undeclared students are required to complete an online orientation program before registering for classes. The online orientation program has two components: the first portion provides basic information about the university's policies, programs, and procedures. The second portion is Directed Self-Placement. This innovative program assists students in assessing their ability level in math and writing. Students then self-select supplemental review or coursework based on this assessment. Online Orientation/Directed Self-Placement is available 24 hours a day/7 days a week.

Testing

Examinations are administered for the School of Extended Learning. The testing staff member administers correspondence and telecourse exams for students who are unable to attend the regularly scheduled exam dates. All GSU students can obtain information about and register for any of the 34 CLEP (College Level Examination Program) exams. These exams are arranged by appointment only. This area also provides information and registration information for a math review workshop for the Illinois Teacher Certification Basics Skills Test. This workshop is usually offered four times per year. Students enrolled in the Counseling program here at GSU can obtain registration materials for the National Counselor Examination (NCE) offered twice a year

on campus. Students can also obtain information for national tests such as the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), and the Law School Admission Test (LSAT). Contact 708.534.4508 for further test information.

Tutoring

Tutoring services are offered for undergraduate students free of charge. The following subjects are tutored: math, accounting, economics, finance, computer science, statistics, and some science courses depending on tutor availability. Both onsite and limited online formats are offered. For more information, please visit the Academic Resource Center website at *www.govst.edu/sas*.

Writing Center

The Writing Center provides assistance to undergraduate and graduate students with one-on-one tutoring sessions through the online writing center, and beginning research and documentation help in the library. The center also offers assistance for students who plan to take writing examinations, such as the Basic Skills Exam. For more information, call 708.534.4508 or visit the website at *www.govst.edu/owl*.

The Student Life Unit

Located in A-Wing, this area has been designed to bring diverse students together through a variety of programs and services. Included in the Student Center are a television lounge; dining and study areas; student leader offices (the Student Senate, student Board of Trustees representative, and IBHE - Student Advisory Committee representative); and meeting rooms. The Student Life staff has offices in the center. The Student Commons is a gathering place for student interaction within the center. The Student Life Unit also houses the Recreation and Fitness Center which has an Olympic style swimming pool, gymnasium, fitness room (free weights and exercise machines), racquetball court, lockers, and shower facilities. The Recreation and Fitness Center is open seven days a week during the fall and winter trimesters, but is closed Sundays during the spring/summer trimester. For additional information, contact the Welcome Center at 708.534.4550.

Career Services

The Office of Career Services assists students and alumni with all facets of their careers. The office offers individual advising appointments and workshops where students can receive assistance with developing a job search strategy, resumes, interviewing, networking, negotiating offers, and writing job search correspondence. In addition, the office provides students with hands-on learning experiences in identifying skills and researching employers through workshops during the academic trimesters. Career Services also maintains job postings from local employers on both hard copy and via e-Recruiting. College of Education students' credential files are managed in the office as well as disbursed. The office hosts at least two job fairs during the academic year, which are intended for a generalist audience, but on occasion hosts targeted job fairs such as the Education or Health Care Job Fairs. For students in online degree programs, services are further provided through telephone appointments and email correspondence. Its website also provides a wealth of career-related resources for all students and alumni.

Child Care

The Family Development Center opened its facility across from the main campus in October 2002. Using the example of the early childhood centers in Reggio Emilia, Italy, the building makes use of light, space, and natural elements to enhance the sense of community central to child-centered programming. Educational research and models of effective teaching practices played a key role in the development of the center's program philosophies. Center programs provide field sites for university instruction, and offer services to GSU students, faculty, and surrounding community members. Programs are available by registration with program staff, and include the following: 1) state licensed child care for children ages 6 weeks to 12 years; 2) after school enrichment for children ages 5 to 12; 3) birth to age 5 parenting support for families with infants, toddlers, and preschool children; 4) parent and child play groups during day and evening hours; and 5) library lapsits where children and parents are invited to join in the storytelling, games, and snacks related to a story theme. Specific program information is available at 708.235.7300.

Clubs and Organizations

Students may take advantage of the many clubs and organizations that exist at Governors State University. These clubs provide students with the opportunity to meet others with the same majors or special interests. The majority of organizations are related to academic programs, while others support a variety of social and special interests. New clubs and organizations may be formed by any group of seven or more students. For information or assistance, contact the director of Student Involvement and Leadership at 708.534.4552.

Quick Start/Escort Service

Quick Start/Escort Service provides students, staff, and visitors safe conduct to their cars, especially late at night. Both services are available seven days a week. Quick Start/Escort Service helps motorists with battery problems, frozen locks, and empty gas tanks. Quick Start attendants also assist in fixing flat tires. The attendant will refer the motorist to a local towing service if unable to fix the problem with the car. If a motorist is locked out of his/her car, personnel from the Department of Public Safety will assist in unlocking it. The Quick Start /Escort Service attendant can be contacted by dialing the Department of Public Safety at 708.534.4900.

Identification Cards

Photo I.D. cards are available for all students at the Welcome Center in D-Wing. I.D. cards are required for use of all university facilities, including the library, the computer centers, and the Recreation/Fitness Center.

Information and Records

Information concerning student enrollment, grade reports, certification for graduation, diplomas, commencement, and transcripts can be obtained from the Registrar's Office. This office also processes changes of address, name, and residence classification.

Recreation/Fitness Center

Students, faculty, staff, and community members can participate in fitness, and intramural and recreational activities, such as volleyball, racquetball, basketball, and other sports both as leisure activities or in a tournament format. They can also enroll in recreational classes taught on-campus. Additional activities such as aerobics and swim classes are available on an enrollment, fee charged basis. For additional information contact the Recreation and Fitness Membership Services Office at 708.534.4556.

Access to a College Education Student Support Services (ACESSS)

ACESSS is a federally supported program by the U.S. Department of Education that provides high quality services to retain and graduate students. To be eligible for services, students must be either first generation in their families earning bachelor's degrees or come from low-income families. If students have physical or documented learning disabilities, they also could be eligible for ACESSS. Services provided include academic advising, personal counseling, assessment of skills, and suggestions for career options. Staff monitor academic progress; provide information on graduate schools; and offer workshops in study skill development, time management, financial aid, and motivation for success. Participants are offered a wide variety of cultural activities to provide enriching experiences as they progress toward their degrees. ACESSS is located on the second floor of A Wing in the Student Center. For more information, phone the program director at 708.235.3967.

Multicultural Programs

Governors State University is committed to celebrating the ethnic and cultural diversity of the campus community. Through the Office of the President and the Student Life Unit, the university encourages special events, workshops, meetings, and programs that recognize the ethnic and cultural diversity of the campus as a community strength.

The Center for Performing Arts

This 1,200-seat performing arts center opened in December 1995. The Center is dedicated to providing a wide array of quality arts, popular, educational, and family programming to the immediate community and its surrounding metropolitan region. Major star attractions are featured, as well as a variety of Illinois artists and performing arts companies. The Arts in Education Program at The Center area serves over 40,000 children with professional performances, performing arts camps, and master classes. The Center is also a meeting place for area businesses, organizations, and community events. For information and reservations, call 708.235.2222 or see the Center website at *www.centertickets.net.*

Public Safety

Police, public safety, and emergency medical services in cooperation with the University Park Fire Department are available at all times from the university's Department of Public Safety at 708.534.4900.

Student Handbook

The Student Handbook provides students with information on policies, student fees, student services, grievance procedures, etc., as well as an administrative overview. Student Handbooks can be found at the GSU website at *www.govst.edu/studenthandbook* and the Welcome Center.

Student Government

The university is governed by three senates representing the faculty, civil service, and students. The Student Senate is charged with the responsibility of representing student interests in all policies governing the university. A student is also elected to be a representative to the GSU Board of Trustees. A student and an alternate are elected to represent the university on the Student Advisory Committee to the Illinois Board of Higher Education.

Student Life Services

The following services are available from the Welcome Center:

- Student I.D. Cards
- Student Lockers

Information provided on:

- Housing
- Health Insurance
- Student Governance
- Recreation/Fitness Center Membership
- Clubs and Organizations
- Student Newspaper

Shuttle Service

The Department of Public Safety operates a scheduled evening shuttle service to the Metra Station for late afternoon and evening classes. Contact the Welcome Center for more information at 708.534.4550.

Special Events

Lectures, concerts, or other special events are offered to the university community each trimester. These events are coordinated through the Student Life Unit.

Student Life Events

Special events are held to celebrate the following:

- Welcome Days
- Latino Heritage Month
- Black History Month
- Women's History Month
- Salute to Graduates
- Salute to Graduates Luau and Picnic
- Martin Luther King, Jr. Celebration
- Family Day

Student Life Unit for Performing Arts Series

A limited number of tickets are purchased to the GSU Center for Performing Arts events. There is no charge to students receiving these tickets. Availability is limited and given on a drawing basis. These are made available during the Fall Welcome Days.

Student Travel/Conference Fund

Some assistance is available through the Student Life unit for students to represent GSU at local and national conferences for their leadership development. Students may not receive university credit for these experiences. Limited funding is available. Contact the director of Student Involvement and Leadership at 708.534.4552.

Student Media

The PHOENIX is the student newspaper and is the main source of information about campus life. Staff positions on The PHOENIX are open to all students. Students interested in serving on The PHOENIX or starting additional student publications should contact the faculty advisor, Victoria Pierce at *v-pierce@govst.edu*.

UNIVERSITY POLICIES

Affirmative Action/Equal Opportunity

Governors State University recognizes and is fully committed to both its moral and legal obligations to provide equal opportunity to its employees as well as its students. Recognizing these obligations, the university will not discriminate on the basis of race, color, national origin, ancestry, religion, gender, age, sexual orientation, marital status, disability, citizenship, unfavorable discharge from military service, or veterans status in any area of university employment or in services to its students. Furthermore, the university is pledged to the affirmative action process to ameliorate patterns of employment which indicate under-utilization of members of minority groups and women, whether in the faculty, the civil service, or among the students. The Affirmative Action Plan explains more fully the university's commitment and may be reviewed by all concerned in the University Library.

Accommodating Religious Observances

Governors State University will not discriminate against students for observing religious holidays and will reasonably accommodate the religious observance of individual students in regard to admission, class attendance, and the scheduling of examinations and academic work requirements.

1) It is the responsibility of the student to notify in writing the GSU administrator/faculty member involved at least three class periods in advance of the date of the religious observance.
2) Accommodations considered unreasonable are those which would necessitate the modification of academic standards or create undue hardship on the university or its staff.
3) If a student feels he/she has been discriminated against, redress can be sought through the Student Grievance Procedure.
4) This policy must be published in the student handbook and the university catalog.

Sexual Harassment

Governors State University will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study. Students who believe they have been victims of sexual harassment should contact the Affirmative Action Office for information and assistance.

Services for Students with Disabilities

Governors State University complies with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973 and other federal and state legislation which states that, "No otherwise qualified person with a disability in the United States... shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." Inquiries about assistance to meet special needs should be directed to the Academic Resource Center, which will notify the appropriate academic and service areas. Provision of such assistance will be based upon the individual student's need to have equal access to the learning environment. Requests for auxiliary aids, academic adjustments, or other special services which necessitate a modification of academic standards or create an undue hardship on the university, may be denied.

Drug and Alcohol Abuse

Consistent with its educational mission, Governors State University is committed to providing education about the effects of the use of drugs and alcohol and to furthering efforts to prohibit possession, use, or abuse of these substances.

Smoking

In compliance with the Illinois Clean Indoor Air Act, as of July 1, 1993, smoking is prohibited in the university.

In compliance with the 2008 Illinois Clean Air/No Smoking Policy Law and Governor State University's recently established guidelines, outdoor smoking areas will be relocated 25 feet from doors, windows that can open, and air intake vents

ACADEMIC REGULATIONS

Student Responsibility

Students are responsible for knowledge of, and adherence to, all university requirements and regulations. Students are also responsible for knowing the degree requirements for their major and enrolling in courses that meet those degree requirements. Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Student Grade Reports

Students can access their grades by signing on to the Student Web Information System at www.govst.edu/online. Grade reports are not mailed except upon written request. Students needing official grade reports should complete the Request for Official Grade Report form available online. Official grade reports are not available to students with an outstanding financial obligation to the university.

Grading

At the completion of the work for a course, a letter grade will be assigned by the instructor. Grades provide academic evaluation and are the basis for determining academic standing. Following are the letter grades used at Governors State University and the grade points used to determine the grade point average of the student:

Grade		Description	Grade Points Per Credit-hour
A	=	Superior performance	4
B	=	Above average performance	3
C	=	Average performance	2
D	=	Marginal performance	1
F	=	Failure	0
P	=	Pass	
NC	=	No credit	
W	=	Student initiated withdrawal	
X	=	Administrative withdrawal	
I	=	Incomplete	
E	=	Extended incomplete	
M	=	Grade missing at time of processing	
R	=	Repeated course	
V	=	Audit	

Grade Point Average

The student's grade point average (G.P.A.) is calculated by dividing the total number of grade points by the total number of credit-hours attempted. The cumulative grade point average is computed by dividing the total number of grade points that a student has earned in all courses taken at Governors State University by the total number of semester hours represented by those courses. Transfer hours and courses in which a "P", "NC", "W", "X", "I", or "E" grade is earned are not used to calculate the grade point average.

Grade	Credit Hours		Grade Point Value		Grade Points
A	3	x	4	=	12
B	3	x	3	=	9
C	3	x	2	=	6
D	3	x	1	=	3
F	3	x	0	=	0

An example of the G.P.A. calculation: a student attempted five three-hour courses (a total of 15 hours), receiving an "A," a "B," a "C," a "D," and an "F." The total number of grade points earned in the five courses is 30. The G.P.A. is 30 (grade points) divided by 15 (hours attempted) equals 2.0.

Incomplete Course Work

Upon written request by the student, an instructor may assign a grade of incomplete ("I") provided that reasons for not completing the course work are acceptable to the instructor and a reasonable amount of participation was demonstrated by the student during the term of enrollment. The instructor will determine the time allowed to complete the course work, provided it does not go beyond the twelfth week of the next trimester. When the course work is submitted, the instructor will replace the incomplete with the appropriate grade. If the incomplete is not changed to a final grade by the specified date, the "I" will automatically convert to an "F" (or an "NC" for pass/no credit courses), unless a request for an extension of incomplete ("E") has been approved in writing.

Any request for an extension of an incomplete must be based on extenuating circumstances beyond the student's control or for valid academic reasons and is subject to the dean's approval. The extension shall not go beyond the twelfth week of the next trimester. All incomplete grades must be removed before graduation. Incomplete or nonpunitive grades cannot be permanently assigned

to veterans or eligible persons receiving VA educational benefits. If this is the school policy, the "I" or incomplete grade must be reported to the VA as nonpunitive at the time the grade is assigned. This is necessary to ensure compliance with statutory restrictions on benefit payments.

Grade Appeals

Once a grade has been recorded by the Registrar's Office, additional work cannot be submitted to raise the grade. Corrections may be made only as the result of either of the following:

1. A formal grievance proceeding is completed within the time limits set forth in the university grievance procedures.
2. A grade correction is approved by the faculty member, division/department chairperson, dean, and provost and filed with the registrar on or before the end of Block 2 of the trimester subsequent to that in which the erroneous grade was given.

Pass/No Credit Option

To encourage undergraduate students to participate in areas of learning outside their major interests and to stimulate intellectual curiosity, Governors State University has a pass/no credit option. To receive credit ("P"), the grade must be "D" or better. A grade of "F" will carry a No Credit ("NC") designation. Pass/no credit designations are not calculated into the grade point average. Only undergraduate degree-seeking students may elect to take graded courses on a pass/no credit basis. The courses can only be applied toward the elective requirements within the student's degree program. A student may earn a maximum of 12 hours of credit in the pass/no credit option that can be applied toward elective degree requirements. (Note: Students who do not intend to earn a degree from GSU, either undergraduate or graduate, may also use this option.) Changes from the pass/no credit option to traditional grade status are permitted through the end of the registration period for the trimester in which the course is offered. Additionally, selected courses are graded only on a pass/no credit basis. These courses are identified by the "P/NC" designation in the Course Description section of this catalog.

Repeating Courses

A student may elect to repeat a course. The highest grade awarded will be used in the G.P.A. calculation; the lower grade will be replaced by an "R" to indicate a repeated course. Students electing to repeat a course should obtain a Repeated Course Request form from the Registrar's Office.

Veterans and eligible persons receiving benefits can only be certified to repeat courses if a certain grade is required by the institution, e.g., a grade of "C" or higher is required to reach the approved objective and if overall satisfactory progress standards are met. There is no limit on the number of times a course may be repeated, as far as the VA is concerned, as long as the grade assigned to the repeated course at the end of the term is punitive, unless mitigating circumstances are approved by the VA. If established school policy is to replace a prior punitive-failing or below required standards - grade with a creditable passing grade following a successful repetition of the course, that fact alone constitutes mitigating circumstances. Incorrect certification can result in overpayments.

Independent Study

Independent study enables a student to pursue individual research and reading in a field of special interest under the guidance of a faculty member. A written proposal for an independent study, planned and developed by the student, must be approved by the Division/Department chairperson in consultation with the faculty sponsor. Independent study credit may be used to meet elective credit only, and shall not be used as a substitute for courses specified in the student study plan. A maximum of nine undergraduate credit-hours and six graduate credit-hours of independent study may be applied to degree requirements. Individual colleges and programs may have more restrictive policies. A student may enroll for a maximum of three credit-hours of independent study in any one trimester.

Veterans and eligible persons receiving benefits can only be certified in independent study courses that lead to a standard college degree, consisting of a prescribed program of study with interaction between the student and the regularly employed faculty and offered without any regularly scheduled conventional classroom or lab sessions.

Degree Requirements

Students who are admitted to Governors State University for the 2008-2009 academic year must fulfill the degree requirements stated in this catalog and its addendum, or they may elect to substitute the requirements in any subsequent catalog published while they are enrolled in the university. A student must, however, meet the requirements from one catalog only, rather than choosing a portion from one catalog and the remainder from another.

Students who are reactivated to Governors State University and who did not attend within the past four consecutive trimesters may be required to meet the requirements of the current catalog as determined by their faculty/academic advisor. Students who are readmitted to Governors State University who did not attend within the past 16 consecutive trimesters (or otherwise required by accredited programs) must meet the requirements of the current catalog unless written approval to continue under an earlier catalog is obtained from the dean of the college in which they enrolled. The written permission must be forwarded to the Registrar's Office along with the graduation application.

Concurrent Registration or Dual Enrollment

Students may enroll at another regionally-accredited institution of higher learning while working toward a degree at Governors State University. Students must consult with their advisor before enrolling.

Permission to apply any credit earned at another institution toward degree requirements must be approved by the program advisor and division/department chair and/or dean.

Audit Registration

A student who is interested in a particular course(s) but does not wish to take it for credit may audit the course(s). All attendance and work is voluntary. A student may register to audit a course during the registration period upon paying the required fee and obtaining the instructor's approval. Audit registrations do not appear on the academic transcript. A change from audit to credit registration or from credit to audit registration must be made during the registration period. See the schedule of classes for complete information on auditing a class.

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major

Degree-seeking students who wish to change their major must complete the appropriate forms available in the Registrar's Office or on the web. Students who change their course of study are subject to any special admission and degree requirements in effect for the new major at the time of the change.

Confidentiality of Records and Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate. Students may ask the university to amend a record that they believe is inaccurate. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the university decides not to amend a record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official

in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

University Holds

University holds are a means of identifying students with unsatisfied financial or academic obligations to the university. Students with holds may not register until holds are released.

English Proficiency of Instructors

Governors State University has adopted a policy that all instructional staff shall be proficient in oral English. Students who have difficulty understanding an instructor should address their concerns to the chair of the division/department in which the instructor is teaching. If the Division/Department chair finds that the instructor's oral English proficiency is satisfactory, the chair will so notify the student, who may appeal the finding to the dean of the college in which the division/department is housed.

Honors

Governors State University recognizes outstanding academic performance of undergraduate degree-seeking students by giving special attention to those students who achieve excellence in their work. At the end of each trimester, degree-seeking students who have completed at least six hours of graded course work without any incomplete grades, with a grade point average of 3.70 or better, will be included on the Dean's List. Undergraduate students who maintain a cumulative grade point average at Governors State University of 3.80 or better, and complete at minimum of 24 graded credit-hours at Governors State University course work, are given special recognition upon graduation. The honors categories are:

G.P.A. of 3.80 to 3.94 Honors
G.P.A. of 3.95 to 4.00 High Honors

The achievement of "honors" or "high honors" will be designated on the student's transcript and diploma.

The University Honors Program

While recognizing academic excellence, the University Honors Program is designed to give undergraduate students an opportunity to pursue an enriched education while attending Governors State University. In so doing, honors students develop greater depth within their academic major by completing advanced work within their existing curriculum. Additionally, honors students obtain greater breadth by taking an interdisciplinary honors seminar in which guest speakers from across the university's campus address a common integrative theme. Having been exposed to a rich diversity of academic perspectives, students then complete projects relevant to their academic majors. Lastly, students work on their final honors project in cooperation with a faculty mentor.

Curricular Components:

- one course within the student's major in which they "contract" with the instructor to do advanced work;
- one advanced interdisciplinary Honors Seminar; and
- an honors thesis/project/internship which is completed under the supervision of a faculty mentor.

Beyond the above enriched academic program, honors students also have the combined benefits of a speakers series, the support and guidance of a faculty mentor, participation in special social events, and membership in a community of scholars and learners. This will be reflected on the student transcripts and with a letter of commendation by the president of the university.

For more information, contact an academic advisor or the office of the director of the University Honors Program at 708.534.4578.

Transcripts

Students may request official transcripts of their records by writing to the Registrar's Office or submitting a transcript request form available on the web. Students should allow three working days for processing time from the date the transcript request is received. Due to the number of requests received during certain periods processing may take longer. Students who have an outstanding financial obligation to the university or who have not satisfied certain academic obligations will not receive transcripts until the obligation is met. GSU charges a fee of $5 per transcript.

Academic Honesty

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the appendix.

Academic Standing

Undergraduate students who maintain a minimum cumulative G.P.A. of 2.0, and graduate students who maintain a minimum cumulative G.P.A. of 3.0 are in academic good standing. Students must be in academic good standing to graduate.

Academic Probation/Suspension

Students failing to meet the required cumulative G.P.A. for academic good standing for the first time are placed on Probation I for the subsequent trimester. If a satisfactory G.P.A. is not achieved by the end of the Probation I trimester in which the student was enrolled for credit, the student shall be placed on Probation II for the next trimester. If a satisfactory G.P.A. is not achieved by the end of the Probation II trimester in which the student was enrolled for credit, the student shall be academically suspended from the university for one year. Students may appeal the length of suspension and seek early readmission through the University Committee on Readmission and Special Admission.

Reinstatement Following Academic Suspension

At the end of the suspension period, students dismissed for the first time will be eligible for reinstatement and may reenter the university provided they apply and petition for readmission through the University Committee on Readmission and Special Admission before established deadlines. Reinstated students reenter the university with the cumulative G.P.A. they had upon suspension and are readmitted on academic probation extended. This status allows students to continue as long as their trimester G.P.A. meets the minimum requirement for their level (undergraduate/graduate) for academic good standing, and they do not receive any grades of incomplete. Students are returned to academic good standing when their cumulative G.P.A. is raised to the minimum requirement for their level. Students failing to make satisfactory progress after two suspensions may not be considered for readmission at any later time.

Withdrawal From the University

Any student who wishes to withdraw from Governors State University should follow the procedures and deadlines for withdrawing from courses. Unofficial withdrawal from the university may result in failing grades being assigned. Any student withdrawing from the university who is receiving financial aid or who has any outstanding accounts at the university must meet with a representative of the Financial Aid Office and/or the Business Office to satisfy all outstanding financial obligations.

Academic Amnesty

1. The university shall establish a readmission process to be called academic amnesty which allows students to have their grade point average calculated for the purpose of establishing academic standing, from the point of reentry forward.
2. Academic amnesty shall be granted only to students who have previously been suspended or on probation and have not been enrolled at GSU for at least three trimesters prior to applying for readmission with academic amnesty.
3. Readmission with academic amnesty must be to a major other than the major in which the student was previously enrolled.
4. The student's academic record of courses and grades shall not be changed nor deleted from the transcript as a result of reentry with academic amnesty; additionally, the transcript shall indicate that academic amnesty has been granted.
5. Subject to approval by the appropriate division/department chair and dean/director, a student's prior completed course work with grades of "C" or better for undergraduates, or "B" or better for graduates, may be applied to the new degree requirements. However, these grades shall not be used in calculating the grade point average from reentry forward.
6. All undergraduate students readmitted to the university with academic amnesty shall complete a minimum of 24 graded credit-hours after reentry, before graduation.
7. Graduate students readmitted to the university under academic amnesty must complete at least one-half of the number of credit-hours required for the degree in the new major prior to graduation, in addition to other requirements of the new major.
8. A student shall be granted academic amnesty by Governors State University only once.

Withdrawal From Courses

Students who register for a course but who do not attend classes must officially withdraw from the course to avoid receiving a failing grade. Students may officially withdraw from any or all course(s) through the end of the tenth week of classes for any regularly scheduled Block 1 course or through the end of the fifth week in any regularly scheduled Block 2 or Block 3 course(s) by using the web registration system. (Note: Some short-term courses have more restricted deadlines.) Specific dates for withdrawal are published in the schedule of classes for each trimester. Students may appeal for exceptions to these deadlines based upon extenuating circumstances. A recommendation from the faculty member or division/department chair is required for exception or appeal. Appeals must be in writing and received in the Registrar's Office no later than the last day of the trimester in which the course is scheduled.

A student receiving any form of financial aid who withdraws from one or more courses must see a representative of the Office of Financial Aid for a review of the award. Withdrawals will appear on the student's academic record as "W" and will not be included in calculating a student's cumulative grade point average or academic standing. Withdrawals will be subject to the university's tuition refund policy, which is stated in this catalog and the schedule of classes.

The registrar may withdraw a student from all courses with written, verified notification of illness, disciplinary reasons, or other reasons within established university policy. The Registrar's Office will notify the Student Development Office, Business Office, Financial Aid Office, and faculty member(s) of the withdrawal as appropriate. The appropriate offices will contact the student regarding the withdrawal. Such withdrawals will appear on the student's academic record as "X" (administrative withdrawal) and with an appropriate message. Administrative withdrawals do not appear on the official transcript.

SPECIAL ACADEMIC PROGRAMS AND OPPORTUNITIES

University College

The University College comprises the Division of Digital Learning and Media Design, the School of Extended Learning, and the Associate Vice Provost's Office. The University College provides diversified academic services and information technology resources in support of the university's degree programs on- and off-campus. The University College facilitates and supports the university's prioritization of diversity, globalization, and service to the region. The University College is committed to assisting the colleges in developing, delivering, and supporting programs designed primarily for non-traditional students. The unit creates opportunities and provides ways to expand Governors State University's student population. It devises ways of making the university's educational programs highly accessible.

The goal of the School for Extended Learning and Division of Digital Learning and Media Design is to use technology in its best forms to achieve academic excellence and facilitate successful outcomes for non-traditional students. GSU continues in its role as a leader in the forefront of technology with University College facilitation.

School of Extended Learning

Governors States University provides alternative access to university programs through extended campus courses, correspondence courses, online courses, and telecourses. Alternative delivery methods provide opportunities for students who need more flexibility in their schedules in order to participate in furthering their education. These courses are scheduled at times and in ways that give the students options. Descriptions can be found in the course description section of this catalog.

Governors State University recognizes that providing service to a diverse clientele over a wide geographic area requires significant levels of off-campus instruction. In support of its outreach efforts, the university offers a selection of degree and professional development courses at numerous locations in the Chicago Metropolitan area and the surrounding region. Sequences of courses from undergraduate and graduate degree programs and degree completion opportunities are offered at off-campus teaching sites and online.

Additional information may be obtained by contacting the School of Extended Learning at 708.534.4099, 800.478.8478, Fax: 708.534.8458, or e-mail: *gsudxl@govst.edu*.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

DEGREE PROGRAM (FORMERLY THE BOARD OF GOVERNORS BACHELOR OF ARTS PROGRAM)

For over 35 years, the School of Interdisciplinary Learning (SIDL), formerly the Board of Governors Bachelor of Arts Degree program, has assisted adults in completing their bachelor's degree. SIDL offers a flexible B.A. degree in Interdisciplinary Studies, which is designed by each student to reach individual personal and career goals, and accomplished in consultation with a personal advisor, who works with the student through graduation. Students in the School of Interdisciplinary Learning take classes offered in any of the university's four colleges. They can attend classes on GSU's main campus, at off-campus sites, or can even complete their degree entirely by distance learning, through online, TV/video, or correspondence courses taken at home or work. All college-level credit from regionally-accredited colleges/universities is accepted towards the degree. In addition a student may receive credit for training received in the military, approved corporate training programs, proficiency exams, or by portfolio. Students may attend part- or full-time while maintaining their other adult responsibilities. Interested students can consult the School of Interdisciplinary Learning in the undergraduate section of this catalog. Please see page 79 for additional information.

CERTIFICATION OF TEACHERS AND OTHER SCHOOL PROFESSIONALS

The following information is intended to serve as a general guide for candidates* preparing to qualify for an Illinois teaching, school service, or school administration certificate. More information is available from the programs' advisors and from detailed program information elsewhere in this catalog.

The professional education unit at Governors State University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the certificates, endorsements, and designations as follows:

* In discussion of programs that prepare teachers and other school personnel, an individual enrolled in a university professional preparation program is referred to as a "candidate." The word "student" refers to a child enrolled in a K-12 school.

GSU Degree Program Certificate/Endorsement/Designation

Undergraduate Programs:

Biology (Education)	Initial Secondary Certificate endorsed in Sciences with Biology designation
Chemistry (Education)	Initial Secondary Certificate endorsed in Sciences with Chemistry designation
Early Childhood Education	Initial Early Childhood Certificate (incorporates Early Childhood Special Education Approval)
Elementary Education	Initial Elementary Certificate
English (Education)	Initial Secondary Certificate endorsed in English Language Arts
Mathematics (Education)	Initial Secondary Certificate endorsed in Mathematics

Post-Baccalaureate and Graduate Programs:

Alternative Elementary Teacher Certification	Post-baccalaureate certificate program leading to Initial Elementary Teaching Certificate
Biology Education Certificate	Post-baccalaureate certificate program to prepare graduates of Biology programs for Initial Secondary Teaching Certificate endorsed in Sciences with Biology designation
Chemistry Education Certificate	Post-baccalaureate certificate program to prepare graduates of Chemistry programs for Initial Secondary Teaching Certificate endorsed in Sciences with Chemistry designation
Communication Disorders	School Service Personnel Certificate, endorsed as Non-Teaching Speech-Language Pathologist
Counseling (School Counseling)	School Service Personnel Certificate endorsed for School Counselor
Early Childhood Education	Initial Early Childhood Certificate (incorporates Early Childhood Special Education Approval)
Educational Administration	Administrative Certificate endorsed for Principal or Chief School Business Official
English Education Certificate	Post-baccalaureate certificate program to prepare graduates of English programs for Initial Secondary Teaching Certificate endorsed English Language Arts
Multicategorical Special Education	Initial Elementary, Secondary, or Special Certificate endorsed in LBS I Unlimited
Reading	Initial Special Certificate endorsed for Reading Specialist. Note: a subset of this program provides the course work required to add a Reading Teacher endorsement to an existing certificate.

Middle Grades Endorsement

Candidates who are completing a program leading to the initial elementary or initial secondary certificate, or who currently hold an initial or standard elementary or secondary certificate, may earn an endorsement which qualifies them to teach in the middle grades. Candidates who choose to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum, instruction, and methods related to the middle grades.

These two required professional courses are offered at both the undergraduate and graduate levels. EDUC442 Early Adolescent Educational Psychology and EDUC443 Curriculum and Methods for Middle Schools are available for undergraduate candidates. EDUC642 Educational Psychology Applied to Middle School and EDUC643 Curriculum and Instruction in the Middle School are the corresponding courses designed for graduate candidates.

It is likely that additional endorsement content area courses will also be required. Complete information, including transcript evaluation, is available from the elementary and secondary teacher preparation programs. These requirements are subject to changes in state regulations that may occur from time to time.

Requirements for Certification through Approved Programs

To be recommended by Governors State University for any of the above ISBE credentials, an applicant must:

1. have earned the required degree from an institution recognized by the ISBE for teacher education;
2. have acquired requisite professional experience where stipulated for admission or completion of any of the listed programs;
3. have completed a Governors State University state-approved program leading to the desired credential;
4. be at least 19 years of age;
5. be in good health;
6. be a citizen of the United States or legally present and authorized for employment;
7. possess good character; and
8. present evidence of having passed all examinations required by ISBE (see an academic advisor for more information about examination requirements and timelines).

According to Illinois State Board of Education procedures, certificate recommendations made by the university for successful program completers are valid for three years. Candidates will be notified when their entitlements have been transmitted and are advised to apply for their certificates without delay after receiving notification. Delay in filing an application could result in additional requirements should state regulations change.

In order to receive any certificate or endorsement, applicants must have passed all examinations required by ISBE to receive the credential. This may include Assessment of Professional Teaching examinations, which may not be included in the requirements for graduation.

Criminal Background Checks

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, please visit accuratebiometrics.com. Consult with your advisor for information concerning the related GSU policies and procedures.

General Education Requirements

Course work for meeting the general education requirements of teacher preparation programs must be college-level work and may not include remedial courses even if college credit is granted. In general, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. No course with a grade below “C” will be applied toward program general education requirements, even if the course was used for a prior degree. Candidates in teacher preparation programs must maintain a G.P.A. of 2.75 or higher in general education courses taken at Governors State University.

Candidates seeking the Initial Elementary Education Certificate, the Initial Early Childhood Certificate, or the Initial Secondary Certificate (endorsed in Biology, Chemistry, English, or Mathematics) must complete the general education requirements for their program as described in this catalog. For Elementary Education, see page 103. For Early Childhood Education, see page 100. For Biology, see page 63; for Chemistry, see page 66; for English, see page 74; for Mathematics, see page 80.

Candidates seeking certification via the M.A. in Early Childhood Education or the M.A. in Multicategorical Special Education must satisfy the general education requirements identified in this catalog for the B.A. in Early Childhood Education, including at least one three-hour course in non-Western or Third World cultures. For Early Childhood Education and Multicategorical Special Education, see page 100.

Professional Education Requirements

Candidates who are working toward the **Initial Early Childhood, Elementary**, or **Special Certificates** must maintain a G.P.A. of 3.0 or higher in their professional education requirements, exclusive of student teaching. They must complete all professional courses with a grade of "C" or better. These requirements will include at least 100 clock-hours of pre-student teaching field experiences. To be recommended for certification, a student must achieve a grade of "B" or better in student teaching.

Candidates who are working toward an **Initial Secondary Certificate** must maintain a G.P.A. of 3.0 or higher in their professional education requirements, must earn a grade of "B" or better in both teaching methods courses (i.e., EDUC433 and EDUC434 for science, EDUC465 and EDUC520 for English, and EDUC436 and EDUC437 for mathematics), in EDUC310, and in EDUC499, and complete all other professional courses with a grade of "C" or higher.

Candidates pursuing the **Initial Early Childhood** or **Elementary Education Certificates** must complete the professional education requirements listed among the degree requirements for the associated programs elsewhere in this catalog. Students seeking an Initial Secondary Certificate must complete the following professional education requirements:

Initial Secondary Certificate Credit
Biology or Chemistry **Hours**

EDUC 310 Foundations of Education 3
EDUC 433 Principles of Science Education 3
EDUC 434 Teaching Secondary School Science.....3
EDUC 440 Educational Psychology in Action 3
EDUC 499 Student Teaching (secondary) 12
SPED 510 Survey of Exceptional Students 3

Initial Secondary Certificate Credit
English **Hours**

EDUC 310 Foundations of Education 3
EDUC 440 Educational Psychology in Action 3
EDUC 465 Methods of Teaching English 3
EDUC 520 Developmental Reading in Middle and Secondary Schools 3
EDUC 499 Student Teaching (secondary).....12
ENGL 574 Reading Theory and Practice in Secondary Schools.....3
SPED 510 Survey of Exceptional Students 3

Initial Secondary Certificate Credit
Mathematics **Hours**

EDUC 310 Foundations of Education 3
EDUC 440 Educational Psychology in Action 3
EDUC 436 Principles of Mathematics Education.....3
EDUC 437 Teaching Secondary School Mathematics .3
EDUC 499 Student Teaching (secondary) 12
SPED 510 Survey of Exceptional Students 3

Candidates earning an Initial Special Certificate must complete the following professional education requirements along with all other requirements identified in the full degree requirements section elsewhere in this catalog:

Initial Special Certificate
Endorsed LBS I Unlimited **Hours**

EDUC 310 Foundations of Education 3
PSYC 320 Educational Psychology.....3
SPED 510 Survey of Exceptional Students.....3
SPED 699 Student Teaching 9

Admission to Student Teaching

Candidates must apply for admission to student teaching before enrolling in any of the university's student teaching courses (e.g., EDEC499, ELED499, EDUC499, or SPED 699). An application for admission to student teaching must be submitted to the director of Field Experiences in the Division of Education. The application must be submitted by December 1 for placement for the following fall trimester or by January 31 for placement for the following winter trimester. Except in the Multicategorical Special Education program, student teaching is not offered during the spring/summer trimester. This application for student teaching will certify that the candidate has or will have met the following requirements:

1. 36-72 hours of general education requirements completed with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. all professional education course requirements completed, except student teaching, including a minimum of 100 clock-hours of field experiences with a G.P.A. of 3.0 or higher (see specific program information elsewhere in this catalog for other grade and G.P.A. requirements appropriate to specific programs);
3. no more than nine approved general education credit-hours remaining to be completed in the major in which he/she is enrolled;
4. has presented evidence of having passed the Illinois Certification Testing System Basic Skills Test and appropriate Content Examination(s);
5. has met all Illinois State Board of Education requirements applicable to the subject matter area(s) in which the student will student teach; and
6. has received a positive recommendation from program faculty.

All student teaching placements are provisional pending final verification that the candidate has met all eligibility requirements listed above and in program-specific sections elsewhere in this catalog. Final judgment of eligibility will not be established until after final grades have been posted at the end of the trimester immediately preceding student teaching. Should any requirements remain unmet at that time, a candidate's placement may be cancelled by the director of Field Experiences in consultation with the coordinator of the program in which the candidate is enrolled.

Evaluation of Student Knowledge, Skills, and Dispositions

Governors State University is strongly committed to rigorous assessment and evaluation of its candidates preparing for professional positions in the public schools. This assessment includes rigorous assessment of each candidate's knowledge, skills, and dispositions[1].

The faculty evaluates each candidate's performance in both academic and practical settings and assesses the dispositions displayed as the candidate encounters challenges, works with children and other adults, and pursues his/her own development. The standards and processes established for evaluation of candidate performance are outlined in the appropriate program sections of this catalog or in other program-related materials such as candidate program handbooks and the professional education unit's System of Assessment.

At the undergraduate level, the programs assess the extent to which candidates:

- seek to excite and expand students' learning as well as their own;
- seek to explore their subject matters beyond the level of mere competence;
- understand, select, and use a variety of teaching strategies;
- believe that all children can learn and implement supportive structured behaviors;
- are dedicated lifelong learners;
- seek, support, and celebrate diversity;
- exhibit academic integrity and high ethical standards;
- employ technology as a tool for teaching and learning;
- pursue knowledge of best practices and innovations that effectively respond to educational challenges;
- seek to understand and interact with their communities; and
- value and engage in reflection and self-assessment.

At the graduate level, the university expects candidates to display the dispositions listed above and, in addition, assesses the extent to which candidates:

- are responsible risk-takers and agents of change;
- provide leadership through collaboration to solve problems;
- practice reasoned eclecticism in evaluating and implementing new interventions; and
- understand, value, and implement their own classroom and school research to discover solutions for age-old and contemporary challenges.

The faculty is committed to modeling these characteristics for candidates completing educational programs at Governors State University.

[1] "Disposition" as used here refers to "a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal" (Lillian Katz, Dispositions as Educational Goals, ERIC Digest (September, 1993), Urbana, IL: Clearinghouse on Elementary and Early Childhood Education).

BACHELOR'S DEGREE REQUIREMENTS

The goal of undergraduate programs is to encourage the development of the individual's values and talents which may be employed in solving the problems of a complex society. Special emphasis is directed to the development of the student's capacity for independent judgment and creative thought. Undergraduate study combines both theory and practice to educate students and to prepare them for the world of work.

Governors State University is a senior-level university offering transfer students from community colleges, as well as those from four-year institutions, the opportunity to further their education. The fundamental charge of undergraduate study at Governors State University is to extend the educational opportunities for students who have completed the equivalent of two or more years of college work. Baccalaureate degree programs build on this foundation and offer an integrated two years of study to fulfill degree requirements. Degree candidates should approach their academic careers with a sense of what they have already accomplished as well as that which remains to be achieved.

Undergraduate Student Status

Undergraduate degree-seeking students are those students admitted to an undergraduate degree program.

Articulation Agreements

To minimize transfer problems for students, Governors State University and area community colleges have developed articulation agreements that help students plan bachelor's degree programs beginning at the community college and finishing at Governors State University. These agreements assure smooth transition from lower-division study to upper-division study and completion of a bachelor's degree. GSU also participates in the Illinois Articulation Initiative (IAI). The General Education Core Curriculum (GECC) is accepted to meet general education requirements. In addition, GSU accepts the Major Panel recommendations for transfer. Students will receive credit for those courses recommended by the panels and successfully completed.

Student Study Plan

Student study plans are developed with advisors before the end of the first trimester of enrollment. The advisor will explain the degree program and, with the student, develop a study plan that will lead to degree completion of the selected major. The student study plan will detail the degree requirements for the major selected in effect at the time of admission as a degree-seeking student. It will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit-hour requirement for the degree; required and elective courses; and the maximum number of credit-hours and/or courses that can be taken off-campus and applied toward the degree.

Students are encouraged to contact faculty members in specific discipline areas in which they have interests for additional academic advisement.

The study plan must be reviewed and updated whenever a student:

1. applies for acceptance of transfer credit earned from another institution after enrollment at Governors State University;
2. wishes to substitute course work specified on the plan;
3. changes majors; or
4. is readmitted.

Students choosing to take courses not specified in their study plan may find that such credit may not apply toward the degree requirements.

Orientation

Research, combined with the experience of numerous colleges and universities, makes a convincing case that a thorough orientation for students of all ages leads to a greater probability of their success and ultimate graduation. Therefore, all undergraduate students are required to complete an online orientation program before registering for classes. Academic advising is required before a student may register.

Undergraduate Degree Programs Offered

Each undergraduate degree program includes a major, and in some cases, a concentration, teaching concentration, or minor.

Major/Concentration College

Majors	**College**
Accounting	Business and Public Administration
Art	Arts and Sciences
Biology	Arts and Sciences
Teacher Education	
Business Administration	Business and Public Administration
Finance	
Human Resources Management	
International Business	
Management	
Management Information Systems	
Marketing	
Operations Management	
Public Administration	
Business and Applied Science	Business and Public Administration
Chemistry	Arts and Sciences
Teacher Education	
Communication Disorders	Health and Human Services
Communications	Arts and Sciences
Advertising and Public Relations	
Digital Film Making	
Journalism	
Multimedia Communications	
Speech Communications	
Computer Science	Arts and Sciences
Criminal Justice	Arts and Sciences
Corrections and Punishment	
Law Enforcement and Security	
Restorative and Community Justice	
Early Childhood Education	Education
Elementary Education	Education
English	Arts and Sciences
Teacher Education	
Health Administration	Health and Human Services
Integrative Studies	Arts and Sciences
Interdisciplinary Studies	Arts and Science
Management Information Systems	Business and Public Administration
Information Security	
Internet Commerce	
Network Management	
Systems Engineering	
Strategic Management of Information Systems	
Mathematics	Arts and Sciences
Teacher Education	
Nursing	Health and Human Services
Psychology	Education
Pre-Clinical	
Social Sciences	Arts and Sciences
Social Work	Health and Human Services

Minors	College
Accounting	Business and Public Administration
Addictions Studies	Health and Human Services
American Studies	Arts and Sciences
Art	Arts and Sciences
Biology	Arts and Sciences
Business and Administration	Business and Public Administration
Chemistry	Arts and Sciences
Computer Science	Arts and Sciences
Criminal Justice	Arts and Sciences
English	Arts and Sciences
Global Studies	Arts and Sciences
Integrative Studies	Arts and Sciences
Management	Business and Public Administration
Management Information Systems	Business and Public Administration
Mathematics	Arts and Sciences
Psychology	Education
Public Administration	Business and Public Administration
Speech-Communications	Arts and Sciences
Social Work	Health and Human Services

Student Responsibility

Students are responsible for knowledge of, and adherence to, all university requirements and regulations.

Students are also responsible for knowing the degree requirements for their major and enrolling in courses that meet those degree requirements.

Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

General Requirements

The following general requirements for the bachelor's degree are minimum standards established by the university. Colleges and individual majors may determine additional, more specific requirements that will be incorporated into an approved student study plan.

To graduate with a bachelor's degree, an undergraduate student must meet the following minimum university degree requirements:

1. Complete a minimum of 120 credit-hours.
2. Satisfactorily complete the university online orientation.
3. Complete a minimum of 45 upper-division credit-hours, which may include upper-division transfer credit.
4. Satisfy the university general education requirements.
5. Be in academic good standing with a minimum 2.0 cumulative G.P.A.
6. Satisfy the residency requirements.
7. Demonstrate that all degree requirements, as defined in the approved student study plan, have been met.
8. Remove all grades of incomplete (I or E) by the graduation processing date.
9. Meet all financial obligations to the university.
10. Satisfy the university policy on technology outcomes for students.
11. Complete the collegial and university procedures that cover implementation of the above requirements.

In addition to the requirements stated above, an undergraduate may:

1. Apply to degree requirements no more than 18 credit-hours earned as an undeclared student.
2. Apply to degree requirements no more than 12 credit-hours earned in the pass/no credit grading option.
3. Apply to degree requirements no more than nine credit-hours earned in independent studies.

Transfer Credit for Undergraduate Students

The following requirements apply to courses being transferred from colleges and universities accredited by regional accrediting agencies. Students seeking to apply transfer credit from non-accredited institutions toward degree requirements must petition the dean of the college in which the major is offered. Transfer credits that are accepted toward degree requirements will be entered in the student study plan.

Transfer of Prior Credits. Credits earned in courses at other universities or earned as an undeclared student at Governors State University will be accepted in accordance with the following rules:

1. Up to 75 semester-hours of lower-division transfer credit may be accepted upon review by the program faculty.

2. Ordinarily, only credits earned with a grade of "C" or better or "P" (pass) will be considered for transfer credit at the lower-division level. Credits with grades of "D" may be considered for transfer if the cumulative grade point average for transfer credit is at least 2.00 (on a 4.00 scale) or if the credit was accepted for the associate's degree.
3. Only credits earned with a grade of "C" or better or "P" (pass) will be considered upper-division transfer credit or satisfactory completion of course prerequisite or corequisite.
4. No more than 18 credit-hours earned as an undeclared student may be applied toward degree requirements.
5. Only credits earned with a grade of "C" or better or "P" (pass) may be applied to meet university general education requirements.
6. Transfer credits are applied toward specific degree requirements on a course-by-course basis by the academic advisor.
7. Some individual degree programs have limited the time period within which transfer course credit must have been earned in order to be applied toward degree requirements.

Transfer credit should be reviewed before admission to Governors State University to avoid duplication of course work. The review of transfer credit must be completed no later than the end of the first trimester of enrollment as a degree-seeking student.

Transfer Credit Earned After Admission

Credits earned in courses taken at another institution, after admission to a degree program, will only be accepted if permission to apply such credit toward degree requirements was obtained from the student's academic advisor and the dean before taking course work at the other institution. Only courses with grades of "C" or better will be applied toward degree requirements.

University General Education Requirement

The general education requirement at Governors State University provides graduates with a broad foundation in the liberal arts and sciences. All undergraduate degree-seeking students are required to meet the university general education requirement before graduation.

Students may fulfill this requirement in any of six ways:

1. Transfer to Governors State University having earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally-accredited Illinois community college. Please note: the Associate of Fine Arts (A.F.A.), Associate of Engineering Sciences (A.E.S.), and the Associate of Applied Science (A.A.S.) do not meet this requirement.
2. Provide documentation of having earned a bachelor's degree from any one of the twelve state universities in Illinois.
3. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another institution and have it noted on the transcript.
4. Complete an approved undergraduate teacher education program at Governors State University.
5. Complete one of the undergraduate business programs.
6. Complete the distribution requirements with a grade of "C" or better in each course. Requirements may be met either by presenting acceptable transfer courses as evaluated by the GSU Admission Office or completing courses that were specifically approved for meeting the relevant general education requirement at Governors State University

Communication: 3 courses (9 semester credits)*, including two courses in writing (6 semester credits) and one course (3 semester credits) in oral communication.

Mathematics: 1 to 2 courses (3 to 6 semester credits).*

Physical and Life Sciences: 2 courses (7 to 8 semester credits)* with one course selected from the life sciences and one course from the physical sciences, including at least one laboratory course.

Humanities and Fine Arts: 3 courses (9 semester credits)* with at least one course selected from humanities and at least one course from the fine arts.

Social and Behavioral Sciences: 3 courses (9 semester credits)* with courses selected from at least two disciplines.

TOTAL: 12 to 13 courses (37 to 41 semester credits)

* For the quarter hour conversion, please contact the Office of Admission or an academic advisor.

Information on specific courses that may be applied to the general education course requirements may be obtained from the Admission Office, the website at *http://www.govst.edu/apply/t_apply.aspx?id=7748* or from academic advisors.

Academic Standing

Undergraduate students who maintain a minimum cumulative grade point average of 2.0 are in good standing.

Writing Across the Curriculum Requirement

Governors State University recognizes that today's successful graduates must be excellent communicators. To ensure that GSU graduates meet this standard of excellence, the university has developed a program that emphasizes written and oral communication in each degree area. Known as Writing Across the Curriculum (WAC), this program allows faculty and students to use writing as a vehicle for learning. WAC applies the most current knowledge from education and composition studies to a variety of specially designated writing courses that help students master the language conventions used by members of given fields. This mastery is a key factor not only in academic success, but also in professional success after graduation.

Students are required to complete at least one WAC writing course in their major before receiving a bachelor's degree. Program advisors or the Registrar's Office can provide information on which courses in the program qualify as WAC writing courses.

Residency Requirements

All undergraduate degree-seeking students are required to earn a minimum of 24 credit-hours of course work from Governors State University before being awarded a bachelor's degree.

Technology Competency Requirement

Governors State University recognizes that computer and information technologies are integral features of our culture and that mastery of basic technology is essential for success in school and the workplace. To ensure such mastery, each academic program will incorporate technological competencies into its curricula and assess expected outcomes. At a minimum, students must demonstrate their ability to: 1) use appropriate software for the development of papers, reports, and other assignments; 2) conduct searches on the Internet and use library databases to access relevant literature; and 3) send and receive electronic mail with attachments. Achievement of these minimal competencies will be verified on the student's application for graduation by the advisor.

University Minors

Various academic divisions within the university offer minors available to degree-seeking students who wish to pursue organized course work in addition to their major field of study. The requirements for each minor are listed elsewhere in this catalog.

To earn a minor, a student must do the following:

1. meet all university and collegial requirements for the baccalaureate degree;
2. complete the specific course requirements for the minor as described in the catalog and detailed in a study plan approved by a faculty advisor in the minor discipline. Credit-hours can count toward both a major and a minor, provided they are accepted on both study plans;
3. earn at least one-half of the required credit-hours from Governors State University. Transfer courses should be submitted to the minor advisor for approval by the first week of the trimester in which graduation is intended;
4. satisfy all applicable collegial requirements, including minimum grade requirements for courses applied to the minor; and
5. complete and apply for the minor at the time of degree completion by submitting an approved student study plan for each minor with the application for graduation.

Second Bachelor's Degree

A student having earned a bachelor's degree may earn a subsequent bachelor's degree at Governors State University by:

1. Applying and being admitted to the undergraduate degree program.
2. Meeting requirements of the University Residency Policy for the subsequent degree. Hours applied toward the first degree may not be included in hours required to meet residency requirements.
3. Completing all requirements of the subsequent degree program as stipulated in the student study plan.
4. Meeting university, college/school and/or major degree requirements for the subsequent degree.

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student study plan and verify expected completion of degree requirements. They should apply for graduation by the published deadline for the term in which they plan to have all requirements met. Students should complete both an Application for Graduation form and a Student Progress Report form, available on the web or in the Registrar's Office. Upon completion of these forms, students should have no more than 16 credit-hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the advisor, division/department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $40 graduation application fee covers costs of diplomas and commencement.

Commencement

Commencement is held twice a year, in January or February and in June. Participation is optional. Students who have graduated in August or December of the previous year may participate in the January commencement, while those who have graduated in April of the current year may participate in the June commencement. Participation in commencement is limited to students who have been certified by the registrar as having completed all requirements for the degree.

Diplomas

Diplomas are awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university. Diplomas are inscribed with the type of degree, major, date, and the student name on record at the time the degree was confirmed.

Audit Registration

A student who is interested in a particular course(s) but does not wish to take it for credit may audit the course(s). All attendance and work is voluntary. A student may register to audit a course during the registration period upon paying the required fee and obtaining the instructor's approval. Audit registrations do not appear on the academic transcript. A change from audit to credit registration or from credit to audit registration must be made during the registration period. See the schedule of classes for complete information on auditing a class.

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major/Change of Status

Degree-seeking and Undeclared students who wish to change their major and/or concentration must complete the appropriate forms available on the web or in the Registrar's Office. Students who change their course of study are subject to any special admission and degree requirements in effect for the new major and/or concentration at the time of the change.

MASTER'S DEGREE REQUIREMENTS

Graduate education is the pursuit of knowledge at an advanced level. Graduate education is distinct and different from undergraduate education both in kind and degree. It demands of students' greater intellectual maturity and autonomy, a sense of deeper responsibility for their own learning, more intense study, and the mastery of different and more complex skills. An earned graduate degree is a distinction. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. A student may judge his or her own achievement, but the university must decide what it will or will not endorse. Specifically, graduate education imposes certain obligations, and a student receiving a master's degree must have demonstrated the following:

1. an in-depth knowledge of significant theories, issues and findings, and mastery of appropriate skills within a specific discipline;
2. the ability to apply such knowledge and skills;
3. the ability to read, interpret, and evaluate research literature and to relate results to selected areas of interest;
4. the ability to analyze problems and to critique attempted solutions, especially within the student's own discipline;
5. the ability to integrate knowledge from a variety of disciplines;
6. the ability to design and implement a research, scholarly, or creative project; and
7. the ability to communicate scholarly thought to professional colleagues through writing and discussion.

Master's Degree Student Status

There are two categories of Master's degree-seeking students.

Master's degree-seeking students are those students admitted to a master's degree program.

Master's degree candidates are those degree-seeking students who have applied for and been admitted to candidacy.

Student Study Plan

Student study plans are developed with advisors before the end of the first trimester of enrollment. The advisor will explain the degree program and, with the student, develop a study plan that will lead to degree completion of the selected major. The student study plan will detail the degree requirements for the major selected in effect at the time of admission as a degree-seeking student. It will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit-hour requirement for the degree; required and elective courses; and the maximum number of credit-hours and/or courses that can be taken off-campus and applied toward the degree.

Students are encouraged to contact faculty members in specific discipline areas in which they have interests for additional academic advisement.

The study plan must be reviewed and updated whenever a student:

1. applies for acceptance of transfer credit earned from another institution after enrollment at Governors State University;
2. wishes to substitute course work specified on the plan;
3. changes majors; or
4. is readmitted.

Students choosing to take a course not specified in their study plan may find that such credit may not apply toward the degree requirements.

Master's Degree Programs Offered

Major	College
Accounting	Business and Public Administration
Addictions Studies	Health and Human Services
Analytical Chemistry	Arts and Sciences
Art	Arts and Sciences
Business Administration	Business and Public Administration
Communication Disorders	Health and Human Services
Communications and Training	Arts and Sciences
Communication Studies	
Media Communications	
Human Performance and Training	
Computer Science	Arts and Sciences
Counseling	Education
Community Counseling	
Marriage and Family	
School Counseling	
Early Childhood Education	Education
Education	Education
Computer Education	
Curriculum and Instruction	
Language Arts	
Mathematics Education	
Science Education	
Educational Administration	Education
Administrative Endorsement (General)	
Chief School Business Official	
Higher Education Administration	
English	Arts and Sciences
Environmental Biology	Arts and Sciences
Health Administration	Health and Human Services
Independent Film and Digital Imaging	Arts and Science
Management Information Systems	Business and Public Administration
Human Computer Interaction	
Information Security	
Internet Commerce	
Networking	
Multicategorical Special Education	Education
Nursing	Health and Human Services
Clinical Nurse Specialist	
Nursing Administration	
Occupational Therapy	Health and Human Services
Political and Justice Studies	Arts and Sciences
Psychology	Education
Clinical	
Theortical	
Public Administration	Business and Public Administration
Reading	Education
Social Work	Health and Human Services

Student Responsibility

Students are responsible for knowledge of, and adherence to, all university requirements and regulations.

Students are also responsible for knowing the degree requirements for their major and enrolling in courses that meet those degree requirements and regulations.

Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Master's Degree Candidacy

A master's degree-seeking student is granted master's degree candidacy status when the student:

1. has an approved graduate study plan;
2. is in academic good standing;
3. completes the candidacy requirements specified by the major; and
4. receives approval of an application for admission to candidacy.

General Requirements

The following general requirements for the master's degree are minimum standards established by the university. Colleges and individual majors may determine additional, more specific requirements that will be incorporated into an approved student study plan.

To graduate with a master's degree, a master's degree student must meet the following minimum university degree requirements:

1. Complete the number of credit-hours specified by program requirements (minimum 32) by taking graduate-level courses of which at least two credit-hours are designated as a master's final project.
2. Complete a minimum of 12 graded credit-hour graduate-only courses (numbered 800-999).
3. Complete all course work for the degree requirements with a grade of "C" or better.
4. Be in academic good standing with a minimum 3.0 cumulative G.P.A.
5. Be admitted to master's degree candidacy at least one trimester before the trimester in which the degree is to be awarded.
6. Complete a master's final project which can include a thesis, project, practicum/internship, or in some other way demonstrate an integration of graduate work that is accepted by a committee of three approved faculty.
7. Complete all course work for the degree, except the final project, within four years of admission to candidacy. The final project must be completed within five years of admission to candidacy.
8. Complete no more than 50 percent of the credit-hours counted toward degree requirements from the same faculty member, including credit-hours related to the master's final project.
9. Apply to degree requirements no more than eight graduate credit-hours awarded for experiential learning through the established procedures.
10. Apply to degree requirements no more than six graduate credit-hours earned as a non-degree seeking student.
11. Satisfy the residency requirement.
12. Remove all grades of incomplete (I or E) by the graduation processing date.
13. Complete the collegial and university procedures that cover implementation of the above requirements.

In addition to the requirements stated above, a master's degree student must:

1. Apply to degree requirements no more than six credit-hours earned in independent studies.
2. Demonstrate that all degree requirements have been met as stipulated in the approved study plan.
3. Meet all financial obligations to the university.

Master's Final Project

A master's degree candidate prepares a thesis or project, does a practicum/internship, or in some other way demonstrates an integration of work that is accepted by a committee of three approved faculty.

The master's final project may differ in each major; however, a student is required to do one or more of the following:

1. The Master's Thesis-The master's thesis presents evidence of a thorough review and understanding of the literature germane to the subject; the ability to do independent research; and the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline.
2. The Master's Project-The master's project is a sustained work that intellectually supports the degree program but which may not be, in its entirety, a written document or an internship (for example, a creative project in the fine arts). It provides evidence of the ability and effort to carry out a major application of theory or advanced methods relative to the master's level work in the profession or discipline.
3. The Graduate Practicum/Internship-The graduate practicum/internship provides an opportunity for the student to evaluate the relevance of theoretical and academic perspectives in the professional field.
4. Additional Study-One or more graduate-only (numbered 800-999) courses may be designated as a

master's final project alternative.
5. Comprehensive Examination-A comprehensive examination in combination with one or more of the above alternatives may be designated as a master's final project alternative.

Transfer Credit for Master's Degree Students

The following requirements apply to courses being transferred from colleges and universities accredited by regional accrediting agencies. The College of Business and Public Administration and some individual degree programs have more restrictive limits on the amount of transfer credit accepted and the time period within which transfer credit must have been earned to be applied toward degree requirements.

Transfer of Prior Credits. Credit earned in courses taken before enrollment as a degree-seeking student at Governors State University or earned as an undeclared student at Governors State University will be accepted in accordance with the following rules. Transfer credits that are accepted toward degree requirements will be entered in the student study plan.

1. The number of transfer hours accepted shall not exceed 25 percent of the total hours required in the major.
2. Only credits earned with a grade of "B" or better or "P" (pass) will be considered for transfer credit.
3. Transfer credits earned ten or more years before the student's admission to a degree program at Governors State University will not be accepted toward the degree requirements unless approved by the appropriate academic dean.
4. No more than six credit-hours earned as a master's level non-degree seeking student may be applied toward degree requirements.
5. No more than nine credit-hours earned as graduate credit beyond the bachelor's degree requirements, earned as an undergraduate degree-seeking student at Governors State University may be applied toward master's degree requirements.
6. Transfer credits are applied toward specific degree requirements on a course-by-course basis by the academic advisor.

Transfer credit should be reviewed before admission to Governors State University to avoid duplication of course work. The review of transfer credit must be completed no later than the end of the first trimester of enrollment as a degree-seeking student.

Transfer Credits Earned After Admission. Credits earned in courses taken at another institution after admission to a degree program will only be accepted if permission to apply such credit toward degree requirements was obtained from the student's academic advisor and the dean before taking course work at the other institution. Only courses with grades of "B" or better will be applied toward degree requirements.

Academic Standing

Graduate students who maintain a minimum cumulative grade point average of 3.0 are in good standing.

Residency Requirements

All master's degree-seeking students are required to earn a minimum of 24 credit-hours of course work from Governors State University before the award of the master's degree.

Requirements for a Second Master's Degree

A student who has earned a master's degree at Governors State University or another institution may earn a second master's degree at the university, provided that all specified requirements for both degrees are fully met. A student who wishes to earn a second master's degree must:

1. apply and be admitted to the second master's degree program;
2. meet university, college, and/or major degree requirements for the subsequent degree;
3. complete all requirements of the subsequent degree program as stipulated in the student study plan;
4. meet the requirements of the university's residency policy for the subsequent degree by taking a minimum of 24 hours at Governors State University. Hours applied toward the first degree may not be included in hours required to meet residency requirements for a second degree; and
5. credits earned and applied toward any degree previously earned may not be applied toward a second or additional degree. Students pursuing two or more degrees simultaneously may not apply the same credit to more than one degree.

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student study plan and verify expected completion of degree requirements. They should apply for graduation by the published deadline for the term in which they plan to have all requirements met. Students should complete both an Application for Graduation form and a Student Progress Report form, available on the web or in the Registrar's Office. Upon completion of these forms, students should have no more than 16 credit-hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the advisor, Division/Department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $45 graduation application fee covers costs of diplomas and commencement.

Commencement

Commencement is held twice a year in January or February and in June. Participation is optional. Students who have graduated in August or December of the previous year may participate in the January/February commencement, while who have graduated in April of the current year may participate in the June commencement. Participation in commencement is limited to students who have been certified by the registrar as having completed all requirements for the degree.

Diplomas

Diplomas are awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university. Diplomas are inscribed with the type of degree, major, date, and the student name on record at the time the degree was confirmed.

Audit Registration

A student who is interested in a particular course(s) but does not wish to take it for credit may audit the course(s). All attendance and work is voluntary. A student may register to audit a course during the registration period upon paying the required fee and obtaining the instructor's approval. Audit registrations do not appear on the academic transcript. A change from audit to credit registration or from credit to audit registration must be made during the registration period. See the schedule of classes for complete information on auditing a class.

Veterans and other eligible persons cannot be certified for audited courses per 38 CFR 21.4252(i) of the code of federal regulations.

Change in Major/Change of Status

Degree-seeking students who wish to change their major and/or sequence must complete the appropriate forms available on the web or in the Registrar's Office. Students who change their course of study are subject to any special admission and degree requirements in effect for the new major and/or sequence at the time of the change.

DOCTORAL DEGREE REQUIREMENTS

Student Responsibility

Students are responsible for knowledge of, and adherence to, all university requirements and regulations.

Students are also responsible for knowing the degree requirements for their major and enrolling in courses that meet those degree requirements and regulations.

Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Student Study Plan

Student study plans are developed with advisors before the end of the first trimester of enrollment. The advisor will explain the degree program and, with the student, develop a study plan that will lead to degree completion of the selected major. The student study plan will detail the degree requirements for the major selected in effect at the time of admission as a degree-seeking student. It will specify the total credit-hour requirement for the degree; required and elective courses; and the maximum number of credit-hours and/or courses that can be taken off-campus and applied toward the degree.

Students are encouraged to contact faculty members in specific discipline areas in which they have interests for additional academic advisement.

The study plan must be reviewed and updated whenever a student:

1. applies for acceptance of transfer credit earned from another institution after enrollment at Governors State University;
2. wishes to substitute course work specified on the plan;
3. changes majors; or
4. is readmitted.

Students choosing to take a course not specified in their study plan may find that such credit may not apply toward the degree requirements.

Doctoral Programs Offered

Program	College
Nursing Practice	Health and Human Services
Occupational Therapy	Health and Human Services
Physical Therapy	Health and Human Services
Transitional Physical Therapy	Health and Human Services

Academic Standing

Doctoral students who maintain a minimum cumulative grade point average of 3.0 are in good standing.

Residency Requirements

All doctoral students are required to earn the minimum credit-hours of course work from Governors State University as defined by the curriculum displays before the award of the doctoral degree.

Application for Graduation

Students should arrange to meet with their assigned academic advisors to review the student study plan and verify expected completion of degree requirements. They should apply for graduation by the published deadline for the term in which they plan to have all requirements met. Students should complete both an Application for Graduation form and a Student Progress Report form, available in the Registrar's Office. Upon completion of these forms, students should have no more than 16 credit-hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the advisor, Division/Department chair, and dean. Approval by the Registrar's Office results in degree certification and awarding of the diploma. A $45 graduation application fee covers costs of diplomas and commencement.

Commencement

Commencement is held twice a year in January or February and in June. Participation is optional. Students who have graduated in August or December of the previous year may participate in the January/February commencement, while who have graduated in April of the current year may participate in the June commencement. Participation in commencement is limited to students who have been certified by the registrar as having completed all requirements for the degree.

Diplomas

Diplomas are awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university. Diplomas are inscribed with the type of degree, major, date, and the student name on record at the time the degree was confirmed.

COURSE DESCRIPTIONS

The university uses a discipline-oriented course numbering system. Courses are identified by academic discipline (e.g., Accounting, Chemistry, Art, Biology). The following courses are arranged alphabetically by academic discipline and in ascending numerical order.

Course Numbering

The first digit of a course indicates scholastic level and also provides information regarding restriction to undergraduate and/or graduate student enrollment.

300-499 Upper-division undergraduate courses.

500-599 Courses are open generally to both undergraduate and graduate students; credit awarded based on student level, and credit requirements differ for undergraduate versus graduate students.

600-799 Graduate level courses are open to undergraduate students only by permission of the deans or division/department chairs of the colleges in which the courses are offered.

800-999 Courses open to graduate students only.

Application to Degree Requirements

Credit earned in courses with the EDPD prefix cannot be applied toward degree requirements of the M.A. in Education.

Explanation of Course Descriptions

Variable Topics Courses

These courses may be offered with different subjects and may be taken more than once. Consult the schedule of classes for the subject offered for that trimester. These courses are identified with the punctuation ": . . ." after the title.

Credit-hours and Credit Options

Credit-hours are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit-hours is shown. Credit-hours followed by "P/NC" are graded only on a pass/no credit basis.

Mediated Courses

Courses marked with may be offered in a televised format; those marked with may be offered as correspondence courses; and those marked may be offered on the Internet. Consult the schedule of classes to determine the format in which sections are offered during that trimester.

Additional Information

Courses may include a web component. Please see the class schedule for specific courses.

Description

Following the title line of each course is a brief statement describing the content of the course.

Course Prerequisites and Corequisites

A prerequisite is a course or other requirement that must be completed before registration in a particular course. In most cases, an equivalent transfer course may be substituted for a listed Governors State course prerequisite. A corequisite is a course that is taken at the same time or before another course. A concurrent course is a course that is taken at the same time as another course. These requirements are identified in italics following the course description. It is the responsibility of the student to comply with any prerequisites and corequisites for a course that he/she plans to take. Students lacking specified prerequisites are not eligible to enroll in that course.

Cross Listed Courses

Many majors allow the student to take either course to meet the degree requirements. Consult with the program advisor for additional information and a listing of cross listed courses. Students cannot take both cross listed courses for credit.

Accounting

ACCT301 Financial Accounting (3)
Emphasizes the beginning accounting cycle. Integrates accounting principles and their applications to business objectives, financial statement preparation, flow of funds, current assets, noncurrent assets, short-term liabilities, stockholders equities, inventory methods and evaluation, depreciation methods, and development of accounting principles.

ACCT302 Managerial Accounting (3)
Focuses on analysis of managerial accounting information needed for planning and control. Investigates the manner in which accounting can provide this information. Emphasizes accounting as a management information tool. *Prerequisite: ACCT301.*

ACCT331 Cost Accounting I (3)
Includes exposure to a broad range of cost accounting concepts and their terminology. Topics include how to identify, measure, and accumulate direct and indirect costs, how to apply burden, introduction to job costing systems, budgeting, cost-volume-profit relationships, and relevant costing. *Prerequisite: ACCT302 or equivalent.*

ACCT332 Cost Accounting II (3)
An advanced study of cost accounting and decision-making concepts, objectives, and terminology essential to the cost accountant's role in business. Topics include accounting for spoilage and waste, joint products and by-product costing, process costing, decision modeling, capital budgeting, operations management, non-manufacturing costing, applications of operations research methods, probabilities, transfer pricing, variances, and regression analysis. *Prerequisite: ACCT331.*

ACCT351 Intermediate Accounting I (3)
Focuses on the study of problems in financial accounting measurement, including an introduction to theory, present-value concepts and applications, current assets, including cash, receivable, and inventory valuation problems. *Prerequisite: ACCT301.*

ACCT352 Intermediate Accounting II (3)
Continuation of ACCT351. Focuses on the study of problems in financial accounting measurement, including plant and equipment, depreciation, intangible assets, current and long-term liabilities, and stockholder's equity, including earnings per share and investments. *Prerequisite: ACCT351.*

ACCT353 Intermediate Accounting III (3)
Focuses on topics in financial accounting measurement, including reporting of income taxes, accounting changes and correction of errors, revenue measurement, leases, pensions, cash flow, financial statement analysis, interim financial reports, and reporting for segments of a business enterprise. *Prerequisites: ACCT351 and ACCT352.*

ACCT410 Advanced Accounting (3)
Application of accounting practice for an understanding of the complexities comprising business and finance. Examines corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. *Prerequisite: ACCT353.*

ACCT424 Taxation of Individuals I (3)
Covers the study of individuals' federal income taxation with an emphasis on the following topics: income, exclusions from income, deductions, exemptions, credits, property transactions, and depreciation. Explores the tax structure and its role, both as a source of revenue and as a device to control the economy. Emphasizes Form 1040 tax return preparation using tax preparation software including common schedules and worksheets. *Prerequisite: ACCT 301 or equivalent.*

ACCT425 Taxation of Individuals II (3)
Covers advanced topics in the federal income taxation of individuals with an emphasis on Form 1040 tax preparation using tax preparation software. Explores federal gift and estate taxation and the federal income taxation of fiduciaries. Introduces computerized tax research using a state of the art online tax research database. *Prerequisite: ACCT424 or its equivalent.*

ACCT440 Audit Concepts and Standards (3)
Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing standards, auditing procedures, statistical sampling, and EDP in auditing. *Prerequisite: ACCT352 or permission of the instructor.*

ACCT441 Advanced Auditing Concepts and Standards (3)
The study in greater depth and breadth of generally accepted auditing standards and their applications with emphasis on internal auditing, operational auditing, and integrity auditing. Special attention is given to computer fraud and investigation. *Prerequisite: ACCT440.*

ACCT452 Accounting Information Systems (3)
An overview of computerized accounting information systems analysis, design, and implementation. Internal controls in a computerized environment. Development and use of accounting information in business application areas. *Prerequisites: MIS301 and ACCT353 or equivalent.*

ACCT456 International Accounting (3)
A comparison of the similarities and differences in accounting principles and procedures between the United States and other countries. An examination of accounting for multinational entities. *Prerequisite: ACCT352.*

ACCT470 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating a course in independent study should first have in mind a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

ACCT480 Internship: . . . (3)
Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ACCT601 Foundations of Accounting and Finance (3)
Emphasis on the foundation of financial accounting and finance, including the accounting cycle, time value of money, types of financial statements (their format, content, and use), comparison of capital sources (debt versus equity); and managerial accounting concepts: cost-volume-profit analysis, performance measures, and budgeting. Emphasizes using information to make financial and managerial decisions, and lesser emphasis on how accounting information is developed and processed. Intended for non-accountants. *Prerequisites: Graduate student status or instructor permission. If a student has taken the equivalent of ACCT301, ACCT302, and FIN301, this course may be waived.*

ACCT725 Advanced Taxation of Individuals (3)
Focuses on advanced topics in the federal income taxation of individual and fiduciaries, and gift and estate taxation with increased emphasis on tax planning. Emphasizes computerized tax research and Form 1040 tax return preparation using tax software. *Prerequisites: ACCT424 or its equivalent and graduate student status. Students who have taken ACCT425 in the GSU undergraduate program must select an alternative graduate accounting course as described in the degree requirements.*

ACCT726 Federal Income Taxation of Partnerships and Corporations (3)
Explores the federal income taxation of a) regular "C" corporations and their shareholders, b) "S" Corporations and their shareholders, and c) partnerships and their partners. Emphasizes computerized tax research using a state of art online tax research database. *Prerequisites: ACCT424 or its equivalent and ACCT725 (or ACCT425 taken at the undergraduate level).*

ACCT780 Volunteer Income Tax Association Program (3)
Experiential learning course where students prepare tax returns for lower income individuals under the supervision of Internal Revenue Service (IRS) certified supervisors. Students independently complete on-site training at an IRS authorized tax site, online training, and must pass the IRS written exam. *Prerequisites: ACCT424 or its equivalent and the successful completion of or concurrent enrollment in ACCT725 (or ACCT425 taken in the GSU undergraduate program).*

ACCT801 Strategic Management Accounting (3)
Offers an in-depth exposure to the management control process, including organizing and evaluating data for decision-making under conditions of uncertainty. *Prerequisites: ACCT601 or its equivalent.*

ACCT812 Advanced Financial Accounting Topics (3)
The study of corporate combinations and the special application of measurement and principles related to consolidations, conglomerates, pooling of interests, and international operations. *Prerequisites: ACCT353 or equivalent. Students who have taken ACCT410 or equivalent may not use this course towards graduation requirements.*

ACCT813 Seminar in Financial Accounting Theory and Practice (3)
Contemporary financial accounting issues, including liabilities, pensions, tax allocation, leases, price level reporting, investments, and capital transactions. *Prerequisite: ACCT353 or equivalent.*

ACCT815 Financial Statement Analysis (3)
Focuses on the use of published financial statements in evaluating business entities. Emphasis is on the evaluation and interpretation of economic events and financial information for purposes such as making investment and credit decisions, evaluating the entities' short and long term debt paying potential and predicting the entities' potential for generating cash and income in the future. Computer-based; analytical tools will be used throughout the course. *Prerequisite: ACCT301 or equivalent.*

ACCT827 Advanced Tax Research (3)
Focuses on applied research in federal taxation. Emphasizes computerized tax research using a state of the art online tax research database to locate primary and secondary source materials. Analyzes primary source materials including the Internal Revenue Code, Treasury Regulations Revenue Rulings, and Supreme Court decisions. Final course for master level specialization in taxation. *Prerequisites: Graduate standing and ACCT726.*

ACCT831 Seminar in Managerial Accounting Theory and Applications (3)
Formal models of management accounting issues; concepts of information; cost assessment; models of incentive contracting; integration of behavioral science; and management accounting. Contemporary topics in management accounting research. Includes agency theory and analytical managerial models. *Prerequisite: Admission to master of science in Accounting program or ACCT801.*

ACCT841 Advanced Auditing (3)
In-depth study of professional standards and regulatory agencies; audit planning; evidence gathering and evaluation. *Prerequisite: ACCT440 or equivalent. Students who have taken ACCT410 or equivalent may not use this course towards graduation requirements.*

ACCT842 Seminar in Auditing Standards and Applications (3)
Role in society; professional auditing organizations; regulatory structure; performance standards and reviews; information and control systems evaluation; acquisition of evidence; materiality and risk judgments; nature of reporting obligation. *Prerequisite: ACCT440 or equivalent.*

ACCT843 Seminar in Information Technology Auditing (3)
An in-depth analysis of internal auditing problems and EDP auditing applications. *Prerequisite: ACCT440 or equivalent.*

ACCT851 Accounting Information Technology and Systems (3)
An in-depth analysis of concepts and principles of designing computer systems to perform accounting functions; applications of microcomputer accounting software packages. *Prerequisite: ACCT452, equivalent, or ACCT801.*

ACCT856 Seminar in International Accounting (3)
Financial accounting for international operations, multinational managerial accounting and control, comparative international accounting, international reporting issues, and international taxation. *Prerequisite: Admission to master of science in Accounting program or ACCT801.*

ACCT861 Governmental and Nonprofit Accounting (3)
An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. *Prerequisite: ACCT301, equivalent, or permission of instructor.*

ACCT865 Integrative Perspective on Accounting Issues (3)
Synthesis of auditing, information systems, financial, managerial, and taxation accounting concepts. Accountant's responsibilities, ethics, and functions in organizations and society. Analysis and applications to business situations. *Prerequisites: ACCT331, ACCT421, ACCT813, ACCT842, and ACCT851.*

ACCT870 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

ACCT880 Internship: . . . (3)
Designed to provide accounting students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ACCT890 Graduate Thesis/Project: . . . (6) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. Students interested in pursuing a doctorate degree in business should select the thesis option. *Prerequisites: Permission; last trimester of master of science in Accounting student's program of study.*

Addictions Studies

ADDS500 Substance Abuse: Current Concepts (3)
Examines the physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present drug abuse treatment modalities and analyzes the factors and institutions at the local, state, and national level that affect the delivery of drug abuse services. Includes legal and ethical issues in drug abuse. *Prerequisite: 60 hours of college credit.*

ADDS501 Addictions Counseling: A Multicultural Perspective (3)
Offered in both lecture and televised format. Multicultural influences on addictions and their treatment will be examined. Students will develop competencies to work with clients from diverse cultural backgrounds.

ADDS505 Addictions: Recovery Process (3)
The recovery process for substance abusers is examined, tracing the stages of the change process from the isolation of precontemplation through action to maintenance and relapse prevention. Students identify and learn specific intervention techniques for motivating and sustaining this process.

ADDS510 Women and Addictions (3)
Addresses issues of gender as they relate to addictions treatment. Focus is placed on the clinical strategies that are most effective for women clients.

ADDS512 Changing Health Behaviors (3)
Examines the relationship between personal behaviors and health. Addresses skills, strategies, and models that can be used to help people make health-enhancing behavior changes. *Prerequisite: 60 hours of college credit.*

ADDS515 Alcoholism and Drug Abuse: Self-Help Groups (3)
Focuses on the 12 steps and the 12 traditions of Alcoholics Anonymous, as well as the knowledge and skills necessary to refer family, friends, and/or clients to the appropriate self-help group effectively. Other self-help groups will be reviewed.

ADDS518 Substance Abuse: A Systems Approach (3)
Focuses on a systems approach to dealing with drug and alcohol abuse. A systems approach recognizes the impact of cultural, environmental, interpersonal, and intrapersonal influences upon the individual; recognizes individual differences among substance abusers; and develops differential treatment models that take these factors into account.

ADDS521 Screening, Referral, and Treatment Planning (3)
Provides an overview of screening, assessment, referral, and treatment planning for individuals with addiction-related problems. Examines assessment processes in conjunction with specific techniques and methods used with substance abusers.

ADDS522 Clinical Skills in Substance Abuse (3)
An introduction to the theories and techniques used in substance abuse clinical practice. Topics include assessment and diagnosis of substance use disorders, treatment planning, and direct clinical services to substance abusing clients.

ADDS525 Clinical Approaches to Substance Abuse: . . . (1-3)
Examines a current technique or emerging perspective to the treatment of addictions. Topics may include treatment interventions, client-treatment matching, treatment efficacy, special populations, and clinical issues. May be repeated for credit with a different topic.

ADDS526 The Adolescent Substance Abuser (3)
Offered in both lecture and televised formats. Examines the prevalence of substance use and abuse in the schools; the etiology of such use/abuse; the pharmacology of abusable drugs as it relates to the physiological, psychological, and social development of youth; and methods of preventing, intervening, and/or treating substance use/abuse among youth and adolescents. Designed for teachers, counselors, and administrators in K-12 schools, as well as parents and other interested members of the community.

ADDS530 Addictions and Criminal Justice (3)
Examines the interactions between the addictions treatment and criminal justice systems. Identifies the special issues that must be addressed to ensure effective treatment of addicted clients who are being served by the criminal justice system.

ADDS532 Employee Assistance Programs: Workplace Behavioral Health (3)
Examines the history, current methods and accepted "broad-brush" practice guidelines used in developing a successful Employee Assistance Programs. Focuses on work behaviors of employees with problems including those of drug and alcohol abuse. Reviews confrontation strategies and the design and implementation of a sound EAP that will effectively intervene before employee problems become severe. *Prerequisite: 60 hours of college credit.*

ADDS540 Society and Drugs: Controversial Issues (3)
Introduces controversial issues regarding drug use and misuse in contemporary society. Reviews the issues followed by opposing views from addiction professionals, social scientists, and health care professionals. Analyzes opposing viewpoints and reach considered judgments. *Prerequisite: 60 or more undergraduate semester credit hours.*

ADDS550 Substance Abuse Issues in Healthcare (3)
Provides an introduction to the substance abuse concerns that have an impact on health care. Focuses on the interactions between health care professionals and their substance-abusing patients. *Prerequisite: 60 hours of college credit.*

ADDS551 Substance Abuse Screening in Health Care (3)
Prepares health care professionals to screen and appropriately refer patients with suspected substance use disorders. Presents standardized screening instruments applied to cases across health care delivery systems. Explains basic principles of motivational interviewing to assist patients in developing a commitment to change. *Prerequisite: ADDS550/NURS550.*

ADDS552 Disparity and Diversity in Substance Abuse (3)
Introduces the concept of health disparities as applied to substance abuse. Focuses on disparities in access to substance abuse care. Develops skills for intervening more effectively with a diverse group of patients. *Prerequisite: ADDS550/NURS550.*

ADDS601 Substance Abuse Fundamentals (3)
Provides an understanding of the biological, psychological, and social contexts of psychoactive drug use/abuse and the models which have evolved to explain the phenomenon of addiction. *Prerequisite: A bachelor's degree.*

ADDS602 Screening Motivation and Referral (3)
Presents methods to screen, assess, motivate and refer clients with suspected substance use disorders. Presents standardized screening and assessment instruments. Describes treatment settings and modalities. Discusses the recovery process from the perspective of the stages of change through which clients progress. Explains the basic principles of motivational interviewing which can be used to assist clients in developing a commitment to change. *Prerequisite: ADDS601.*

ADDS603 Issues of Diversity (3)
This course introduces students to issues of diversity in substance use disorders and prepares them to work more effectively with a diverse group of clients.

ADDS604 Professional Practice (3)
This course addresses federal and state regulations which govern the treatment of substance abusing clients, ethical guidelines for professional practice, and the use of self-help groups with substance-abusing clients. Elements of professional communication and effective case management are addressed.

ADDS605 Internship: Assessment and Referral (3)
This course provides students with hands-on experience in screening, assessment, and referral of substance-abusing clients in a state licensed (OASA) facility. *Prerequisites: Completion of ADDS601/602/603 and 604.*

ADDS610 Psychopharmacology (3)
Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. Examines the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use. *Prerequisite: Admission to M.H.S. in Addictions Studies or permission.*

ADDS630 Families and Addictions (3)
Provides an overview of the interactions between substance abuse and family dynamics. Students learn about the impact that drinking and drug use can have on family life. They also learn how family systems, in turn, may enable addictive drinking or drug use to continue.

ADDS720 Substance Abuse Prevention (3)
Reviews historical developments in substance abuse prevention strategies. Deals with planning, implementation, and evaluation of both school-based and community-based prevention programs. Considers current prevention strategies and future prospects of prevention programming.

ADDS815 Substance Abuse Counseling (3)
Examines issues related to counseling clients with substance abuse problems. Focuses on the analysis of state-of-the-art methods for assessment, treatment planning, client motivation, and behavior change. *Prerequisites: Graduate standing. Acceptance in M.H.S. in Addictions Studies or permission of instructor.*

ADDS821 Group Techniques (3)
Focuses on group approaches and techniques used in the prevention and treatment of substance abuse. Group process issues and dynamics will be reviewed. Group interventions will be demonstrated and practiced.

ADDS825 Etiology and Epidemiology of Substance Abuse (3)
Selected biological, psychological, and sociocultural perspectives on substance use and abuse are examined. Basic epidemiological research strategies are reviewed. Epidemiological studies on substance use and abuse are evaluated in terms of their implications for etiology, treatment, prevention, and program management.

ADDS835 Planning, Managing, and Evaluating Substance Abuse Programs (3)
Discusses the philosophy and historical development of alcoholism and drug abuse services. Reviews the processes involved in planning, managing, and evaluating programs. *Prerequisite: Graduate Standing.*

ADDS845 Clinical Models of Addiction (3)
Examines clinical theories in current use for addressing addiction-related issues. Models presented include disease models, psychoanalytic formulations, behavioral models, cognitive models, systems theories, and socio-cultural perspectives. *Prerequisite: Admission to the M.H.S. in Addictions Studies or permission of instructor.*

ADDS850 Treating Coexisting Disorders (3)
Reviews the prevalence of coexisting mental and substance use disorders within the United States population. Examines treatment issues and needs of patients with these coexisting disorders. Evaluates current approaches to identifying, assessing, and treating patients with these coexisting disorders. *Prerequisite: ADDS845 or permission of instructor.*

ADDS855 Seminar in Substance Abuse (3)
Examines current research models, trends, and new approaches in the field of substance abuse. Students will participate in topic selection, prepare and lead a review of related literature, offer critical analysis, and discuss the implications for current professional practices. *Prerequisite: ADDS825 or permission of instructor.*

ADDS865 Internship Seminar (1)
Problems and issues encountered by students during their internships are discussed. Clinical cases are presented and treatment interventions are critiqued. *Prerequisite: Candidacy status. Corequisite: ADDS880.*

ADDS869 Comprehensive Examination (1) P/NC
Final course in the Addictions Studies major. Intended to assess students' ability to analyze, synthesize, and evaluate diverse content materials and apply their knowledge to selected issues and problems in the substance abuse field. *Prerequisite: Candidacy.*

ADDS870 Independent Study: . . . (1-8)
Individual reading, research, and/or project in addictions under the supervision of faculty. *Prerequisite: Permission.*

ADDS880 Internship: . . . (1-3)
Designed to provide the Addictions Studies major with supervised practical experiences in treatment, administration, research, prevention, or education in applied settings. *Prerequisites: Candidacy and permission of instructor. Students seeking a clinical internship must complete ADDS845 before enrolling in the internship.*

ADDS881 Advanced Clinical Internship (3)
Offers more breadth in approach to the clinical experience. Intensifies focus on clinical services applied to specific target populations and/or levels of care. Presents case studies including clinical interventions and methods of specific populations. Prerequisites: Students must meet candidacy requirements and have completed ADDS880 and ADDS865.

Alternative Teacher Certification

ALTC601 Strategies for Teaching in the Content Area (4)
Explores integrated content methods including core concepts and teaching strategies in the areas of reading/language arts, science, math, and social sciences for the Governors State University Alternative Certificate Partnership. *Prerequisite: EDUC 320/321 with a grade of "B" or higher in each. Corequisites: ALTC602 and 603.*

ALTC602 Theory to Practice (3)
Incorporates concepts of effective practice in instruction. Explores theory regarding educational policy, educational psychology, children with exceptionalities, assessment, technology, classroom management, motivation, and educational standards, as designed for the Governors State University Alternative Certification Partnership. *Prerequisite: EDUC 320/321 with a grade of "B" or higher in each. Corequisites: ALTC602 and 603.*

ALTC603 Alternative Certification Field Experience (2)
Provides opportunities for students to make, implement, and evaluate decisions under supervision while teaching individuals and small groups of children. Requires a minimum of 35 hours of field experiences. *Prerequisite: EDUC 320/321 with a grade of "B" or higher in each. Corequisites: ALTC602 and 603.*

ALTC605 Reflective Teaching I - Management, Planning, and School Culture (3)
Analyzes material in previous coursework as applied to the teaching internship experience. Focuses on classroom management, lesson planning and adapting to school culture based on research on beginning teachers' needs. *Prerequisite: ALTC603.*

ALTC606 Reflective Teaching II - Quality Instruction in High Need Schools (3)
Focuses on quality instruction in an urban setting. Analyzes their teaching practice through portfolio development based on the Illinois Professional Teaching Standards and the Elementary Education Content Standards. *Prerequisite: ALTC605.*

ALTC607 Reflective Teaching III - Teacher Leadership and Research-Based Instruction (3)
Focuses on plans for improvement of teaching practice and reflection on possible teacher leadership roles. Explores implementation of research-based methodology, while completing portfolios based on the Illinois Professional Teaching Standards and the Elementary Education Content Area Standards. *Prerequisite: ALTC606.*

ALTC 609 Middle School Curriculum and Instructional Strategies (1)
Explores curriculum and instructional strategies for teaching in the middle school, focusing on the needs of the early adolescent. *Prerequisite: ALTC606. Corequisite: ALTC607.*

Anthropology

ANTH310 Trends in Cross-Cultural Analysis (3)
Acknowledges the centrality of race, culture and ethnicity, religion, and migration in the formation and development of diverse societies and emphasizes the importance of art, science, anthropology, and history as the 'story tellers' of human drama, truth, and change.

ANTH320 Humanity and Human Dynamics: A Comparative Study (3)
Examines social and cultural development in a comparative framework. The emphasis is on interdisciplinary theory and approaches concerned with the articulation of collective human consciousness, the political economy, and collective action as they relate to constructing the past and present.

ANTH350 Beliefs and Believers (3)
Offered in televised format only. An exploration into the nature and function of belief structures or "worldviews" with representatives from a wide variety of religious and secular perspectives. Students will gain some initial exposure to the religious systems of major world religious institutions and develop an understanding of their personal beliefs.

ANTH411 Urban Anthropology (3)
Emphasizes anthropological studies of people living in urban settings. Explores the potential use of cultural anthropological tools for understanding human life in urban settings in both developed and developing nations.

ANTH470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

ANTH500 Anthropology in Film (3)
Offered in both lecture and televised format. Introduction to world cultures, past and present, and to human nature through the use of classic ethnographic films. Focuses on the development of a cross-cultural understanding of central problems of human existence and how different peoples at different times solve them.

ANTH750 Cognitive Anthropology (3)
Examines the sociology of knowledge from a cross-cultural perspective, with emphasis upon social change and global environmental awareness.

ANTH870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Prerequisite: Permission.*

Art

Admission to many art studio courses requires instructor evaluation of portfolio.

ART300 Interrelational Studies: Art and Music (3)
A study of types of formal organizations in art and music, analogies between styles, and the relation between styles and history. Examines both correspondences and divergences in the history of art and music as they relate to the history of ideas.

ART301 Photographic Foundations (3)
Introduction to basic camera skills as they are used in the understanding and control of light and the production of images. Course covers basic darkroom processes to produce artistic monochromatic images. Student must have a 35 mm camera with manual adjustments.

ART302 Black and White Photography II (3)
Builds upon basic photographic practices to develop a more advanced technical command of traditional black and white photography. Presents craftsmanship, darkroom techniques and conceptual topics in the photographic medium. Introduces to medium and large format cameras. *Prerequisite: ART301 or equivalent or permission of the instructor.*

ART303 Studio Practices (3)
Examines two- and three-dimensional art concepts and methods through a variety of media and projects.

ART304 Drawing: Studio (3)
Explores a variety of drawing media and techniques. Emphasis on representational drawing and abstract drawing of still life and natural forms using the elements of value, line, shape, texture, and color. May be repeated with permission of instructor.

ART305 Drawing: Life Study (3)
Explores a variety of drawing media and techniques. Emphasis on representational drawing of the human form and drawing concepts and principles. May be repeated with approval of instructor. *Prerequisite: Prior drawing or design course.*

ART306 Digital Photography (3)
Provides a hands-on training in the basic concepts, methodologies and problem solving strategies of the digital darkroom. Explores digital cameras and scanners as imaging devices, as well as the limitations and possibilities of digital photography compared to traditional imaging. Includes color theory and aesthetics of color photography, direct capture, scanning, enhancements, compositing, manipulations, and high-quality printing.

ART307 Art and Images of Social Justice Movements (3)
Studies types of art and images related to social justice movements such as racial and ethnic minority groups, women's art, sexual orientation minority groups, and other marginalized communities. Focuses on Western contemporary culture with historical and world examples considered. *Prerequisite: 60 hours of college credit.*

ART309 Stained Glass (3)
Explores the qualities of stained glass and light. Flat glass panels will be designed and constructed using both leaded and copper foil methods. Emphasizes stained glass as a fine art medium.

ART310 Ceramics (3)
Covers basic concepts of clay handling, including hand-building, wheel methods, glaze formulation, and firing techniques. May be repeated with approval of instructor.

ART311 Introduction to Printmaking (3)
Introduces basic methods for transferring a drawing, photograph, digital image, or painting from one surface to another. Multiple and experimental one-of-a-kind images will be created through the use of silk-screen, intaglio, and lithographic printmaking techniques.

ART312 Textile Printing (3)
Explores methods of transferring images to fabric, such as silk screen printing, relief printing, and monoprinting. Clothing, length of fabric, or alternative material may be printed.

ART313 Hand Made Books (3)
Focuses on basic book-binding methods and design using media such as drawing, collage, painting, and printingmaking. Includes one field trip to an artist book collection.

ART314 American Art: Diverse Views (3)
This course analyzes American art and architecture from the colonial period to the present. Diverse viewpoints of a multicultural society will be presented. Assessment of major themes in American art by diverse artists will be made. Students will be expected to analyze works by American artists cross-culturally and assess the role of race, ethnicity, class, and gender in the creation and viewing of art.

ART319 Basic Sculpture Principles (3)
Introduces elementary materials, methods and tools used in the sculpture studio. Covers basic techniques of modeling, casting, and assemblage using various additive and subtractive methods.

ART325 Advanced Problems in Design (3)
Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem-solving within various art media. *Prerequisite: Prior drawing or design course.*

ART360 Art Seminar: Concepts and Methods (3)
Explores artistic concepts, theories, and research methodology. Presentations and discussions apply standards of evaluation, theories of imitation and abstraction, expression, and decorum to specific art imagery.

ART361 Alternative Processes (3)
Explores the use of unique aesthetics plastic cameras. Provides an affordable step into medium-format photography, while focusing on alternative creative darkroom techniques and presentation modes. *Prerequisite: ART326*

ART413 Ceramics: Wheel Throwing (3)
Further explores the ceramic media with primary focus upon the potter's wheel. Demonstrates the techniques of wheel throwing to make the basic pottery forms. Provides an appreciation of technique, function, and the aesthetics of ceramic form as well as a greater sense of clay, glaze and firing. *Prerequisite: ART310 or equivalent with a "C" or better.*

ART414 Ceramics: Low Fire (3)
Continued exploration of the ceramic media with primary emphasis on low fire materials. Covers lower firing temperatures and the many options in color, glazes and construction methods. Teaches making relief tiles and containers and investigating decorative techniques. Explores Maiolica glaze, over-glazes, raku and terrasigilata as possible surface treatments. *Prerequisite: ART310 or instructor's permission with a "C" or better.*

ART415 Sculpture Materials and Methods (3)
Introduces three-dimensional thought, form and space. Explores various materials and methods through projects covering a broad range of sculptural concerns. Introduces plaster casting and carving, mold-making, wax casting, wax working, and assemblage. Covers the safe use of a variety of hand and power tools. May be repeated with consent of instructor. *Prerequisite: ART319 for non-majors.*

ART435 Photographic Imaging Methods (3)
Presents the basis of modern photographic image making technologies. Investigates the physical and chemical foundations of the conventional photographic process, including the nature of light, human vision, and optics. The course also covers digital formation, color management in digital imaging, and elements of visual data processing by computers.

ART436 Metal Fabrication I (3)
Covers the basics of the metals experience. Explores the problems of metal sculpture, forming and fabrication techniques. May be repeated with permission of instructor. *Prerequisite: ART415.*

ART440 Photography in Artificial Light (3)
Course covers the use of electronic flash, quartz lighting, studio strobe techniques, and lighting management as they are applied to photographic portraiture, studio still life, and other objects in a studio environment. Course also covers view camera techniques and copy work. *Prerequisite: ART301 or equivalent.*

ART441 Wood Sculpture I (3)
Investigates the beginnings of wood as an art medium using both traditional and non-traditional methods to create functional, non-functional and conceptual work. *Prerequisite: ART415.*

ART442 Advanced Art History Seminar (3)
Provides an undergraduate review of the methodology of art history, review of research techniques, and forms of art historical writing. Course permits students to do specialized research on a particular topic and offers a forum for oral presentation, written critiques, and group discussion.

ART445 Figure Sculpture I (3)
Explores entry-level figure with basic bust and small-scale figure modeling. Covers techniques of clay building from armature to plaster or way castings. *Prerequisite: ART415.*

ART470 Independent Study: . . . (1-3)
Individual reading, research, and/or project in art under the supervision of the faculty. *Prerequisite: Permission.*

ART485 Internship: . . . (3-9)
Provides the undergraduate Art degree-seeking student with supervised practical experiences in applied settings, both on and off campus. Course may be repeated. *Prerequisite: Permission of the instructor.*

ART490 Senior Project (3)
Culminating project for Art majors to be taken in the last trimester of undergraduate study. Students select any one or combination of art disciplines: art history, ceramics, design, digital imaging drawing, painting, photography, printmaking, or sculpture. *Prerequisite: Permission.*

ART500 Topics in Art: . . . (1-3)
A series of presentations using outside resources, specific developments, and skills; new creative approaches and issues are considered. Series may be repeated for different subjects. *Prerequisite: Specific prerequisite(s) will vary depending on particular series.*

ART501 Drawing: Advanced Life Study (3)
Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. Course may be repeated with approval of instructor. *Prerequisite: Prior drawing or design course.*

ART502 Drawing: Combined Media (3)
Offers the advanced student drawing opportunities with combined media. Encourages alternative and exploratory methods. Emphasis on drawing as an independent art discipline. May be repeated with approval of instructor. *Prerequisite: Prior drawing or design course.*

ART503 Sculpture Parks and Public Art (3)
Studies the phenomenon and evolution of sculpture parks through art historical observations about three dimensional public art, using the Governors State University Nathan Manilow Sculpture Park as a point of departure. Develops skills in critical analysis and art appreciation, through mastery of the fundamental principles of art and design. There will be interaction with art available in local communities. *Prerequisite: 60 hours of college credit.*

ART504 Enhancing Creativity (3)
Explores creativity through exercises, activities, and group discussions, and examines the process of creativity through research, reading lists, and observation. Utilizes current models and methods. A studio art component will provide a practical experience for students. *Prerequisite: 60 hours of college credit.*

ART505 Worlds of Art (3)
This Internet course compares art objects from differing contexts and diverse geographical world areas and contrasts the imagery, cultural circumstances, and world view within which the art was created and functioned. Class discussions include interaction with instructor and experts on particular objects as guest correspondents utilize a restricted listserv and the world wide web. *Prerequisites: Library skills or previous course work in humanities or social sciences and sufficient computer network experience to communicate via the Internet.*

ART509 Digital Drawing and Design (3)
Focuses on the creative potential of computer images in art and design. Use of high-end paint software on PC and MAC platforms to develop drawings and paintings as stand alone images and as design elements. The course emphasizes exploration and problem-solving techniques to learn image development and manipulation through direct drawing input, imported images, and the application of filters and special effects. Images are output in a variety of methods. *Prerequisite: ART325 or permission of instructor.*

ART514 American Art: . . . (3)
A survey of Colonial, 18th century, and 19th century architecture, painting, sculpture, decorative, and graphic arts. In addition to lectures and required readings, this course will include student research and oral presentations on selected topics. *Prerequisite: Library skills or previous course work in humanities or social sciences or permission.*

ART515 20th Century Art: Europe and the Americas (3)
Surveys 20th century art and architecture and familiarizes the student with the art, philosophies, socio-political, and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture from different cultural perspectives. *Prerequisite: Library research skills or previous course work in arts, humanities, or social sciences.*

ART516 Great Artists: . . . (3)
Provides an in-depth analysis of a select group of master artists. Examines the lives and works of eminent artists and the social, political, and artistic climate in which they worked. Also analyzes thematic and stylistic development, theoretical concerns of the artists, and their influence on other artists. *Prerequisite: Library research skills or previous course work in the arts, humanities, or social sciences.*

ART518 Women Artists (3)
A historical survey of Western female artists with special emphasis on artists of the 19th and 20th centuries. Examines the lives and works of eminent female artists and the social, political, and artistic climate in which they worked. There will be an analysis of the thematic and stylistic development and theoretical concerns of female artists and a comparative analysis between male and female expressions in the visual arts. *Prerequisite: Library skills or previous course work in arts, humanities, or social sciences.*

ART520 Art in Context: . . . (3)
Art objects from the European tradition before the 19th century are selected for study with a view to artistic theories, analysis of symbolic content, and sociological exploration. *Prerequisite: Library research skills or previous course work in humanities or social sciences.*

ART521 Art and Cultures of the South Pacific (3)
A survey of traditional art from the South Pacific, including the islands of Polynesia, Melanesia, Micronesia, and the island continent of Australia. Examines the stylistic classifications and ethnographic contexts. *Prerequisite: Library research skills or previous course work in humanities and social sciences.*

ART523 Pre-Columbian Art and Cultures: . . . (3)
Survey of the art and architecture of ancient America with reference to archaeology and early historic descriptions. Emphasizes specific regions listed in course subheading. Students may repeat this course for up to six hours under different subheadings. *Prerequisite: Library research skills or previous course work in humanities and social sciences.*

ART525 Native American Art and Societies (3)
A survey of North American Indian art from prehistoric contexts to the 19th century with attention to eastern United States, greater southwest, prairies, plains, and Pacific coast. *Prerequisite: Library research skills or previous course work in humanities and social sciences.*

ART527 African Art and Cultures: . . . (3)
Survey of art in African archaeology and the styles and functions of art in traditional societies of west or central Africa. Students may repeat this course for up to six hours under different subheadings. *Prerequisite: Library research skills or previous course work in humanities and social sciences.*

ART528 Digital Motion Graphics (3)
Digital motion graphics is a course designed for the advanced electronic imaging student to transform enhanced computer images into time line motion studies. Course covers the animation of digital images, the placement of images in a time sequence, the addition of a digitally captured and corrected sound track, and 3D title graphics. *Prerequisite: ART509 or ART544.*

ART529 Multi-level Printmaking (3)
Offers individual instruction in one or more print media within a formal group setting. *Prerequisite: ART311 or ART312.*

ART530 Asian Art and Thought: . . . (3)
Art objects from the Far East or Indian Asia are selected for lectures, oral reports, and group discussion. The object's relation to specific contexts of human behavior is examined, as well as the ramifications of style in noting uniqueness and commonality. May be repeated for up to six hours under different subheadings. *Prerequisite: Library research skills or previous course work in humanities and social sciences.*

ART532 Advanced Topics in Sculpture (3)
Explores a wide range of sculptural media and techniques as needed to enhance and complete a focus on independently generated ideas. *Prerequisites: ART441, ART436 or ART445 (majors). Non-majors must also have ART319.*

ART533 Mixed Media Sculpture (3)
Emphasizes various construction methods for the integrations of a broad range of materials and processes in three or more sculpture media. *Prerequisite: ART415.*

ART534 Design for Electronic Publishing (3)
Course emphasizes digital design of documents for print or electronic publishing, including dynamic web pages. *Prerequisites: ART325 and ART509 or ART544.*

ART535 Metal Fabrication II (3)
Structured towards the sculpture major with prior metals experience in an advanced setting. Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with permission of instructor. *Prerequisite: ART436.*

ART536 Sculpture: Metal II (3)
Continuation of ART535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. *Prerequisite: ART535.*

ART541 Wood Sculpture II (3)
Discusses advanced investigations of wood as an art medium using both traditional and non-traditional methods to create functional, non-functional and conceptual work. May be repeated for credit. *Prerequisite: ART441.*

ART542 History of Photography (3)
Surveys significant events, movements, and practitioners in the history of photography from 1826 to the present. The course discusses both technical and aesthetic issues as they pertain to the use of photography as an expressive medium in artistic, social, and cultural contexts. *Prerequisite: Previous course work in the humanities.*

ART543 Ceramic Sculpture (3)
Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. *Prerequisite: ART304 or 305 or equivalent.*

ART544 Digital Photographic Imaging (3)
Introduces the use of digital processing for the purposes of enhancing photographic imagery as both a corrective device and as a means of creative aesthetic collage. *Prerequisite: ART325 or equivalent.*

ART545 Figure Sculpture II (3)
Explores both small and mid-scale figures in static and motion poses as well as advanced mold making and casting techniques. Explores and refines techniques of clay building from armature to plaster or wax castings. May be repeated for credit. *Prerequisite: ART445.*

ART546 Advanced Electronic Software Workshop (1)
Advanced intensive course covering either smaller auxiliary imaging software or significant method upgrades. May be taken more than once. *Prerequisite: ART509 or 544.*

ART549 Photography: Combined Color Processes (3)
Covers color theory and aesthetic practice using negative-to-positive and positive-to-positive printing methods. Emphasis on color balance, filtration, and the aesthetic use of color in imaging. *Prerequisite: ART301 or equivalent.*

ART551 Advanced Topics in Figure (3)
Explores use of the figure as a compositional element via mid-and large-scale figures in both static poses as well as movement. Covers mass production techniques of figure casting. Explores and further refines techniques of clay building from armature to plaster or wax castings. May be repeated for credit. *Prerequisite: ART545 or consent of instructor.*

ART552 Ceramics: Methods and Materials (3)
Examines ceramic construction processes, clay and glaze materials, firing processes, and use of equipment. Provides a more thorough understanding of material characteristics and processes, sharpen their firing skills, and an understanding through a dialogue about theory and content in ceramics. *Prerequisite: ART310 or instructor's permission.*

ART554 Documentary Photography (3)
Exploration of one of conventional photography's mainstream traditions, the photographic document. Students will explore as groups or individually to produce a photographic documentary of the subject of their choice. *Prerequisite: ART302.*

ART555 Painting Composition (3)
For advanced painting students. Specifically emphasizes problems of composition, formal concerns, content, and stimulus. Allows each student maximum individual instruction in a formal group course. Course may be repeated with approval of instructor. *Prerequisite: Prior drawing or design course.*

ART556 Ceramics: Multiples (3)
Covers casting and mold-making and expands the ideas surrounding the efficacy of sculptures in multiples. Explores the decorative, conceptual and sculptural possibilities working with multiple pieces afford. Works created will range from simple relief tiles to complex multi-part pieces. *Prerequisites: ART310, ART314, ART543 or equivalent.*

ART557 Printmaking: Combined Media (3)
series of collaborative classes mixing printmaking with another media. This class may be repeated for different collaborations. *Prerequisites: ART311, ART312, or instructor's permission.*

ART558 Painting and Drawing Composition (3)
For advanced undergraduate and graduate students in painting and drawing. Emphasizes problems of composition and relationship between painting and drawing. Students present a written proposal on the content of their paintings. Course may be repeated with approval of instructor. *Prerequisite: Prior drawing or design course.*

ART561 Painting: Development of a Theme (3)
Emphasizes the development of a theme or motif in drawing and painting in producing a consistent body of work. May be repeated with approval of instructor. *Prerequisite: Prior drawing and painting course.*

ART562 Advanced Wheel Throwing (3)
Continues the exploration of the ceramic media focusing on advanced techniques using the potter's wheel. Builds upon previous basic techniques of the wheel and advances towards the creation of complex sculptural forms which combines multiple thrown components. Provides an appreciation of technique, function, and the aesthetics of ceramic form as well as a greater sense of clay, glaze and firing. *Prerequisite: ART413 or equivalent.*

ART563 Painting: Multi-Level (3)
For students of varying levels of artistic development. Students expected to express themselves visually and demonstrate ability to analyze and criticize works in class discussion and individual proposals. May be repeated with approval of instructor. *Prerequisite: Prior drawing and design course.*

ART564 Ceramics: Activating the Object (3)
Considers the sculptural object as merely a starting point for performance or installation. Questions the sculptural object and in particular the ceramic object in its traditional role as a decorative or functional singular piece. Utilizes multiples, performance, and sight specific installation as a means to activating the object within a student's work. *Prerequisites: ART310, ART314, or ART543.*

ART567 Printmaking: New Media (3)
Integrates contemporary art practices with traditional printmaking processes. ART567 may be repeated with the instructor's approval. *Prerequisite: ART311 or ART312.*

ART568 Combined Media (3)
A series of collaborative classes utilizing mixed media. Series may be repeated for different collaborations. *Prerequisite: ART310, or instructor's permission.*

ART570 Introduction to Non-Toxic Printmaking (3)
Uses non-toxic materials and techniques to produce fine art hand-pulled lithographs and etchings. Students will create imagery on polyester lithographic plates with litho pencils and crayons, ballpoint pen, marker, and toner washes. Etchings will use ImagOn film and hand-drawn methods. Small limited editions and experimental one-of-a-kind images will be made. *Prerequisite: ART325.*

ART571 Lithography (3)
In this course the student will learn the techniques and process to produce a fine art hand-pulled lithograph using newly developed non-toxic materials. Students will create imagery on polyester lithographic plates with litho pencils and crayons, ballpoint pen, marker and toner washes. Small limited editions and experimental one-of-a-kind images will be made. *Prerequisites: ART325 and ART570.*

ART572 Printmaking: Waterbase Silkscreen (3)
Explores the basic fundamentals of waterbase silkscreen printmaking. Includes some advanced techniques and concentrates on the artistic and creative application of the medium. Course may be repeated with approval of instructor. *Prerequisite: ART304 or 305.*

ART573 Printmaking: Relief (3)
The primary intent of the course is the development of the student's individual imagery through the process of black and white or color relief printmaking. Processes may include woodcut, linoleum block, and/or photopolymer plates. Emphasis will be placed on the planning, proofing, and reworking of the image, as well as short editioning. This course may be repeated for credit with permission of the instructor. *Prerequisite: ART304 or 305 or equivalent.*

ART574 Printmaking: Intaglio (3)
This course examines techniques unique to intaglio printmaking, such as hard and soft ground etching, aquatint, and some advanced and experimental techniques. The methods used in the course are non-toxic innovations which avoid hazardous materials used in traditional etching. This includes photo imaging with ImagOn film and learning how to make a proper halftone positive. Emphasis is placed on the student's original imagery through planning, proofing, and reworking to a resulting consistent edition of prints, as well as unique prints which are not editioned, and state prints. Course may be repeated with instructor's permission. *Prerequisite: ART304 or 305.*

ART581 Printmaking: Monoprint and Collagraph (3)
Offers students the opportunity to work with monoprint and collagraph techniques. Monoprint, a direct and unique printmaking method, enables the student to expand known procedures and to experiment widely with drawing and painting. Collagraph invites application of both intaglio and relief printing from one handbuilt plate. Using the techniques together gives a strong combined imagery experience. *Prerequisite: ART325 or permission.*

ART585 Printmaking: Computer Applications (3)
This course allows advanced printmaking students to composite computer and hand-drawn imagery in silk-screen, lithographic, or intaglio prints. Students integrate computer derived imagery through photographic techniques to the printmaking matrix. Emphasis is on the creative application and combination of imagery. *Prerequisites: ART509 or ART544 plus either ART571, ART572, or ART574.*

ART589 Intermediate Printmaking (3)
Develops technical, conceptual, and improvisational abilities within the framework of traditional and contemporary printmaking. This course may be repeated with the instructor's approval. *Prerequisite: ART311 or ART312.*

ART599 Advanced Printmaking (3)
Offers individual instruction in one or more print media within a formal group setting. *Prerequisite: ART589, ART567, or instructor's permission.*

ART605 Digital Mixed Media Techniques (3)
Course looks at alternate means of presenting digital imaging work, including advanced motion sequencing, multimedia techniques, interactive viewer participation, and development of a self-promotional web page. *Prerequisites: At least nine hours of digital imaging courses.*

ART609 Advanced Electronic Drawing and Design (3)
Students develop images using the more advanced techniques of paint software on both PC and Mac computers. Variants for each painting application are explored and each student compiles his or her own library of custom-made friskets, brushes, painting session recordings, and effects. Third party filters are explored in depth. Emphasizes personal creative output and cooperative computer ventures. *Prerequisites: ART325 and ART509 or ART544.*

ART610 Sculpture: Advanced Studio (3)
Provides opportunity to work on long-term projects in a wide range of media utilizing a variety of techniques. May be repeated with approval of instructor. *Prerequisites: ART304 or 305 and either ART535, 541, or 543.*

ART615 Contemporary American Ideas and Cultures (3)
Examines artistic movements and theories of the Western world since 1945 with emphasis on European and American tradition. Studies contemporary artists, their philosophies, and the socio-political and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture cross-culturally. *Prerequisite: Previous art history course/ undergraduates by permission.*

ART644 Advanced Photographic Digital Imaging (3)
Introduces advanced levels of electronic manipulation and assemblage of photographic images. Students work through a series of exercises designed to build upon methods learned in ART544 and the incorporation of more sophisticated imagery and techniques to produce a higher level of aesthetic work. *Prerequisites: ART544 and either ART302 or ART440.*

ART805 Art and Society (3)
Examines the behavioral aspects of artistic production and the use of art objects. Special emphasis is given to the role and status of artists in differing historical settings.

ART810 Studies in Art: . . . (3)
Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Prerequisite: Permission.*

ART820 Art Seminar: . . . (3)
Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. *Prerequisite: Permission.*

ART 830 Graduate Photography and Digital Imaging (3)
Specifically emphasizes the content elements of a photography project. Individual student proposals will determine the nature of the work that will then be critiqued and discussed in class sessions. Course may be repeated with approval of instructor. *Prerequisites: Nine hours of graduate studio in photography or digital imaging.*

ART 855 Graduate Painting Composition (3)
Specifically emphasizes compositional elements in painting. Painting compositions will be achieved by a number of preparatory studies and sketches; final compositions are presented in the paintings. Course may be repeated with approval of instructor. *Prerequisites: ART305 and either ART555 or ART558.*

ART860 Graduate Printmaking (3)
Allows the student to perfect printmaking skills from intermediate through advanced level. Individual student proposals determine the nature of the work undertaken. May be repeated with approval of instructor. *Prerequisite: Permission.*

ART 870 Graduate Research: . . . (1-3)
Individual reading, research, and/ or project in art under the supervision of the faculty. *Prerequisite: Permission.*

ART 890 Graduate Thesis/Project: . . . (1-3)
Provides the art major the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in art. *Prerequisite: Permission of graduate advisor.*

Astronomy

ASTR300 Introduction to Astronomy (3)
Examines astronomical phenomena and concepts, including the solar system, stars and galaxies, planetary motions, atoms and radiation and the origin and evolution of the universe. *Prerequisites: MATH325 or equivalent.*

ASTR301 Introduction to Astronomy Lab (1)
Provides "hands-on" experience in astronomy. Discusses patterns and studies the relationships among variables in a given set of observations or laboratory measurements. Describes recording data and measurements, and analyze results, and the sources of error. *Prerequisites: MATH325 or equivalent. Corequisite: ASTR300.*

ASTR500 Charting the Night Sky (1)
Discusses the celestial sphere and the relations among the apparent motions of the sun, moon, and planets with respect to the stars. Emphasizes how to locate and identify bright stars, constellations, and plants in the night sky. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR501 Astronomy in the Classroom (1)
Surveys astronomy, involving the major physical components of the universe, including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR502 Archaeoastronomy (1)
Discusses concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the equator, apparent uses of Stonehenge, and ancient astronomies of North America and Central America. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR503 Galaxies and the Universe (1)
Discusses the historical and current theories about the origin and structure of the universe. Focuses on the Big Bang Theory of the universe's creation. Discusses the formation and structure of galaxies. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR504 Eclipses (1)
Discusses lunar and solar eclipses: conditions necessary for each type of eclipse and how to safely observe an eclipse of the sun. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR506 Stars and Nebulas (1)
Discusses the distance to stars, the surface temperature of stars, the size of stars, the mass of stars, and the laws of nature that govern the behavior and physical properties of stars. Also, how stars are born, live, and die. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR510 Black Holes, Quasars, and the Universe (1)
Discusses the death of stars, from white dwarfs and neutron stars to black holes. Studies the violent explosions that rock the central regions of many galaxies, as well as the relation between black holes, exploding galaxies, and quasars. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR514 Methods and Tools of Astronomers (1)
Discusses concepts related to optics and operation of reflecting and refracting telescopes. Emphasizes the resolving power, magnification, image scale, and light gathering ability of a telescope. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR516 Asteroids, Comets, and Meteoroids (1)
Discusses our solar system's space debris: asteroids, comets, and meteoroids. Studies the origin of each and discusses their impact upon Earth. Explores ancient civilization's belief about each. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR518 Inner Solar System: The Terrestrial Planets (1)
Discusses the planets Mercury, Venus, Earth, and Mars. Emphasizes the basic properties of the planets, how they were formed, their atmospheres, and the natural satellites of Earth and Mars. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR520 Outer Solar System: The Jovian Planets (1)
Discusses the planets Jupiter, Saturn, Uranus, and Pluto. Emphasizes the basic properties of the planets, how they differ from the terrestrial planets, and the natural satellites of each planet. *Prerequisites: College algebra and familiarity with the use of a calculator.*

ASTR522 Superstring Theory (2)
Discusses the recent efforts by physicist to combine two important theories: Quantum Mechanics and Einstein's General Relativity, which are mutually incompatible. Superstring Theory overcomes the incompatibility problem by giving us a new theory called the Theory of Everything (T.O.E.) *Prerequisites: Introductory physical science, college algebra, and familiarity with the use of a calculator.*

ASTR524 History of Space Exploration (1)
Discusses the history and science of manned and unmanned exploration of space. Begins with the first satellites and humans launched into space, continues through the Apollo moon program, and concludes with the Space Shuttle and International Space Station. *Prerequisites: College Algebra and familiarity with the use of a calculator.*

Bilingual-Bicultural Education

See Education - Bilingual-Bicultural

Biology

BIOL305 Biological Science Foundations I (3)
Covers cell structure and function and the processes of mitosis and meiosis. Cell respiration is also covered. Examines human biology, including development from conception to birth, and the structure and function of all major systems. Designed for non-science majors.

BIOL306 Biological Science Foundations II (3)
Covers plant structure and function and the process of photosynthesis. Examines the operations of DNA and protein synthesis. Introduces the concepts of Mendelian and non-Mendelian genetics and the fundamental principles of ecology and evolution.

BIOL307 Biological Science Foundations Laboratory (1)
Provides a series of laboratory and/or field activities appropriate to the topics covered in BIOL 305 and 306. Emphasizes both knowledge and skills in laboratory operations. Designed for non-science majors. *Prerequisite: BIOL305 or BIOL306 or concurrent enrollment.*

BIOL308 Human Evolution (3)
Offered as a correspondence course and as a section on the Internet. Covers the principles of evolution and the history of evolutionary thought. Considers the development of biological anthropology and the human fossil record. Presents an account of human evolution based on an interpretation of the fossil record.

BIOL309 Perspectives on the Physical and Natural Sciences (3)
Introduces the relationships between the physical or natural sciences and other disciplines such as public administration, economics, and health administration. Topics include the relationships among science and law, business, government, public health, and religion. Fundamental aspects of science, such as the scientific process and scientific models are also presented. *Prerequisite: One physical science course and life science course including one laboratory course in either physical or life sciences (total of 7-8 hours).*

BIOL310 Environmental Studies: A Case Studies Approach (3)
Uses a case study approach in the characterization and analysis of selected local, regional, and global environmental issues. Develops connections and relationships among the case studies and generalized environmental issues. *Prerequisites: College biology and college chemistry and/or physical science or equivalent, and introduction to computer technology or equivalent.*

BIOL311 Human Evolution Laboratory (1)
Companion lab to Human Evolution (BIOL308) with lab exercises covering development of evolution theory, evolution biology, analytical techniques of hominid fossils, hypotheses testing and interpretation of the hominid fossil record. Designed for non-science majors.
Pre- or corequisite: BIOL308

BIOL312 Human Genetics: Concepts and Technology (3)
This science course for nonbiology majors considers the biological basis of human heredity by examining the principles of classical, molecular, and population genetics and their technological applications to current issues in medicine, conservation, reproduction, cancer, biotechnology, genetic engineering, and bioethics. *Prerequisites: College Algebra or MATH320 and MATH322.*

BIOL316 Plant Diversity Lecture (2)
Covers the comparative life cycle adaptations found in the plant kingdom. Studies in detail all of the divisions, together with their associated classes and orders. Explores vegetative morphology of gametophytes and sporophytes, the processes of gametogenesis and sporogenesis, propagule dispersal, and methods of asexual reproduction. Illustrates and discusses in detail the life cycles of selected genera. *Prerequisites: General biology (two semesters).*

BIOL317 Plant Diversity Laboratory (1)
Involves laboratory experiments and activities appropriate to the topics covered in BIOL316. Specifically, prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing the divisions, major classes, and orders of the plant kingdom. *Corequisite: BIOL316.*

BIOL320 Animal Diversity (2)
Covers the morphological diversity, life cycles, ecological relationships, and evolutionary adaptations found in the animal kingdom. Major animal phyla, together with their associated classes, are studied in detail. *Prerequisites: General biology (two semesters). Corequisite: BIOL321.*

BIOL321 Animal Diversity Laboratory (1)
Includes laboratory experiments and activities correlated with topics covered in BIOL320. Prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing major phyla of the animal kingdom.
Corequisite: BIOL320.

BIOL322 Ecology (3)
Examines the interactions which determine the distribution and abundance of plants and animals in nature. The relationship among theoretical, laboratory, and field studies will be emphasized. The course is designed for science majors. *Prerequisites: One year of general biology and general zoology and botany.*

BIOL323 Ecology Lab (1)
Provides field and laboratory experiences associated with BIOL322. *Corequisite: BIOL322.*

BIOL340 Genetics (3)
Emphasizes the principles of classical and molecular genetics by examining Mendelian and nonMendelian inheritance, linkage, gene structure, expression, mutation and regulation, genetic engineering, and microbial and population genetics. *Prerequisites: General biology (two semesters) and CHEM341/342.*

BIOL360 Comparative Anatomy (3)
Introduces the anatomy of the chordates, treating the structure and functioning of the major vertebrate organ systems from a comparative and evolutionary perspective. *Prerequisite: Zoology or BIOL320/321.*

BIOL361 Comparative Anatomy Laboratory (1)
Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Corequisite: BIOL360.*

BIOL370 Cell Biology (3)
This course covers cell ultrastructure, biochemical composition, metabolism, and proliferation of cells and considers research techniques used to study cell structure and function. *Prerequisites: General biology (two semesters) and CHEM341/342; concurrent enrollment in BIOL371.*

BIOL371 Cell Biology Laboratory (1)
This laboratory course consists of experiments and demonstrations that match lecture topics, including cell ultrastructure, biochemical composition, metabolism, and proliferation of cells, and considers research techniques used to study cell structure and function. *Prerequisites: General biology (two semesters) and CHEM341/342; concurrent enrollment in BIOL370.*

BIOL430 Microbiology (3)
Considers the function of microbial organisms in natural and disturbed environments, and introduces the basic morphology and physiology of microorganisms found in soil, air, and water. Primary emphasis is on the techniques for detecting, culturing, identifying, and controlling microorganisms. This course is writing intensive. *Prerequisites: General biology and chemistry; concurrent enrollment in BIOL431.*

BIOL431 Microbiology Laboratory (1)
Course consists of laboratory experiments and activities correlated with topics covered in BIOL430. Students will learn to use standard laboratory procedures to identify microorganisms. *Prerequisites: General biology and chemistry; concurrent enrollment in BIOL430.*

BIOL444 Human Physiology I (2)
Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the nervous, muscular, blood, cardiovascular, and respiratory systems. *Prerequisites: General biology or anatomy and physiology, general chemistry, and CHEM322/323.*

BIOL445 Human Physiology I Laboratory (1)
Covers laboratory experiments associated with BIOL444. *Corequisite: BIOL444.*

BIOL446 Human Physiology II (2)
Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the digestive, renal, immunological, endocrine, and sensory systems. Prerequisite: BIOL444.

BIOL447 Human Physiology II Laboratory (1)
Covers laboratory experiments associated with BIOL446. *Corequisite: BIOL446.*

BIOL450 Animal Physiology (3)
Emphasizes physiological principles by examining the cell and organ physiology of the nervous, muscular, blood, immunological, cardiovascular, digestive, respiratory, and excretory systems. Considers some comparative physiological adaptations among vertebrates. *Prerequisites: BIOL370/371 and CHEM 341/342.*

BIOL451 Animal Physiology Laboratory (1)
Covers laboratory experiments and demonstrations associated with BIOL450. *Corequisite: BIOL450.*

BIOL460 Plant Physiology (3)
Covers the functional anatomy of cells and tissues of flowering plants. Regarding cells, emphasis is placed on the ultrastructure and function of the plant cell wall. Gross anatomy stresses the functional tissues of roots, stems, and leaves. Also covers the physiology of water relations, mineral nutrition, photosynthesis, and hormonal regulation of growth and development. *Prerequisites: BIOL370/371 and CHEM341/342.*

BIOL461 Plant Physiology Laboratory (1)
Involves laboratory experiments and activities appropriate to the topics covered in BIOL460. Prepared slides and preserved specimens will be provided for laboratory investigation of the functional anatomy of flowering plants. A variety of experiments on photosynthesis, water potential, mineral nutrition, and hormonal control of growth and development will be performed. *Corequisite: BIOL460.*

BIOL465 Evolution (3)
This course provides comprehensive coverage of the process of evolution and the theory of natural selection. Topics include population genetics as a mechanism for natural selection, molecular evolution, adaptation and natural selection, the species concept and mechanisms of speciation, methods of evolutionary classification and reconstruction of phylogenies, evolutionary biogeography, and paleobiology and macroevolution. *Prerequisites: General biology (two semesters) and BIOL340.*

BIOL470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.*

BIOL480 Internship: . . . (1-4)
Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

BIOL491 Undergraduate Research I (1)
Provides instruction and practical experience in planning laboratory or field research in biology. Topics include the scientific method, forming a research question, conducting a literature review, scientific writing style and citations, avoiding plagiarism, and a writing research proposal. *Prerequisites: Sixteen semester-hours of biology coursework and STAT520.*

BIOL492 Undergraduate Research II (1)
Provides instruction and practical experience in conducting research, analyzing data and writing a report on results in journal manuscript format. Topics include parts of a research paper, data analysis and oral presentation of research results. *Prerequisite: BIOL490.*

BIOL501 Biology Workshop: . . . (1-5)
Examines a selected topic in the biological sciences. Topics vary and range from practical application of a specific set of field methods, such as recording, processing, and cataloging of animal sounds to exploration of a specific conceptual area, theory, or controversial topic within the biological sciences. May be repeated for credit. *Prerequisites: College-level biology and permission of instructor.*

BIOL510 Biological Literature (1)
This Internet course acquaints students with major sources in biological information literature and provides guidance and practice in their efficient utilization. Includes uses of indices, abstracts, online databases, websites, and other sources to identify specific information resources in biology. Consideration is given to how information is organized and stored for retrieval. *Prerequisites: General biology and general chemistry (2 semesters each).*

BIOL512 Human Genetics (3)
This nonmajors biology course considers the biological basis of human heredity, by examining the principles of classical, molecular, and population genetics and their application to current issues in human heredity, including inheritance disorders, sex determination, carcinogenesis and health, genetic engineering, genetic counseling, reproductive technologies, evolution, and bioethics. *Prerequisites: College algebra; open to graduate education majors only.*

BIOL516 Integrative Studies: Tropical Ecology (3)
The course integrates tropical ecology with current resource use practices, economics, and history of the Mayan culture in Belize. The course provides a broad-based overview of tropical ecosystems through "hands-on" experience and workshops dealing with such diverse subjects as climate, biodiversity, ethnology, and human influences on the environment. *Prerequisites: BIOL306 and permission of instructor.*

BIOL522 Ornithology (1)
Introduces ornithology, focusing on the basic morphology, physiology, ecology, and behavior of birds. Places particular emphasis on bird vocalizations, territoriality, life history data, and the structure of bird communities. *Prerequisites: BIOL320/321 or equivalent or permission of instructor.*

BIOL523 Ornithology Laboratory (2)
Focuses on the identification of birds in the field by both visual and auditory characteristics. Weekly field trips allow students to become familiar with the majority of resident and migratory birds of Northeastern Illinois. *Prerequisite: BIOL522 or permission of instructor.*

BIOL530 Biotechnology (2)
This course examines the development of the field of biotechnology and the principles of recombinant DNA technology as they apply to studies of animals, plants, medicine, forensics, and the Human Genome Project. *Prerequisites: BIOL430/431 or equivalent and either BIOL340 or BIOL370/371 or CHEM544/545. Corequisite: BIOL531.*

BIOL531 Biotechnology Laboratory (1)
This course consists of the application of standard techniques used in biotechnology. *Prerequisites: BIOL430/431 or equivalent, and one of the following: BIOL340, BIOL370/371, and CHEM544/545. Corequisite: BIOL530.*

BIOL536 Environmental Hydrology (2)
Covers major hydrologic processes, including precipitation, interception, evaporation, transpiration, infiltration, percolation, soil water, surface runoff and ground water. Discusses current environmental issues in relation to water resources utilization and management. *Prerequisites: BIOL322 and BIOL323.*

BIOL541 Natural History of Grassland Birds (1)
Introduces the biology of grassland birds. Emphasizes the identification, distribution, behavior, conservation and ecology of grassland birds. Provides hands on experience with identification and associated fieldwork with special attention to grassland birds of Illinois. *Prerequisite: College level biology or permission of instructor.*

BIOL542 Natural History of Wetland Birds (1)
Introduces the biology of wetland birds. Emphasizes the identification, distribution, behavior, conservation and ecology of wetland birds. Provides hands on experience with identification and associated fieldwork with special attention to wetland birds of Illinois. *Prerequisite: College level biology or permission of instructor.*

BIOL543 Natural History of Forest Birds (1)
Introduces the biology of forest birds. Emphasizes the identification, distribution, behavior, conservation and ecology of forest birds. Provides hands on experience with identification and associated fieldwork with special attention to forest birds of North Eastern Illinois. *Prerequisite: College level biology or permission of instructor.*

BIOL544 Natural History of Raptors (2)
Introduces the biology of raptors: hawks, eagles, falcons, and owls. Emphasizes the common characteristics of raptors, including distribution, morphology, physiology, behavior, conservation, and ecology. Provides more practical, hands-on experience through identification and methods associated with fieldwork. Requires a three-day field in U.P. Michigan. *Prerequisites: General Biology, Ornithology, and permission of instructor.*

BIOL545 Spring Migrant Birds (1)
Introduces the biology of migrating birds. Emphasis is placed on the identification, distribution, behavior, conservation, ecology of migrating birds. The laboratory portion of this course provides for hands on experience with identification and associated fieldwork. Specific attention will be given to birds that migrate through Illinois. *Prerequisites: College-level biology and one of the following: BIOL541, BIOL542,BIOL543, BIOL544, BIOL546, or BIOL550.*

BIOL546 Avian Surveying Techniques (1)
Introduces surveying techniques used when estimating avian populations with specific attention to the habitat types and avifauna of Illinois. Introduces how to match survey techniques with habitat types based on limiting factors. Provides hands on experiences in surveying avian populations in different habitats. *Prerequisite: College-level biology or permission of instructor.*

BIOL549 Avian Conservation (1)
Introduces the biology of raptors: hawks, eagles, falcons, and owls. Emphasizes the common characteristics of raptors, including distribution, morphology, physiology, behavior, conservation, and ecology. Provides more practical, hands-on experience through identification and methods associated with fieldwork. Requires a three-day field in Michigan. *Prerequisites: General Biology, Ornithology, and permission of instructor.*

BIOL550 Avian Anatomy and Physiology (1)
Introduces the fundamentals concepts of form, function, and adaptive evolution as they apply to basic avian anatomy and physiology. *Prerequisite: College-level Biology or permission of instructor.*

BIOL555 Mammalogy (2)
Emphasizes the common characteristics of mammals generally. Specific attention given to the mammals of the Great Lakes region in terms of distribution, morphology, physiology, and behavior. *Prerequisites: BIOL322/323.*

BIOL556 Mammalogy Laboratory (1)
Provides laboratory experiences associated with BIOL555. *Corequisite: BIOL555.*

BIOL560 Plant Systematics (2)
Covers various systems of classification from both modern and historical perspectives, the effect of evolutionary theory on systematics, for example, parallelism and convergence. Compares phylogenetic and natural systems. Introduces students to a variety of taxonomic keys covering broad and localized geographic areas. *Prerequisites: BIOL316/317 or equivalent or permission of instructor.*

BIOL561 Plant Systematics Laboratory (1)
A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Corequisite: BIOL560.*

BIOL570 Immunology (3)
Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, developmental and comparative immunobiology. *Prerequisites: Either BIOL450/451 or BIOL444-447.*

BIOL580 Behavioral Ecology (3)
Introduces the field of ethology, the study of animal behaviors as biological phenomena, with a focus on evolution and ecology of behavior. Provides basic terminology as well as theoretical perspectives on interrelationships of behavior with other biological levels of organization. *Prerequisites: BIOL322/ 323 and BIOL340 or equivalent.*

BIOL590 Aquatic Ecology (2)
Introduces the ecology of streams and lakes, focusing on the biological, physical, and chemical processes that structure aquatic environments. Places particular emphasis on the concept of the watershed, on invertebrate and fish communities of streams, and on the planktonic communities of lakes. *Prerequisite: BIOL322 or equivalent.*

BIOL591 Aquatic Ecology Laboratory (1)
Provides fieldwork and laboratory experiences appropriate to the topics covered in BIOL590. *Prerequisite: BIOL322 or equivalent. Corequisite: BIOL590.*

BIOL600 Environmental Science: Terrestrial Biology (1-2)
Identification of plants and field trips to local natural communities are used to develop an understanding of regional environments. Teaching applications are made using terraria and aquaria. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. *Prerequisites: Completion of all general education science requirements.*

BIOL601 Environmental Science: Biological Field Science (1-2)
Field methods of investigation are used to compare habitats, study variation in plant communities, and investigate the effects of pollution. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. *Prerequisites: Completion of all general education science requirements.*

BIOL602 Environmental Science: Earth Science (1-2)
Emphasis is placed on the relationship between landforms and geological processes using local examples. The geologic history of the Chicago region is deciphered through field trips. Map and compass skills are also included. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. Prerequisites: Completion of all general education science requirements.

BIOL603 Environmental Science: Forest Investigations (1-2)
Participants examine local forest communities using several field methods of analysis, including point-quarter transects, age classification by correlation to diameter class, variable and fixed plot sampling, and evaluating the effects of microclimate. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. *Prerequisites: Completion of all general education science requirements.*

BIOL604 Environmental Science: Investigations in Limnology (1-2)
An intensive series of field investigations in which participants investigate elements of real lentic and lotic limnological systems, including rivulets, creeks, marshes, ponds, and lakes. Emphasizes characteristic macro-invertebrates, vertebrates, and the physical/chemical properties of aquatic environments whether natural or influenced by human activities. Course cannot be used to satisfy general education requirements. Designed as an in-service course for teachers, environmental educators, and environmental volunteers. *Prerequisites: Completion of all general education science requirements.*

BIOL615 Geographical Information Systems (3)
This course applies Geographical Information Systems (GIS) and Global Positioning Systems (GPS) to environmental issues. The course is computer intensive, emphasizing the interrelationship and analysis of environmental spatial patterns. The lecture/computer portion of the course is complemented by fieldwork. *Prerequisites: BIOL322/323 and either CPSC305 or CPSC610.*

BIOL622 Natural Areas Ecology (3)
Through readings and discussions, the course will attempt to synthesize several ecological subdisciplines, paying particular attention to landscape ecology. The primary emphasis will then be to apply the synthesis to restoration, preserve design, and environmentally sound land use practices. Topics covered will include the restoration of prairie, woodland, and wetland; the location, size, and shape of nature preserves; and methods used for identifying and linking natural areas. *Prerequisites: BIOL322/323.*

BIOL641 Toxicology (3)
Emphasizes toxicological principles by examining biological and chemical factors that influence toxicity, the impact of natural and synthetic toxins on the environment and health, toxicity testing protocols, regulations, and risk assessment. *Prerequisites: Organic chemistry and either BIOL450/451 or CHEM544/545.*

BIOL 657 Ecological Methods: Populations (2)
For graduate students of environmental biology. One of three courses on field methods in ecology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of result in the study of populations. Topics include the collection and analysis of capture-mark-recapture data, survival analysis, density estimation, analysis and quantification of population dynamics, the effects of predators on insect population dynamics, and the effects of herbivores on plant population dynamics. *Prerequisites: BIOL322/323 and STAT520 or equivalents; BIOL455 and STAT820 recommended.*

BIOL660 Ecological Methods: Communities (2)
For environmental biology students. One of three core courses on field methods in ecology. Covers basic field techniques, planning of field experiments, collection and analysis of data, and interpretation of results used in the study of natural communities. Topics will include landscape interpretation, topographic and vegetation mapping, analyses of forest communities, age structure in trees, and basic ordination techniques. *Prerequisites: BIOL322/323 and STAT520 or equivalents; STAT 820 recommended.*

BIOL701 Gross Anatomy I (3)
This course initiates a comprehensive study of human anatomy. An overview of each organ system is presented and the regional anatomy of much of the body is considered in detail. This course, which emphasizes the trunk, upper extremity, and reproductive systems, stresses the interrelationships of structure with function. *Prerequisite: Admission into the Occupational Therapy program, the Physical Therapy program, or permission of instructor.*

BIOL702 Gross Anatomy I Laboratory (1)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL701. *Corequisite: BIOL701.*

BIOL706 Physiology of Disease I (3)
Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the nervous, muscular, blood, immune, cardiovascular, respiratory, renal, endocrine, sensory, and digestive systems. *Corequisite: BIOL707.*

BIOL707 Physiology of Disease I Laboratory (1)
Covers laboratory experiments and demonstrations associated with BIOL706. *Corequisite: BIOL706.*

BIOL711 Gross Anatomy II (3)
This course is a continuation of Gross Anatomy I (BIOL 701). The regional anatomy of the lower extremity, head, and neck are considered in detail. *Prerequisites: BIOL701/702.*

BIOL712 Gross Anatomy II Laboratory (1)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL711. *Corequisite: BIOL711.*

BIOL716 Physiology of Disease II (3)
This course, which is an extension of BIOL706, continues to emphasize the cellular mechanisms fundamental to understanding the pathological changes inherent in the most common disease states. The impact of injury, the aging process, and pharmacological interventions on the practice of physical and occupational therapy are considered. *Prerequisites: BIOL706/707.*

BIOL726 Neuroscience (4)
This course is a comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor nervous systems. Nervous system development, the structure and function of its cells, and the organization and function of the brain and spinal cord are emphasized. Other topics include muscle and the neuromuscular junction, ascending and descending pathways in the spinal cord, the anatomy and function of the visual and auditory systems, arousal, sleep, and diseases of the nervous system. Laboratory studies will supplement the lecture material. *Prerequisites: BIOL711/712.*

BIOL810 Special Topics: . . . (1-4)
Readings and discussions of selected, special topics in animal and/or plant ecology. Potential areas include environmental toxicology, evolution, population ecology, behavior, physiological ecology, or environmental/ethical issues. *Prerequisite: Permission.*

BIOL830 Plant Microenvironments (2)
Covers environmental (including pollutants) and endogenous mechanisms controlling the various phases typical of the flowering plant cycle, such as seed dormancy; seed germination; flowering; and fruit ripening. The phenomenology of each phase is studied along with its history and current state of research. *Prerequisites: Organic chemistry and either plant, animal, or human physiology.*

BIOL831 Plant Microenvironments Laboratory (1)
Students will participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL830. Each laboratory project will center on the physiology or specific phase in the flowering plant life cycle. *Prerequisite: BIOL830 or concurrent enrollment.*

BIOL840 Microbial Ecology (2)
Comprehensive coverage of the principles, methodologies, and applications used to describe the ecology of microorganisms. This course covers microbial ecology and evolution, population interactions, microbial communities and ecosystems, biogeochemical cycling, and the biotechnological aspects of microbial ecology. *Prerequisites: BIOL322/323 and BIOL430/431. Corequisite: BIOL841.*

BIOL841 Microbial Ecology Laboratory (1)
This laboratory course focuses on experiments and activities designed to quantitatively and/or qualitatively examine microbial populations and population interactions, microbial communities and ecosystems, biogeochemical cycling, and the biotechnological aspects of the ecology of microbes from various environmental samples. *Prerequisites: BIOL322/323 and BIO430/431. Corequisite: BIOL840.*

BIOL850 Environmental Physiology (2)
Emphasizes the comparative physiology of specialized adaptations, including osmoregulation, thermoregulation, endocrinology, locomotion mechanics, energy expenditure, allometry, and sensory, respiratory, and cardiovascular physiology. Prerequisites: Organic chemistry and BIOL450/*451 or equivalent.*

BIOL851 Environmental Physiology Laboratory (1)
Covers laboratory experiments and demonstrations associated with Environmental Physiology lecture, BIOL850. Student designed research projects and proposals complement the lab work. *Prerequisite: BIOL850 or concurrent enrollment.*

BIOL860 Ecosystem Ecology (3)
Addresses interactions between organisms and their environment with an emphasis on the ecosystem level. Analyses processes such as energy flow, nutrient cycling and water balance in the atmosphere-soil-vegetation systems are analyzed. Discusses influences of human and natural disturbances on ecological processes and sustainable ecosystem management principles. *Prerequisites: BIOL322/323 and BIOL460/461.*

BIOL870 Graduate Research: . . . (1-4)
Individual reading, research, and/or projects in biology under the supervision of the faculty. *Prerequisite: Permission.*

BIOL880 Internship: . . . (1-4)
Designed to provide biology students with supervised practical experiences in applied settings. *Prerequisites: Admission to candidacy and permission of research advisor.*

BIOL890 Graduate Thesis/Project: . . . (1-6) P/NC
Provides the environmental biology student with the opportunity to synthesize and integrate their graduate work by developing and completing a research thesis or project. The subject of the research should be consistent with the student's goals and faculty expertise. *Prerequisites: Admission to candidacy and permission of the research advisor.*

BIOL899 Research Presentation (1)
Students will provide an oral and written account of their research, which will be evaluated by the research advisor and research committee. Writing format will follow thesis/project guidelines for graduate work. The oral presentation will follow a format consistent with presentations of research papers at professional meetings and will be evaluated by the research advisor and research committee. Research presentations will be open to all students and faculty. Students should enroll during the final trimester of their research or the trimester of their graduation. *Prerequisites or corequisites: BIOL890 and permission of research advisor.*

Business Law

BLAW320 Legal Environment of Administration (3)
Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, anti-trust, securities law, and environmental protection.

BLAW325 Business Law I (3)
An introduction to the American legal system followed by study of the following substantive areas of law: contracts, personal property, bailments, sales, agency. The principles discussed are applicable to personal as well as business use, and non-business students wanting to become more knowledgeable 'consumers of law' are encouraged to enroll.

BLAW326 Business Law II (3)
The study of law relating to business organization and the financing of transactions. Topics include partnerships, corporations, securities regulation, commercial paper, credit, secured transactions, and bankruptcy. *Prerequisite: BLAW325.*

Chemistry

CHEM306 Chemical Science Foundations I (3)
Introduces the fundamental principles of chemical science and examines material changes in our universe that are the result of chemical processes. Designed for non-science majors. *Prerequisite: Intermediate algebra.*

CHEM307 Chemical Science Foundations Laboratory (1)
Covers basic laboratory techniques as performed on a variety of samples. Illustrates fundamental chemical principles and environmental analyses through laboratory experiments. Designed for elementary education majors and for students requiring a general education physical science laboratory course. *Corequisite: Concurrent enrollment in CHEM306.*

CHEM308 Chemical Science Foundations II (3)
Continuation of CHEM306. Covers chemical reactions, equilibrium, reaction rates, carbon chemistry, and introduction to the chemistry of living systems. *Prerequisite: CHEM306.*

CHEM315 Analytical Chemistry (3)
Covers fundamental methods of chemical analysis. Discusses acid-base, solubility, and redox equilibrium, volumetric, gravimetric, potentiometric, and spectrophotometric analytical methods and separation techniques. Prerequisites: One year of freshman chemistry with laboratory and algebra. *Corequisite: CHEM316.*

CHEM316 Analytical Chemistry Laboratory (1)
Laboratory experiments associated with Analytical Chemistry lecture. Classical laboratory techniques including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations are performed. *Prerequisite: Concurrent enrollment in CHEM315.*

CHEM322 Introduction to Organic Chemistry (3)
One trimester survey course in organic chemistry designed for students in health-related fields (nursing, occupational therapy, etc.). Organic functional groups are emphasized. This course does not provide adequate preparation for CHEM343/344 Organic Chemistry II. *Prerequisite: General chemistry.*

CHEM323 Introduction to Organic Chemistry Laboratory (1)
Covers laboratory experiments associated with CHEM322. *Corequisite: CHEM322.*

CHEM341 Organic Chemistry I Lecture (3)
The first trimester of a two-trimester sequence (CHEM341 and CHEM343). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, and mechanisms of organic reactions are emphasized. UV-visible, IR, and NMR spectroscopy are included for structure elucidation of organic compounds. *Prerequisites: One year of general chemistry.*

CHEM342 Organic Chemistry I Laboratory (1)
Covers organic laboratory techniques (mostly microscale) including methods of separation, purification, and identification of organic compounds. Techniques include melting point and boiling point determinations, refractive index, recrystallization, simple distillation, fractional distillation, extraction, column chromatography, thin layer chromatography, and gas chromatography. Ultraviolet-visible, infrared, and proton nuclear magnetic resonance spectroscopy techniques are covered for structure elucidation of organic compounds. *Corequisite: CHEM341.*

CHEM343 Organic Chemistry II Lecture (3)
The second trimester of a two-trimester sequence (CHEM341 and CHEM 343). Covers applications of modern principles of chemistry to elucidate structure, reactivity, and physical and spectroscopic properties of organic compounds. Chemical bonds, molecular structure, functional groups, stereochemistry of organic compounds, mechanisms of organic reactions, and synthesis of organic compounds are emphasized. Computer molecular modeling is also included. *Prerequisite: CHEM341 or equivalent (not CHEM322).*

CHEM344 Organic Chemistry II Laboratory (1)
Organic laboratory techniques (mostly microscale) used to conduct synthesis, isolation, purification, and characterization of organic compounds are performed by students. Ultraviolet-visible, infrared, and proton nuclear magnetic resonance spectroscopic techniques are utilized for structure elucidation of the synthesized compounds. *Prerequisite: CHEM342 or equivalent (not CHEM323).*

CHEM350 Chemical Safety (1)
Examines chemical safety issues with an emphasis on issues relating to academic laboratories, including handling and storage of chemicals, use of safety equipment, electrical safety, and right-to-know and other legal aspects of safety. *Prerequisites: 12 credit-hours of chemistry or permission of the instructor.*

CHEM351 Chemistry and Ethics (1)
Examines issues in chemistry and relates them to the writings of several philosophers as they pertain to ethics. *Prerequisites: 12 credit-hours in chemistry or permission of the instructor.*

CHEM366 Physical Chemistry I Lecture (3)
This course discusses the principles and applications of physical and mathematical methods to describe chemical systems. The topics include properties of ideal and non-ideal gases, thermodynamic principles and applications, chemical equilibria and phase diagrams. *Prerequisites: Two semesters each of general chemistry, calculus, and physics; and one semester of analytical chemistry.*

CHEM367 Physical Chemistry I Laboratory (1)
Demonstrates the principles and practice of physical-chemical measurements. Laboratory experiments include molecular weight determination, high vacuum line techniques, heats of solution using solution calorimeter, heat of combustion using bomb calorimeter, vapor pressure, and heat of vaporization of volatile liquids, as well as chemical computations. *Prerequisite: CHEM366 or concurrent enrollment.*

CHEM368 Physical Chemistry II Lecture (3)
This course is a continuation of CHEM366 and covers the principles and applications of physical and mathematical methods of chemical systems. The topics covered include the following: thermodynamics of solutions, electrochemistry, quantum and atomic structure, statistical mechanics, spectroscopy, photochemistry, and kinetics. *Prerequisite: CHEM366.*

CHEM369 Physical Chemistry II Laboratory (1)
This course is a continuation of CHEM367. Topics include determination of equilibrium constants using UV-VIS spectrophotometer, colligative properties of organic compounds using freezing point depression and boiling point elevation apparatus, kinetics of inversion of sucrose using polarimeter, viscosity of liquids, acquisition of kinetic and thermodynamic parameters by NMR and chromatography, laser spectroscopy, and chemical computation. *Prerequisite: CHEM368 or concurrent enrollment.*

CHEM426 Instrumental Analysis (3)
Surveys basic instrumental analysis, including gas chromatography, liquid chromatography, atomic absorption and emission spectroscopy, infrared and Raman spectroscopy, ultraviolet spectroscopy and nuclear magnetic resonance spectrometry, mass spectrometry, X-ray spectroscopy, electrochemical analysis, and surface characterizations. *Prerequisites: One semester of analytical chemistry and one semester of physical chemistry.*

CHEM427 Instrumental Analysis Laboratory (1)
Covers laboratory experiments associated with CHEM426, including atomic absorption, atomic emission, mass spectrometry, UV-VIS, infrared, fluorescence, 1H NMR, gas chromatography, HPLC, and voltammetry. *Corequisite: CHEM426.*

CHEM433 Advanced Inorganic Chemistry (3)
Structure and bonding of inorganic compounds, symmetry and group theory, extension of acid-base theory, coordination chemistry, oxidation-reduction reactions, and the descriptive chemistry of selected elements. Lecture-discussion format. *Prerequisite: CHEM368 or equivalent.*

CHEM434 Advanced Inorganic Chemistry Laboratory (1)
An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. *Prerequisite: CHEM433 or concurrent enrollment.*

CHEM450 Organic Synthesis and Structural Methods (2)
Covers organic laboratory techniques for multi-step synthesis of organic compounds and their structural determination by chemical and spectroscopic (IR, UV, and NMR) methods. The course includes inert atmosphere and advanced separation techniques. *Prerequisites: One year of organic chemistry.*

CHEM452 Introduction to Chemistry Software and Molecular Modeling (1)
Introduces various chemistry software for drawing organic, inorganic, and biological molecules in two and three dimensions, and for calculations involving molecular mechanics and molecular modeling to predict organic reaction mechanisms. *Prerequisites: One year of organic chemistry with laboratory.*

CHEM455 Chemical Literature (1)
This Internet course acquaints students with major sources in chemical information literature and provides guidance and practice in their efficient utilization. Includes utilization of indices, abstracts, online databases, websites, and other sources to identify specific information resources in chemistry. Consideration is given to how information is organized and stored for retrieval. *Prerequisites: One year of general chemistry and organic chemistry; open to Chemistry majors only.*

CHEM470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

CHEM480 Internship: . . . (1-4)
Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisites: CHEM344 and CHEM427 or permission*.

CHEM485 Undergraduate Research Experience (2)
Provides an opportunity to actively participate in an ongoing research project in chemistry. Students are expected to attend and make presentations at group meetings, perform literature searches, and conduct laboratory investigations. *Prerequisite: CHEM343 or the equivalent.*

CHEM490 Chemistry Research: . . . (1-3)
Laboratory or theoretical investigation of a problem in chemical research performed under the supervision of a faculty member. In the research setting students will further develop laboratory and analytical skills introduced in chemistry course work. Student research results will be presented in a written report, according to departmental guidelines, conference presentations strongly recommended. *Prerequisites: One year of organic chemistry and instructor's permission.*

CHEM501 Chemistry Workshop: . . . (1)
Each chemistry workshop examines a selected topic in the chemical sciences. Explores the scientific, chemical, societal, and policy dimensions of a selected area of chemical practice or chemical discovery. Topics may vary. May be repeated for credit. Only workshops with a prerequisite of either organic chemistry or physical chemistry can be taken as advanced selectives by chemistry majors who want to achieve ACS certification of their chemistry degree. *Prerequisites: Variable, depending upon the course content. The minimum prerequisites for any workshop will be at least college algebra and college chemistry.*

CHEM505 Environmental Chemistry Lecture (3)
Covers chemical principles and their application to environmental problems. Topics include the source, chemical composition, nature, and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. *Prerequisites: CHEM343/344 and CHEM427 or permission.*

CHEM506 Environmental Chemistry Laboratory (1)
Practical work with highly analytical chemistry content to monitor the environment. Analytical methods involve gathering and storage of environmental samples for chemical analysis; chromatographic and other techniques for the separation of chemical compounds; and computational methods for presenting analytical results and assessing their precision, accuracy, and significance. *Prerequisite: CHEM505 or concurrent enrollment.*

CHEM535 Industrial Chemistry (3)
A treatment of some reaction chemistry, chemical processes, thermodynamics, chemical equilibria, and kinetics that are important to the chemical industry. Fundamental principles and problems of the chemical industry will also be discussed. *Prerequisite: CHEM366.*

CHEM544 Biochemistry Lecture (3)
An introduction to the fundamentals of biochemistry, including chemistry of living organisms, structures of biomolecules, and a survey of metabolism. *Prerequisite: One semester of organic chemistry or permission. Students who also have a degree requirement for physiology are strongly urged to take the physiology course before biochemistry.*

CHEM545 Biochemistry Laboratory (1)
Laboratory component of CHEM544. *Corequisite: CHEM544.*

CHEM546 Biochemistry II (3)
Covers metabolism and biosynthesis of carbohydrates, amino acids, and lipids. Biosynthesis of nucleotides, structure of RNA and DNA, DNA replication, repair, and recombination. *Prerequisite: CHEM544 or similar introductory biochemistry course.*

CHEM547 Introduction to Proteomics (3)
A computer based learning program, which presents an overview of the processes, equipment and applications of mass spectrometry to protein analysis. *Prerequisites: Introductory organic chemistry and biochemistry.*

CHEM550 Polymer Chemistry (3)
This course discusses a broad range of topics, including basic concepts in polymer chemistry, morphology, rheology and solubility, molecular weight, testing and characterization of polymers, naturally occurring polymers, step-reaction, ionic, addition and free radical chain polymerization reactions, copolymerization, inorganic-organic polymers, plasticizers and other additives, as well as polymer technology. Audio-visual tapes are used to bring industrial processes to campus-bound participants. Laboratory demonstrations will supplement lecture material. Prerequisites: Organic and physical chemistry.

CHEM600 Introduction to Graduate Studies in Analytical Chemistry (1)
Provides an introduction to graduate study in analytical chemistry. Discusses topics in physical chemistry, inorganic chemistry, organic chemistry, and biochemistry. *Prerequisites: One year of organic chemistry with laboratory and one year of physical chemistry with laboratory.*

CHEM622 Chromatography (3)
This course examines the theory, practice, and instrumentation of chromatographic separations, with special emphasis on thin-layer, column, paper, and liquid chromatography. Introduction to gas chromatography/mass spectrometric technique is also covered. *Prerequisites: Analytical and organic chemistry.*

CHEM623 Chromatography Laboratory (1)
Laboratory experiments associated with this course include the following topics: preparation and use of TLC plates for the separation of organic compounds; packed and capillary gas chromatographic analysis of environmental samples; column chromatography of organometallic compounds; paper chromatography of amino acid mixtures, pesticides residue analysis by electron capture gas chromatography; HPLC of food preservatives and computerized GC/MS analysis of volatile organics. *Corequisite: CHEM622.*

CHEM633 Transition Metal and Organometallic Chemistry (3)
Presents the chemistry of the transition elements, particularly the organometallic chemistry of those elements. The mechanisms of stoichiometric and catalytic transformations of small molecules will be presented. The bonding theory descriptions of such reactions will be emphasized. *Prerequisite: CHEM433 or the equivalent.*

CHEM641 Advanced Organic Chemistry (3)
Covers molecular structures including stereochemistry of organic compounds; structure and detection of organic reactive intermediates; mechanisms of organic reactions including linear free energy relationships, isotope effects, molecular orbital theory, photochemistry, and pericyclic reactions. *Prerequisites: One year of organic chemistry with laboratory.*

CHEM652 Chemistry Software and Molecular Modeling (1)
Covers use of various chemistry software for drawing organic, inorganic, and biological molecules in two and three dimensions, and for calculations involving molecular mechanics and molecular modeling to predict organic reaction mechanisms. *Prerequisites: One year of organic chemistry with laboratory.*

CHEM661 Organic Spectroscopy (2)
Covers fundamental principles of spectroscopy, ultraviolet-visible, infrared, proton, and carbon-13 nuclear magnetic resonance, and fluorescence spectroscopy for characterization and determination of organic compounds. *Prerequisites: One year of organic chemistry and physical chemistry.*

CHEM662 Organic Spectroscopy Laboratory (1)
Covers laboratory experiments associated with CHEM661. Hands-on experience with the UV-VIS, IR, NMR, and fluorescence spectrophotometers is available through comprehensive laboratory experiments. *Corequisite: CHEM661.*

CHEM668 NMR Spectroscopy (2)
Provides treatment of the theories and applications of modern Fourier transform nuclear magnetic resonance (FT-NMR) spectroscopy. Applications of FT-NMR spectroscopy to the investigation and solution of chemical problems will be emphasized. *Prerequisites: CHEM661/662. Corequisite: CHEM669.*

CHEM669 NMR Spectroscopy Lab (1)
Provides practical experience with an FT-NMR spectrometer. Activities covered range from FT-NMR fundamentals such as the shimming of samples and the determination of 90 pulse lengths through standard FT-NMR techniques such as decoupling experiments, variable temperature investigations, and the use of auxiliary reagents, to advanced 2D and 3D experiments. *Prerequisites: CHEM661/662. Corequisite: CHEM668.*

CHEM744 Analytical Biochemistry (2)
Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Prerequisite: CHEM544.*

CHEM745 Analytical Biochemistry Laboratory (1)
Covers laboratory experiments associated with CHEM744. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, nephelometry, and ultracentrifugation. *Corequisite: CHEM744.*

CHEM810 Special Topics: . . . (3)
Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. *Prerequisites: Vary depending on topic selected.*

CHEM822 Gas Chromatography/Mass Spectrometry (3)
The course covers the basics of GC/MS, including a full range of commonly used techniques and a variety of applications. Discussion topics include introduction to terminology; qualitative and quantitative GC/MS, types of mass spectrometers, mass spectrometry/mass spectrometry (MS/MS), electron impact and chemical ionization, inlet systems, data acquisition and processing, sample handling, and vacuum systems. Varian Saturn 2000 GC/MS/MS and Shimadzu QP1000 instruments will be used for this course. *Prerequisites: CHEM622/623. Corequisite: CHEM823.*

CHEM823 Gas Chromatography/Mass Spectrometry Laboratory (1)
This course covers experiments associated with CHEM822. The experiments include hands-on laboratory work that covers the basic principles of GC/MS operation and principles and theory of mass spectral analysis. Instrumentation, data acquisition, as well as interpretation of spectra of organic molecules, are also covered. *Prerequisites: CHEM622/623. Corequisite: CHEM822.*

CHEM827 Mass Spectrometry (3)
Introduces the principles and theory of mass spectral analysis. Includes the basic theory of ion formation and behavior, instrumentation and the interpretation of the spectra or organic molecules. Deals with basic mass spectrometry as well as major areas of application. Discusses the important hybrid techniques of gas chromatography-mass spectrometry and liquid chromatography-mass spectrometry. *Prerequisites: One year of organic chemistry, CHEM633 and 622 or equivalent; one year of physical chemistry.*

CHEM831 Inorganic Spectroscopy (2)
An advanced study of the theory and applications of essential topics in inorganic and bioinorganic spectroscopy. The topics include: rotational, vibrational, electronic, photoelectron, electron paramagnetic resonance, circular dichroism, Mossbauer, nuclear magnetic resonance, and X-ray specroscopies. *Prerequisites: CHEM433 or its equivalent and CHEM661. Corequisite: CHEM832.*

CHEM832 Inorganic Spectroscopy Laboratory (1)
Spectroscopy is one of the fundamental tools used to characterize industrial inorganic chemicals, advanced materials, and bioinorganic chemicals. Provides students with hands-on opportunities to apply important spectroscopic techniques used for the analysis of inorganic materials. Students will analyze, interpret, and report the results of their investigations. *Corequisite: CHEM831.*

CHEM840 Methods Development (3)
Concentrates on methods development in the analytical laboratory with applications in pharmaceutical, food product, cosmetics, and environmental testing. Focuses on methods development and optimization to satisfy regulatory and customer requirements, validating analytical methods, application of newer analytical methods, and those involved in quality control, quality assurance, and quality assessment. Includes development and use of statistical process control as tools to improve quality and productivity. *Prerequisites: One year of organic chemistry and STAT520 or equivalent.*

CHEM855 Electrochemistry (3)
Introduces the theory and practice of electrochemical techniques with a focus on electroanalytical methods. Presents the techniques of potentiometry, conductance measurements, coulometry, and voltammetry. Includes new developments in electrochemical detection, spectroelectrochemical studies, and chemically modified electrodes. *Prerequisites: CHEM368 and CHEM433.*

CHEM856 Electrochemistry Laboratory (1)
Covers laboratory experiments associated with CHEM855. *Corequisite: CHEM855.*

CHEM862 Photochemistry (3)
Covers physical and organic aspects of photochemistry in terms of the fates that can befall excited species. Introduces photochemistry of normal and polluted atmospheres, photosynthesis, vision, photography, photobiochemistry, polymer photochemistry, photodynamic therapy, and other important subject areas. Demonstrations and discussions of experimental techniques will give practical experience to the theories covered in class. *Prerequisites: One year of physical chemistry, CHEM661, and CHEM663.*

CHEM870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Permission.*

CHEM880 Internship: . . . (1-4)
Designed to provide chemistry students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

CHEM890 Graduate Thesis/Project: . . . (1-6)
Provides the chemistry student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in chemistry. Students will either make a presentation in CHEM895 (project) or prepare a formal research seminar in CHEM899 (thesis). *Prerequisite: Permission of advisor.*

CHEM895 Chemistry Colloquium Series (1)
Provides students with the opportunity to observe presentations by scientists from academia, industry, and government. Students are required to attend at least eight chemistry colloquia during their enrollment at GSU. This colloquium series serves as the forum for CHEM899, Presentation in Chemistry. *Prerequisite: CHEM890.*

CHEM899 Research Presentation in Chemistry (1)
Students completing their graduate research will present a seminar on their research project in a format similar to a presentation of a paper at a professional meeting. Students should enroll during their final trimester of graduate research or the following trimester.

Communication Disorders

CDIS304 Phonetics (3)
Studies the transcription of speech using the International Phonetic Alphabet and the manner, type, and place of articulation of each of the sounds of American speech.

CDIS305 Introduction to Sign Language (3)
Enables the student to acquire basic conversational sign language skills. Discusses deaf awareness and the different systems of signed communication.

CDIS306 Intermediate Sign Language (3)
Designed to facilitate development of intermediate to advanced-level conversational sign language skills. *Prerequisite: CDIS305 or permission of instructor.*

CDIS307 Advanced Sign Language (3)
American Sign Language is the third most used language in the United States today. It is the native language of the American deaf. Students, who already have a comprehensive vocabulary, will learn how to use English (hearing) idioms and American Sign Language colloquialisms and idiomatic expressions. Students will engage in roundtable class conversation with the instructor, each other and visitors, deaf and hearing, to the classroom. This class will fine tune signing skills and clean up production and concept problems. It will also introduce interpreting skills and generally prepare the student for conversing and working with persons whose primary language is American Sign Language.

CDIS310 Introduction to Communication Disorders (3)
Study of the major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs.

CDIS330 Speech and Hearing Science (3)
Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics, and perception.

CDIS345 Anatomy and Physiology of Speech and Hearing (3)
Examines the anatomy, physiology, and neurology of processes related to speech production. Topics include respiration, phonation, articulation, and hearing.

CDIS410 Introduction to Audiology (3)
Covers the prevention, identification, and evaluation of hearing disorders. Topics include basic audiologic evaluation, physiological methods in audiology, auditory disorders, audiologic screening, and assessment of infants and children. *Prerequisite: CDIS330.*

CDIS440 Sociolinguistics (3)
Study of major sociolinguistic concepts, multicultural issues, and American dialects.

CDIS450 Introduction to Assessment and Intervention in Communication Disorders (3)
Examines principles and procedures of assessing and treating disorders of human communication. *Prerequisite: CDIS310 or its equivalent.*

CDIS470 Independent Study: . . . (1-8)
Individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission of instructor.*

CDIS480 Internship: . . . (1-8)
Designed to provide the communication disorders student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

CDIS510 Speech and Language Characteristics of Exceptional Students (3)
Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers and special educators.

CDIS511 Language Development: Early Stages (3)
Addresses communication development in oral, manual, and written modalities, focusing on oral language acquisition (phonology, syntax, morphology, semantics, and pragmatics) and emergent literacy in the birth through preschool period. *Prerequisites: CDIS304 and ENGL505.*

CDIS520 Language Development: Later Stages (3)
Focuses on language development from kindergarten through adolescence, the relationship between language learning in oral and written modalities, the overlap between disorders of oral and written language, and the importance of language skills in school performance. *Prerequisites: CDIS304 and ENGL505.*

CDIS530 Augmentative and Alternative Communication (3)
Introduces students to the process of clinical evaluation and treatment of individuals who are nonverbal. Covers augmentative and alternative communication systems, assessment, and treatment methods. *Prerequisite: CDIS310 or equivalent.*

CDIS540 Neuroscience for the Study of Communication Disorders (3)
Covers neurological and physiological bases for speech and language behavior and disorders. Focuses on neuroanatomy and neurophysiology of the sensory and motor systems. Emphasizes CNS development, the structure and function of cells, and the organization and function of the brain and spinal cord. Includes the visual and auditory systems. Provides laboratory experiences that complement course content. *Prerequisite: CDIS345.*

CDIS600 Professional and Scientific Foundations of Communication Disorders (3)
Explores two areas necessary for graduate study in speech-language pathology. Develops bases for finding, analyzing, evaluating, and communicating scholarly findings in communication disorders. Explores the history of the field and the bases of professional behavior and issues, particularly with critical reference to the ASHA Code of Ethics. *Prerequisites: Completion of an undergraduate degree in Communication Disorders or its equivalent.*

CDIS650 Advanced Assessment and Intervention in Speech-Language Pathology (3)
Applies the principles of assessment and treatment of individuals with speech and language disorders. Develops related professional skills and processes. *Prerequisite: Undergraduate degree in Communication Disorders/ Speech-Language Pathology or its equivalent.*

CDIS700 Voice and Resonance Disorders (3)
Teaches evaluative and therapeutic aspects of voice and resonance disorders. Examines anatomy and physiology of phonation and oral/nasal resonance and normal embryology of the velopharynx. Provides an introduction to laryngectomy rehabilitation and consultative aspects associated with cleft lip/palate. *Prerequisite: Undergraduate degree in Communication Disorders or its equivalent.*

CDIS705 Articulation and Phonological Disorders (3)
Reviews the study of normal and disordered articulation. Includes traditional views of articulation disorders and their treatment, as well as current treatment methods derived from the study of phonology. Provides the opportunity to develop and analyze articulation therapy programs. *Prerequisite: Undergraduate degree in Communication Disorders or equivalent.*

CDIS710 Child Language Disorders: Early Stages (3)
Assessment and treatment of children with language disorders, focusing on the period from birth to age five. Includes discussion of emergent literacy, assistive technology, family-centered intervention, NICU, developmentally young clients, computer-based language sample analysis, and informal assessment. *Prerequisites: Undergraduate degree in Communication Disorders and CDIS511 or their equivalents.*

CDIS720 Child Language Disorders: Later Stages (3)
Assessment and treatment of children with language disorders, focusing on school-age and adolescence. Includes discussion of literacy, narrative analysis, pragmatic intervention, inclusion, alternative service delivery models, classroom and group dynamics, formal and informal assessment, and the transitioning to adulthood. *Prerequisites: Undergraduate degree in Communication Disorders and CDIS520 or their equivalents.*

CDIS730 Fluency Disorders: Evaluation and Treatment (3)
Examines the various theories of stuttering and corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. *Prerequisite: Undergraduate degree in Communication Disorders or its equivalent.*

CDIS740 Adult Language and Cognitive Disorders (3)
Examines the historical, neuroanatomical, etiological, cognitive, and linguistic aspects of aphasia and related disorders that result from conditions such as stroke, traumatic brain injury, and dementia. Emphasizes assessment and treatment of language and cognitive disorders in adults. *Prerequisite: Undergraduate degree in Communication Disorders and CDIS540 or their equivalents.*

CDIS750 Motor Speech Disorders: Differential Diagnosis and Treatment (3)
Investigates the differential diagnosis and common treatment approaches for motor speech disorders resulting from congenital, acquired/nonprogressive, and degenerative/progressive neurological disorders (e.g., Parkinson's Disease). Analyzes diagnostic and treatment methods related to the various subsystems of respiration, phonation, articulation, resonance, and prosody. *Prerequisite: Undergraduate degree in Communication Disorders and CDIS540 or their equivalents.*

CDIS760 Dysphagia in Adults and Children (3)
Examines the anatomy and physiology of the swallow and the clinical evaluation and treatment of swallowing disorders in adults and children. Issues related to various etiologies, assessment techniques, management strategies, and ethical considerations will be discussed. *Prerequisite: Undergraduate degree in Communication Disorders and CDIS540 or their equivalents.*

CDIS770 Aural Rehabilitation: Principles and Procedures (3)
Incorporates processes of normal and disordered speech/language perception to develop assessment and intervention procedures for clients with auditory disability. Discusses amplification and counseling. *Prerequisites: An undergraduate degree in Communication Disorders or its equivalent and CDIS330, CDIS410, CDIS511, and CDIS520 or equivalents.*

CDIS800 Current Trends in Public School Speech-Language Pathology (3)
Focuses on recent developments in diagnostic and therapeutic procedures, as well as on professional issues such as Public Law 94-142. Designed for school speech pathologists. *Prerequisite: Bachelor's or master's degree in Speech Pathology.*

CDIS801 Recent Developments in Childhood Language Disorders (3)
Emphasizes current clinical practice in language disorders and related conditions. Review of recent literature and presentations will cover diagnostic and therapeutic procedures. Designed for speech-language pathologists. *Prerequisite: Bachelor's or master's degree in Speech Pathology.*

CDIS805 Current Topics: . . . (1-3)
Explores current clinical and scientific issues in communication disorders. Focuses on significant topics in speech, language, and hearing. Designed for practicing graduate students in communication disorders and practicing speech-language pathologists and audiologists. Topics will vary; may be repeated for credit. *Prerequisites: Vary depending on topic and graduate status.*

CDIS815 Professional Development Seminar in Communication Disorders (1)
Allows students to evaluate their academic strengths and limitations developed prior to this course. After thorough self-evaluation, students will implement strategies to address limitations and augment strengths. *Prerequisites: 18 graduate credit-hours in Communication Disorders courses. Admission to graduate candidacy.*

CDIS835 Qualifying Examinations in Communication Disorders (1)
Students prepare for and take examinations drawn from the didactic course work in Communication Disorders. Emphasis is on integration of material and clinical problem-solving. Results are used as a formative assessment. *Prerequisites: Admission to graduate candidacy in Communication Disorders. Completion of all graduate CDIS didactic courses. Permission of CDIS program faculty.*

CDIS850 Practicum in Audiology: Assessment (1) (P/NC)
External practicum in audiometric assessment. May include hearing screening, screening tympanometry, and basic audiological evaluation. *Prerequisites: Pass qualifying examination or have thesis proposal approved. One graduate practicum in Speech-Language Pathology. Professional liability insurance. Permission from the practicum coordinator.*

CDIS852 Practicum in Audiology: Rehabilitation (1) (P/NC)
Provides external practicum for communication assessment and intervention with clients who have auditory disability. *Prerequisites: Pass qualifying examination or have thesis proposal approved. One graduate practicum in Speech-Language Pathology. Receive permission from the practicum coordinator.*

CDIS853 Practicum in Speech-Language Pathology (6)
As the first practicum in a sequence of five, introduces students to the application of principles of assessment and intervention with individuals who have communication disorders. Students will begin to acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffings. *Prerequisites: CDIS835 or have thesis proposal approved. Permission from the practicum coordinator.*

CDIS854 Practicum in Speech-Language Pathology: Public School (6)
Requires 100 clinical hours of speech-language pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. *Prerequisites: Pass qualifying examination or have thesis proposal approved. Permission from the practicum coordinator.*

CDIS858 Practicum in Speech-Language Pathology: Medical Setting (6)
Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. *Prerequisites: Pass qualifying examination or have thesis proposal approved. Permission from the practicum coordinator.*

CDIS870 Independent Study: . . . (1-8)
Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Prerequisite: Permission.*

CDIS880 Internship: . . . (1-8)
Designed to provide the communication disorders student with supervised practical experience in applied settings. *Prerequisite: Permission.*

CDIS890 Graduate Thesis/Project: . . . (3)
Provides the communication disorders student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in communication disorders. *Prerequisite: Permission of advisor.*

Communication Studies

COMS300 Introduction to Communications (2)
Designed to serve as an introduction and orientation to undergraduate work in the communications fields. Should be taken in the first trimester of undergraduate work in communications. Student can not receive credit for both COMS300 and COMS500.

COMS310 Concept of Human Communication (3)
Offered in both lecture format and as a correspondence course. Examines the communication process on the basic levels and contexts of communication, intra-interpersonal, small group, and organizational communications. Examines verbal, nonverbal, and intercultural communication behaviors; recognizes vital electronic communication processes in light of their broad ramifications.

COMS330 Interpersonal Skills (3)
Focuses on face-to-face interaction and intergroup relations and combines knowledge about human communication with practice in interpersonal skills.

COMS420 Communication Research (3)
Explores basic concepts, terms, and procedures of communication research. Surveys research methods and instruments, their strengths, weaknesses, and applications. Students prepare and implement a research proposal.

COMS435 Persuasive Theory and Practice (3)
Examines major theories of persuasion, especially as related to oral communication. Applies these theories to interpersonal, social, political, and organizational change. Students create and present persuasive messages and analyze persuasive messages and campaigns.

COMS450 Corporate and Community Communication Systems (3)
Examines communication networks and power structure corporations and communities. Investigates the assumptions of public and interpersonal messages in corporations and communities. Applies concepts and analyzes case studies.

COMS461 Communication Technology and Culture (3)
Using a systems paradigm, examines the integration between communication technology and culture; applies the principles using various technologies. *Prerequisites: Introductory communication, sociology, integrative studies or social sciences course.*

COMS470 Independent Study: . . . (l-4)
Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. *Prerequisite: Permission.*

COMS480 Internship: . . . (1-4)
Designed to provide the speech-communication studies student with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

COMS500 Introduction to Graduate Communications and Training (2)
Designed to serve as an introduction to graduate work in the communications and human performance and training fields. Should be taken in the first trimester of graduate work in communications and training. Student can not receive credit for both COMS300 and COMS500. *Prerequisite: Graduate Student Status.*

COMS505 Communication Workshop: . . . (1-3)
Designed to apply concepts of human communication to a specific social and professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing participants' practical knowledge and skills of communication that are crucial to a given social/professional context.

COMS506 Communication Workshop: . . . (2)
Designed to apply concepts of human communication to a specific social and professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing participants' practical knowledge and skills of communication that are crucial to a given social/professional context. *Prerequisite: Permission of instructor.*

COMS530 Intrapersonal Communication (3)
Designed to explore theoretical and practical perspectives of the communication process within the individual. Explores aspects and influences of the physiological, symbolic, emotional, mental components of messages at many levels of consciousness as individuals attempt to understand themselves, their interactions, and their relationship to the environment. *Prerequisite: COMS330 or equivalent.*

COMS531 Listening (3)
Examines the styles of listening in communication and applies them in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interaction.

COMS532 Nonverbal Communication (3)
Students examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze interpersonal communication settings in terms of their nonverbal function, value, and meaning.

COMS533 Group Communication Processes and Leadership (3)
Examines the types of interaction necessary for effective group/team relationships. Explores how group communication, leadership, and systems are interconnected. Involves theory and practice with groups. *Prerequisites: COMS310, COMS330, or permission of instructor.*

COMS534 Family Communication (3)
Family Communication is a TV course that explores family interaction patterns. Examines the ways in which family members communicate, make decisions, settle conflict, and learn to relate to one another. This course is especially relevant because of the profound changes that are currently affecting the family unit. More children are born to single parents, more families have both partners working, more couples are commuting, more couples are divorcing, and more stepfamilies are being formed than ever before. *Prerequisite: Basic communications course or permission of instructor.*

COMS535 Debate and Public Advocacy (3)
Study of argumentation, that is, evidence, reasoning, and construction of briefs; practice in formal and informal forms of debate and public discourse on current public questions. *Prerequisites: COMS435, a public speaking course, or permission of instructor.*

COMS536 Business and Professional Speaking (3)
This course examines speech communication theory and practice with major emphasis on applications in the corporate work environment. It includes practical training in group/team communication, business interviewing, management-employee relations (especially listening), and an emphasis on oral presentations. *Prerequisite: Undergraduate speech/oral communication course.*

COMS538 Conflict Management (3)
Explores constructive conflict to initiate change on both macro and micro levels. Examines theories and techniques designed to facilitate the creative resolution of spontaneous and chronic conflicts on intrapersonal, interpersonal, group, and organizational levels. Also, applies communication theory and practice to effective conflict management in the workplace. *Prerequisite: COMS310.*

COMS540 Intercultural Communication (3)
Surveys communication transactions between members of differing cultures and studies of definitions, models, values, beliefs, customs, and attitudes that affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding.

COMS541 Culture and Communication Process (3)
Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values, and attitudes. Explores the future of intercultural communication.

COMS542 Gender Communication (3)
Designed to apply concepts of human communication to male/female interactions. The focus is on theoretical understanding and analysis of cultural differences, conflict management, listening, stereotypes, verbal and nonverbal differences. Students will be encouraged to develop experiential knowledge and practical skills in gender communication.

COMS550 Public Relations (3)
Study of public relations, its media, and messages. Students utilize case studies of public relations strategies in at least two organizations and design a campaign to improve the public image of an organization. *Prerequisite: MCOM551.*

COMS552 Communicating with Clients and Customers (3)
Focuses on interpersonal communication skills for effective management of customer/client relations. Identifies key characteristics of successful verbal and nonverbal skills essential to enhancing the quality of communication with customers/clients in service-oriented professions such as sales, marketing, legal counseling, financial counseling, social work, and food services.

COMS561 Technology and Human Communication (3)
Examines communication and computer technology in terms of their influence on society and the day-to-day living of citizens of technological societies. Studies the impact of communication and computers in such areas as business, industry, education, and the home and considers future trends.

COMS565 Advertising as Communication (3)
Examines the nature and process of communication as it relates to advertising.

COMS579 Creative Strategies in Advertising and Public Relations (3)
Explores the creative principles dealing with the preparation of the advertising and public relations. Emphasizes conceptual thinking, research, copy writing, design process, development, and production of attention-grabbing promotional messages. *Prerequisites: MCOM530, MCOM551, and MCOM561.*

COMS611 Philosophy of Human Communication (3)
Examines how and why we communicate from the perspectives of modern and postmodern philosophies. Studies various theories of communication and their philosophical foundations. *Prerequisite: COMS310 or equivalent background.*

COMS635 Interpersonal Communication (3)
Focuses on the importance of sensitivity to various communications. Examines feedback, empathy, levels of interdependence, perception, inference, observation, selectivity processes, and rumor transmission.

COMS645 International Communications (3)
This course provides an introduction to a broad range of concepts and issues in the study of communication between and within the international systems, while focusing on culture and communication as essential components of international political and business organizations, diplomatic relations, and nation states. It examines differences in cultural mindsets, emphasizing the role of mass, interpersonal, and technological communication in international conflicts, as well as in promoting cooperative actions.

COMS651 Managing Communication Systems (3)
Students identify nine features, nine postulates, and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students.

COMS805 Seminar in Communication Studies: . . . (1-3)
A graduate seminar exploring a selected issue in communication or a current perspective in communication studies. Will focus on theories and methods appropriate to the topic. *Prerequisite: COMS810 or permission.*

COMS810 Communication Theory (3)
Examines the concept of theory, investigates major theories of communication, and takes a critical approach to the evaluation of communication theories. *Prerequisite: COMS310.*

COMS815 Survey of Research Literature (3)
This course enables students to gain familiarity with the scope of research literature in the communication studies, media communication, and human performance and technology fields; develop an understanding of common research literature; and write an article.

COMS825 Graduate Communication Research (3)
Examines advanced methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, bivariate/ multivariate analysis, time series analysis, sociometric analysis, and report writing. *Prerequisite: COMS815 or permission.*

COMS850 Organizational Communication, Change, and Development (3)
Designed to help students analyze the human elements involved in the functioning of an organization; to better understand the role of a change agent in the planning and application of organizational communication change and development strategies, and to evaluate the present and potential impact of organizational change/development communication applications. *Prerequisite: Graduate student standing.*

COMS860 Communication Training (3)
Examines various approaches to developing and implementing communication training programs. Theories of interpersonal communication are utilized in identifying and evaluating interpersonal effectiveness. Particular emphasis is given to training programs that are designed to help individuals maximize effectiveness in dealing with members of different ethnic/cultural groups.

COMS861 Problems in Applied Communication (3)
Provides an opportunity for students to utilize case study methods in synthesizing and applying communication theories and concepts in hypothetical and real life situations in the professional environment. This course will provide opportunities for students to investigate, analyze, and propose solutions for actual problems in the professional setting. *Prerequisite: Should be taken in the last half of the student's academic program.*

COMS864 Interdisciplinary Team Process (3)
This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective client/customer service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

COMS870 Graduate Research: . . . (l-4)
Individual reading, research, and/or project in communication studies under the supervision of the faculty. *Prerequisite: Permission.*

COMS880 Internship: . . . (1-4)
Designed to provide the communication studies student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

COMS890 Graduate Thesis/Project: . . . (l-6)
Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in interpersonal communication. *Prerequisite: Permission of advisor.*

Computer Education

See Education, Computer Education

Computer Science

CPSC305 Introduction to Computer Technology (3)
Covers computer hardware, software, applications, and future technology. Presents an overview of all aspects of computer technology via readings, videotapes, and microcomputer lab exercises. Major topics include evolution of the computer industry, interactive and batch processing systems, input and output processes and devices, information systems interfaces, internal processing and data representation, file organization and database concepts, data communication, application software, programming languages, operating systems and systems software, systems analysis and design, and computers in society. Provides extensive hands-on use of microcomputers. *Prerequisite: Satisfactory completion of the university's basic Mathematics Proficiency Examination.*

CPSC310 New Technology and Us (3)
Provides knowledge and understanding of technological development in our societies from diverse points of view. Discusses topics including bioinformatics, Internet languages and security and cyber-crime. *Prerequisites: First-year of natural or physical sciences or equivalent.*

CPSC312 Computer-Assisted Applications for Problem-solving (3)
Provides a sound grasp of analytical methods and skills for analyzing, maintaining, and interpreting various types of data used in the areas of social studies, history studies, environmental studies, and the physical and natural sciences. *Prerequisites: One term of physical or natural science.*

CPSC320 Computer Programming: Visual Basic (3)
Introduces computer programming in Visual Basic through analyzing problems, developing solution algorithms, and writing well documented program corresponding to these algorithms using window programming, input/output operations, numeric and string constants and variables, control statements, arrays, functions, subroutines, and data files. *Prerequisites: MATH320, MATH325 or CPSC305, or instructor's permission.*

CPSC321 Computer Programming: QBASIC and Visual BASIC Laboratory (1)
Involves hands-on computer exercises appropriate to the content of CPSC320. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC320 is the first programming course are strongly encouraged to enroll in this laboratory. *Corequisite: CPSC320.*

CPSC330 Computer Programming: FORTRAN (3)
A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MATH325.*

CPSC342 Computer Programming: Introduction to C++ (3)
Introduces a disciplined approach to problem-solving and algorithm development in the structured, high-level language C++. Introduces procedural abstraction, sequence control structures, including selection and repetition, data abstraction, arrays, records, files. Emphasizes program design, testing, and documentation using good programming style. *Prerequisites: Students are expected to have completed the equivalent of college algebra. Completion of at least one programming course in a high level language, BASIC, FORTRAN, COBOL, PASCAL, etc., is recommended.*

CPSC343 Computer Programming: Introduction to C++ Laboratory (1)
Involves hands-on computer exercises appropriate to the content of CPSC342. Students will work alone and in teams to develop programs related to course content. This is an optional laboratory that meets for two hours per week. Students for whom CPSC342 is a first programming course are strongly encouraged to enroll in this laboratory. *Corequisite: CPSC342.*

CPSC345 Computer Programming: C++ (3)
Covers C++ programming with emphasis on object-oriented programming. This is a course for students with C++ programming experience. A background comparable to CPSC342 will be assumed. Topics will include overloading functions and operators, friend functions, and other language features which enable programmers to create new data types which have all the capabilities of the built-in types. Special emphasis will be placed on the use of pointers, dynamic allocation of memory, and the development of classes which implement common data structures such as linked lists. Students will use the ANSI C++ compiler to write, run, and debug programs. Clarity and correctness of the resulting programs will be the primary evaluation criteria. *Prerequisite: CPSC342.*

CPSC351 Computer Programming: COBOL (3)
Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: MIS301 or CPSC320.*

CPSC365 Computer Programming: PC Assembler (3)
Introduces the 8088 microprocessor, information representation inside machine, 8086/88 assembly language (DEBUG, ASM, and MASM), the PC/DOS, and the use of some BDOS functions to do I/O and file manipulations. The environment to run the assigned programs is an IBM PC or compatible computer. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisite: At least one high level programming language.*

CPSC390 Introduction to Software Engineering (3)
Introduction to the systems development process. Covers the system life cycle, current system documentation through use of classical, and structural tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also covers information gathering and reporting activities and transition into systems analysis and design. *Prerequisite: CPSC342.*

CPSC405 Computer Organization (3)
An introduction to basic topics in computer organization, including number systems, digital logic design, PC assembly language programming, CPU, memory, input/output and peripherals, buses, instruction sets and formats, and addressing techniques. *Prerequisites: CPSC342 and MATH340.*

CPSC415 Data Structures (3)
Advanced data structures with continuing emphasis on writing well-designed structured programs. Major topics include linked list, stack, queue, trees, graphs, algorithms, sorting, priority queues, and hashing tables. *Prerequisites: MATH340; prerequisites or corequisites: CPSC345 and CPSC390.*

CPSC435 Operating Systems (3)
An introduction to basic topics of operating systems, including computer system structure, operating system design, process management, memory management, I/O management, deadlock handling, process synchronization, system protection, and security. *Prerequisites: CPSC405 and CPSC415.*

CPSC437 Web Applications (3)
Examines web server configuration and administration, web page authoring tools, dynamic web pages for e-commerce. Discusses security, database access, and wireless services. *Prerequisite: CPSC345.*

CPSC438 Discrete Structures (3)
Continuing survey of foundations of discrete mathematics, covering linear algebra, counting methods, sequences, discrete probability, and topics from theoretical computer science. *Prerequisite: MATH340.*

CPSC441 Introduction to Data Communications (3)
A study of data communications for computers and computer terminals. Consideration of communications media, codes, data transmission, protocols, multiplexing, circuit-switching, packet-switching, communications software, and Local Area Networks (LAN). *Prerequisite: CPSC435.*

CPSC442 Introduction to Computer Networks (3)
A study of computer networks, including overview of network architectures, layered architectures, and the Open System Interconnection (OSI) reference model, routing and congestion control, protocols, local area networks, Integrated Services Digital Networks (ISDN), and network security. *Prerequisite: CPSC435.*

CPSC445 Database Systems (3)
Practical development of a database, i.e., requirement analysis, functional specifications, database design, and implementation are the main focus of the course. Topics include data redundancies, data independence, role and functionality of DBMS in database processing, database modeling using entity relationship and semantic object models, building relationships, relational model vs. network and hierarchical models, functional dependencies, normal forms, normalization, extracting the data model from database model, using Bachman diagram to document the data model, data dictionary, data integrity and data security rules, query languages: SQL and QBE, client/server architecture, and distributed databases. More emphasis is given to the fundamentals of database processing and design of the data model. *Prerequisite: CPSC415.*

CPSC446 Network Configuration and Integration (3)
This course explores networking by using a hands-on lab to instruct students how to design, install, configure, and troubleshoot a live network. *Prerequisite: CPSC405.*

CPSC450 Introduction to Algorithms (3)
Development and analysis of algorithms for problem-solving in computer science. Emphasizes issues of complexity of algorithms, efficiency, and reliability. Covers sorting, searching, string processing, graph, and mathematical algorithms. *Prerequisites: CPSC415 and MATH340.*

CPSC455 Organization of Programming Languages (3)
Covers the organization of programming languages, especially the run-time behavior of programs; introduces the formal study of programming languages, continues the development of problem solution and programming skills. Includes topics on language definition structure, data types and structures, control structures and data flow, run-time considerations, interpretive languages, lexical analysis, and parsing. *Prerequisites: CPSC405 and CPSC415.*

CPSC458 Database Programming (3)
Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. *Prerequisite: CPSC445.*

CPSC470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC480 Internship: . . . (1-4)
Designed to provide computer science students with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC490 Computer Science Research (1-3)
Explores research and theory investigation of a problem in computer science performed under the supervision of a faculty member. Develops analytical skills introduced in computer science coursework. *Prerequisite: CPSC390, CPSC405, CPSC415, and CPSC438 and faculty permission.*

CPSC501 Computer Science Workshop:...(1-3)
Provides an in-depth investigation of the indicated topic from computer science. Participants examines the selected topic in a workshop setting. Topics vary, ranging from the design of solutions to particular problems to reviews of existing software and hardware solutions. *Prerequisite: Varies with topic.*

CPSC520 Windows Programming: Visual Basic.NET II (3)
Explores the character and features of the event driven Visual Basic.NET programming language to create sophisticated Visual Basic.NET applications for .NET platform to solve problems. Covers interface management system, design, and implementation of online applications, object-oriented features, relational databases, report generations, and Internet applications. *Prerequisite: CPSC342.*

CPSC535 Introduction to the UNIX System (3)
With features fitting for mainframe systems down to microcomputers, UNIX is a dominant system today. This course provides a structured means for students who want to learn the state-of-the-art of the UNIX environment. *Prerequisite: CPSC435.*

CPSC540 Digital Forensics (3)
Provides concepts and theory of file systems and apply them to digital investigations from real cases using analysis tools. Discusses processes and methodologies that an administrator or incident investigator needs to take in order to collect and analyze digital evidence. Topics include data acquisition, file system analysis, incident response methodology, evidence analysis, and incident response tools. *Prerequisite: CPSC535, CPSC570 or equivalent courses with the instructor's consent.*

CPSC548 Computer Programming: Java (3)
Introduces the Java programming language, including its syntax, control structure, methods, data structures, and graphical user interface components. Students will write, run, and debug programs to run directly on personal computers and over the Internet. Emphasis will be placed on clarity and correctness of the resulting programs. *Prerequisite: CPSC345.*

CPSC560 Computer Graphics (3)
A survey of hardware and software used for interactive computer graphics, with applications to various areas such as business graphics, art, and CAD systems. Topics include graphics hardware and packages for both mainframes and microcomputers, two- and three-dimensional graphics, windowing, clipping, transformations, hidden line removal, surface modeling, solid modeling, and graphics standardization (GKS, CORE, etc.) Students should be prepared to spend considerable time outside of class at a computer or terminal on homework assignments and the final project. *Prerequisites: CPSC415 and MATH355.*

CPSC562 Numerical Algorithms (3)
Major topics include floating-point arithmetic, direct and iterative methods for solving systems of linear equations, error analysis and norms, eigenvalues and eigenvectors, root-finding methods, polynomial interpolation, linear and nonlinear approximation of functions, numerical differentiation and integration, and the solution of differential equations. Students should allow ample time in their schedules for working with a computer outside of class. *Prerequisites: MATH355 and MATH440 or permission of the instructor.*

CPSC570 Windows Systems (3)
Teaches critical skills needed to install, configure, optimize, and troubleshoot the latest Windows Operating Systems for supporting and managing network effectively. Windows architecture, directory services, security, file systems, client administration, and networking are the major topics. *Prerequisite: CPSC305 or CPSC442 or equivalent courses.*

CPSC572 Advanced Windows Administration (3)
Teaches advanced skills needed to fine-tune the latest Windows Operating Systems. Advanced topics on security, directory services, internetworking, communication and optimization are covered. *Prerequisite: CPSC570 or equivalent courses.*

CPSC576 Database Design and Administration on SQL Servers (3)
SQL (Structured Query Language) is the dominant language for database queries. Right now companies have to store their data in the server for data processing. Without a database server, a company cannot really manage their operation. This course is not only designed to provide the core foundation for installing, managing, and supporting Microsoft SQL server, but also designed to help students to pass the SQL examination to obtain the Microsoft Certification. *Prerequisite: CPSC572 or equivalent courses.*

CPSC578 Networking Essentials (3)
Prepares students for the Networking Essentials examination that is one of the requirements for obtaining Microsoft Certified Engineering certification. This course focuses on the basic concepts and avoids unnecessary detail in order to overcome the complexity of networking issues. *Prerequisite: CPSC305 or CPSC570 or equivalent courses.*

CPSC580 Information Security (3)
Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand alone computer systems, database security, network security, and administering security. *Prerequisite: CPSC442 or MIS440, or equivalent courses with the instructor's consent.*

CPSC581 Information Security Policy and Management (3)
Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. *Prerequisite: CPSC/MIS580 or equivalent course with the instructor's consent.*

CPSC582 Cryptography and Network Security (3)
Focuses on algorithms and protocols that protect information in computer systems and networks. Topics include basic security concepts, cryptography (basic number theory, secret key cryptography, public key cryptography, hash functions, and key management), identification, authentication, access control, secure networking, certification, and trust management. *Prerequisite: CPSC/MIS580 or equivalent course with the instructor's consent.*

CPSC583 Laboratory in Information Security (3)
Focuses on the mechanisms as well as hands-on laboratory experience of running typical security systems or security-critical software. Laboratory exercises include security policy design and management, auditing and monitoring tools, intrusion detection systems, firewalls, web server configuration and maintenance, communication security protocols configuration and maintenance, software security tools, etc. *Prerequisite: CPSC/MIS580 or equivalent course with the instructor's consent.*

CPSC584 Special Topics in Information Security: . . . (3)
Focuses on special topics in information security and assurance, such as database security, operating system security, program security, and wireless security. *Prerequisites: CPSC580 and other courses (may vary depending on topics), or equivalent courses with instructor's consent.*

CPSC610 Computing for Scientists (3)
Provides students in the sciences with the practical background they will need to apply computers to a wide variety of scientific endeavors. It will feature the study of word processing, spreadsheets, and databases with emphasis on those features of these common packages that will be most useful in their scientific work. In addition, students will be introduced to a number of more specialized scientific software packages.

CPSC622 Special Topics in Digital Forensics (3)
Discusses advanced topics in digital forensics using original research and innovative applications in the emerging discipline. Areas of coverage may include mobile device forensics, web browser forensics, root-kits and kernel-level compromises, applications and investigative techniques. *Prerequisites: CPSC540 or equivalent courses with the instructor's consent.*

CPSC630 Computer Architecture (3)
An introduction to more advanced topics in computer architecture, including combinational and sequential circuits, various digital components, data transfer language, micro-programming and microcode design, pipelining, superscalar, RISC machines, and multiprocessor systems. *Prerequisite: CPSC405.*

CPSC635 UNIX Programming (3)
Concentrates on the programming interface that exists between the UNIX kernel and the applications software that runs in the UNIX environment. Library routines are also covered. *Prerequisite: CPSC535.*

CPSC642 Network Programming (3)
There has been an explosive growth in computer networks since the 1980s. The development of software to be used in these networks is still considered a mysterious art by some. The intent of this course is to concentrate on the development of software to use a computer network. This course provides the needed knowledge to develop networking software by studying numerous cases of existing network applications. *Prerequisite: CPSC635 or equivalent system-level programming experience.*

CPSC643 Advanced Programming Using C (3)
Covers advanced techniques for the creation of application programs using the C language. Topics will include study of C's run-time library functions, system calls, graphics, text displays, and selected C programming utilities. Emphasis will be placed on using the capabilities of the operating system, both DOS and UNIX, to implement features commonly found in modern application programs. *Prerequisite: CPSC345.*

CPSC646 Windows Programming: . . . (3)
This course covers the fundamentals of programming for the 32-bit Windows environment using a Rapid Application Development system. Topics will progress from the creation of simple, minimum Windows programs through the addition of various features common to the user interface of Windows programs, including check boxes, radio buttons, push buttons, combo boxes, list boxes, menus, images, text, media components, etc. The interface between the RAD system and common databases will be examined in detail, including creation of data entry forms, SQL queries, and the preparation of reports. Students will produce a working Windows application as their final projects. *Prerequisite: CPSC415.*

CPSC648 Advanced Programming Using Java (3)
Covers advanced techniques for creation of application programs using Java language. This course provides the needed knowledge to build web-based enterprise applications. Emphasis will be placed on platform independence, extensibility, reusability, and global language support. *Prerequisite: CPSC548.*

CPSC656 Object-Oriented Modeling (3)
Introduction to object-oriented concepts: abstract data typing, inheritance, architecture, modeling, and design for object-oriented information system. This course describes a methodology that covers a wide range of software engineering techniques used in system analysis, modeling, and design. The methodology features the integration of concepts, including software reusability, frame-works, software component design, use-case analysis, event-flow analysis, rule analysis, and automatic code generation. Object-oriented database systems, architectural issues in object-oriented systems, and areas of research in object-oriented system will be examined. *Prerequisites: CPSC445.*

CPSC660 Artificial Intelligence (3)
Covers artificial intelligence frameworks, methodology, and applications. Includes topics on AI problems and problem spaces, basic problem-solving methods, game playing, knowledge representation, planning systems, expert systems, natural language processing, perception, learning, and AI languages and systems. *Prerequisites: CPSC415 and MATH355.*

CPSC700 Application Architecture (3)
Focuses on principles of application architecture through design patterns. Provides a study of generalized design patterns and generalized software solutions for design problems. *Prerequisite: CPSC643 or CPSC648 or equivalent courses with the instructors consent.*

CPSC705 Exploring the Technological Frontier: A Practical Approach to Multimedia (3)
Designed as a pragmatic, high technology-oriented approach to understanding and handling the coming age of knowledge. Treats new concepts and technologies of information-based systems in a broad manner where multi-dimensional learning is evoked through recent advances in knowledge transfer. The multimedia, hypertext/hypermedia-based mode of our approach is reinforced through hands-on exercises in our Pentium computer lab. *Prerequisite: CPSC305.*

CPSC710 Fourth-Generation Languages and Beyond (3)
Introduces the concepts of nonprocedural, application generation languages. Topics include characteristics and classifications of fourth-generation languages, use of dialogues, action diagrams, program structure, natural language and graphic interfaces, decision support languages, prototyping, and sample systems such as FOCUS, IDEAL, MANTIS, RAMIS II, QBE, and SQL. *Prerequisites: CPSC445.*

CPSC720 Internet Programming (3)
Covers techniques on the client and server sides for creation of web-based applications. This course provides the synthesis to apply client/server techniques, databases, and distributed computing knowledge to build web-based applications. Emphasis will be placed on programming skills along with introducing various development tools. *Prerequisites: CPSC442, CPSC445, and one high-level programming language course.*

CPSC735 Advanced Operating Systems (3)
Examines operating system design concepts such as system requirements, reliability, security, parallel processing, system structure, and process communication. Specialized topics in decentralized operating systems will be surveyed. *Prerequisite: CPSC435.*

CPSC742 Advanced Computer Networks (3)
A system-oriented view of computer networking is used in order to explore the designing principles of sound network design in this course. Providing an in-depth study of emerging technologies of data communication is the purpose of this course. The core material contains Internet-working, end-to-end protocol, congestion control, and high-speed networking. Open issues in those fields will be discussed. *Prerequisite: CPSC442.*

CPSC745 Database Development and Environments (3)
Examines practical design and implementation of database systems on fourth-generation, relational DBMS environments. Topics include conceptual design of database, logical and physical database design, functional dependencies and normal forms, nonprocedural and fourth-generation DBMS, SQL and the industry standard for Data Manipulation Language (DML), integrated and distributed DBMS, and LAN for PC-based databases. Students will design and implement an actual database using a relational DBMS such as FOCUS or ORACLE. *Prerequisite: CPSC445.*

CPSC760 Wireless Networking (3)
Explores fundamental concepts in wireless networking. Topics include wireless transmission, media access control, telecommunication systems, broadcast systems, wireless LAN, mobile network layer, mobile transport layer, and security issues in wireless networks. *Prerequisites: CPSC442, or equivalent courses with the instructor's consent.*

CPSC762 Mobile and Wireless Programming (3)
Focuses on the techniques in programming for mobile and wireless applications. Includes topics in wireless communication technologies; Palm and Palm OS; Microsoft Windows CE, Pocket PC and Stringer; Wireless Markup Language (WML); WML Script; Java-Based wireless applications development and J2ME. Emphasizes the development and implementation of mobile and wireless computing. *Prerequisites: CPSC442 and CPSC548.*

CPSC790 Special Topics: . . . (3)
Provides a forum for topics not presented in regularly scheduled courses. Topic may include languages and automata small scale computers, parallel distributed architectures, and database design. *Prerequisites: Will vary depending on topic.*

CPSC810 Formal Languages and Automata (3)
Presents highlights of the foundations of computer science. This course will introduce the relationships between formal languages and automata; focus on the regular grammar and finite state automata, context-free grammar, and push-down stack automata; provide basic principles of compilers and compiler design, lexical analysis, parsing techniques, syntax directed translation, symbol tables, storage administration, error detection, and code generation. Thus, this course will provide both the theoretical and practical foundation of modern computer science. *Prerequisites: CPSC415 and CPSC 438 or equivalent.*

CPSC812 Design of Compilers (3)
Introduces basic principles of compilers and compiler design, lexical analysis, finite state automata, context free grammars, parsing techniques, syntax directed translation, symbol tables, run time storage administration, error detection, optimization, data flow analysis, and code generation. A substantial programming project will be required. *Prerequisites: CPSC455 and CPSC810.*

CPSC815 Natural Language Processing (3)
Presents a multidisciplinary approach to the understanding of human languages, their grammar, syntax, and semantics, and the automatic processing of natural languages by computer. The potential of automated text translation from one human language into another, and problems such as visual text display and speech analysis and automatic synthesis is discussed. Emphasis is placed on potential applications to computerized processing of verbal and written text. Information from linguistics, psychology, artificial intelligence, and cognitive science is presented. Computer science tools and techniques that are presently available to deal with natural language processing which will be discussed. *Prerequisites: CPSC660.*

CPSC820 Planning and Management of Software Projects (3)
Designed to expand on the principles of software engineering technologies and software management as cost-effective tools in software development. Specifically, methods of systems engineering, modular design of complex software, and application of knowledge engineering principles that include the design of natural-language interfaces will be discussed. Emphasis will be on design techniques, project planning, software integration, as well as maintenance and management of software. *Prerequisite: CPSC390.*

CPSC825 Expert Systems and Knowledge Engineering (3)
Presents a conceptual understanding of the principles of rule-based systems and practical development of mini-expert systems. The concepts of neural networks also will be discussed as they pertain to expert systems development. *Prerequisites: CPSC660.*

CPSC845 Advanced Database Concepts (3)
Provides students with an in-depth study of the sensitive issues on database design and development. Topics include: application development techniques using a common DBMS in the market, database design, data integrity and security, relational database theory, multi-user databases, and client/server architect. *Prerequisites: MATH340 and CPSC445.*

CPSC870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in computer science under the supervision of the faculty. *Prerequisite: Permission.*

CPSC880 Internship: . . . (1-4)
Designed to provide graduate computer science majors with supervised experiences in applied settings. *Prerequisite: Permission.*

CPSC890 Graduate Thesis/Project: . . . (1-6)
Provides the computer science student with the opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in computer science. The written portion will follow thesis guidelines for graduate level work. *Prerequisite: Permission.*

CPSC899 Thesis Presentation in Computer Science (1)
Students provide oral presentations of their theses in a format similar to that followed in the presentation of papers at professional meetings. Students will enroll during the final trimester of their research or the following trimester. *Prerequisite: Permission of advisor.*

Counseling

COUN470 Independent Study: . . . (1-6)
Individual reading, research, and/or project in counseling under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

COUN470P Independent Study: . . . (1-6) P/NC
Individual reading, research, and/or project in counseling under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

COUN510 Physical and Sexual Abuse of Children (3)
Provides an overview of the nature of child abuse. Includes legal and ethical issues involved in definition, identification and treatment, and current theories of causation as well as treatment. *Prerequisite: PSYC310 and PSYC412 or equivalents.*

COUN515 Death and Dying (3)
Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness.

COUN518 Workshop on Depression (2)
Study of the causes and cures of depression from the humanities/holistic view of human nature. Specific attention to transactional analysis, the redecision model.

COUN544 Introduction to Family Dynamics (3)
Provides a beginning understanding of the family as a social system and the concepts involved in family counseling. Students analyze their role in their own family system. *Prerequisites: PSYC430 and PSYC544 or PSYC555.*

COUN548 Alternate Approaches to Traditional Psychotherapy (3)
Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama.

COUN600 Professional Orientation and Ethical Standards for Counselors (3)
Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social contexts along with emerging professional issues and directions are included.

COUN609 Issues in Counseling (1-3)
This course is designed to introduce students to topical social issues related to counseling. It is meant to expose students to critical issues, their possible solutions and the most current thinking and research.

COUN620 Lifespan Developmental Issues (3)
Students will analyze and conceptualize human developmental themes from the perspective of various learning and personality theorists. The counseling process, interventions, and strategies will be addressed in relation to the topical issues presented in the class. *Prerequisite: Graduate student status.*

COUN622 Applied Learning Theory for School Personnel (3)
Explores learning theories and classroom management issues for school counselors and other school service personnel. Focuses on the study and application of psychological principles, theories, and methodologies to relevant issues of teaching an learning. *Prerequisite: EDUC310 and COUN620 or instructor permission.*

COUN630 Counseling Theories (3)
Introduces students to the major theories in counseling and associated techniques. Summaries of applicable research are covered.

COUN633 Community Counseling (3)
Introduces students to professional counseling practices in community settings. Examines the community counseling model and its application. Examines professional counseling roles, functions, standards, and activities. Includes visits to agencies. *Prerequisite: Admission to Master of Arts in Counseling.*

COUN638 Introduction to School Counseling (3)
Provides an overview of School Counseling. The developmental model of school counseling will be introduced along with state and national standards. Students will learn counselor roles in advocacy, prevention, personal/social growth, academic development and career development. Various issues relevant to today's children and adolescents will be explored. *Prerequisite: COUN630 or concurrent enrollment.*

COUN725 Family Systems: Theory and Practice (3)
Introduces students to the theory, skills, and major approaches of family counseling, emphasizing the role of family systems in the maintenance of problem behavior. The decision of whether or not family counseling is the treatment of choice and the implications for intake methods are considered. Students will apply the concepts learned to a study of their own family that describes the dynamics involved. Ethical and training considerations are discussed.

COUN730 Life Style and Career Development (3)
Examines career development theories; occupational and educational information sources and systems; career and leisure counseling guidance and education; life style and career decision-making; and career development program planning, resources, and evaluation. *Prerequisite: Graduate student status.*

COUN810 Beginning Counseling and Human Relations Skills (3)
Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. *Prerequisite: COUN630.*

COUN811 Interventions with Children and Adolescents (3)
Introduces students to the basic skills and techniques utilized in working with children and adolescents in community mental health settings and family practice. Students will interview a minimum of two cases. *Prerequisites: Candidacy and COUN620.*

COUN825 Advanced Family Systems Theory (3)
Provides an in-depth study of major family counseling approaches. Examines systems concepts and theory as they relate to the family and larger sociocultural contexts, and explores how values at all levels (i.e., individual, family, professional, cultural, societal) affect the therapeutic system. Emphasizes the evaluation of modern and postmodern perspectives and social constructionism. *Prerequisite: COUN725.*

COUN826 Research Literature in Counseling and Psychotherapy (3)
Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. *Prerequisites: PSYC544, PSYC560, or COUN630.*

COUN837 Management of Counseling Programs (3)
Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on unique management skills needed by counseling practitioners.

COUN838 Counseling Employees in the Workplace (3)
Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry.

COUN840 Advanced Techniques: . . . (3)
Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. *Prerequisite: COUN844 or COUN845 or permission.*

COUN842 Practicum in Vocational Counseling (3)
Examines theories of career choice and decision-making process and methods of assisting clients in career development. Students will also administer and evaluate appropriate instruments and develop vocational counseling skills. *Prerequisites: PSYC610, COUN730, and degree candidacy.*

COUN844 Practicum I: Elementary School Counseling (K-8) (3)
Focuses various topics related to elementary school counseling. Focuses on the development and refinement of counseling skills required for working with children with particular emphasis on career, academic, and personal/social development. Applies a developmental school counseling approach through counseling and consultative strategies. Students will complete a minimum of 50 hours in a school field placement. *Prerequisite: Degree candidacy and COUN638 or concurrent enrollment.*

COUN845 Practicum in Individual Counseling: Adult (3)
Application of theory and practice in individual counseling and therapy with adults. *Prerequisites: COUN810 and degree candidacy.*

COUN846 Reality Therapy (3)
Applies techniques and skills of reality therapy in counseling sessions with adults. Studies concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. *Prerequisite: COUN810 or COUN844.*

COUN847 Group Dynamics and Intervention (3)
Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group. *Prerequisite: COUN600.*

COUN851 Consultation and School Staff Development (3)
Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with client. *Prerequisite: COUN630.*

COUN852 Practicum II: Secondary School Counseling (6-12) (3)
Focuses on various critical applied topics related to counseling. Focuses on the development and refinement of counseling skills required for working with adolescents, with particular emphasis on career, academic, and personal/social development. Applies a developmental school counseling approach through counseling and consultative strategies. Students will complete a minimum of 50 hours within a school field placement. *Prerequisite: COUN638, COUN844 or concurrent enrollment.*

COUN853 Parent Education: Prevention and Intervention (3)
Introduces students to dynamics of family interaction and methods of prevention and intervention in family problems. Students will conduct two family counseling sessions, analyze the family interaction, and propose remedial intervention. *Prerequisite: COUN630.*

COUN854 Advanced Individual Therapy Techniques: Child (3)
Covers advanced skills in using verbal and nonverbal techniques in individual therapy with children. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. *Prerequisite: COUN844.*

COUN855 Assessment and Treatment Planning (3)
Covers interviewing and intake skills, including diagnostic assessment, psychosocial history, case notes, case summary, treatment format and planning, and evaluation of treatment effectiveness. Students are required to work with actual client(s). *Prerequisite: For School Counseling Sequence: PSYC610 and candidacy. For all other counseling sequences: COUN845 or permission.*

COUN856 Practicum in Group Counseling: Adult (3)
Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adults. *Prerequisites: Completion or concurrent enrollment in COUN845 and degree candidacy.*

COUN857 Behavior Therapy (3)
Advanced study and application of behavioral therapy techniques with adults and children. *Prerequisite: COUN844 or COUN845.*

COUN858 Development of School Counseling Programs (3)
Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Prerequisites: COUN638 and degree candidacy.*

COUN859 Family and Couples Counseling (3)
Introduces applied practice of family and couples counseling approaches, concepts, and techniques. Covers modern and postmodern theories and trains students to begin to apply them in counseling families and couples. Emphasizes both live and team supervision. *Prerequisites: COUN725, COUN845 and Degree Candidacy. Corequisite or prerequisite: COUN811.*

COUN860 Applied Systems Theory (3)
Applies practice of family and couples counseling approaches, concepts and techniques. Offers an in-depth study of theories and topics related to counseling families and couples, with special emphasis on advanced skills, team, and live supervision. *Prerequisites: COUN725 and COUN845. Corequisites or prerequisites: COUN811, COUN825, and COUN859.*

COUN861 Parent Study Group Leadership (3)
Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. *Prerequisites: COUN638 and COUN853.*

COUN868 Counseling Internship I: School Counseling (3) P/NC
Explores fundamental concepts in wireless networking. Topics include wireless transmission, media access control, telecommunication systems, broadcast systems, wireless LAN, mobile network layer, mobile transport layer, and security issues in wireless networks. *Prerequisites: CPSC442, or equivalent courses with the instructor's consent.*

COUN869 Counseling Internship II: School Counseling (3) P/NC
Continues from COUN868 with the provision of on-site hours and activities in the service delivery areas of Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support in the K-12 school setting (at both elementary and secondary levels). Interns are required to spend minimum of 300 hours, including a minimum of 120 hours of direct client contact. *Prerequisites: Successful completion of COUN868 (must receive or be eligible for a passing grade -P).*

COUN870 Independent Study: . . . (1-6)
Individual reading, research, and/or project in counseling under supervision of faculty. *Prerequisites: Permission of instructor and division chairperson.*

COUN871 Counseling Internship I: Community (3) P/NC
The student interviews at a approved internship site and is selected to work at an internship site in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact. *Prerequisites: Degree candidacy, successful completion (B or better) of Practicum courses: COUN842 and COUN856.*

COUN872 Counseling Internship II: Community (3) P/NC
The student interviews at a approved internship site and is selected to work at an internship site in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, including a minimum of 240 hours of direct client contact. *Prerequisites: Degree candidacy, successful completion (B or better) of Practicum courses: COUN842 and COUN856.*

COUN881 Counseling Internship I: Marriage and Family Counseling (3) P/NC
Students are placed in an agency setting and required to participate in direct client contact, individual supervision, group supervision, and various agency related activities. This course is the first of two classes that comprise the 600-hour (240 hours of direct client contact) internship experience. *Prerequisites: Degree candidacy, good academic standing, approval of advisor, and have completed COUNT842, COUN855 and COUN859 with a grade of "B" or better.*

COUN882 Counseling Internship II: Marriage and Family Counseling (3) P/NC
Students are placed in an agency setting and required to participate in individual and relational direct client contact, individual supervision, group supervision, and various agency related activities. This course is the second of two classes that comprise the 600-hour (240 hours of direct client contact) internship experience. *Prerequisites: Degree candidacy, good academic standing, approval of advisor, and have completed COUN842, COUN855, and COUN859 with a grade of "B" or better.*

Criminal Justice

CJUS310 Criminal Justice Organization and Process (3)
Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and understanding of the justice subsystems.

CJUS320 Correctional Process (3)
Examines research on the social/psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities among prisons and other subsystems such as mental hospitals.

CJUS330 Juvenile Justice (3)
Explores the development of the juvenile court and the system of juvenile justice in the United States. Studies contemporary issues in juvenile justice and approaches to prevention, control, and treatment of delinquency.

CJUS355 Law Enforcement and the Community (3)
Topics and issues in the law enforcement process, police administration, police-community relations in the context of the multiethnic and multiracial urban communities.

CJUS360 Criminal Law and Procedure (3)
Examines the criminal procedure and prosecution of cases in the criminal courts for misdemeanor and felony charges. Analyzes issues related to criminal prosecution, the role of the functionaries, and the sentencing process.

CJUS410 Foundations of Social Justice (3)
Encompasses a review of the structure and methods employed by the American justice system. Examines a number of contemporary and controversial social issues in the context of criminal justice agency operations and processes. Assesses current justice system practices and procedures from the standpoint of ensuring equal and fair treatment under the law for all. *Prerequisite: CJUS310 or equivalent, or permission of the instructor.*

CJUS411 Theories of Crime and Deviance (3)
Reviews the historical and contemporary theories on crime and deviance. Analyzes concepts and patterns of crime and deviant behavior and society's response to them. Examines the law, offenders, victims, and forms of crime and deviance in the criminal justice systems. Formulates an integrated perspective that takes into account societal pressures and research about crime, rehabilitation, and recidivism.

CJUS412 Policing and the Community (3)
Reviews the historical development of policing in America and examines community-based and collaborative approaches to policing, crime prevention, and public safety problem-solving. *Prerequisite: CJUS410 or equivalent, or permission of instructor.*

CJUS413 History of Corrections (3)
Reviews the historical development of the theory and functions of corrections and punishment, including both institutional and community corrections, tracing the international roots of American correctional practice as well as the social, political, and cultural forces that have influenced the development and emergence of contemporary corrections in America. *Prerequisite: CJUS410 or equivalent, or permission of instructor.*

CJUS414 Restorative Justice (3)
Surveys restorative justice goals and practices. Engages in critical analysis of justice philosophies, including retributive, rehabilitative and restorative philosophies and examine the impact such philosophies have on local, state, and federal polices and programs. *Prerequisite: CJUS460 or permission of instructor.*

CJUS415 Justice System Research Design (3)
This course is designed to introduce the student to the analysis, research design, problem-solving approaches, conceptualization, and implementation of various methodologies in the field of criminal justice. *Prerequisites: CJUS410 and statistics or SOSC450 or permission of instructor.*

CJUS420 Correctional Policy and Practice (3)
Analyzes current approaches used in federal, state, and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision-makers and the actual outcome of theoretical applications. *Prerequisite: CJUS320 or permission of instructor.*

CJUS421 Alternatives to Institutional Corrections (3)
Analyzes current alternative correctional approaches used in today's contemporary society in dealing with offenders. Examines theoretical alternative correctional approaches implemented by criminal justice decision-makers and their practical outcomes. *Prerequisite: CJUS410 or permission of instructor.*

CJUS422 Institutional Corrections (3)
Explores the contemporary corrections systems in the U.S., including corrections history, law, operations, facilities, and experiences. Examines punishment, prisoner profiles, parole, and community reentry. *Prerequisite: CJUS410 or permission of instructor.*

CJUS423 Health Issues in the Corrections System (3)
Covers the nature and scope of health and mental health issues in the corrections systems. Explores contemporary approaches to these issues. *Prerequisite: CJUS420 or permission of instructor.*

CJUS430 Critical Issues in Juvenile Justice (3)
An examination of the critical issues and special problems challenging the contemporary juvenile justice system. The topics will include an analysis of youth violence; gang violence; school crime; teenage pregnancy; juvenile victimization; child poverty, abuse, neglect, and homelessness; the child welfare system; and teen substance abuse. Factors in American society that generate or influence delinquency and dependency will also be explored. *Prerequisite: CJUS330 or equivalent, or permission of instructor.*

CJUS435 Victims and the Justice System (3)
Surveys the historical development of victimology as a field study. Analyzes the victim-offender relationship, trends in crime victimization, and the identification of primary victimization data sources. Explores criminal justice reforms in victims' advocacy at the local, state, and federal levels, including restorative influences. *Prerequisite: CJUS410 or permission of instructor.*

CJUS436 Mediation and Conferencing (3)
Examines advanced topics in restorative mediation and conferencing practices. *Prerequisite: CJUS414 or permission of instructor. Corequisite: CJUS437.*

CJUS437 Mediation and Conferencing Practicum (1)
Supervised practical experience in community-based programs or court-sponsored programs that incorporate restorative justice principles. *Prerequisite: CJUS414 or permission of instructor. Corequisite: CJUS436.*

CJUS438 International Peace Initiatives (3)
Critically examines global peacebuilding initiatives, including strategies and practices based upon restorative justice. *Prerequisite: CJUS414 or permission of instructor.*

CJUS440 Exploring Ethics in the Justice System (3)
Introduces ethical theories and their relevance to the criminal and juvenile justice systems, including the system of laws, enforcement, courts, corrections, probation, and parole. *Prerequisite: CJUS410 or permission of instructor.*

CJUS445 White Collar Crime (3)
An examination of the nature and extent of white collar crime to include the concepts, trends, theoretical explanations, methods, and mechanics of social control used by society and the criminal justice systems in this context. *Prerequisite: CJUS411 or permission of instructor.*

CJUS450 Race, Gender, and the Justice System (3)
Covers patterns of criminal behavior by race/ethnicity, gender, class, and age, as well as the justice system's response, with special emphasis on the correctional aspects. Explores the relationship between women and minorities in the paths of crime and justice. *Prerequisite: CJUS310 or permission of instructor.*

CJUS451 Current Topics in Computer Crime Investigation (3)
An introduction to the current topics in computer crime and the techniques for investigation. This course will serve as the first in a sequence for a minor in the area of computer crime investigation. *Prerequisites: CJUS410 and CJUS415 or permission of instructor.*

CJUS452 Computer Forensics (3)
A technology intensive course focused on the collection, evaluation, preservation, and preparation of digital evidence typically presented for criminal prosecution. Makes intensive use of the forensic and behavioral science practices in the investigation of computer-related crime. *Prerequisites: CJUS410, CJUS415, and CJUS451.*

CJUS453 Computer Applications in Criminal Justice (3)
A review of the available resources and selected computer software applications for criminal justice professionals. *Prerequisites: CPSC305 or MIS301 and CJUS410, or permission of instructor.*

CJUS454 Computer Crime Prosecution (3)
This technology-intensive course focuses on the Constitutional and legal concerns having to do with computer-related crime investigation and prosecution. *Prerequisites: CJUS410, CJUS415, and CJUS451.*

CJUS455 Computer Security, Law, and Justice (3)
This course introduces the major components of the criminal justice system-the community, policy makers, police, prosecution, courts, and corrections. Includes study of the justice process, the actors, and issues involved in effectively administering a system focused clearly on the management of computer security, law, and justice. *Prerequisite: CJUS410 or permission of instructor.*

CJUS456 International Computer Crime Issues (3)
A technology intensive course. The focus is on concerns related to multi-jurisdiction and international issues involved in computer-related crime investigations. Addresses concerns related to interaction between government officials and corporate information security specialists. *Prerequisites: CJUS410 and CJUS465, or permission of instructor.*

CJUS460 Judicial Process and Constitutional Issues in Criminal Justice (3)
Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. *Prerequisite: CJUS 360 or permission of instructor.*

CJUS465 Comparative International Criminal Justice Systems (3)
Examines the criminal justice systems of selected western and non-western cultures from a comparative international perspective. Surveys the organizational, administrative, and philosophical principles of criminal justice systems from selected countries around the world. *Prerequisites: CJUS410 and CJUS411, or permission of instructor.*

CJUS470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. *Prerequisite: Permission of instructor and division chair.*

CJUS475 Justice Systems Planning (3)
Explores the planning process and introduces students to the examination of various operational and administrative uses to which criminal justice planning can be applied. *Prerequisite: CJUS410 or permission of instructor.*

CJUS477 Management of Criminal Justice Organizations (3)
Examines core concepts and management functions in criminal justice organizations such as organizational structures, environments, conflict, and decision-making processes, with a special focus on organizational culture. *Prerequisite: CJUS410 or equivalent, or permission of instructor.*

CJUS480 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Open to majors only with 24 hours of upper-division criminal justice credit or final trimester of enrollment before graduation.*

CJUS490 Senior Seminar in Criminal Justice (3)
Integrates the concepts, issues, methodologies, policies, and practices in the criminal justice system/subsystems and processes. Provides an opportunity to explore the career alternatives and readiness skills. Culminates in the completion of an independent research project on a selected topic in Criminal Justice. *Prerequisites: CJUS410, CJUS411, and CJUS415.*

CJUS510 Topics in Criminal Justice: . . . (1-3)
In-depth analysis of contemporary justice-related issues and topics. *Prerequisite: CJUS410 or permission of instructor.*

CJUS516 Quantitative Research Applications in Law Enforcement (3)
Reviews the applied research design and implementation process. Introduces quantitative analysis applications in law enforcement including crime analysis, pattern recognition, hypothesis testing, strategic assessment of problem-solving initiatives, and trend analysis. *Prerequisites: CJUS410, CJUS415, or permission of instructor.*

CJUS520 Substance Abuse in the Criminal Justice System (3)
Offered in an Internet format, with an agency site-visit experience. This course will introduce the student to the issue of substance abuse treatment within the context of the criminal justice system. The course examines the points along the criminal justice system continuum where substance abuse intervention programming exist. Perspectives, policies, and goals of the criminal justice and treatment systems will be presented. *Prerequisite: CJUS410 or permission of instructor.*

CJUS530 Digital Forensics (3)
Provides concepts and theory of file systems and apply them to digital investigations from real cases using analysis tools. Discusses processes and methodologies that an administrator or incident investigator needs to take in order to collect and analyze digital evidence. Topics include data acquisition, file system analysis, incident response methodology, evidence analysis, and incident response tools. *Prerequisites: CPSC535, CPSC570 or equivalent courses with the instructor's consent.*

Economics

ECON301 Principles of Microeconomics (3)
Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries. *Prerequisites: Successful completion of intermediate algebra or permission of instructor.*

ECON302 Principles of Macroeconomics (3)
Offered in both lecture and televised format. Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication. *Prerequisite: Successful completion of intermediate algebra or permission of instructor.*

ECON310 Consumer Economics (3)
Study of the changing role of consumers, the consumption of goods and services, and the alternatives open to the consumer in the economic environment. *Prerequisites: ECON301 and ECON302.*

ECON325 Comparative Economic Theory (3)
Comparative analysis of contemporary economic theories, their evolution, and current impact. *Prerequisites: ECON301 and ECON302.*

ECON350 Money and Banking (3)
Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, the Federal Reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks, and the treasury, and its overall impact on the economy. *Prerequisites: ECON301 and ECON302.*

ECON410 Intermediate Macroeconomics (3)
Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money, and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. *Prerequisites: ECON301 and ECON302.*

ECON420 Managerial Economics: The Economics of the Firm (3)
Deals with analysis and theoretical constructs of microeconomics applied to managerial decision-making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. *Prerequisites: ECON301, ECON302, MATH355, and STAT362.*

ECON430 International Trade and Commercial Policy (3)
Investigates international trade theory and commercial policy theory with empirical applications. Also examined are exchange rates and open economy macroeconomics, which include national income accounting and the balance of payments. *Prerequisites: ECON301 and MGMT410 or permission of instructor.*

ECON435 Comparative Economic Systems (3)
Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Prerequisites: ECON301 and ECON302.*

ECON470 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

ECON480 Internship: . . .(3)
Designed to provide economics students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

ECON520 Special Topics in Economic Education (1)
Acquaints students with economic education materials; demonstrates methods of teaching economics concepts, with emphasis on decision-making models, critical thinking skills, and cost benefit analysis. *Prerequisite: Certified teacher or permission of the instructor.*

ECON533 Economic Development in Latin America (3)
Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past and is now playing in the modernization process, in the political process, and in the culture of Latin America.

ECON601 Foundations of Economics (3)
Study of the concepts of macro- and microeconomics at an advanced level. This course is a foundation course for the M.B.A. degree. *Prerequisite: Graduate student status or instructor permission. If a student has taken the equivalents of ECON301 and ECON302, this course may be waived.*

ECON650 Consumer Economics for Teachers (3)
Features an in-depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Prerequisite: Non-teachers require permission of instructor.*

ECON701 Teaching Current Economic Issues (3)
Focuses on current microeconomic and macroeconomic issues. Features readings and instructional materials on important economic issues. Topics may include unemployment, inflation, taxation, social security, minimum wage laws, health care, the budget deficit, welfare reform, and international trade. Features speakers and field trips.

ECON702 Strategies for Teaching Economics in the Elementary Classroom (3)
Covers basic principles of economics and explores methods of teaching those principles of economics to students in kindergarten through sixth grade. Utilizes exemplary national curriculum projects that are designed to teach economics to elementary school children.

ECON703 Strategies for Entrepreneurship Education (3)
Examines entrepreneurship education models at the state and national levels. Examines the contribution of entrepreneurs to the United States economy by using case studies, speakers, and field trips. Examines and analyzes current curriculum materials in entrepreneurship education.

ECON704 Current Global Economic Problems (3)
Examines the theory and practice of international trade and economic development. Focuses on world trade and the conduct of commerce among individuals, firms, and governments. Topics include comparative and absolute advantage, free trade, protectionism, balance of payments, exchange rates, and factors influencing economic development. Examines the latest curriculum materials for teaching about international trade. Features speakers and field trips.

ECON705 The Role of Labor in a Changing Economy (3)
Analyzes changes in the United States economy and how these changes affect labor-management relations and future career options. Emphasizes the history and development of the labor movement, wage determination, and government policies on labor-management relations. Explores current problems in labor-management relations. Examines current curriculum materials designed to teach about labor-management relations.

ECON706 Public Finance and Taxation for Teachers (3)
Analyzes federal, state, and local taxes, and government programs. Develops criteria to judge what activities government should perform and how it should carry them out. Evaluates the effectiveness of government policies such as subsidies, taxes, and the provision of collective goods. Examines the latest high school curriculum materials on taxation and government finance.

ECON707 Teaching about Money, Banking, and Monetary Policy (3)
Analyzes the U.S. banking system, the Federal Reserve system, and the effectiveness of the monetary policy. Students will interact with policy makers and educational consultants from the Federal Reserve Bank of Chicago and will examine and critique curriculum materials designed to teach about money, banking, and monetary policy.

ECON801 Managerial Economics and Forecasting (3)
Applies microeconomics theories to the problem of most efficient use of resources within and between the organization and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. *Prerequisites: MGMT610 and ECON601 or their equivalents, and graduate student status or instructor permission.*

ECON810 Labor Economics (3)
Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites: ECON301 and ECON302.*

ECON815 Economic Development (3)
Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Prerequisites: ECON410 and ECON420.*

ECON841 Macroeconomics for Teachers (3)
Provides in-depth coverage of macroeconomic concepts such as measuring economic performance, public finance, inflation, unemployment, fiscal policy, and monetary policy. Emphasizes various theories on controlling the economy such as Keynesian, Monetarist, supply management, and rational expectations. *Prerequisites: Two years teaching experience while holding an ISBE teaching certification.*

ECON842 Microeconomics for Teachers (3)
Provides in-depth coverage of microeconomic concepts such as markets and prices, supply and demand, competition and market structure, market failures, and the role of government. Emphasizes methods of teaching these concepts to high school students. *Prerequisites: Two years teaching experience while holding an ISBE teaching certification.*

ECON843 Developing an Advanced Placement Economics Curriculum (3)
Designed to prepare teachers to teach an advanced placement economics course. Emphasizes strategies for teaching the college principles course at the high school level. Utilizes the Advanced Placement Instructional Package published by the Joint Council on Economics Education. Teachers of older high school economics courses would find this course useful.

ECON 870 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

ECON 890 Graduate Thesis/Project: . . . (6) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites: Permission; last trimester of M.B.A. student's program of study.*

EDUCATION COURSES

Education - General (EDUC)
Education - Administration (EDAD)
Education - Bilingual-Bicultural (BBED)
Education - Computer Education (EDCP)
Education - Early Childhood (EDEC)
Education - Elementary (ELED)
Education - Higher Education Administration (HEAD)
Education - Professional Development (EDPD)
Education - Reading (READ)
Education - Special Education (SPED)

Education - General

EDUC310 Foundations of Education (3)
Offered in both lecture and televised formats. Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes 10 clock-hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

EDUC320 The Future of American Education (3)
Explores an expansive vision of the future of American public education. Examines school organization, educational reform, diversity issues, and includes hands-on experience with a wide array of computer technology suited for classroom use. Fifteen hours of field observation required. *Pre- or Corequisite: EDUC310; Corequisites: EDUC 321, EDCP500.*

EDUC321 Effective Teaching and Laboratory (4)
Examines relationships among instructional components: goals/objectives, instruction, and evaluation. Provides beginning instruction on stating goals/objectives and evaluation procedures. Provides alternatives for decisions on teaching strategies and evaluation procedures. Provides opportunities for students to work with media and prepare materials, teach small groups, and receive feedback about teaching. *Corequisite: EDUC320, unless Early Childhood major.*

EDUC330 Educational Psychology: Child Growth and Development (3)
A foundation course in theory and principles of development. Examines physical growth patterns, cognitive, language, and social-emotional development of children from prenatal through adolescence. Emphasizes application of this knowledge in planning, implementing, and assessing student activities.

EDUC433 Principles of Science Education (3)
Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 35 hours of clinical experience in secondary schools. *Prerequisites: Candidates must have completed at least 24 semester-hours in science, EDUC310 with a "B" or better, and have their academic advisor's authorization.*

EDUC434 Teaching Secondary School Science (3)
Students learn to create positive science classroom climates which promote a pluralistic approach to teaching and eliminate gender biases. Students develop inquiry-based activities to motivate secondary school students and involve them in learning. Technology is utilized as a tool and resource for teaching and learning. Diverse methods of learning assessment are developed. Thirty-five hours of clinical experience required. *Prerequisites: EDUC433, PSYC320, and SPED510 or permission.*

EDUC436 Principles of Secondary Mathematics Education (3)
Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high school (9-12) in the U.S. as well as in other cultures. Traces the evolution of contemporary programs and the philosophies that have driven them. Includes study of the NCTM Standards, the Illinois Learning Standards, and the use of various forms of technology as tools for exploring mathematics. *Prerequisites: Candidates must have completed at least 24 semester hours in mathematics, EDUC310 with a "B" or better, and have their academic advisor's authorization.*

EDUC437 Teaching Secondary School Mathematics (3)
Introduces prospective teachers to the methodology of teaching middle and secondary school mathematics including the use of instructional materials and media (curricular, manipulatives, and technology). Discusses performance-based assessment and the constructivist viewpoint of learning. Explores ways to integrate mathematics into various disciplines (science, social studies, economics...) and apply mathematics to real-world situations. Requires 35 hours of clinical experience. Emphasizes the Principles and Standards for School Mathematics, published in 2000. *Prerequisites: EDUC436, PSYC440, SPED510 or permission.*

EDUC440 Educational Psychology in Action (3)
Emphasizes the educational implications and applications of contemporary educational psychology and research. Explores major perspectives on learning as well as the role of social and cultural processes in learning; how to motivate and manage today's students; and the role of assessment in providing evidence of student learning. Fifteen hours of field observation required. *Prerequisite: EDUC310 or equivalent.*

EDUC442 Early Adolescent Educational Psychology (3)
Examines the Middle School level philosophy, structure and goals, based on the psychology of early adolescence. Analysis of developmentally appropriate curriculum, instruction, and support systems at the Middle School level. Current teacher roles, classroom management and educational assessment in the Middle School are examined. Knowledge of several theories of adolescent psychology is applied to classroom settings. *Prerequisite: EDUC440 or equivalent.*

EDUC443 Curriculum and Methods for Middle Schools (3)
As the needs of the early adolescent are unique, so too must be the curriculum and instruction to meet the learner's needs. Explores the curriculum and instructional needs of the early adolescent learner. Models of curriculum and methods of instruction for the Middle School setting will be explored in teams of students. *Prerequisite: EDUC442 or equivalent.*

EDUC465 Methods of Teaching English (3)
Focuses on the various components of the secondary school English curriculum. Includes study in English language, literature, composition, listening, and reading, with an emphasis on the knowledge, pedagogy and dispositions. Emphasizes the challenges of individual student differences, and instructional technology. Requires 40 hours of field experience for students seeking certificate. *Prerequisites: EDUC310, EDUC440, SPED510, EDUC520 plus a minimum of 25 hours of English and/or literature courses.*

EDUC470 Independent Study: . . . (1-6)
Individual reading, research, and/or project in education under the supervision of a faculty member. Deals with content not available in organized courses. *Prerequisites: Permission of instructor and division chairperson.*

EDUC499 Student Teaching: . . . (12)
Provides the teacher candidate with directed experiences in planning, organizing, and instructing pupils within a regular classroom of an Illinois public school. Candidate is supervised by a Governors State University faculty member and a school-based cooperating teacher. Includes 15 weeks of full-time classroom experience. *Prerequisite: Admission to student teaching.*

EDUC520 Developmental Reading in Middle and Secondary Schools (3)
Focuses upon continuation of developmental strategies appropriate for readers in grades six to twelve. Emphasis is upon instruction highlighting skill development in utilization of prior experiences, word knowledge, reading comprehension, reference usage, analysis of literature, and motivation of the adolescent reader. Requires 25 hours of field experience for undergraduates seeking certification in secondary education in English. *Prerequisites: Open to English majors, Elementary Education majors admitted to teacher education, or graduate students.*

EDUC530 Multicultural Literature in the Classroom (3)
Introduces prospective and practicing teachers to the wealth of contemporary multicultural literature available for students in grades kindergarten through eight. Explores strategies for enhancing literacy development using multicultural literature, as well as methods of implementing multicultural literature across the curriculum.

EDUC531 Teaching Secondary School Mathematics for Teachers (3)
Introduces teachers to the content, methodology, and instructional materials of secondary school mathematics. Explores methods and strategies in a real world learning environment. Emphasizes the guidelines set forth in the Principles and Standards for School Mathematics. *Prerequisites: EDUC310, PSYC320, SPED510, and possession of a valid teaching license.*

EDUC535 Education of Minorities in the U.S. (3)
Examines the history of the schooling of ethnic and racial minority groups in urban America. Focuses on both the public and parochial schools in the acculturation of minority children and adults. Presents ethnic case histories of educational achievement and historical background of issues such as mental testing, desegregation, and tracking.

EDUC564 Teaching Mathematics in the Intermediate and Middle Grades (3)
Introduces prospective and/or in-service teachers to content, methods, and materials for upper-elementary and junior high school mathematics. Explores options for making instructional decisions. *Prerequisites: MATH320, MATH322, 12 hours of college level mathematics, ELED401, and ELED463.*

EDUC565 Behavior Problems in the Classroom (3)
Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers.

EDUC610 Issues in Education (3)
Graduate students beginning a program explore trends in instructional practice reflectively, emphasizing the identification of current educational issues and problems. Emphasis is placed upon the identification of current educational problems and how instructional practices are related to improvement. *Prerequisite: Graduate student status.*

EDUC625 Models and Strategies for Science Education (3)
Explores advanced methods for teaching science at the elementary, junior, and high school level. The learning cycle and other modes to promote critical thinking in science students will be examined. Students will develop teaching materials based on models reviewed during the course.

EDUC632 Teaching Mathematics to Low-Achieving Students (3)
Examines the characteristics and needs of low achieving students. Explores content and teaching strategies and emphasizes diagnostic/evaluative procedures. *Prerequisite: An undergraduate mathematics education course or EDUC640.*

EDUC640 Teaching and Learning Mathematics (3)
Examines methods of teaching mathematical concepts in elementary and junior high schools based on learning theory, historical trends in mathematics education, and current research. Includes the roles of concrete materials, textbooks, and diagnosis in the teaching of mathematics. *Prerequisite: An undergraduate mathematics education course.*

EDUC642 Educational Psychology Applied to the Middle School (3)
Examines the history, philosophy, and psychology surrounding the Middle School. Focuses on a number of related topics including teaching a diverse Middle School population, including all students in instruction, and the psychological, emotional and physical development of the Middle School learner. *Prerequisite: Teacher certification/graduate status.*

EDUC643 Curriculum and Instruction in the Middle School (3)
Examines the curriculum and instruction in the Middle School. Focuses on a number of related topics including instructional techniques for teaching in a diverse Middle School population and the ideal curriculum to meet the needs of the Middle School/Junior High students. Explores teaching methods that assist with the cognitive growth of Middle School/Junior High students. *Prerequisites: EDUC640 and teaching certification.*

EDUC650 Topics in Education: . . . (1-3)
Experts in the field present selected topics covering new developments in the field of education. Includes discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new developments and, where appropriate, apply techniques and skills. *Prerequisites: Vary depending on topic.*

EDUC700 Instructional Design (3)
Provides an extensive exploration and analysis of instructional design strategies. Covers such topics as design theories, needs assessment, scope and sequence of course topics and selection of appropriate instructional materials and evaluation strategies. *Prerequisite: EDUC825.*

EDUC710 Teacher Leadership and School Improvement (3)
Investigates the role of the reflective teacher leader in school efficacy, curriculum development, and school improvement. Provides students the opportunity to reflect upon and develop alternative solutions to educational problems while building skills in reflection, collaboration, and leadership. *Prerequisite or Corequisite: EDUC610.*

EDUC712 Developmental Issues in Language Arts Instruction (3)
Presents the major theories and determinants of human development. Traces the course of cognitive and linguistic development. Focuses on instructional decision-making in language arts instruction.

EDUC714 Evaluating Learning in the Language Arts (3)
Examines measurement of reading and writing performance and oral language development. Critiques instruments and applies approaches for measuring cognitive and linguistic growth in language arts contexts.

EDUC716 Developing Writing Models from Children's Literature (3)
Examines structural principles of literature; relates literary theory to the processes of comprehension and composition; develops alternate models for using literature as the center of classroom oral and written composition activities. *Prerequisites: ENGL531 or equivalent and EDUC719.*

EDUC718 Teacher As Writer (3)
Introduces students to the domain of writing from a personal and professional perspective. Emphasizes teacher as model writer for students in schools. Develops successful written self-expression. Develops the ability to write for publication.

EDUC719 Teaching Writing in the Classroom (3)
Assists classroom teachers in developing a yearlong written composition program for students. Leads students from pre-writing experiences to finished compositions, stories, and reports. Applies current theory and research in writing to classroom processes through which students acquire writing skills.

EDUC721 Digital Primary Sources (3)
Designed to effectively access, integrate, and produce curricula utilizing the Internet and digitized primary source materials from the collections of the Library of Congress. Focuses on the nature of primary sources and classroom applications for digital technology. Provides hands-on experience using the historical tests, photographs, motion pictures, maps and sound recordings from the Library Congress American Memory digital collections. *Prerequisite: Must hold a valid teaching certificate.*

EDUC732 Issues in Math Curriculum and Instruction (3)
Examines selected issues relating to curriculum, instruction, and learning processes in school mathematics. Issues may include the place of computation in mathematics curriculum, mathematics anxiety, and use of calculators and computers in mathematics instruction. *Prerequisite: EDUC640.*

EDUC739 Teaching Higher Order Thinking Skills (3)
Investigates the relationship between thinking and writing skills; explores teacher behaviors that stimulate higher order thinking skills; and demonstrates classroom activities promoting generation and organization of ideas in oral and written composition assignments.

EDUC800 Student Learning and Assessment (3)
Examines current theories of learning, intelligence, and motivation. Provides students with working knowledge of assessment techniques and how to relate student assessment and views of learning to educational practices and teacher efficacy. *Prerequisites: EDUC610 and EDUC710.*

EDUC805 The Elementary/Middle School Curriculum (3)
Emphasizes the role of the teacher in curriculum construction and exemplary models of elementary education. Reviews and analyzes research findings, current issues and trends in curriculum organization, and pedagogy essential to developing, implementing, and evaluating effective classroom programs for the learner. Examines the relationship between the elementary/middle school, especially in terms of vertical and horizontal articulation and coordination of the curriculum between these two entities. *Prerequisites: A K-9 (3) Teaching Certificate and admission to the M.A. in Education Program.*

EDUC811 Teacher as Researcher (3)
Provides students with a working knowledge of the literature and mechanisms of research, i.e., problem formulation, research design, data collection, data analysis, and interpretation. *Prerequisites: Graduate candidacy status and at least 27 hours in master's program.*

EDUC815 Socio-Cultural Factors and Students' Learning (3)
Explores the interaction of sociological and cultural factors as these relate to students' ability to learn. Examines the implications for school administrators and teachers.

EDUC818 Teaching Mathematical Problem-solving and Critical Thinking (3)
Examines problem-solving processes related to teaching mathematics and science. Presents a variety of techniques for identifying problem situations, developing problem-solving techniques, and determining the reasonableness of results. Emphasizes questioning techniques for developing critical thinking. *Prerequisite: EDUC640.*

EDUC823 Learning Communities and Collaboration (3)
Focuses on reviewing different models of learning communities, assisting practitioners in developing a learning community, and utilizing action research to inform the learning community of problems and issues that impact learning in schools. *Prerequisites: EDUC610 and EDUC710.*

EDUC824 Academic Evaluation and Assessment (3)
Introduces the student to the selection and construction of classroom assessment instruments. The student learns how to write test items, how to match test items with learning behaviors and objectives, how to ensure objectivity, reliability, and validity in constructing tests, and how to compute test statistics.

EDUC825 Curriculum Development (3)
Identifies factors and processes considered in curriculum planning, instructional design, and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually.

EDUC831 Strategies for Teaching Geometry (3)
Examines the scope and sequence of geometric content in the elementary and junior high school mathematics curriculum. Explores the strategies and activities for teaching geometry and measurement concepts and their application in the real world. *Prerequisite: EDUC640.*

EDUC833 Teaching Mathematics to Mathematically Able Students (3)
Examines the identification and teaching of mathematically able students. Explores appropriate teaching techniques, enrichment activities, and programs that meet the special needs of the mathematically able. *Prerequisite: EDUC640.*

EDUC835 Integrating Language Arts across the Curriculum (3)
Examines the ways in which students can use writing as a tool for content area learning; reviews research findings underlying an integrated approach to learning; illustrates specific language-across-the-curriculum methods. *Prerequisites: EDUC712 and EDUC719 or permission of instructor.*

EDUC846 Reading Remediation in the Classroom (3)
Reviews and extends students' skills in the use and critical evaluation of teaching methods and materials for remediating reading difficulties in the classroom. Emphasizes development of teacher-made as well as the use of commercially-produced materials. *Prerequisite: SPED619.*

EDUC868 Culminating Experience: . . . (3)
Provides the opportunity to synthesize graduate degree course work by completing an approved thesis, project, portfolio, internship, or other approved experience under the supervision of three faculty members. Cross referenced to EDEC868. *Prerequisites: Admission to candidacy, completion of at least 27 hours of course work applicable to degree, and an approved application/intent for EDUC868.*

EDUC869 Research Project in (Specialization) (3) P/NC
Provides students with opportunities to apply research skills in solving practical educational problems. With faculty supervision in their specializations, students develop researchable problems related to their interests, review related literature, and collect and analyze data to answer the problems. Examples of acceptable projects are action research projects, case studies with individual learners, evaluation studies using defined criteria, and surveys that produce data for the analyses of problems. *Prerequisites: Admission to candidacy, at least 27 hours in master's program, and advisor approval.*

EDUC870 Independent Study: . . . (1-6)
Individual reading, research, and/or project in education under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

EDUC890 Thesis I in (Specialization) (3) P/NC
Provides students with opportunities to initiate in-depth, supervised research in their areas of interest. Complete proposals and Chapters 1 and 2 (including the review of literature) are required. *Prerequisites: EDUC845 or STAT860 or concurrent enrollment, admission to candidacy, at least 27 hours in master's program, and advisor approval. See program options under master of arts in Education for other prerequisites.*

EDUC891 Thesis II in (Specialization) (3) P/NC
Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. *Prerequisite: EDUC890.*

Education - Administration

EDAD601 Curriculum Development and Learning Theories (3)
Analyzes the basic determinants of curriculum; factors influencing design, current trends, and school reforms, including special and experimental programs and practices. Emphasizes theories and methods of learning and models of teaching in the classroom, as they relate to sociological and cultural factors of all. Outlines methods for evaluating the effectiveness of curricula and programs. *Prerequisites: EDAD621 and EDAD729; open to Educational Administration majors only.*

EDAD621 Foundations of School Administration and Organization (3)
Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long-range planning and personnel management: overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels, including legal, business, financial, and the political, social, and cultural contexts of schools. Administration of schools and programs, including multicultural student populations and exceptional children. *Prerequisites: Graduate status and 12 hours of professional education.*

EDAD713 Leadership and Organizational Behavior (3)
Study of principles of leadership from historical, research, and application perspectives. Focuses on management behavior, leadership relations, group interaction, organizational dynamics, power, change, and diversity. Designed for students of administration, supervisors, administrators, and school service personnel. *Prerequisite: EDAD621.*

EDAD724 School Supervision (3)
An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions; and their influence on supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate; and academic achievement will be emphasized as they relate to school reform and to both multicultural and exceptional populations. *Prerequisite: EDAD621.*

EDAD729 Research in Educational Administration (3)
Develop skills in research design, including problem statements, hypotheses formulation, population/sample selection, data collection, and statistical analysis and interpretation. Historical, descriptive, casual-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative research. Not available for credit to students who have received credit for EDUC810. *Prerequisites: EDAD621; open to Educational Administration majors only.*

EDAD731 Community Relations (3)
An analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. *Prerequisite: EDAD621.*

EDAD732 Schools and Society (3)
Offered in televised format only. Discusses such social issues as gang involvement, teenage pregnancy, the use of drugs and alcohol by elementary and high school students, the reduced funding base for schools, and the growing trend toward privatization of public schools.

EDAD820 The Community College (3)
Studies the community college as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, and students in the community college system. *Prerequisite: EDAD621.*

EDAD822 Elementary and Secondary School Administration (3)
A practical examination of elementary and secondary school with emphasis upon the role of the principal in noncurricular problem-solving. Food services, health services, individual personnel problem-solving, working with cooperative educational service agencies, conflict management, leading meetings, special education administration, and his/her relationship with personnel: administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated material that includes an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. *Prerequisite: EDAD621.*

EDAD823 Community College Administration (3)
Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Prerequisites: EDAD621 and EDAD820.*

EDAD832 School Finance (3)
Primary focus on the financing of Illinois public schools. The theoretical background and legal bases of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanisms, taxing and auditing processes, and legal foundations in relation to salary, transportation, contracts, liability, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical applications. *Prerequisite: EDAD621.*

EDAD833 School Law (3)
Includes an analysis of selected general legal principles, case and statute law, and law-making agencies affecting Illinois public schools, including special education. Key content areas include the legal system; role of federal, state, and local governments; the legislative processes; school governance; policies, rules, and regulations; church and state; civil rights; student and parent rights and responsibilities; teacher rights and responsibilities; collective negotiations, torts, and contracts; and legal research. Content is designed for the practical application of school law. *Prerequisites: EDAD621 and EDAD729.*

EDAD834 Practicum in Instructional Leadership and School Management I (3) P/NC
The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of 21 hours of required courses.*

EDAD835 Practicum in Instructional Leadership and School Management II (3) P/NC
The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business, and facilities management, and community relations. *Prerequisites: Completion of 24 hours of required courses and EDAD834.*

EDAD836 Administration of School Personnel (3)
Provides a general understanding of personnel functions in education. Decision-making and problem-solving involving school personnel and supervision will be emphasized. Functions of recruitment, assignment, development, coordination, compensation, appraisal, negotiations, in-service education, motivation, and dismissal are included. *Prerequisite: EDAD621.*

EDAD838 Collective Negotiations (3)
The development and establishment of collective bargaining with school district groups. Presentation of historical, sociological, and legal perspectives, and current issues in educational collective bargaining, roles of individuals in the bargaining process, and effects in public sector. Participation in simulated collective bargaining exercises to prepare for negotiations, the use of table tactics and strategies, and dealing with impasse resolution and the impact on school budgets. *Prerequisite: EDAD621.*

EDAD839 School Finance II: Advanced Concepts/CSBO (3)
Reviews central concepts in School Finance I. Extends the student's knowledge and skills in areas such as school bookkeeping, transportation, school building, supervision of ancillary staff, and alternative funding. *Prerequisite: EDAD832.*

EDAD840 School Finance III: Applications/CSBO (3)
Designed for students planning to become business officials. The course begins with a review of topics and concepts studied in EDAD832: School Finance, and EDAD839: School Finance II, and then introduces new topics necessary for the preparation of students to become school business officials, topics such as overall personnel functions, including payroll, health insurance, retirement and incentives, accounts payable, negotiations, budgeting, and the use of technology in the business office. Instruction will use a problem-solving model that utilizes actual school situations and the use of technology. *Prerequisite: EDAD838.*

EDAD842 The Politics of Education (3)
Examines school systems as politically-influenced entities. Topics include the politics of school governance, strategies of lobbying and negotiation, policy development and implementation, and the use of power, influence, and authority. Focuses on the relationship of these topics to system problems such as diminishing resources and dropping achievement. Students will apply political skills through role-playing and simulation. *Prerequisite: Permission of dean of the College of Education.*

EDAD845 Practicum in School Business Management (3) P/NC
The major purpose of the field practicum is to provide the student with a supervised experience in the functions and duties associated with school business management and operations. Students will participate in activities related to development and implementation of school business procedures, budget development, transportation, computer operations, and management of non-certificated personnel. *Prerequisites: Completion of 24 hours of required courses.*

EDAD850 Seminar: Educational Policies and Issues (3)
Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and disabled students. *Prerequisite: EDAD621.*

EDAD860 The Dynamics of Maintaining and Improving School Climate (3)
Examines the dynamics of the relationship among school administration, the community, and the teacher's union and provides strategies for affecting productive working relations among these and other involved groups. The superintendent's role as mediator, negotiator, problem-solver, and strategist is treated as it relates to influencing the school atmosphere. *Prerequisites: Experience as school administrator and permission of dean of the College of Education.*

EDAD865 Information Technology for School Administrators (3)
Emphasizes the leadership role the school administrator plays in developing and executing technology skills with school personnel. Highlights problem-solving skills the principal might use in addressing school related computer use. Provides an overview of productivity and curricular application that the administrator is expected to be familiar. *Prerequisite: EDAD621 or a current school administrator license.*

Education - Bilingual-Bicultural

BBED510 Introduction to Bilingual-Bicultural Communication (3)
Introduces students to issues of bilingualism, bidialectism, language development, language attitudes, non-verbal communication in bilingual settings, and language assessment. These issues are directly related to the student's own experience through assessment of the student's linguistic proficiency. *Prerequisite: Teaching certificate*.

BBED520 Foundations of Bilingual and ESL Education (3)
Presents an interdisciplinary overview of the history, philosophy, sociology, culture, psychology, and legislation of bilingual and ESL education. Compares methods and models of bilingual and ESL education. Requires 10 clock-hours of field experience. *Prerequisite: Teaching certificate*.

BBED525 Assessment of Language of Minority Students (3)
Studies current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also discusses current trends and issues relevant to assessment of bilingual students. Requires 20 clock-hours of field experience. *Prerequisite: BBED520 or permission of instructor.*

BBED530 Methods and Materials for Teaching in Bilingual Programs (3)
Prepares students to function effectively in a bilingual classroom. Identifies and examines specialized instructional strategies, materials, and evaluation stemming from various theories of teaching and learning. Introduces students to curriculum development, including the development of culturally relevant units and lesson plans. Requires 20 clock-hours of field experience. *Prerequisite: BBED520 or permission of instructor.*

BBED535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3)
Prepares students to teach language arts and reading in Spanish, as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic, and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to nonnative speakers of English. Requires 20 clock-hours of fieldwork. *Prerequisite: BBED525.*

BBED538 Cross-Cultural Education (3)
An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, and resources as applied to school settings. Requires 10 clock-hours of field experience.

BBED740 Psychological Implications of Bilingual-Bicultural Education (3)
Identifies factors, problems, materials, and instructional strategies appropriate to the education of bilingual-bicultural children.

BBED793 Spanish Language Arts Instruction (3)
Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language.

BBED797 Reading Strategies in the Bilingual and ESL Classroom (3)
Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires 20 clock-hours of fieldwork. *Prerequisites: BBED525 and ENGL508 or permission.*

BBED799 Practicum in Bilingual and ESL Education (3)
Provides a supervised field experience in bilingual education for limited English proficiency students. Includes experiences in language proficiency assessment and development of curriculum in reading, teaching English as a second language, and other selected subject areas. Requires 40 to 90 clock-hours of fieldwork and fulfills the clinical experience requirements of the state for approval in transitional bilingual education. *Prerequisites: Fifteen credit-hours in bilingual and ESL education or permission of instructor.*

BBED800 Practicum in Bilingual and ESL Education (3)
Provides supervised advanced field experience in professional decision-making in the classroom. Students work with limited English proficiency students in various bilingual and/or ESL programs. Students observe, diagnose the problems, and prescribe effective instructional strategies related to objectives, learning activities, and alternative assessment techniques. Requires 40 to 90 clock-hours of clinical experience. *Prerequisites: Twelve hours of BBED courses or permission of instructor.*

Education - Computer Education

EDCP500 Introduction to Educational Technology (3)
Examines the effect and use of technology in today's educational system, particularly as it applies to the introduction, use, and evaluation of technology as an instructional and managerial aid. Discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level. *Prerequisites: Sixty hours of college credit.*

EDCP510 Technology Management I (3)
Students will learn how to build computers, install and configure operating systems, other software, and peripherals. Emphasis is on developing troubleshooting and problem-solving skills. *Prerequisite: Admission to technology management internship or instructor's permission.*

EDCP511 Technology Management II (3)
Students will explore the emerging role of the technology manager in organizations, such as schools, businesses, health and governmental agencies. Emphasis is on identifying and interpreting the environmental factors that inhibit or facilitate the technology manager in being successful. Development of collaborative and problem-solving skills is an essential part of this course. *Prerequisite: EDUC510.*

EDCP512 Technology Management Internship I (3)
Students will work 15-20 hours each week in an appropriate setting. In this setting they will have the opportunity to apply their skills and knowledge and to integrate what they have learned in previous courses. Emphasis in this course is on continued development of collaborative and problem-solving skills. Students participate in five or six seminars during the trimester. *Prerequisite: EDUC511 with a grade of "B" or better.*

EDCP513 Technology Management Internship II (3)
Students will work 15-20 hours each week in an appropriate setting. In this setting they will have the opportunity to apply their skills and knowledge and to integrate what they have learned in previous courses. Emphasis in this course is on continued development of collaborative and problem-solving skills. Students participate in five or six seminars during the trimester. *Prerequisite: EDUC511 with a grade of "B" or better.*

EDCP610 Evaluating Software for Instruction (3)
Examines the role and function of computer software in the instructional process. Activities focus upon the development of criteria appropriate for selecting software as part of classroom instruction and management. Utilizes a curriculum-based decision-making approach to evaluating the function of software.

EDCP620 Programming in QBASIC and Visual BASIC (3)
Provides a fundamental level of working knowledge of computers and computer programming. Presents a general introduction to computing concepts, operations, and programming. Requires completion of a project on a topic acceptable to the instructor. *Prerequisites: MATH320, MATH325, or CPSC305.*

EDCP640 Programming in PASCAL (3)
Introductory study of the PASCAL programming language. Focuses on top-down, structured programming techniques. Topics include control statements, data type control structures, arrays and subscripts, records and sets, nested structures, and recursion. Requires completion of a project. *Prerequisites: MATH320, MATH 325, or CPSC305.*

EDCP645 Programming in C++ (3)
The purpose of this course is to introduce the C++ programming language, including its syntax, control structures, functions, data structures, and the use of pointers. Students will use the Turbo C++ compiler to write, run, and debug programs on IBM PC compatible computers. Emphasis will be replaced on clarity and correctness of the resulting programs. Requires a substantial commitment of time for the completion of programming assignments. *Prerequisites: College algebra or equivalent and either CPSC340 or CPSC342.*

EDCP732 Educational Applications of the Microcomputer: Mathematics (3)
Presents a variety of software and examines how these might be incorporated into the teaching of mathematical concepts and skills and the development of problem-solving processes. Examines the use of commercial and instructional applications software, the creation of teacher-made software, and the assessment of software and hardware needs.

EDCP735 Educational Applications of the Microcomputer: Reading and Writing Development (3)
Provides the student with instructional applications of the microcomputer for use in reading, language arts, and writing skills development. Topics covered span the range from developmental through remedial applications. Particular emphasis is placed upon the use of the microcomputer for the enrichment of the reading-writing connection.

EDCP736 Educational Applications of the Microcomputer: Science (3)
Enables students to evaluate, utilize, and develop computer software for use in science classrooms. Involves reviewing available science software, testing software in the classroom, and developing programs for use with science courses.

EDCP737 Educational Applications of the Microcomputer: Special Education (3)
Investigates the use of microcomputers in special education and the multitude of uses this technology offers those with disabilities. Includes emphasis on user-oriented applications of the microcomputer, classroom problem-solving techniques, and computer-assisted instruction (CAI).

EDCP770 Administrative Uses of Microcomputers (3)
An overview of the administrative uses of microcomputers in educational settings. Emphasis will be on data management functions. Focus on hardware and software for use with budgets, schedules, recordkeeping, data processing, and word processing. Also includes review of educational hardware and software packages.

EDCP810 Multimedia in Education (3)
Capabilities for the use of multimedia in instruction have increased along with emerging technology. Multimedia describes a variety of hardware and software used alone or in combination to provide text, still images, digitized animation, and sound on a given topic. This course exposes students to these forms of media and provides experience in developing instruction by combining media into interactive presentations utilizing both hardware and software resources.

EDCP820 Telecommunications in Education (3)
This course is an exploration of the use of computers for communicating with other learners across the world. It also explores the use of telecommunications in the teaching and learning process. With knowledge doubling every five to seven years, it makes sense to examine ways to learn and find information rather than memorize a set of finite facts. This course focuses on the potential for learning outside the walls of the school building. *Prerequisite: EDCP500 or prior computer experience.*

EDCP850 Coordinating Educational Technology (3)
Provides a synthesis of computer education issues. Topics covered include uses and abuses of microcomputers, future roles of microcomputers, educational staffing and training issues, hardware and software cost analyses, promoting computer literacy, advocating curriculum change involving technology, writing district technology plans for state and federal grants, as well as becoming school or district technology coordinators. *Prerequisites: EDCP610, EDCP810, and EDCP820.*

EDCP860 Practicum in Microcomputer Education (3)
Provides supervised practicum experience in microcomputer education and instruction. Students work with learners in either a classroom, laboratory, or computer camp setting, assisting the learners in developing proficiency in either the use of microcomputers or skill development in a subject area through the use of a microcomputer. *Prerequisite: EDCP850.*

Education - Early Childhood

EDEC321 Effective Teaching and Laboratory for Early Childhood Majors (4)
Reviews instructional terminology as it relates to implementing appropriate teaching practices. Provides discussion and beginning instruction on identifying academic goals/objectives, applying instructional and evaluation procedures, and meeting the needs of diverse learners, including those of cultural diversity and/or special needs. Classroom management strategies will be reviewed.

EDEC350 Foundations of Early Childhood Education (3)
Investigates historical and philosophical bases of early childhood education. Examines contemporary models, examines the impact of current issues on educational decision-making, and explores options in early childhood education for the future.

EDEC360 Growth and Development of Young Children (3)
Surveys theories and research about children's growth and development from birth through eight years of age. Includes attention to cultural diversity as related to child rearing patterns and development. Causes and characteristics of developmental anomalies are reviewed. This course builds a critical foundation upon which further course work, particularly methods courses, is built.

EDEC370 Typical and Atypical Speech and Language Development (3)
Focuses on the typical and atypical communication and language development of young children, developmentally appropriate practices for facilitating young children's construction of language, creating quality language-learning environments, and the relationship between language and literacy. *Prerequisites: EDUC321, EDEC350 or EDEC360; or concurrent enrollment.*

EDEC415 Child and Families with and without Special Needs in the Community (3)
Overview of the cultural differences, child-rearing practices, communication patterns, experiences of families, and the life stresses that effect young children and their views of self and others in family, school, and community. Explores ways in which the schools can provide services to families and identifies support networks in the community. *Prerequisites: EDUC321, SPED510, EDEC350, or EDEC360. Corequisite: EDEC416.*

EDEC416 Lab 1: Infant and Toddler Methods (1)
Under supervision, students are provided with experience in observing and assessing the development of infants and toddlers, assist in developing and maintaining an appropriate educational environment and planning appropriate learning experiences for the very young child. Students will be delivering teaching episodes, facilitating parent-child interaction, and parent support groups. Requires 30 clock-hours of field experience. *Prerequisites: EDUC321, SPED510, EDEC350 or EDEC360. Corequisite: EDEC415.*

EDEC420 Observation and Assessment for Young Children with and without Special Needs (3)
The history and issues of early childhood assessment are studied. Experiences in the observation and recording of the behavior of young children are applied. Learners will critique screening approaches, assessment techniques and materials. The relationships between naturalistic and authentic assessment and curriculum and instruction in early childhood education will be emphasized. *Prerequisites: EDUC321, SPED510, EDEC350, or EDEC360.*

EDEC425 Preprimary and Special Education Methods (3)
Introduces techniques for individualizing developmentally appropriate instruction in specific content areas for young children with an emphasis on the prekindergarten and kindergarten years. Introduces curriculum development and content related to language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Examines approaches to working with culturally diverse children and the inclusion of special needs children. *Prerequisites: EDUC321, SPED510, EDEC350, or EDEC360. Corequisite: EDEC426.*

EDEC426 Lab 2: Preprimary Methods (1)
Provides field experience in preschool and kindergarten settings. Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching subject areas associated with EDEC425. Requires 30 clock-hours of supervised fieldwork. *Prerequisites: EDUC321, SPED510, EDEC350, or EDEC360. Corequisite: EDEC425.*

EDEC431 Lab 3: Literacy in Early Childhood Education (1)
Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. Requires teaching 30 clock-hours of supervised fieldwork. *Prerequisites:EDEC416 and EDEC426. Corequisite: EDEC432.*

EDEC432 Literacy Methods in Early Childhood Education (3)
Introduces pre-service teachers to content, methods, and materials for teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. *Prerequisites: EDEC415 and EDEC425. Corequisite: EDEC431.*

EDEC440 Methods of Teaching Primary Science, Math, and Social Studies (3)
Introduces prospective teachers to content, methodology, and instructional materials for teaching science, mathematics, social studies, and technology to children from kindergarten through third grade within a community school context. *Prerequisites: MATH322, EDEC415, and EDEC425. Corequisite: EDEC441.*

EDEC441 Lab 4: Teaching Primary Science, Math, and Social Studies (1)
Under supervision, students gain experience in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and create and present learning experiences in mathematics, science, social studies, and computer use. Requires 30 clock-hours of field experience. *Prerequisites: MATH322, EDEC416, and EDEC426. Corequisite: EDEC440.*

EDEC450 Methods of Teaching in the Arts (2)
Introduces and evaluates music and art methods and related disciplines such as dance, movement, and drama for the preschool and primary levels. Includes attention to culturally diverse populations and special needs children. *Prerequisites: EDUC321, SPED510, EDEC350, or EDEC360.*

EDEC460 Integrating Instruction in Early Childhood Education (3)
Prepares future teachers to create holistic learning environments for children through planning the physical and social/emotional classroom environment. Includes exploration, analysis, and evaluation techniques in establishing interest centers, attention to children's peer relationships and need for community, appropriate scheduling of classroom activity, and opportunity for children to work on extended projects that include a variety of subjects. Primary emphasis on preschool and early primary children. Includes attention to culturally diverse populations and special needs children. *Prerequisites: completion of any two of the following: EDEC415/416, EDEC425/426, EDEC431/432, EDEC440/441.*

EDEC499 Student Teaching in Early Childhood Education (12)
Provides the teacher candidate with directed experiences in planning, organizing, and instructing children within a primary classroom and within a preschool classroom in public schools. A student is supervised in both placements by a Governors State University faculty member and school-based cooperating teacher. Includes 15 weeks of full-time classroom experience. *Prerequisites: Meeting division and collegial requirements for student teaching eligibility.*

EDEC520 Beginning Writing and Reading Instruction (3)
Introduces teachers to content, methodology, and materials for teaching writing and reading at the preschool and kindergarten through third grade levels. Explores options for making instructional decisions. *Prerequisites: EDEC360 and/or concurrently EDEC370.*

EDEC651 Lab 1: Infant and Toddler (1)
Under supervision, assists with experience in observing infants and toddlers, both typical and atypical, assist in developing and maintaining appropriate educational environment and planning appropriate learning experiences for the young child. Students will be facilitating parent/child interactions and parent support groups. Requires 30 clock-hours of field experience. *Prerequisites: EDUC610, EDEC812 or EDEC822 and SPED510. Corequisite: EDEC652.*

EDEC652 Children with or without Special Needs and Family in the Community (3)
Focuses on the children with or without special needs, experiences in families and communities, including cultural/linguistic differences, child-raising practices, communication patterns, and life stresses as it affects young children and their view of self/others. Explores legalities and philosophies to assess ways of being responsive to the needs of families/communities. Identifies consultation/collaboration networks with professionals/agencies in the community. *Prerequisites: EDUC610, EDEC812 or EDEC822, and SPED510. Corequisite: EDEC651.*

EDEC665 Methods of Teaching in the Arts (2)
Introduces and evaluates music and art methods and related disciplines, such as dance, movement, and drama for the preschool and primary levels. Includes attention to culturally diverse populations and special needs children. *Prerequisites: EDUC610, EDEC812 or EDEC822, and SPED510.*

EDEC670 Preprimary and Special Education Curriculum Development in Early Childhood (3)
Analyzes techniques for individualizing instruction in specified content areas that are developmentally appropriate for young children with an emphasis on the pre-kindergarten and kindergarten years. Analyzes and evaluates curriculum development and content related to typical and atypical language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies. Critiques approaches to working with culturally and linguistically diverse children and children with special needs. *Prerequisites: EDUC610, EDEC812 or EDEC822, and SPED510. Corequisite: EDEC671.*

EDEC671 Lab 2: Preprimary (1)
Under supervision, students gain experience in observing and assessing the development of preschool and kindergarten-aged children, assist in developing and maintaining an appropriate educational environment, and create and deliver teaching episodes. Requires 30 clock-hours of field experience. *Prerequisites: EDUC610, EDEC812 or EDEC822, and SPED510. Corequisite: EDEC670.*

EDEC680 Literacy Methods in Early Childhood Education (3)
Introduces pre-service teachers to writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children and special needs children. *Prerequisites: EDEC652 and EDEC670. Corequisite: EDEC681.*

EDEC681 Lab 3: Literacy in Early Childhood Education (1)
Introduces pre-service teachers to content, methodology, and materials for teaching writing, reading, and language arts at the primary level. Includes approaches for working with culturally diverse children in elementary school language arts. Requires teaching small groups of primary grade students. Requires 30 clock-hours of supervised fieldwork. *Prerequisites: EDEC651 and EDEC671. Corequisite: EDEC680.*

EDEC695 Methods of Teaching Primary Math, Science, and Social Studies (3)
Introduces prospective teachers to content, methodology, and instructional materials for teaching science, mathematics, social studies, and technology to children from kindergarten through third grade within a community school context. *Prerequisites: EDEC652 and EDEC670 and MATH322. Corequisite: EDEC696.*

EDEC696 Lab 4: Teaching Primary Math, Science, and Social Studies (1)
Under supervision, students gain experience in observing and assessing the development of children in the primary grades, assist in developing and maintaining an appropriate educational environment, and create and present learning experiences in mathematics, science, social studies, and computer use. Requires 30 clock hours of field experiences. *Prerequisites: EDEC651, EDEC671, and MATH322. Corequisite: EDEC695.*

EDEC740 Issues and Methods for At Risk/Special Needs (3)
Examines specific sources, of risk/special needs and the effects on the young children/families. Protective factors of resiliency will be examined. Implications for policy are explored. Developmentally appropriate practices for educating young children with risk factors/special needs in social, cognitive, communication, adaptive, and motor development, in school and home settings will be identified. IEP and IFSP's will be analyzed. Requires 15 clock-hours of field experiences. *Prerequisites: EDEC350, EDEC360, and SPED510 or equivalents.*

EDEC800 Psycholinguistics (3)
Presents theories and research in the field of psycholinguistics, focusing on language development models and the reciprocal relationship between language and cognitive development. Explores and critiques the application of language models for typical and atypical development. *Prerequisites: EDUC610 and EDEC822 or EDEC812 or concurrent enrollment.*

EDEC812 History and Philosophy Early Childhood Education (3)
Investigates and analyses the status of young children in history, focusing on the development of early childhood education in Western Europe. Traces influences on early childhood education practices in North America and explores emerging cross-cultural exchanges. *Prerequisites: EDUC610 and three hours of graduate-level course work.*

EDEC822 Advanced Early Childhood Development (3)
Emphasizes important theories and research in infancy and early childhood development. Covers both the classical papers that have strongly influenced the field and recently published works that reflect the current state of knowledge of cognitive, social, and emotional development. Focuses on development of the normal child, but linkage to special educational areas is provided. *Prerequisite: EDEC360.*

EDEC860 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
Studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials for children with and without special needs. Legal and ethical issues of assessment and the writing of individualized educational programs of young children will be discussed. *Prerequisites: EDUC610, SPED510, and EDEC812 or EDEC822.*

EDEC864 Interdisciplinary Team Process (3)
This course will bring together graduate students from any discipline to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. Will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

EDEC868 Culminating Experience ... (3)
Provides the opportunity to synthesize graduate degree coursework by completing an approved thesis, project, portfolio, internship or other experience under the supervision of three faculty members. *Prerequisites: Admission to candidacy, completion of at least 27 hours of course work applicable to the degree, and an approved application/intent for EDEC868.*

EDEC885 Integrating Instruction in Early Childhood Education (3)
Prepares future teachers to create holistic learning experiences for children through planning of physical and social/emotional classroom environment. Includes exploration, analysis, and evaluation techniques in establishing interest centers, peer relationships, community networks, appropriate activity scheduling, subject integration and extended learning projects. Primary emphasis on preschool and early primary children. Includes attention to culturally diverse populations and special needs children. *Prerequisites: EDEC610, EDEC812, EDEC822, SPED510, and if seeking teacher certification EDEC651 and EDEC671.*

Education - Elementary Education

ELED301 Teaching Laboratory I (1) P/NC
Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching reading and language arts. Requires teaching small groups of elementary students. Requires 30 clock-hours of fieldwork. *Prerequisites: Admission to teacher education and EDUC321. Corequisites: ELED302 and ELED303.*

ELED302 Teaching Language Arts in Elementary Schools (3)
Introduces prospective teachers to content, methodology, and materials for elementary school language arts. Explores options for making instructional decisions. *Prerequisites: EDUC320 and EDUC321. Corequisites: ELED301 and ELED303.*

ELED303 Developmental Reading in Elementary Schools (3)
Introduces prospective teachers to content, methodology, and materials for elementary school reading. Explores options for making instructional decisions. *Prerequisites: EDUC320 and EDUC321. Corequisites: ELED301 and ELED302.*

ELED401 Teaching Laboratory II (1)
Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching mathematics, science, and social studies. Requires teaching small groups of elementary students. Requires 30 clock-hours of fieldwork. *Prerequisites: ELED301. Corequisites: ELED460, ELED463, and ELED466.*

ELED450 Corrective Reading (3)
Introduces prospective teachers to content, methods, and materials for corrective reading instruction. Explores options for making instructional decisions for students who are experiencing minor reading problems. Must be taken before student teaching. *Prerequisite: ELED303.*

ELED460 Teaching Science in Elementary Schools (3)
Introduces and orients pre-service teachers to content, methods, and materials for elementary school science. *Prerequisites: ELED302, ELED303, 10 hours of biological and physical sciences. Corequisites: ELED401, ELED463, and ELED466.*

ELED463 Teaching Mathematics in Elementary Schools (3)
Introduces prospective teachers to content, methodology, and materials for elementary school mathematics. Explores options for making instructional decisions. *Prerequisites: ELED302, ELED303, MATH320, MATH322, and Math Selective. Corequisites: ELED401, ELED460, and ELED466.*

ELED466 Teaching Social Studies in Elementary Schools (2)
Introduces prospective teachers to content, methodology, and materials for elementary school social studies. Explores options for making instructional decisions. Includes 10 hours of field experience. *Prerequisites: ELED302, ELED303, POLS302, GEOG405, and HIST311 or HIST312. Corequisites: ELED401, ELED460, and ELED463.*

ELED499 Student Teaching (12)
Supervised teaching for 12 weeks, generally in a public school, under the supervision of a superior classroom teacher and a university supervisor. *Prerequisites: Completion of all professional education courses with a G.P.A. of 3.0 and a G.P.A. in general education courses of 2.75.*

ELED500 Teaching in the Inclusive Classroom (3)
Examines methods of teaching students with exceptionalities in the regular education classroom. *Prerequisites: SPED510 or equivalent and ELED301 or equivalent.*

Education - Higher Education Administration

HEAD618 The Adult Learner (3)
Examines characteristics of higher education students in various programs. Analyzes enrollment trends of adult learners as compared with and contrasted against traditional age students. Distinguishes program planning, marketing, and program delivery in relation to the adult learner, student needs, and demographic changes. *Prerequisite: Graduate student status.*

HEAD621 Foundations of Higher Education Administration and Organization (3)
Emphasizes the nature of the administrative process, administrative theory, and long-range planning and personnel management: overview of structure, governance, policy or public education, and school reform at the local, state, and federal levels. *Prerequisite: Graduate student status.*

HEAD625 Institutions of Higher Education (3)
Examines the school of higher learning as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, students in this system, governance structures, and trends, in higher education. *Prerequisite:HEAD621.*

HEAD713 Leadership and Organizational Behavior in Higher Education (3)
Cover the principles of leadership from historical, research, and application perspectives. Focuses on management behavior, leader-team relations, group interaction, and organizational dynamics. *Prerequisite: HEAD621.*

HEAD731 Community Relations and Higher Education (3)
Analyzes the role of higher education policy in modern community, community power structure and resources, the social and political context, and the principles of higher education-community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of the adult learner, interagency cooperation, funding, and evaluation. *Prerequisite: HEAD621.*

HEAD823 Higher Education Administration (3)
Examines university, college and other institutions of higher education administration in different areas of operation and focuses on policy-setting processes. Includes distinctive organizational and environmental features of colleges and universities and how these features affect the behavior and management of these organizations. *Prerequisite: HEAD625.*

HEAD832 Higher Education Finance (3)
Examines issues and trends of finance for institutions of higher learning. Studies funding, expenditures, and budgeting at the institutional, state, and federal level. *Prerequisite: HEAD621.*

HEAD833 Higher Education Law (3)
Focuses on legal issues in higher education including intellectual property, collective bargaining, academic freedom, students' rights, and affirmative action. *Prerequisites: HEAD621 and EDAD729.*

HEAD834 Practicum in Higher Education Administration I (3)
Provides candidates with a supervised experience in the functions and duties associated with instructional leadership at the college level and higher education management. Emphasizes to candidates the behaviors, best practices, and dispositions of instructional leadership. *Prerequisites: HEAD621, EDAD729, and completion of 21 hours of core requirements and concurrent enrollment in remaining core course.*

HEAD835 Practicum in Higher Education Administration II (3)
Provides candidates with additional supervised experience in the functions and duties associated with leadership at the college level and higher education management. Emphasizes to candidates the behaviors, best practices, and dispositions of management. *Prerequisites: HEAD621, HEAD834, and completion of 24 hours of core requirements and concurrent enrollment in remaining core course.*

HEAD850 Seminar: Higher Education Policies and Issues (3)
To identify, research, and analyze current issues and the influence role regarding policy development. *Prerequisite: HEAD621.*

Education - Professional Development

Credits earned in the following EDPD courses cannot be applied toward degree requirements of the M.A. in Education.

EDPD511 Sharing Nature with Children (1)
Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities that can be used with groups. Through active participation in an extended outdoor education/ recreation experience, teachers and youth leaders become familiar with a wide variety of activities.

EDPD621 Seasonal Science Methods: Autumn (1) P/NC
Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification, and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for elementary teachers.

EDPD622 Seasonal Science Methods: Spring (1) P/NC
An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. A weekend field study course designed for elementary teachers.

EDPD623 Seasonal Science Methods: Summer (1) P/NC
An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. A weekend field study course designed for elementary teachers.

EDPD624 Seasonal Science Methods: Winter (1) P/NC
An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. A weekend field study course designed for elementary teachers.

EDPD650 Topics in Professional Development: . . . (1-3)
Provides a series of skill- or competency-based training sessions directly related to improving the actual delivery, management, or reporting of classroom learning experiences for children and adolescents. *Prerequisites: Vary according to topic.*

Education - Reading

READ819 Narrative and Expository Writing Instruction, K-12 (3)
Examines research on the development of K-12 students' spelling and writing, especially narrative and expository writing. Provides a foundation in instructional strategies and curricular organizations based on this research. Topics include developmental spelling, reading-writing connections, word processors and other technology, conventions of standard American English, assessment of students' writing, and implementation of lessons plans in-class. *Prerequisite: Graduate student status.*

READ820 Psycholinguistics and Sociolinguistic Foundations of Literacy (3)
Examines major theories and research on language development, cognition, and learning. Studies the relationships of linguistic differences and social, cultural, and environmental factors to language and literacy development. *Prerequisite: Graduate student status.*

READ821 Survey of Reading: Theory and Practice (3)
Provides a foundation in models and theories of reading process and current issues in reading instruction. Investigates research on developmental reading practices with varied populations, including special needs and linguistically and culturally diverse students. Develops teachers' ability to read, discuss, and write about reading research and to connect that research to their own classrooms. *Prerequisites: Three hours in undergraduate reading methods and graduate student status.*

READ822 Teaching Reading in the Content Areas (3)
Explores instructional practices that facilitate learning with content area texts. Identifies strategies for vocabulary and concept development, comprehending difficult text, and writing to enhance understanding of content materials. Includes assessment practices which can provide a basis for instructional decisions in content area teaching. Technology intensive course that requires the use of Internet research, a listserv, online instructional materials, and electronic learning logs. *Prerequisites: Three hours in reading and graduate student status.*

READ823 Integrating Children's and Adolescents' Literature Across the Curriculum (3)
Study of literature reflecting the culture, experiences, and contributions of distinct cultural and ethnic groups, as well as other literature for enhancing content area learning across the K-12 curriculum. *Prerequisite: Graduate student status.*

READ824 Reading Diagnosis (3)
Emphasizes the application of knowledge of theory and research to the selection of appropriate standardized and informal diagnostics in analyzing, administering, scoring, and interpreting diagnostic measures. Preparation of a diagnostic case study is required. *Prerequisites: A grade of "B" or better in READ820, READ821, and READ822, and either READ819 or READ823, two years of teaching experience, and candidacy.*

READ825 Reading Remediation (3)
Focuses on the development of instructional strategies and selection of materials for individuals who have moderate to severe reading problems. Emphasizes adapting instruction to the interests and needs of students with exceptionalities and includes strategies for assisting students with linguistic and cultural differences. Requires preparation of a remediation case study. *Prerequisites: A grade of "B" or better in READ823 and READ824.*

READ826 Reading Practicum I: Elementary School Reading (3)
Provides a supervised clinical experience in assessing and remediating the reading difficulties of students. Continues exploration of adaptations appropriate for students with cultural and linguistic differences, as well as those necessary for students with exceptionalities. *Prerequisites: A grade of "B" or better in READ819 and READ825.*

READ827 Reading Practicum II: Middle and Secondary School Reading (3)
Provides a supervised clinical experience in assessing and remediating the reading difficulties of students. Continues exploration of adaptations appropriate for students with cultural and linguistic differences, as well as those necessary for students with exceptionalities. *Prerequisites: A grade of "B" or better in READ819 and READ825.*

READ828 Seminar in Reading Research (3)
In-depth study of selected literacy problems. Emphasizes evaluation of research findings and application of research methods to the study of classroom, school, and community literacy issues. *Prerequisites: Completion of 24 hours in the M.A. in Reading, and earned a Pass on the ICTS Exam (176 Reading Specialist) and/or the program comprehensive exam.*

READ830 Developing and Supervising the School Reading Program (3)
Examines local, state, and national trends in the development of goals and standards for the reading curriculum. Focuses on application of needs assessment as the basis for implementing school change and teacher professional development efforts. Includes supervisory approaches, such as mentoring and peer coaching, for improving the knowledge and skills of teachers. *Prerequisites: READ825.*

Education - Special Education

SPED510 Survey of Students with Exceptionalities (3)
Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork.

SPED600 Identification and Characteristics of Students Who Are Gifted (3)
Identifies the most common characteristics of students who are gifted and talented. Analyzes the reliability and validity of various techniques used in gifted student identification. Presents an overview of fundamental gifted teaching philosophies. Proposes problems encountered in gifted programs, as well as possible solutions. Stresses the need and importance of gifted programs in the current educational system. Requires 10 clock-hours of fieldwork.

SPED610 Survey of Teaching-Learning Models for Gifted Education (3)
Presents teaching-learning models that are used in the development of a program for the gifted. Discusses the role of critical enrichment education programs. Evaluates the appropriate use and proper application of various program models. Requires 10 clock-hours of fieldwork.

SPED619 Psychological Diagnosis of Learners with Exceptionalities (3)
Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs. Emphasizes prescriptive ability, assessment, and potential level of functioning. Requires 30 clock-hours of fieldwork. *Prerequisite: SPED510.*

SPED621 Developing Programs in Schools for Students Who Are Gifted (3)
Proposes the concept of curriculum differentiation for those who are gifted. Outlines a program initiation framework. Provides a step-by-step procedure for planning and implementing gifted programming. Requires 10 clock-hours of fieldwork. *Prerequisites: SPED600 and SPED610.*

SPED624 Characteristics of Students with Emotional/ Behavior Disorders (3)
Explores various definitions, causes, characteristics, treatments, and instructional strategies involved in educating students with behavior disorders. Requires 15 to 20 hours of fieldwork. *Prerequisites: SPED619 or equivalent.*

SPED625 Characteristics of Students with Cognitive/Mental Impairments (3)
Examines the theoretical foundations of mental retardation/ cognitive impairments and attempts to relate the various constructs to such issues as causation, prevention, and selection of appropriate psychoeducational means to identify such impairments. Additional attention is given to the effects of these individuals upon their family community. Requires 20 hours of fieldwork. *Prerequisites: SPED619 or equivalent.*

SPED640 Characteristics of Students with Learning Disabilities (3)
Examines the theoretical foundations of learning disabilities and attempts to relate the various constructs to such issues as causation, prevention, and selection of appropriate psychoeducational means to identify specific learning problems. Additional attention is given to the effects of these individuals upon their family community. *Prerequisites: SPED619 or equivalent.*

SPED641 Methods for Teaching Trainable/Severe/Profound Students with Mental Impairments (3)
Identifies the programming areas and professional procedures required to plan and implement appropriate instructional programs for the students with moderate to severe mental retardation. Examines specific federal mandates which assure these individuals the right to individual treatment plans and access to community and public educational systems. Requires 20 hours of fieldwork. *Prerequisite: SPED625.*

SPED644 Methods for Teaching Students with Behavior Disorders (3)
Studies the conditions which initiate and perpetuate inappropriate social behaviors which interfere with learning. Examines various strategies and methods that foster program planning and implementation for groups and students. Requires 15 to 20 hours of fieldwork. *Prerequisite: SPED624.*

SPED645 Methods of Teaching Individuals with Learning Disabilities (3)
Examines the procedures for planning and implementing instructional programs for individuals with specific learning disabilities. Provides methods and strategies consistent with the federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 20 hours of fieldwork. *Prerequisite: SPED640.*

SPED650 Topics in Special Education: . . . (1-3)
Involves experts in special education addressing selected topics of current concern in the field. Discusses implications both for theory and practice. Participants have an opportunity to discuss the topics and, where appropriate, apply techniques and skills.

SPED699 Special Education Student Teaching (9)
Provides graduate candidates with experience in teaching students with disabilities. Each candidate t is placed in a special education setting commensurate with experiences required for certification sought (i.e., students with LD, S/ED, MR/MI/CI, PH, traumatic brain injury (TBI) and autism). WebCt seminar activities are also required. *Prerequisites: Admission to MCSE candidacy, completion of all required courses, and approval of program coordinator.*

SPED805 Administration and Supervision of Special Education (3)
Provides an overview of the functions, responsibilities, and problems in the organization, administration, and supervision of special education programs at the federal, state, and local levels. Emphasizes current rules and regulations. *Prerequisite: Open to Multicategorical Special Education, Educational Administration, Psychology, and Speech majors only.*

SPED820 Learning Characteristics of Learners with Exceptionalities (3)
Investigates the cognitive and psychomotor abilities of students 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. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED510; open to Multicategorical Special Education majors only. Includes WebCT activities.*

SPED831 Behavioral Characteristics of Learners with Exceptionalities (3)
Examines the social-affective development across the continuum of behaviors 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 Investigates theoretical approaches utilized in identification of exceptionalities. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED820 or concurrent enrollment; open to Multicategorical Special Education majors only. Includes WebCT activities.*

SPED835 Methods for Teaching Learners with Exceptionalities (3)
Investigates advanced methods and teaching techniques for use with 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 Examines strategies for curriculum development and writing IEPs. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED619 and SPED831; open to Multicategorical Special Education majors only. Includes WebCT activities.*

SPED840 Special Education Practicum I (1)
Provides professional experience in designing, implementing, and evaluating instructional intervention. Requires preparation of a case study, an IEP, and 30 clock-hours of fieldwork. *Prerequisites: SPED820, SPED831, and completion or concurrent enrollment in SPED619 and SPED835; open to Multicategorical Special Education majors only.*

SPED850 Practicum II (1)
Provides advanced professional experience in designing and implementing instructional and behavioral intervention for exceptional children in multicategorical special education settings. Requires 30 clock-hours of fieldwork. *Prerequisites: SPED820, SPED831, and completion or concurrent enrollment in SPED619 and SPED835; open to Multicategorical Special Education majors only.*

SPED860 Collaboration Skills for Teachers and Support Personnel (3)
Provides teachers and other school personnel with collaborative models to enhance student and classroom performance. Presents a systematic, collaborative problem-solving approach for creating alternative instructional strategies. Focuses on observation, instructional and data collection techniques, parent collaboration, intervention development, program evaluation, and accountability. Requires 30 clock-hours of field experience. *Prerequisite: SPED510.*

SPED863 Special Education Practicum III (1)
Provides advanced professional experience in discipline and behavior management with an emphasis on educating adolescents with exceptionalities in secondary programs. Requires participation in the implementation of behavioral management activities and 30 clock-hours of fieldwork. *Prerequisites: SPED840 and SPED850; open to Multicategorical Special Education majors only.*

SPED865 Graduate Seminar in Multicategorical Special Education (4) P/NC
Examines current trends and issues in multicategorical special education. Explores contemporary philosophies of educating students with disabilities, instructional alternatives, and service delivery programs. Serves as culminating project for the master of arts degree in Multicategorical Special Education. *Prerequisites: SPED835 and EDUC810; completion of at least 30 credit-hours in the Multicategorical Special Education major.*

English

ENGL301 Composition: Structure and Style (3)
Covers the structure of standard English, from the basics of punctuation to sophisticated questions of usage and style. This course is designed to reinforce the students' command of the English language and their ability to write for other content-specific courses and in the workplace. *Prerequisites: Two lower-division English composition courses.*

ENGL305 Writing, Information, and Technology Across the Disciplines (3)
Helps students develop and integrate skills for writing, accessing, and analyzing information, and using information-based technology across subject disciplines. Students will analyze and practice discourse conventions, critical thinking, and information access within the humanities, social sciences, and physical sciences. Instruction in library research skills and the web as a presentation tool are central to this course. Online course. *Prerequisite: Successful completion of the University Proficiency Examination for English or ENGL301.*

ENGL308 Living Literature: The Classics and You (3)
Explores the relevance of classic texts to contemporary lives includes Genesis, Homer, Sophocles, Virgil, Dante, Shakespeare, Moliere, Milton, Voltaire, Goethe, Flaubert, Dostoevsky, Tolstoy, and Kafka. *Prerequisite: Written composition course completed with a "C" or better.*

ENGL310 Writing Principles (3)
Emphasizes principles, techniques, form, and style in writing. *Prerequisite: Written composition course completed.*

ENGL311 English Literature I (3)
Surveys a selection of literary masterpieces from Anglo-Saxon origins through the Middle Ages and the English Renaissance to the Restoration and eighteenth century.

ENGL312 English Literature II (3)
Surveys a selection of literary masterpieces in English literature from the Romantic period through the Victorian and Modern periods to the present. *Prerequisite: ENGL311 or equivalent.*

ENGL315 Studies in Mythology (3)
Introduces world mythology with special emphasis on the ancient Greek and Roman classical periods. Explores the mythological cultural contexts and the aesthetic influences in literature, art, and music. *Prerequisite: ENGL301 or equivalent.*

ENGL321 American Literature I (3)
Focuses on the major writers, works, and related background in American literature before 1865.

ENGL322 American Literature II (3)
Focuses on the major writers, works, and related background in American literature, 1865 -1945. *Prerequisite: ENGL321 or equivalent.*

ENGL330 Studies in Literature (3)
Emphasizes the relationship between critical reading and critical writing about literature. Introduces a variety of literary genres, criticism, research and documentation according to Modern Language Association guideline. *Prerequisite: ENGL301 or equivalent.*

ENGL400 Advanced Composition (3)
Advanced writing is a course in critical reading, critical thinking, research, and writing. Tackling this enterprise by a combination of four approaches, we will 1) study composition techniques, rhetorical principles, and questions of usage; 2) analyze samples of professional writing; 3) practice writing and rewriting to acquire a habit of literate expression; and 4) share our own work and respond helpfully to the work of others. *Prerequisite: ENGL301 or permission of the instructor.*

ENGL410 Studies in Rhetoric (3)
Emphasizes a singular aspect of rhetoric: classical rhetoric; the relationship of composition theory and literature; research in rhetoric, composition, and computing. Focuses also on the student's ability to write analytically about the readings.

ENGL420 Modern American Poetry: Voices and Visions (3)
Offered in televised format only. An introductory literature course emphasizing relationships of the poets, their influence on each other and on those who followed them, and their place in American literature. Compares and contrasts the American vernacular voice with modern European idiom, the democratic image of society with the poet as a privileged visionary, and the poetry of social conscience with a poetry of metaphysical rumination.

ENGL421 Writing Poetry (3)
Integrated poetry study with directed practice in the writing of poetry. Special attention to the types and structures available to the poetry writer. *Prerequisites: ENGL301 and ENGL420, or equivalents.*

ENGL470 Independent Study: . . .(1-4)
Individual reading, research, and/or project in English under the supervision of the faculty. May be repeated once for additional credit, under different topic. *Prerequisite: Permission of instructor.*

ENGL501 Linguistics (3)
Provides a comprehensive introduction to the ways in which linguistics describe language, focusing especially on English. Explores linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism, and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing. *Prerequisite: ENGL301 or equivalent.*

ENGL502 Asian-American Literature (3)
Asian-Americans have a commonality in their immigration experiences, all of which are being articulated and fast becoming the threads of a literary tradition shaping the now maturing Asian-American literature. It tells the story that "Asian and Pacific Americans have shed sweat and blood in the struggle for America's nationhood . . . they have greatly enriched our cultural heritage and institutions." (Proclamation 4727 of President Carter for APA week.) *Prerequisite: American Literature I or American Literature II.*

ENGL505 Modern English Grammar (3)
Studies the structure of English from a variety of perspectives. Emphasizes traditional components of English, such as the parts of speech, sentence construction, mechanics and issues of style. The course develops portable skills future teachers may carry into their classrooms. While the bulk of the course focuses on standard usage, the cultural relevance of grammar study will be the subject of ongoing discussion. *Prerequisite: ENGL301 or equivalent.*

ENGL 507 African-American English: Sociocultural, Historical, and Linguistic Contexts (3)
This course is designed to introduce students to African American Vernacular English (AAVE), also known as Ebonics, and explores its historical and sociocultural contexts. It includes extensive written and oral applications of the semantics, syntax, and phonology of the Ebonic language system. *Prerequisite: ENGL301 or equivalent.*

ENGL508 Teaching English As a Second Language (3)
Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined. *Prerequisite: ENGL301 or equivalent.*

ENGL510 Major English Authors: . . . (3)
Concentrated study of selected authors. Students may take course for credit more than once, because the authors selected change from year to year. *Prerequisites: English literature survey courses.*

ENGL511 African Novel (3)
A critical analysis of the literature written by selected major African writers. *Prerequisite: Literature survey course or equivalent.*

ENGL512 Advanced Survey of Black Literature (3)
Offered both as a classroom (lecture format) and a correspondence course. An advanced survey course of black literature. Covers a wide variety of works from several genres. Provides a model for approaching Black literature from a variety of literary and sociocultural perspectives. *Prerequisite: Literature survey course or equivalent. This course does not substitute for ENGL515.*

ENGL515 Major Black Authors: . . . (3)
Concentrated study of selected Black authors. Students may take course for credit more than once, because the authors change from year to year. *Prerequisites: Six credit-hours of American literature survey courses, world literature, or equivalent.*

ENGL520 Major American Authors: . . . (3)
Individual American writers will be studied in-depth. Students may take course for credit three times providing different authors are studied. *Prerequisites: American literature survey courses, ENGL321, and ENGL322, or equivalent.*

ENGL521 Comparative Latin American Literature (3)
Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. *Prerequisites: Literature survey courses or equivalent.*

ENGL522 American Poets (3)
Emphasizes the relationships of the American poets, their unique features, and critical response to their work. Explores historical and critical contexts that requires integration of poetry and criticism. *Prerequisites: Two American literature survey courses and college composition.*

ENGL524 Contemporary Literature (3)
Focuses on the work and related background of Anglophone writers after 1945. Course may be taken for credit three times providing different authors or topics are studied. *Prerequisites: College composition, three survey courses from among the areas of American, English, and world literatures.*

ENGL525 Advanced Writing (3)
An advanced writing course for students who want further work in editing their own writing and improving its style. Will treat issues of style and revision in a workshop environment. Open to students in all disciplines. Will help students develop strategies to respond to any writing situation, whether personal, academic, business, or on the Internet. *Prerequisite: ENGL301 or equivalent.*

ENGL526 Technical Writing I (3)
Study, discussion, and writing of technical descriptions and processes, business communications and correspondence, formal and informal proposals, and reports. *Prerequisite: ENGL301 or permission of instructor.*

ENGL527 A, B, C, D Technical Writing II: Computer Sciences; Technical Writing II: Health Industry; Technical Writing II: Business Applications; Technical Writing II: Sciences (3)
Designed as a continuation of ENGL526. Students will apply the basics learned in that introductory course to the specific applications necessary for given general fields. *Prerequisites: ENGL526. Other courses as listed by the instructor.*

ENGL528 Advanced Technical Writing (3)
Students will apply what they have learned in the introductory course and the field-focused course. The class will be made up of students who have chosen differing pathways. In helping each other during this course, students will have an opportunity to refine their own skills and learn from their peers in other fields. *Prerequisite: ENGL527 or permission of the instructor.*

ENGL531 Literature for Children and Adolescents (3)
Offered in both lecture and televised formats.
Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues. *Prerequisites: Literature survey courses.*

ENGL532 Literature of Immigrant Children (3)
Readings and analysis of fiction produced by the immigrant children, the white ethnics, who emigrated to the U.S. in the late 19th century. Set in context with mainstream American writers and Black American literature. *Prerequisites: Literature survey courses or equivalent.*

ENGL533 Read And Rap: Literature for Young Adult Readers (3)
Introduces the variety of literatures available for young adult readers (middle school and high school students). Examines establishing criteria for the selection of literature for young adults, including criteria related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political, and social issues. Emphasizes the components necessary for the creation of thematic literature units to be used in secondary language arts classrooms. *Prerequisites: ENGL301, ENGL312, ENGL322, EDUC310 or equivalents, and EDUC520 or concurrent enrollment.*

ENGL535 Literature and History: . . . (3)
Explores the relationships among ideas that have political, social, and historical importance and the developments in history for which these ideas have consequences. Topics vary and include the 1920s and modern Europe (19th and 20th centuries). *Prerequisites: Literature survey courses or permission of instructor.*

ENGL541 Chinese Literature and Culture (3)
Introduces Chinese culture through the progress and splendor of its literature. Emphasizes the different literary genres presented by the major writers of China, the structures of the language, and their varying native influences on Chinese culture. *Prerequisites: Literature survey courses or permission of instructor.*

ENGL542 Literary Criticism (3)
Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels. *Prerequisite: Literature survey course.*

ENGL545 Persuasion Analysis (3)
Studies modern persuasion techniques used by advertising, political parties, and the government. Examines specific counter-propaganda techniques. Designed primarily for high school teachers who teach persuasion and propaganda analysis, consumer education, and the like. *Prerequisite: ENGL301 or equivalent.*

ENGL551 Shakespeare's Plays (3)
Reading and analysis of Shakespeare's plays. This course is offered in two segments "Plays before 1600" and "Plays after 1600." When both courses are taken, the first meets core requirements and the second is credited as an elective. Graduate students will address textual problems. *Prerequisite: English Literature I or equivalent.*

ENGL556 Native American Literature (3)
This course serves as an introduction to the novels and poetry written by Native American authors. In order to understand the development of the novels, we will also read essays relevant to the events, issues, and concerns attending the historical interactions between Native Americans and Euro-Americans in North America. *Prerequisite: At least one upper-division literature course.*

ENGL558 Contemporary Native American Authors (3)
This telecourse is an introduction to the fictional literature produced by contemporary Native Americans. The authors of the works studied were guests for the taping segments. Modes of discourse and the impact of Native American cultures, concerns, and philosophy on the fiction and poetry of these authors are the primary foci of the course. *Prerequisite: Literature survey course or equivalent.*

ENGL559 Native Americans in Film (3)
Examines the use of the stereotypical "celluloid Indian" in films of the last 100 years. Special attention will be paid to the political and social ramifications of the representation of Native Americans. *Prerequisite: Literature survey course or equivalent.*

ENGL560 Philosophical Themes in Contemporary Literature (3)
Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. *Prerequisites: Literature survey courses or equivalent.*

ENGL562 Literary Genre: . . . (3)
Examines the form, content, and history of the development of the various genre of literature in English, including poetry, dramatic literature, narrative fiction, the essay, and modern variations. This is a variable offering and may be taken more than once under different subtitles. *Prerequisites: Literature survey courses or equivalent.*

ENGL570 Rhetorical Theory and Practice (3)
Examines the history of rhetoric and composition and applies this to contemporary issues in rhetorical theory and pedagogical practice. Develops the student's abilities as a writer and/or as a teacher of writing. Writing intensive course. *Prerequisites: ENGL301 or equivalent and ENGL505.*

ENGL573 Writing Theory and Practice in the Secondary Classroom (3)
Provides a forum for sharing ideas and proven strategies for teaching writing at the high school level and models an inquiry-oriented classroom to learn, practice, and reflect upon instructional strategies in writing at the secondary level. *Prerequisites: ENGL505 and ENGL570.*

ENGL574 Reading Theory and Practice in the Secondary Schools (3)
Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teachers processes for developing critical literacy, engaging students, and connecting to texts. Reveals how highly engaged young adult readers produce meaning, and teaches meaning-making strategies to use with reluctant readers. Includes 12.5 hours of micro-teaching field experiences for undergraduates seeking certification in English secondary education. *Prerequisites: ENGL505, EDCP500, and ENGL570.*

ENGL575 The Short Story: Crossing Cultures (3)
Examines the short story as genre and analyzes the ways in which writers from a variety of backgrounds and contexts make meaning. Encourages analytic responses to the texts that help to understand cross-cultural boundaries. *Prerequisite: A 300 or above literature course.*

ENGL580 Special Topics: . . . (1-3)
Experts in the field present selected topics in writing, language, and literature. Includes discussion of the topics and implications for theory and practices. Because of varying topics, this course may be taken more than once. *Prerequisite: ENGL 301 or equivalent. (Prerequisites may vary according to course topic.)*

ENGL583 Literature of the Environment (3)
Involves many forms of dialogue on issues pertinent to humanity's relationship with the Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. *Prerequisites: Knowledge navigating the web, web access, and the ability to send e-mail and attachments required. Also, at least one college level course in each of the following disciplines: composition, literature, biology, and mathematics.*

ENGL585 Film: Analysis, Criticism, Ideologies (3)
Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. *Prerequisites: ENGL311, ENGL312, ENGL321, ENGL322, or another literature course.*

ENGL587 Exploding Barriers in Race, Class, and Gender (3)
Offers an in-depth study of politics, economics, and social implications of race, class and gender. Focuses on the ways the discourses of race, class, and gender are produced as well as on the ways these discourse patterns orchestrate the relations between people everyday lives and the various social/political institutions that govern them. *Prerequisites: One college course in written composition, history, humanities, and American literature survey courses.*

ENGL592 Historical Studies in the English Language (3)
Focuses on the historical development of English language studies. Emphasizes the major contemporary theories of grammar, including structural, transformational, tagmemic, and traditional. Also examines two major approaches to language, psycholinguistic and sociolinguistic. *Prerequisite: ENGL 501.*

ENGL600 Research Techniques (3)
Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information storage and retrieval. *Prerequisites: Graduate student status, literature survey course.*

ENGL620 Women in Latin American Literature (3)
Studies literary works produced by women in Latin America. Includes a critical analysis of other works that reflect the role women play in society. *Prerequisite: Graduate student status.*

ENGL690 Pro-Seminar for Teachers of Writing (3)
Emphasizes the methods and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision, and evaluation. *Prerequisite: Graduate student status.*

ENGL815 College Composition Theory and Practice (3)
Introduces the histories, theories, and practices of composition studies to prepare future instructors for college composition. Topics are approached from both the perspective of current theoretical debate and practical classroom application, and include composing processes, collaborative writing, peer-reviews, argument and the rhetorical tradition, creating assignments, ways of responding to student writing, assessment, and grading. *Prerequisites: Graduate student status and ENGL 400 or its equivalent and ENGL600 or equivalent. ENGL600 may be taken concurrently with ENGL815.*

ENGL830 Seminar: Rhetorical and Critical Theory (3)
Focuses on extensive readings in a major area of rhetorical, literary, and critical theory. Where appropriate, seminar participants will investigate the relationship of theory to college-level practice. *Prerequisites: Graduate student status, ENGL542, ENGL570, or equivalents.*

ENGL840 Seminar: Philosophy in Literature (3)
Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works. *Prerequisites: Graduate student status, literature survey courses, or equivalent.*

ENGL845 Seminar: English Literature (3)
Studies a selected period, theme, or author of English literature, including Medieval, English Renaissance, Restoration and Eighteenth Century, Romantic, Victorian, Modern, and Post-Modern. Literature of a period is related to historical, political, social, and religious currents of the times. *Prerequisites: ENGL311 and 312 or equivalent, graduate student status.*

ENGL850 Seminar: American Literature (3)
Focuses on a period, theme, or author in American literature. Typically, students read both primary and secondary literary works and secondary critical and historical analyses. This course, under a separate topic, may be repeated once for credit. *Prerequisites: ENGL321 and ENGL322 or equivalent and graduate student status.*

ENGL855 Seminar in Women's Literature: . . . (3)
Explores selected works of women writers with attention to the cultural and historical contexts in which they wrote. Focuses on the development of a tradition of women's writing English, including British, American, and/or Anglophone writers. May be repeated for credit under different topics. *Prerequisites: Graduate Student Status; American Literature and British Literature survey course or equivalent.*

ENGL865 Seminar in World Literature: . . . (3)
Explores selected works of world literature. Focuses English, including translations from other languages and works written in English. Focuses on period, theme, or genre, with the literature placed in context. Course may be repeated once for credit under a different topic. *Prerequisites: Graduate Student Status; American Literature and British Literature survey course or equivalent.*

ENGL870 Graduate Research: . . . (3)
Individual reading and research in English under the supervision of the English faculty. Students may take course for credit more than once providing it is a different topic. *Prerequisites: Graduate student status and permission of instructor.*

ENGL890 Graduate Thesis:. . . (3)
Provides the English student with the opportunity to synthesize graduate work by developing and completing a thesis specific to the student's interests in English. *Prerequisites: ENGL870 and permission of instructor.*

ENGL892 Comprehensive Examination in English (1) (P/NC)
Students prepare for and take a comprehensive exam drawn from the graduate level seminars in literature, rhetorical, and critical theory. Emphasis is on a critical reflection of literature. Results are used as a formative assessment. *Prerequisites: Admission to graduate candidacy in English. Completion of all graduate English courses. Permission of M.A. in English faculty.*

Finance

FIN301 Principles of Financial Management (3)
Deals with theory and practice of the financial management function in planning, raising, and directing the efficient allocation of funds within the firm. Lecture/discussion/online course. *Prerequisites: ACCT301 and STAT361.*

FIN420 Advanced Corporate Finance (3)
Focuses on the application of financial management tools and techniques. The case study method is used to cover such topics as profit planning, leverage analysis, working capital management, capital budgeting, and valuation of the firm. *Prerequisite: FIN301.*

FIN425 International Financial Management (3)
Focuses on international aspects of financial management. Particular emphasis is placed on control of exchange rate and financing multinational corporations. *Prerequisites: FIN301 and MGMT410 or permission of instructor.*

FIN436 Financial Options and Futures (3)
The study of modern concepts and issues in financial options and futures markets. Emphasis on risk management in financial institutions and applications in corporate finance and funds management. *Prerequisite: FIN301.*

FIN440 Insurance and Risk Management (3)
Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and nonprofit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. *Prerequisite: FIN301.*

FIN455 Financial Institutions and Markets (3)
This course focuses on both the financial system and its important players. Topics include operation of the securities markets, determination of interest rates, characteristics of important financial instruments, portfolio policies of financial institutions, and the effect of government's regulation on the financial system. *Prerequisites: FIN301 and ECON301.*

FIN460 Investments (3)
Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite: FIN301.*

FIN465 Advanced Investments (3)
A review of investment and portfolio management theory. The objective will be to develop superior long-term investment strategies. Current literature will be reviewed. *Prerequisite: FIN460.*

FIN470 Independent Study: . . . (3)
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

FIN480 Internship: . . . (3)
Designed to provide finance students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

FIN801 Financial Management (3)
Covers the problems faced by the financial officer in management of funds in the business firm. Emphasizes developing skills and techniques to implement capital expenditure policies, solving short-term and long-term financing problems, and establishing dividend policies. *Prerequisites: ACCT601 or its equivalent and graduate student status or instructor permission.*

FIN825 International Finance (3)
Explores all areas of corporate finance from the perspective of a multinational corporation concentrating on decision elements that are rarely encountered by domestic firms such as, multiple currencies, varying rates of inflation, differing tax systems, multiple money markets, exchange rate controls, segmented capital markets, and country risks. Emphasizes how to take advantage of being multinational. *Prerequisites: FIN801, MGMT810, or permission of instructor.*

FIN830 Financial Markets (3)
Covers analysis of financial markets with emphasis on understanding and predicting interest rates and stock prices. Includes topics on structure and behavior of interest rates, flow of funds analysis, operation of security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies of financial markets, capital market theory, and measurement of market efficiency. *Prerequisite: FIN801.*

FIN850 Investments (3)
Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisites: FIN801 and STAT361 or equivalent.*

FIN853 Derivatives (3)
Covers the theory and practice of derivatives. Explains pricing, hedging, markets and institutions, and the regulatory environment of derivatives. Emphasizes financial and real options, forward and futures contracts, equity and index derivatives, foreign currency, commodity, and interest rate derivatives, swaps, and the recent expansion into trading of exotic options. Incorporates risk into the management of derivatives. Studies the organized and over-the-counter derivative markets and regulations. *Prerequisite: FIN850 or permission of instructor.*

FIN855 Analysis of Financial Statements (3)
Emphasizes external accounting rather than internal or managerial. Covers analytical tools and techniques of financial analysis, bases that underlie the preparation of financial statements, distortions to which income determination and asset and liability measurement are subject, and processes and methodology of financial statement analysis. *Prerequisite: FIN301.*

FIN860 Financial Institutions (3)
Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. *Prerequisite: FIN801.*

FIN865 Advanced Financial Management (3)
An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital, and dividend policy decision. *Prerequisites: FIN801 and STAT362 or equivalent.*

FIN870 Independent Study: . . . (3)
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

FIN880 Internship: . . . (3)
Designed to provide finance students with supervised practical experience in applied settings. *Prerequisite: Permission.*

FIN890 Graduate Thesis/Project: . . . (6) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisite: Permission of advisor or committee.*

Geography

GEOG310 Physical Geography (3)
Features investigations into the natural systems of the earth and their relationship to human activities. Includes examinations of the earth's energy, water, and nutrient balances and how these balances influence and are influenced by human activities. Examines soils, climates, hydrology, tectonic activity, landforms, and vegetation from a global as well as urban perspective. Emphasizes understanding the various natural systems and how they relate to the built environment.

GEOG320 North American Geography (3)
Examines the spatial and environmental aspects of economic activity. Covers the economics of prehistory and continues through the origin of agriculture and cities. Investigates aspects of the global and regional economy, including urban systems, agricultural systems, forestry, mineral resources, and ocean resources.

GEOG405 World Regional Geography (3)
This teleclass, produced by PBS and Annenberg/CPB, builds an understanding of geography by examining the eleven regions of the world, their characteristics, and their interconnections. Perspectives from physical, political, historical, economic, and cultural geography are used. It also provides an examination of the many geographic forces currently at work in shaping the complex features of the world's civilizations and environments and insights into a range of global geographic issues and global change.

GEOG447 Human Geography (3)
Examines methods and approaches in human geography. Analyzes spatial perspective including the concepts of culture, landscape, region related to interpretation of human settlement patterns, social conflict, and social change. *Prerequisites: General cultural anthropology or geography course.*

Health Administration

HLAD301 Introduction to Healthcare Management Strategies (3)
Reviews management theory and function and applies concepts to healthcare and other non-profit organizations. Reviews the functions of administrative and medical management emphasizing the interrelationships among planning, organizing, directing, and controlling for individual departments and for-profit and non-profit healthcare organizations.

HLAD302 Principles of Healthcare Microeconomics (3)
Focuses on the principles of microeconomics which examine the basic fundamentals of the theory of the consumer, theory of the firm, market structures, resource markets, income distribution and poverty, and important issues of public choice, market failure, healthcare, and international economics. Introduces the theoretical and analytical framework at the introductory level of microeconomics that can be applied to healthcare. *Prerequisite: Successful completion of intermediate algebra.*

HLAD303 Basics of Healthcare Informatics (3)
Provides an overview of collection, storage, retrieval, communication, and optimal use of health related data, information, and knowledge. Covers introductory concepts of health systems analysis techniques, nature of computer applications in healthcare and problem-solving, and discusses the future of health information system technology. Includes an introduction to and use of database software in healthcare.

HLAD304 Healthcare Statistics (3)
Provides a basic review of elementary statistics and intermediate algebra. Applies analysis to healthcare data. Covers required healthcare utilization statistics and analysis and its application to industry standards and current results. Includes utilization, productivity, use rates, financial ratios, and intensity of service analyses for a variety of healthcare organizations.

HLAD325 Healthcare Organization (3)
Provides an understanding of how healthcare is organized in the United States and the way it is provided to consumers.

HLAD335 Introduction to Epidemiology (3)
Presents use of descriptive and analytic epidemiology, include: classification of disease, definitions of incidence and prevalence, uses of rates, rate adjustment, outbreak investigation, study design, cohort studies, case-control studies, experimental studies, life tables, and screening. *Prerequisites: HLAD303 and HLAD304.*

HLAD340 Medical Sociology (3)
Applies sociological knowledge, concepts, and methodologies to healthcare processes for the purpose of enhancing the understanding of health administrators on the dynamics of interaction between patients and providers. Overviews the diverse field of medical sociology from a theoretical and an applied perspective. *Prerequisite: HLAD325 and POLS355; may be taken concurrently.*

HLAD401 Healthcare Organizational Behavior (3)
Analyzes the behavior of people in healthcare organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision-making for profit and non-profit healthcare organizations. Discusses the similarities and differences in various types of healthcare organizations. *Prerequisite: HLAD301 and 325.*

HLAD450 Health Planning (3)
Introduces health planning concepts, methods, and data sources useful in developing community and institutional health plans. Covers demographic and patient-specific data and concepts of epidemiology. *Prerequisite: HLAD401.*

HLAD455 Management in the Healthcare Setting (3)
Examines the management, environment, and personnel of diverse healthcare facilities. Emphasizes applying descriptive information to various operational situations and problems in specific healthcare departments and on general problems encountered by junior or mid-level managers. *Prerequisite: HLAD401 and HLAD450 (may be taken concurrently).*

HLAD460 Healthcare Economics (3)
Applies economic analysis to health and healthcare services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of healthcare delivery. *Prerequisite: Completion of all HLAD program required 300 level courses.*

HLAD465 Legal Aspects of Healthcare (3)
Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law that form the foundation of decision-making processes in the health services arena. *Prerequisite: Completion of all HLAD program required 300 level courses.*

HLAD468 Institutional Management for Healthcare Organizations (3)
Designed to be the capstone course for the bachelor of health administration. Discusses reading and research in the areas of healthcare, as well as investigation of administrative situations in healthcare settings. *Prerequisites: Completion of most of the BHA required courses including HLAD304, HLAD455, HLAD465, and HLAD503.*

HLAD470 Independent Study: . . . (1-8)
Individual reading, research, and/or project in health administration under the supervision of the full-time faculty. *Prerequisite: Permission.*

HLAD480 Internship: . . . (1-8)
Designed to provide health administration students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLAD490 Health Administration Practicum (3)
Provides the student with a terminal experience integrating classroom learning and the field of practice. Reinforces and reviews competencies gained in health administration and gives students an opportunity to achieve professional growth and administrative skills. *Prerequisites: Permission of instructor at least three months in advance and completion of all required courses.*

HLAD502 Healthcare Accounting (3)
Covers financial and managerial accounting concepts and their applications to healthcare organizations. Includes financial statement analysis, cost finding, and cost analysis. *Prerequisites: HLAD455.*

HLAD503 Healthcare Human Resource Management (3)
Focuses on human resource management, program, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training, development, examination of qualifications standards, performance appraisals, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of wage and salary administration, and labor relations issues in healthcare. *Prerequisites: HLAD455 and HLAD468 (may be taken concurrently).*

HLAD520 Introduction to Long-Term Care (3)
Provides a basic orientation to the long-term care continuum, including both nursing homes and noninstitutional alternatives, such as home health agencies and adult day care. Examines the long-term care needs of the chronically ill and disabled, and actual and proposed public policy responses to those needs. *Prerequisite: Permission of instructor.*

HLAD525 Nursing Home Administration (3)
Examines principles in the management of skilled nursing facilities and related institutions for the chronically ill and disabled. Explores issues in the regulation and reimbursement of nursing homes in Illinois. *Prerequisite: Permission of instructor.*

HLAD530 Introduction to Managed Care (3)
Provides an overview to managed care as it is evolving in the United States. Emphasis is placed on mainstream programs experiencing substantial success in the market place. Topics include the history of managed care, operating procedures, and techniques employed by managed care plans, and relationships with physicians, employers, and members. Prerequisites: HLAD325 and MGMT301.

HLAD582 Current Topics in Health Administration: . . . (1-3)
Covers various topics relevant to current developments in the health administration field, such as managed care, reengineering, patient-centered care, TQM/CQI, disease management, budgeting, finance, personnel, planning, task analysis, team building, changing work force, healthcare paradigm shift, and many other topics.

HLAD630 Health Administration: Lecture Series (1-3)
Health practitioners discuss many of the issues and problems of the contemporary American healthcare delivery system. Major topics include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing, and quality of care.

HLAD700 Introduction to Healthcare Organization (3)
This is a beginning interdisciplinary graduate course in healthcare organization and administration. The course deals conceptually and factually with the problems and issues of current healthcare delivery systems. The course is an introductory macroanalysis of the U.S. health care delivery systems. It consists of five major parts: a) determinants of health and healthcare services, b) organization of healthcare services, c) financing of healthcare services, d) coordination and control of these three systems, and finally, e) a synthesis: reorganization of healthcare services. The course is designed for healthcare administration students to achieve an understanding and knowledge of the current healthcare delivery systems to enable them to develop and implement appropriate current and future healthcare policies and programs.

HLAD701 Community Health and Managerial Epidemiology (3)
Overviews population-based health issues and their administrative implications. Covers such topics as concepts of epidemiology, measurement of health and diseases, determinants of health, cultural and linguistically impacts on community health, and applications of epidemiology in health administration. Focuses on emerging trends and issues in disease patterns, diversity, community resource allocation, and improving and reforming the healthcare delivery system. *Prerequisite: HLAD304 or equivalent or instructor's permission.*

HLAD702 Information Systems for Healthcare Managers (3)
Provides an introduction to computers used to manage and analyze healthcare information. This course includes introductory concepts of computer technology and management of health information systems, concepts of system analysis and problem-solving, and extensive hands-on experience with various microcomputer software packages. *Prerequisites: Basic computer skills and MIS301 or permission of instructor.*

HLAD703 Introduction to Health Services Research (3)
Introduces students to the field of health services research, which is defined as "a field of inquiry using quantitative or qualitative methodology to examine the impact of the organization, financing, and management of healthcare services on the access to, delivery, cost, outcomes, and quality of services." Topics to be examined include general concepts in the field, methodological strategies, and critiques of the existing body of research literature. *Prerequisite: Graduate student status.*

HLAD705 Applied Research Methods for Health Administration (3)
Examines the application of research methods to the administrator's decision-making process. Topics covered include the relevance of research for policy decision-making; common measures and statistics used by health administrators; the application of various research methods to health administration; an introduction to computer statistical software packages; and an introduction to information systems. *Prerequisites: STAT468; may be taken concurrently with HLAD701.*

HLAD713 Database Design and Administration of Healthcare System (3)
Structured Query Language (SQL) is the dominant language for database queries. Healthcare organizations have to store data in a SQL server for data processing. This course is not only designed to provide the core foundation for installing, managing, and supporting the SQL server, but also designed to help the student understand a compiled language for hospital file maintenance: TAL. *Prerequisite: MIS301 or permission of instructor.*

HLAD715 Economics of Health Administration (3)
Applies the theoretical principles of economic analysis to studying, evaluating, and understanding the health services sector of the economy. Provides an understanding of the economic forces, which act upon healthcare markets. Explores the importance of scarcity and incentives in the delivery of healthcare, allowing for the unique differences that characterize the healthcare sector. *Prerequisite: HLAD302 or equivalent and HLAD304 and equivalent.*

HLAD718 Health Care Policy (3)
Enables the student to describe, analyze, evaluate, and apply basic policy approaches to both American and international healthcare issues. Presents students with implementation skills for ethically managing power relations in a turbulent healthcare marketplace. *Prerequisite: POLS302; may be taken concurrently with HLAD701.*

HLAD725 Healthcare Informatics (3)
Investigates the current status of informatics in health administration. Prepares students for the computer assisted management process of the future. Includes microcomputer applications, systems analysis and design, and computer selection strategies. Knowledge of basic computer science is desirable. *Prerequisites: Computer literacy, HLAD 700 or HLAD702, and HLAD705 or equivalent.*

HLAD740 Healthcare Financial Management I (3)
Provides an overview of the primary facets of healthcare financial management. Includes such topics as budgeting, working capital management, intermediate reimbursement theory, financing indigent care, tax-exempt status, internal audit and control, and cost containment. *Prerequisites: HLAD502 and HLAD701.*

HLAD745 Organizational Theories in Health Administration (3)
Studies organizational theories and behavior unique to effective administration of healthcare institutions. Views organizations as an open system that requires constant interaction with environment. Examines the relationships of input/structure, throughputs, outputs and external environment. *Prerequisites: HLAD301 or equivalent. May be taken concurrently with HLAD701.*

HLAD755 Healthcare Management I (3)
Presents the major concepts and theories of healthcare management. Addresses the historical evolution of the healthcare management and examines how the historical development of healthcare institution is interwoven with current trends in healthcare administration. Discusses the management of health institutions from departmental level to system level. *Prerequisites: HLAD301 and HLAD745.*

HLAD801 Health Information System Analysis and Design (3)
Specific focus will be on analysis, design, and implementation of health information systems. All stages of the systems development life-cycle will be considered. The course aims to provide a foundation in traditional structured analysis and design techniques, together with an introduction to object-oriented analysis and design concepts that are increasingly in use today. *Prerequisites: CPSC578, HLAD702, HLAD713, and HLAD725.*

HLAD806 Quantitative Decision-Making for Health Administration (3)
This course emphasizes the conceptual framework and the practical application of various decision-making techniques relevant to the health administration field. The focus of the course is on developing sophisticated decision-making models utilizing available computer software that enable the administrator to achieve organizational goals in an efficient manner. *Prerequisite: HLAD725.*

HLAD820 Healthcare Program Planning and Evaluation (3)
Study of specific topics in planning and evaluating healthcare programs. Special attention to the concept of program, program planning, analysis of evaluation system models, measurement, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations. *Prerequisite: HLAD725.*

HLAD823 Integrated Performance Improvement for Healthcare Organizations (3)
Presents the principal concepts and practice of integrated performance improvement (IPI) for healthcare organizations through readings, case studies, and analysis of actual institutional performance improvement programs. The course addresses the topics of reengineering, service improvement, quality improvement, JACAHO accreditation standards, patient satisfaction, TQM culture, teamwork, and case management among others. The course includes a project documenting the quality program of a specific healthcare institution. *Prerequisite: HLAD755.*

HLAD833 Medical Records, Information Security, and the Law (3)
This course, from clinical, legal, and technical aspects, introduces students to concepts, strategies, and techniques of how to obtain, maintain, and protect medical information, especially the computer-based medical information system. *Prerequisites: CPSC578, HLAD702, HLAD713, and HLAD725.*

HLAD835 Healthcare Human Resource Management (3)
Focuses on human resource management, programs, and policies. Addresses recruitment of health professionals, manpower requirements, staffing, training, development, examination of qualifications standards, performance appraisals, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of compensation administration, and specific labor and HRM law governing healthcare institutions. Applies TQM and ethics theories to the HRM process. *Prerequisite: HLAD755.*

HLAD837 Healthcare Law (3)
Focuses on corporate administrative and regulatory law significant for health services administration. Examines such issues as informed consent, joint ventures, mergers and acquisitions, medical staff issues, and liability. *Prerequisites: HLAD700 and HLAD701.*

HLAD846 Healthcare: Financial Management II (3)
Focuses on theory and applications for such topics as capital financing, managed care contracting, physician contracts, equity financing, and performance reporting and analysis for specific healthcare entities. *Prerequisite: HLAD740.*

HLAD850 Strategic Planning and Marketing for Health Administration (3)
Covers the strategic planning process in the competitive healthcare field, including alternative delivery systems. Focuses on definition of mission, external analysis, goal achievement, and generation of alternatives and their selection. Marketing of specific healthcare entities, theories, and practices are discussed. *Prerequisites: HLAD740, HLAD806, HLAD820, and HLAD846.*

HLAD855 Healthcare Management II (3)
Capstone course in the graduate degree in Health Administration. Focuses on the effective administration of healthcare facilities and systems. Covers the administrator's role in the application of such areas as finance, law, quantitative methods, human resource management, administrator/medical staff relations, and ethics. *Prerequisites: HLAD806, HLAD820, HLAD823, HLAD835, HLAD837, HLAD846, and HLAD850.*

HLAD865 Health Administration Field Experience (3)
Students apply theories and principles of classroom learning in healthcare facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. *Prerequisites: Permission of instructor at least three months in advance, HLAD855.*

HLAD870 Independent Study: . . . (1-8)
Individual reading, research, and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.*

HLAD880 Internship: . . . (1-8)
Period of structured, preceptor-directed experience in the practice of health administration in a setting appropriate to the student's career goals. The course is taken after completion of all other course work, but before conferring of the degree. *Prerequisite: Permission of instructor at least four months in advance.*

HLAD890 Graduate Thesis/Project: . . . (1-8)
Provides the health administration student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in health administration. *Prerequisites: Permission of advisor and instructor.*

Health Professions Education

HLPE315 Health Professions Education Instruction (3)
Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning, delivering, and evaluating health professions education programs. *Prerequisite: Nursing majors or permission.*

HLPE620 Current Trends and Issues in Health (3)
Explores current trends and issues in health education. Focuses upon present and projected educational policy issues affecting educational institutions.

HLPE630 Special Issues in Community Health (3)
Emphasizes organizational patterns and functions of voluntary and government health agencies. Details role of the school health team in the analysis of community health programs in the greater Chicago area.

HLPE802 School Health Programs (3)
Presents an overview of the principles, philosophy, and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. *Prerequisite: Students must be certified teachers or have permission of the instructor.*

HLPE815 Assessment of Health Instruction (3)
Examines assessment procedures employed in health education and allied health training programs. Emphasizes the development of valid and reliable instruments to assess health behaviors, attitudes, and skills. *Prerequisite: Permission of instructor.*

HLPE820 Continuing Education in Health (3)
Focuses on how the rapid pace of new discoveries in health, disease, treatment, and rehabilitation makes continuing education essential for everyone working in health fields. Develops skills in planning, delivering, and evaluating continuing education in health. Emphasis on developing change agent skills, motivation of others to update their knowledge and skills, involving colleagues in continuing education activities. *Prerequisite: Graduate student status.*

HLPE825 Values Clarification Techniques in Health (3)
Utilizes people's attitudes, values, and beliefs in the process of health education. Teaches techniques for involving learners' motivation and values in health education with opportunity to develop and try them out. Class meetings in which students develop and present values clarification applications for review and appraisal. Values clarification is now widely recognized as an essential tool in health education. *Prerequisite: Graduate student status.*

HLPE860 Practicum in Health Professions Education (3)
Designed to provide health professions education majors with supervised, practical experiences in appropriate settings. Students planning to enroll should contact the instructor at least one month in advance of enrolling so that a suitable placement can be arranged. *Prerequisite: Permission of instructor.*

Health Sciences

HLSC305 Contemporary Health Issues (3)
Offered in Internet-based distance learning format. Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. Presents a broad overview of programs and policies in a historical context. Basic health concepts and terminology are presented for non-health care, as well as the health care track student.

HLSC400 Medical Terminology (1)
This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction is utilized. This course is a prerequisite for admission to the Masters of Occupational Therapy program. An online option is available.

HLSC470 Independent Study: . . . (1-8)
Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

HLSC480 Internship: . . . (1-8)
Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLSC500 Nutritional Pathways (3)
Identifies cellular and nutrient make-up of the body as it relates to the body's systems and the nutritional life cycle. Examines how socioeconomic factors enhance a person's food choices and how diet, nutritional guidelines, and physical exercise decrease the risk of disease. Hazards in our food supply and issues regarding hunger and the global environment will also be presented. *Prerequisites: Sixty hours of college credit or instructor's permission.*

HLSC501 HIV: The Epidemic: Issues for Health Care Providers, Educators, Employers, and Consumers (3)
Provides an overview of the HIV/AIDS epidemic including changes in the pattern of occurrence, signs and symptoms, classifications of the disease, recognition of the course of the disease, and strategies for prevention. *Prerequisite: 60 hours of college credit.*

HLSC502 Current Topics:... (1-3)
Explores specific topics in the area of health science and related fields. Topics vary and range from practical application to current conceptual areas and theories. May be repeated for credit. *Prerequisites: Sixty hours of college credit.*

HLSC505 Introduction to Health Promotion (3)
Presents models for health promotion programming and introduces skills involved in planning, implementing, and evaluating health promotion programs. Emphasis is on motivational and behavioral techniques to enhance change and on implementing cost-effective health promotion programs in a workplace setting. Sample vignettes and case studies provide practical and realistic practice in the application of health promotion concepts. *Prerequisites: Sixty hours of college credit or permission of the instructor.*

HLSC550 Computer Application: Medical Terminology (1)
This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction is utilized. This course is a prerequisite for admission to the master of Occupational Therapy program.

HLSC605 Health Risk Appraisal (1)
Workshop designed to offer an in-depth review of the psychosocial factors influencing personal wellness. Students will be introduced to strategies and techniques employed in health risk appraisals. A comprehensive, computerized wellness inventory will be employed in the assessment of personal lifestyle factors associated with health risks.

HLSC750 Interprofessional Collaboration (3)
Examines effective communication and processing skills that will assist professionals from various healthcare disciplines to develop understanding and collaboration. Emphasis is on the use of effective techniques for collaboration and interdisciplinary team process resulting in valuing each professional's expertise and overcoming barriers to effective and efficient patient/client care. *Prerequisites: For post-master's RN students: Admission to the Doctor of Nursing Practice program. For post-baccalaureate program RN students, completion of 42 hours of master's level courses.*

HLSC830 Epidemiology (3)
Advanced health concept course covering human ecology of diseases in groups and communities, consumer health sources in dealing with epidemiology problems, indices of community health and their usefulness to health centers, schools, and community health programs, and promotion of healthful living on a group and community basis. *Prerequisite: Students must meet the qualification for graduate student status.*

HLSC840 Responsible Conduct of Research (3)
Provides content related issues in research and scientific integrity and the responsible conduct of research, includes policies and procedures related to scientific misconduct, conflicts of interest, human subjects' protection in biomedical research, intellectual property, authorship and peer review, and ethical issues in research. *Prerequisite: Unconditional admission to a GSU graduate program and at least 6 hours of work at the 600 level or above.*

HLSC841 Information Management Nursing Decision Support (3)
Explores the use of computerized systems in nursing administration, education, teaching strategies, research, and clinical practices. Emphasizes information technology; an understanding of computer technology; and social, ethical, and legal issues associated with information technology in a healthcare environment. *Prerequisite: HLSC830.*

HLSC850 Special Topics: . . . (1-4)
Examines advanced specialized interdisciplinary topics in health sciences. Topics will vary. May be repeated for credit. Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Varies depending on topic selected.*

HLSC864 Exploring Interdisciplinary Team Process and Leadership (3)
This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

HLSC870 Independent Study: . . . (1-8)
Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.*

HLSC875 Healthcare Organizational Behavior (3)
Explores the behavior of people within healthcare organizations in view of influential factors related to individuals, work groups, information groups, and the larger organized system. Analyzes management strategies for implementing effective efficient structures and processes in health care organizations. *Prerequisites: DNP701, 702, 703, and 801; and HLSC750.*

HLSC880 Internship: . . . (1-8)
Designed to provide the health sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HLSC890 Graduate Thesis/Project: . . . (1-8)
Provides the health sciences student an opportunity to synthesize graduate work by developing and completing a thesis or project specific to the student's interests in the health sciences. *Prerequisite: Permission of advisor.*

HLSC891 Healthcare Security and Disaster Preparedness (3)
Focuses on the assessment of health needs of specific communities when compromised by events impacting homeland security. Provides strategies for planning and implementing plans developed in collaboration with local governmental agencies, public and private health sector providers and county and state health agencies. *Prerequisites: DNP800, DNP801, HLSC750, HLSC830, and HLSC840.*

History

HIST301 Key Issues in State and Federal Constitutional Government (1)
This correspondence course gives a practical and mature understanding of U.S. Constitutional government in its own right, and as it relates to your state constitution, as well as to the Illinois State Constitution. Factual knowledge about the contents of the U.S. Constitution is a baseline requirement of the course.

HIST310 U.S. Economic History (3)
A historical examination of the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people.

HIST311 U.S. History I (3)
Provides a historical examination of the United States from the founding of the colonies through the Civil War with special emphasis on religion, nation building, economic development and modernization, and the sectional conflict.

HIST312 U.S. History II (3)
Provides a historical examination of the United States from the Civil War through World War II with special emphasis on industrialization, immigration, urbanization, reform, and World War I and II.

HIST470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

HIST500 Beyond the Dream: Current Black Social Issues (3)
Experts present in workshop format material relating to issues in education, politics, business, economics, social life, and the arts as they relate to recent developments in the black community.

HIST501 The History of Illinois and Its Constitution (3) Offered in both lecture format and as a correspondence course. A survey of the political, constitutional, and social history of the State of Illinois from 1700 to the present.

HIST505 Modern African History (3)
This course will survey the significant themes in African history since 1800, examining pre-colonial African societies, European mercantilism, colonial political economies, resistance and the rise of African nationalism, and questions concerning liberation and revolution in Africa today. Historical texts, novels, films, and guest speakers will be used to promote a deeper understanding of the continent, its people, and their struggles.

HIST510 Ascent of Man (3)
Based on an award winning BBC television series written and narrated by the late scientist Jacob Bronowski. Provides a panoramic view of nature and the focus that led to the emergence of human intelligence with its cultural and intellectual achievement.

HIST515 Modern U.S. History: 1900-1945 (3)
U.S. domestic history and the role of the United States in world affairs from 1900-1945, including Progressivism, Imperialism, the New Deal, and World War II.

HIST516 Issues in Modern U.S. History: . . . (3)
The approach of this course is inclusive and focuses on the issues of the Post-World War II era and beyond. It provides a context for in-depth study of more recent events, with an emphasis on content, methodology, and potential applications of U.S. history. *Prerequisite: HIST310 or HIST311.*

HIST520 American Urban History (3)
Presents a historical examination of the process of modernization and its effect on the American city and people. Emphasizes migration and mobility, family roles, machine politics, and various reform movements.

HIST525 Readings in American History: . . . (3)
Student selects a topic in American history from a prescribed list, reads a number of designated works on that topic, and answers several essay-type final examination questions.

HIST530 Modern Middle Eastern History (3)
Examines Islamic civilization since the age of European expansion, imperialism, westernization, nationalism, and modernization; covers Arab countries and Israel, Iran, and Turkey.

HIST533 Ancient Chinese History (3)
Covers 221B.C. to 1840, a period in which China was first united in its history and embarked on a 2000-year dynastic journey towards modernity. Includes four introductory sections that provide an overview of China's past, followed by ten sections on the dynasties. *Prerequisite: A course in world or Asian history, philosophy, world politics, or cultural studies or equivalent.*

HIST534 Modern Chinese History (3)
Covers a period of Chinese history between the year of 1840 and 2000, including the cultural confrontation between the expanding Western civilization of international trade and warfare, and the persistent Chinese civilization of agriculture and bureaucracy; and the fundamental transformation of the traditional China into the modern China today. *Prerequisite: A college-level world history course and proficiency in the use of a computer, the Internet, and word processing such as Microsoft Word.*

HIST540 Black Experience in the U.S. (3)
Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, reconstruction, and the black experience during World War I and World War II periods.

HIST541 Black Women in American History (3)
A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival.

HIST542 Caribbean History (3)
Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean.

HIST544 History of Civil Rights (3)
Offered in both lecture and televised formats. Examines the black struggle to secure human and civil rights in the United States. Black protest, court decisions, and legislation after 1953 are emphasized. *Prerequisite: American or U.S. History course or permission of instructor.*

HIST545 African Slavery in America (3)
An advanced survey of the traditional interpretations of African slavery in America and an attempt to assess them in the light of contemporary studies.

HIST547 Latin American History (3)
This course examines, from an integrated perspective, the historical, political, economic, and cultural processes of Latin America. While the focus is on the dynamic of social formation and transformation, the concept of nation-state is used to compare how these processes evolved. Special importance is given to those issues brought about by the challenge of overcoming underdevelopment in the global economic order of the post-Cold War era. *Prerequisites: HIST310, SOC301, or permission of instructor.*

HIST548 Pre-colonial African History (3)
Studies African people and their various cultural differences in a pre-colonial historical context. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications. *Prerequisite: 60 hours of college credit.*

HIST550 Women in American History (3)
Examines the history of American women from the Colonial period to the present with special emphasis on how and in what ways the status of women has changed.

HIST565 Modern European History (3)
Examines the political, economic, social, cultural, and diplomatic history of Europe in the twentieth century. Addresses the themes of industrialization, nationalism, colonialism, totalitarianism, the post-World War II division of Europe, and the geo-political trends toward unification.

HIST567 Russia in the 20th Century (3)
Offered as a correspondence course only. Topics include the fall of Czarism, the Communist Revolution, the Stalin era, World War II and the Cold War, and the collapse of the Soviet Union. While the emphasis is on the period before 1963, a final segment focuses on the contemporary history of the Russian people.

HIST570 World History: Concepts and Interpretations (3)
A conceptual and comparative approach to the history of world civilizations, societies, and cultures that challenges persistent Eurocentric assumptions and world views. Asia, Africa, the Americas, and Europe will be analyzed in their diversity and in relation to one another. Topics include religion, language, commerce, migration, science, technology, ecology, imperialism, identity formation, and contemporary world-historical change. *Prerequisite: At least one prior non-Western history course or consent of instructor.*

HIST720 Philosophy of History (3)
Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases.

HIST780 Local History: Resources and Methods (3)
An examination of basic resources and methods for local and community history. Students will be involved with specific research projects.

HIST830 Graduate Seminar in Historical Studies (3)
Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history.

HIST840 Research in African-American History (3)
Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere.

HIST870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in history under the supervision of the faculty. *Prerequisite: Permission.*

Honors

HONS490 Honors Seminar:... (3)
Explores varying topical themes from an interdisciplinary perspective. Integrates critical thinking and practical problem-solving skills from an array of different disciplines and perspectives, contributing to interdisciplinary discourse. *Prerequisites: Advanced Honors Status. Students should have completed the advanced honors work within their own majors before registering for this course.*

Human Performance and Training

HPT510 Introduction to Human Performance and Training (1)
This course enables students to analyze the field of educational technology, human resource development, instructional development, and training. Includes what professionals do, definitions, associations, periodicals, current issues, and self-assessment on competencies. Course requirements include joining a professional association related to the field and attending a local meeting of a professional association related to the field.

HPT520 Training Product Design (3)
Students design, produce, and evaluate a half-hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout, and revision.

HPT522 Training Topics: . . . (1-3)
Offers study in various topics as applied to the training field. Subject matter may include stand-up training techniques, identifying and analyzing performance problems, examining the role of the computer in the training field, and television and its use in training.

HPT755 Introduction to Human Performance and Training Technologies (3)
Enables students to learn how to use a variety of computer software packages and other computer-related technologies that aid instructional designers. *Prerequisite: Permission of instructor.*

HPT810 Needs/Task Analysis in Human Performance and Training (3)
Enables students to complete a thorough front-end analysis, including needs, environmental, and task analysis in order to determine performance gaps and how to close those gaps by suggesting various types of interventions. *Prerequisite: HPT520 or permission of instructor.*

HPT815 Training Techniques (3)
Enables students to conduct instructor-led training sessions, including following predesigned instructor roles and tasks, developing lesson plans, applying appropriate training techniques for individual and group situations, and selecting and using media in training presentations.

HPT820 Principles of Message Design (3)
Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Prerequisites: HPT510 and HPT520.*

HPT821 Scriptwriting for Instruction and Training (3)
Students design and develop a variety of scripts for instructional and training products, including audio, video, workbooks, and classroom presentations. Includes combining instructional development skills with principles of message design, script writing formats, and client specifications. *Prerequisites: HPT520, HPT820, and either HPT810 or HPT815.*

HPT825 Research in Human Performance and Training (3)
This course will enable students to research and evaluate topics in instructional and training technology. *Prerequisites: Eighteen credit-hours in HPT.*

HPT847 Evaluation/Cost Benefit Analysis in Human Performance and Training (3)
Examines traditional and contemporary training evaluation models in order to evaluate real training products by developing reliable and valid measures that assess the success of the training in terms of participants' reactions, changes in self-efficacy and attitudes, behavioral transfers, and returns-on-investment. *Prerequisites: HPT810; instructor permission.*

HPT852 Solving Performance Problems (3)
Enables students to identify and analyze problems in organizations that are performance rather than training-based. Focuses on information, resource, and incentive solutions to these problems. Students apply performance engineering theory to a real situation and write a report identifying the problems and proposing solutions. *Prerequisites: HPT810; instructor permission.*

HPT856 Consulting Teamwork in Human Performance and Training (3)
Student works as a member of an instructional development team to develop and evaluate a training package. Includes working closely with subject matter experts. *Prerequisite: HPT810.*

HPT858 Project Management in Human Performance and Training (3)
Examines role of project management in organizations. Emphasizes defining the project, developing time management network, estimating efforts and costs, scheduling resources, writing project plans, and tracking projects. *Prerequisite: HPT810.*

HPT860 Seminar: Human Performance and Training in Business (1)
Enables students to analyze how the business and industry environment is affected by the bottom line profit motive and how instructional and training techniques must be modified and adapted to that context. Analyzes the roles each professional plays in the development of training/HRD programs in a business and industry environment. *Prerequisites: At least three HPT courses.*

HPT861 Performance in Organizations (3)
This course provides a practical framework for understanding how components in an organization interrelate and how that relation affects performance analysis and improvement. *Prerequisites: Eighteen credit-hours in HPT.*

HPT865 Advanced Field Project (1)
Provides human performance and training students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting. *Prerequisites: Minimum nine graduate hours in HPT and permission.*

HPT870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in human performance and training under the supervision of the faculty. *Prerequisite: Permission.*

HPT880 Internship: . . . (1-4)
Designed to provide human performance and training students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

HPT891 Human Performance and Training Master's Project I (2)
Includes design of a project in a real setting, including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. *Prerequisites: At least 25 graduate hours in HPT.*

HPT892 Human Performance and Training Master's Project II (2)
Further development of synthesis and application of methods begun in HPT891. *Prerequisite: HPT891 or concurrent enrollment.*

Independent Film and Digital Imaging

IFDI800 Survey of Independent Film and Digital Imaging (3)
Designed to serve as an introduction and orientation to the degree path and the fields of independent film and digital imaging. *Prerequisite: Admission to the MFA-IFDI program.*

IFDI840 Film Seminar: . . . (3)
Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics. *Prerequisite: Admission to the MFA-IFDI program.*

IFDI842 Critical Practices in Contemporary Photography (3)
Focuses on and analyzes the work of prominent contemporary photographers, digital artists and intermedia practitioners through presentations, exhibitions, debates, readings, and individual researchers. Develops a programmatic arena for aesthetic and conceptual thesis formulation. Introduces the fundamentals of critical theory as pertaining to each seminar's theme and/or students' work will inform and accompany students' artistic approaches toward the academic command of their subject. *Prerequisite: ART544 or equivalent.*

IFDI880 Internship (1-9)
Designed to provide the Independent Film and Digital Imaging degree-seeking student with supervised practical experiences in applied settings, both on and off campus. Course may be repeated. *Prerequisites: ART544 and IFDI800 or MCOM535.*

IFDI890 Masters Thesis Project (3-9)
Supervise and direct students engaged in researching and writing an MFA thesis involving production of a major Independent Film or Digital Imaging project and a complementary paper. *Prerequisites: ART544 and IFDI800 or MCOM535.*

Interdisciplinary Studies

IDSS310 Perspectives on Interdisciplinary Studies (3)
Introduces perspectives on interdisciplinary studies and principles of lifelong learning. Covers methods of discipline inquiry and integration; orientation to expectations and standards of higher education; and explores the identification of and relationships between life experiences, life-long learning, personal thinking methods, and self-expression. *Prerequisites: Must be taken in your first term of enrollment in the major.*

IDSS330 Writing a Prior Learning Portfolio (3)
Provides experience in analyzing, writing, assembling, and documenting activities relevant for an Interdisciplinary Studies (IDSS) portfolio that can be assessed by faculty for possible college credit. Emphasizes analysis of prior learning, critical thinking, library research and information access as it pertains to pedagogy of prior learning assessment, and further development of writing skills. *Prerequisites: Admission to the IDSS B.A. degree program and approved by program advisor, college level writing skills and demonstrable computer skills.*

IDSS405 Interdisciplinary Studies Tools: . . (1)
Presents a series of workshops on various specific of patterns and systems related to interdisciplinary studies. These patterns and systems are tools that students can use to recognize commonalities among disciplines. *Prerequisite: IDSS310 or taken concurrently.*

IDSS406 Interdisciplinary Studies Self-Awareness: . . . (1)
Presents a series of workshops on various topics that encourage students to be more self-aware. *Prerequisite: IDSS310 or taken concurrently.*

IDSS407 Interdisciplinary Studies Issues: . . . (1)
Presents a series of workshops on various topics viewed from an interdisciplinary perspective. *Prerequisite: IDSS310 or taken concurrently.*

IDSS410 Topics in Interdisciplinary Studies: . . . (1-3)
Presents a variety of topics on interdisciplinary studies. May be repeated once for credit. *Prerequisite: IDSS310.*

IDSS480 Interdisciplinary Studies Internship (2-3)
Provides Interdisciplinary Studies students with supervised, practical experiences in applied settings. *Prerequisites: Must have permission of advisor and completed at least 15 hours of GSU course work with a 2.0 GPA or better.*

IDSS490 Interdisciplinary Studies Appraisal (3)
Integrates interdisciplinary course work as a function of life-long learning. Relates theories to personal processes and assessment of self-expression through individual and group projects. *Prerequisites: Open to the IDSS students only; last trimester in undergraduate program; and completion of the remaining IDSS core.*

Integrative Studies

INST300 Approaches and Interconnections: Scientific Research and Knowledge Production (3)
Comprehensive introduction to the processes involved in knowledge production. Examines how different societies and cultures have used different sources of knowledge to address basic social inquiry. Special emphasis is placed on statistical inference and concrete applications of the scientific method to the natural and social sciences, arts, and the humanities. This course will make students more aware of the possibilities and limitations of the Internet as a medium of delivery of knowledge. Lecture/discussion/web-based course. *Prerequisites: Completion of general education requirements.*

INST305 Writing, Information, and Technology Across the Disciplines (3)
This course helps students develop and integrate skills for writing, accessing, and analyzing information, and using information-based technology across subject disciplines. Students will analyze and practice discourse conventions, critical thinking, and information access within the humanities, social sciences, and physical sciences. Instruction in library research skills and the web as a presentation tool are central to this course. Lecture/ discussion/online course. *Prerequisites: Successful completion of the University Proficiency Examination for English or ENGL301.*

INST310 Perspectives on the Physical and Natural Sciences (3)
Introduces the relationships between the physical or natural sciences and other disciplines such as public administration, economics, and health administration. Topics include the relationships among science and law, business, government, public health, and religion. Fundamental aspects of science, such as the scientific process and scientific models are also presented. *Prerequisites: One physical science course and life science course including one laboratory course in either physical or life sciences (total of 7-8 hours).*

INST320 Humanity and Human Dynamics: A Comparative Study (3)
Examine social and cultural development in a comparative framework. The emphasis is on interdisciplinary theory and approaches concerned with the articulation of collective human consciousness, the political economy, and collective action as they relate to constructing the past and present. Lecture/discussion/media-based course.

INST330 The Measure of Knowledge: Quantitative Research Methods (3)
Develops skills in research design for projects that integrates the different areas of knowledge. Special emphasis is placed in the formulation of public policy projects. It is an applied course which investigates the variety of statistical models used in research: analysis of variance models, regression models, and qualitative models. Concentrate on the framing of statistical models to fit the types of analysis encountered in integrated social research. A second emphasis will be upon the interpretation of statistical results deriving from tests of the various models. *Prerequisite: SOSC450 or INST300.*

INST340 New Technology and Us (3)
Provides knowledge and understanding of technological development in our societies from diverse points of view. Discusses topics including bioinformatics, Internet languages and security, and cyber-crime. *Prerequisites: First-year of natural or physical sciences or equivalent.*

INST350 Literature of the Environment (3)
Literature of the Environment is structured to involve the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs and a better control of writing in response to learning. *Prerequisite: At least one college-level course in composition and rhetoric.*

INST360 Examining the Barriers: Studies in Race, Class, and Gender (3)
Offers an in-depth study of the politics, economics, and social implications of race, class, and gender. Focuses on the ways the discourses of race, class, and gender are produced, as well as on the ways these discourse patterns orchestrate the relations between peoples' everyday lives and the various social/political institutions that govern them. Investigates ways of reproducing, resisting, and/or reforming existing discourse/power structures. *Prerequisites: All lower-division general education requirements should be completed before enrolling for this class.*

INST370 Environmental Studies: A Case Studies Approach (3)
Uses a case study approach in the characterization and analysis of selected local, regional, and global environmental issues. Develops connections and relationships among the case studies and generalized environmental issues. *Prerequisites: College biology and college chemistry and/or physical science or equivalent, and introduction to computer technology or equivalent.*

INST395 Special Topics: . . . (3)
A series of presentations using resources, specific developments, new creative approaches, and skills which will enable students to understand and appreciate the subject matter. Series may be repeated for different subjects. *Prerequisites: Specific prerequisite(s) will vary depending on particular series.*

INST400 Computer-Assisted Applications for Problem-solving (3)
Provides a sound grasp of analytical methods and skills for analyzing, maintaining, and interpreting various types of data used in the areas of social studies, history studies, environmental studies, and the physical and natural sciences. *Prerequisites: One term of physical or natural science.*

INST410 Worlds of Art (3)
Compares art objects from eight differing contexts and diverse geographical world areas and contrasts the imagery, cultural circumstances, and the worldview within which the art was created and functioned.

INST420 Communication Technology and Culture (3)
Using a systems paradigm, examines the integration between communication technology and culture; applies the principles using various technologies. *Prerequisites: Introductory communication, sociology, integrative studies, or social sciences course.*

INST430 Global Political Transformation and Economic Integration (3)
Examines contemporary global issues, trends in the transformation processes and international relations in the context in the 21st century. Approaches the study of these processes and entities from an interdisciplinary and integrated perspective using economics, politics, socio-culture, and history. Special emphasis will be placed on issues related to class, gender, ethnicity, and power, causes of conflicts, as well as potential solutions to contemporary global crises. *Prerequisites: All lower-division general education requirements should be completed before enrolling in this course including humanities, history, and written composition.*

INST440 Nations and Migrations in the Atlantic World (3)
Focuses on nation-building and migration history in the Atlantic World: the United States, the Caribbean, South America, industrial Europe, and West Africa. The course addresses the emergence of nations and national identities, the comparative influence of migration, the invention and classification of racial and ethnic categories, the formation of minorities and their differential impact on society, and the internationalization of labor markets.

INST445 Computer Languages for Business Programming (3)
Introduces computer languages such as C++ to those students who major in the social sciences, information systems, business, and others that are not computer science. A strong emphasis is on business applications rather than science or computer science. *Prerequisite: INST400.*

INST485 Senior Project Development (3)
Prepares the student to undertake the senior project, which is the capstone or culminating experience for Integrative Studies majors. In the project, students are required to integrate their course work experience in the context of action in the world at large, an experience which may take any of several forms, including but not limited to goal-oriented international and/or cross-cultural travel, work in the community, or completion of a research project in the sciences, humanities, or arts. The specific direction taken for the senior project will be decided by the student in consultation with the professors overseeing this project development course. Faculty will work closely with the student to prepare him or her to pursue effectively the senior project during the next trimester. *Prerequisites: INST300, INST310, and INST320.*

INST490 Senior Project (3)
The senior project is designed as a capstone or culminating experience for integrative studies majors. Students are required to integrate their course work experience in the context of action in the world at large. The experience may take any of several forms, including but not limited to goal-oriented international and/or cross-cultural travel, work in the community, or completion of a research project in the sciences, humanities, or arts. The specific direction taken will be decided by the student in consultation with the professors overseeing the senior project development course. *Prerequisite: Completion of INST485.*

INST501 Cultural Diversity: . . . (3)
Study abroad. Experience a variety of cultures on site-their art, architecture, music, history, and literature. Culture to be studied is dependent on instructor's preference.

INST502 Race and Race Relations: A Comparative and Global Approach (3)
The course examines discourse on race, race relations, and resistance in a world-historical context. Participants will study epistemology constructing the idea of race and racial categories. They will study the uses of race discourse and practice in the colonial and post-colonial encounter. Following dialectical methodology, participants will study discourses of resistance, rebellion, and reform underlying social change and the pursuit of racial justice. *Prerequisite: Permission of instructor.*

INST503 Tropical Ecology (3)
The course will integrate tropical ecology with current resource use practices, economics, and history of the Mayan culture in Belize. The central focus of the course will be ecological, with one week spent at a tropical rain forest field station and a second week spent on a barrier reef caye. The course will provide a broad-based overview of tropical ecosystems through "hands-on" experience and workshops dealing with such diverse subjects as climate, biodiversity, ethnology, and human influences on the environment. *Prerequisites: BIOL306 and permission of instructor.*

Intercultural Studies

ICS320 Dynamics of the Spanish Language (3)
Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to increase fluency in a second language.

ICS330 Third World Conference (3)
Three-day conference using panel presentations, workshops, and roundtables to focus on humanistic, historical, economic, and socio-political policy problems and issues of Third World communities in a national, interregional, and global context.

ICS425 Spanish Language and Culture I (3)
Introduces general grammatical concepts to allow students to handle and perform daily situational conversations, as well as to help them understand relevant events that take place in the Hispanic world. Also introduces the students to the Hispanic world that currently is an important element in the development of the United States.

ICS426 Spanish Language and Culture II (3)
Introduces advanced grammatical concepts to allow students to handle and perform daily situational conversations, as well as to help them understand relevant events that take place in the Hispanic world. Also introduces the students to each of the Hispanic countries in terms of their history, politics, economy, traditions, and costumes and their relevance in today's world. *Prerequisite: ICS425 or permission of instructor.*

ICS427 Spanish Language and Culture III (3)
Introduces more advanced and sophisticated grammatical concepts to allow students to handle and understand not only everyday life situations but allow them to understand the language of arts, literature, and music, which will tell them in-depth about Hispanic people, their past, present, and future. You will read and discuss literary selections and write responses to them. *Prerequisites: ICS425 and ICS426 or basic knowledge and command of Spanish.*

ICS428 Spanish Language, Culture, and Literary Studies (3)
Emphasis on semantical and syntactical elements required for understanding short literary selections by contemporary writers from different parts of the Spanish-speaking world. Focuses on reading comprehension strategies, oral and written communicative competence through in-class discussion, and compositions on customs and traditions of Hispanic culture. Students are required to attend the language laboratory at least once a week. *Prerequisite: ICS427.*

ICS435 Japanese Language and Culture I (3)
Helps students acquire basic writing, speaking, and listening skills in Japanese. Also, students have opportunities to learn about Japanese culture, thinking, customs, and way of life.

ICS436 Japanese Language and Culture II (3)
This course is designed for students who have basic skills in speaking, writing, reading, and understanding Japanese. Students will improve their conversational skills, learn more grammar, and expand their basic knowledge of Kanji, vocabulary, and idioms. Students also have opportunities to learn about Japanese history, culture, political system, and economy. *Prerequisite: ICS435 or permission of instructor.*

ICS437 Japanese Language and Culture III (3)
This course is designed to improve students' command of Japanese in writing, speaking, reading, and understanding. Students also have opportunities not only to learn and discuss Japanese culture, customs, thinking and politics, but also to achieve mutual respect among people in the United States and Japan. *Prerequisite: ICS436 or permission of instructor.*

ICS440 Chinese Language and Culture I (3)
China is developing both socially and economically at a rapid pace and is becoming more and more open to the outside world. In this sense, more and more connections are bound to occur between the U.S. and China. Therefore, the learning of Chinese language and culture will not only enhance the student's ability to communicate in Chinese, but also promote the student's understanding of Chinese culture and society. It will also give students a chance to enrich their own experience in language learning and the ability to communicate interculturally.

ICS441 Chinese Language and Culture II (3)
Introduces more situational conversations and Chinese characters; integrates language and learning with culture; and includes topics of Chinese economy, politics, education, and arts. *Prerequisites: ICS440 or basic knowledge and command of Chinese language.*

ICS442 Chinese Language and Culture III (3)
Introduces more situational conversations and Chinese characters; integrates language and learning with culture; and includes the topics of Chinese philosophy, literature, religions, tourism, and sports. *Prerequisites: ICS440, ICS441, or basic knowledge and command of Chinese language.*

ICS455 German Language and Culture I (3)
Introduces basics of German languages, integrates language and learning with culture, develops speaking, listening, reading, and writing skills up to a basic level, which will enable them to engage in simple conversations with German-speaking people. Introduces the traditions and culture of everyday life for German-speakers.

ICS456 German Language and Culture II (3)
Introduces intermediate German language concepts, integrates language and learning with culture, develops students' speaking, listening, reading, and writing skills up to an intermediate level, which will enable them to express their own ideas and interact with German speakers significantly. Presents grammar and vocabulary as crucial tools for effective communication. *Prerequisites: ICS455 or permission of instructor.*

ICS457 German Language and Culture III (3)
Introduces upper-intermediate German language concepts, integrates language and learning with culture, develops students' speaking, listening, reading and writing skills, which will enable them to express their own ideas and interact with German speakers. Presents grammar and vocabulary as crucial tools for effective communication. *Prerequisites: ICS456 or permission of instructor.*

ICS505 Perspectives in Latino Studies (3)
Provides, through interdisciplinary survey perspective, an introduction to Latino studies. Introduces readings in several disciplines centered on the concepts of Latino identity through a cultural lens. *Prerequisites: Completion of a general social studies or humanities core course or permission of instructor.*

ICS510 Introduction to Gender Studies (3)
Provides through an interdisciplinary survey perspective, an introduction to gender studies. Introduces readings in several disciplines centered on the concept of gender as a social reality. *Prerequisites: Completion of a general social studies or humanities core course or permission of instructor.*

ICS530 Third World Conference: . . . (1-3)
Weekend conference using workshops and seminars to focus on socio-political, humanistic, and historical policy problems and issues of Third World communities in national, interregional, and international contexts. *Prerequisites: College-level humanities or social science or science or history and composition course.*

ICS532 African Politics (3)
Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations.

ICS540 Hispanic Experience in the U.S. (3)
Offered as a correspondence course only. Examines the historical process that led to Latino migration to the United States. Focuses on the economic, political, social, and cultural conditions that shape the life of the Latino in American society.

ICS541 Ethnicity, Culture, and Politics (3)
Offered as a correspondence course only. Explores the interrelations among ethnicity, culture, and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity, and their relationship to politics and society.

ICS548 African Civilizations (3)
Offered in both lecture and televised formats. A study of African people and their various cultural differences. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications.

ICS550 Topics in Geography: World History and Geography (3)
Develops a critical awareness of the relationship of geography to major events and periods in world history. Integrates basic concepts and methods in geography (nature, culture, region, area, localization, scale, evolution, map-reading, and quantification) in a critique and comparison of major historical constructs (society, resource, diffusion, race, environmental determinism, and social breakdown and disintegration).

ICS575 Latin America: Culture and Society (3)
Offered in televised format only. A study of the historical and cultural evolution of the Latin American and Caribbean societies in their economic, political, and ideological aspects with emphasis on the process of modernization, and contemporary issues such as economic development, revolution, insurgency of women, migration, religion, and reform.

Liberal Arts and Sciences

LAS410 Investigations in the Social Sciences (3)
Examines the major debates over the dominant paradigms that guide the various social research disciplines, e.g., history, sociology, political science, and economics. In particular, the status of social knowledge, theories of "human nature," the social basis of collective action, the role of the state, and the sources of social diversity and historical change will be considered. *Prerequisites: Nine hours of course work in social science.*

LAS420 Investigations in the Humanities (3)
Examines investigatory procedures and explanatory logic used in treating art, literature, and music. Emphasis will be placed on specific artists, composers, and literary figures with reference to the creative process. *Prerequisites: Nine hours of course work in art, music, and/or literature.*

LAS430 Investigations in Scientific Thought (3)
Examines the development of scientific concepts from the ancient Greeks to the present, focusing on how scientists think and work-their thought processes, their approaches to problem-solving, the roles of conjecture and intuition, and the role of serendipity. Contributions of individual scientists and schools of scientific thought are critically evaluated, and the importance of science in contemporary society is assessed. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*

LAS440 Investigations in Mathematical Thought (3)
Examines the development of mathematical concepts from the ancient Greeks to the present. Contributions of individual mathematicians and schools of mathematical thought are critically evaluated, and the importance of mathematics in modern culture is appraised. *Prerequisites: Nine hours of course work in science and six hours of course work in mathematics.*

Management

MGMT301 Introduction to Management Strategies (3)
Introduces classical management, behavioral, and management science. Reviews the fundamental functions of management emphasizing the interrelationships among planning, organizing, directing, and controlling. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines systems approach to solving operational problems.

MGMT320 Human Resource Management (3)
Acquaints the student with concepts and techniques of the human resource management process. Emphasizes ways to increase organizational group and personal effectiveness, as well as enhancing the quality of organizational life and using the human resources available. *Prerequisite: MGMT301.*

MGMT340 Production and Operations Management (3)
Offered in both lecture and televised formats. Introduces operations management, including examples from both manufacturing and services. Topics covered include product and service design, process design, forecasting, inventory management, scheduling, and logistics, with particular emphasis given to quality management and process improvement. *Prerequisites: STAT361 or its equivalent and MGMT301.*

MGMT360 Business Communications (3)
Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing.

MGMT401 Organizational Behavior (3)
Offered both lecture format and as a correspondence course. Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision-making. This is an extension and intensification of the behavioral portion of MGMT301. *Prerequisite: MGMT301.*

MGMT410 International Business (3)
Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field. *Prerequisite: MGMT301 or permission of instructor.*

MGMT415 Business Ethics and Social Responsibility (3)
Explores the role of the corporation in modern society and its responsibilities to the public, government, and the economic and social well-being of the nation. *Prerequisite: MGMT301 or a humanities, sociology, or social science course.*

MGMT421 Labor Relations (3)
Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the human resource management function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure, and objectives in collective bargaining; the resolution of management-union disputes; and government regulation of collective bargaining. *Prerequisite: MGMT301.*

MGMT422 Behavioral Research in Business (3)
Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. *Prerequisite: STAT361.*

MGMT423 Compensation and Incentive Systems (3)
Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. *Prerequisite: MGMT320.*

MGMT425 Labor Markets (3)
Analysis of labor force, labor supply, wages, and unemployment in terms of labor marketing experience and current theories. Appraisal of effects of unions and government policies on the economic position of labor. *Prerequisites: ECON301 and ECON302.*

MGMT426 Human Resource Training and Management Development (3)
Reviews the various internal and external sources and techniques of training the work force and provides the opportunity for students to develop and implement at least one training product. *Prerequisite: MGMT301.*

MGMT430 Small Business Administration (3)
Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business. *Prerequisite: MGMT301 or permission of instructor.*

MGMT432 Quality Management (3)
Covers a mixture of technical and behavioral topics to prepare future managers to evaluate and improve the quality of business processes. Technical topics include statistical process control, process capability, Taguchi methods, ISO standards, and a variety of process improvement tools. Behavioral topics include employee empowerment, team-building, labor relations, and change management. *Prerequisites: MGMT301 and STAT361 or their equivalents.*

MGMT442 Supply Chain Management (3)
Considers the entire supply chain, covering both materials management (inbound) and physical distribution (outbound). Discusses the relationship management needed to build an effective supply chain. Emphasizes the strategic potential of logistics to attract and hold on to customers. Covers the five major costs of logistics (inventory, storage, packaging, transportation, and information) and the trade-offs involved in managing these costs. *Prerequisite: MGMT340.*

MGMT443 Production and Inventory Control Systems (3)
Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short-run production, and continuous production. Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method, including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, simulation, and statistical techniques for controlling production. *Prerequisite: MGMT340.*

MGMT444 Service Operations Management (3)
Covers the principles of operations management as applied in a service setting. Topics covered include service process design, capacity management, employee scheduling, customer service, productivity and quality improvement, and operations strategy. Various management science methods, including linear programming and queuing models will be applied to the service environment. *Prerequisite: MGMT340.*

MGMT445 Seminar in Production and Operations Management (3)
Focuses attention on the application of quantitative analysis, systems analysis, and other dynamic techniques to current operations problems. Readings, problems, classroom discussions, and group participation are required of all students. Individualized projects are possible that will be presented and evaluated in group sessions. Open to seniors only. *Prerequisite: MGMT340.*

MGMT455 International Business Strategy and Technology Management (3)
Management of financial, human, operations resources, and technological innovation in international contexts. Focuses on the design and implementation of corporate strategies and performance measurement. *Prerequisite: MGMT410 or permission of instructor.*

MGMT469 Business Policy (3)
Designed as the capstone course to integrate the various functional areas of business and administration through case discussion and business simulation that applies management, finance, production, marketing, economic, and accounting principles to solving business problems. *Prerequisites: Last trimester in undergraduate program; open to degree-seeking CBPA students only. Exceptions require approval of the CBPA Dean. Apply for enrollment in CBPA Academic Advising Office.*

MGMT470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

MGMT480 Internship: . . . (3)
Designed to provide management students with supervised practical experiences in applied settings. *Prerequisites: Permission of instructor and dean.*

MGMT511 Statistical Data Processing for Business (3)
Deals with the systematic collection, analysis, and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding, and analysis using package programs. Approximately 50 percent of course time will be devoted to computer applications. *Prerequisites: STAT362, MGMT610, or permission.*

MGMT515 Administration of Non-Profit Organizations (3)
Stresses the relationship between the principles of business administration management and institutional management. Emphasizes the differences in goal setting and attainment and dependence upon different sources for their funds. Discusses the importance of volunteerism for a broad base of support and validation of need. *Prerequisite: MGMT301 or permission of instructor.*

MGMT520 Managing Automated Office Systems (3)
Applies principles of management and organization to automated (electronic) offices. Addresses the effects of integrated office systems on the organizational structure, basic office functions, employees, and physical environment of the office. *Prerequisites: MIS370 and MGMT301.*

MGMT550 Topics in Management: . . . (1-3)
Presents selected topics in the private and public sectors. May be repeated for credit with different topics. *Prerequisites: Vary by topic.*

MGMT560 Advanced Business Communications (3)
Taught in conjunction with other designated courses in the College of Business and Public Administration to emphasize advanced writing and speaking skills. Emphasizes research methods, organization, formatting, writing, and oral presentation of business reports and proposals. Examines problems in intercultural communication, especially in international business. *Prerequisite: MGMT360 or equivalent.*

MGMT601 Foundations of Management and Marketing (3)
Introduces students to the language and practice of general management, including the legal, social, and global environment of business, the craft of the general manager, the functions of management, and the role and practice of marketing and operations. Uses case analysis and teamwork. This is a foundation course for the MBA program. *Prerequisite: Graduate student status or instructor permission. If a student has taken the equivalent of MGMT301 and MKTG301, this course may be waived.*

MGMT610 Foundations of Managerial Statistics (3)
Provides the graduate student with sufficient statistical background for the MBA Includes descriptive statistics, sampling procedures, interval estimations, significance testing, correlation, regression, and the analysis of variance. The course is a foundation course for the MBA degree. *Prerequisite: College Algebra and MIS301 or its equivalent.*

MGMT810 Organizational Behavior in the Global Context (3)
Study of behavior in organizations worldwide and a critical examination of theories for explaining organizational change and phenomena. *Prerequisites: MGMT601 or its equivalent and graduate student status or instructor permission.*

MGMT816 Production Problems and Analysis (3)
Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. *Prerequisite: MGMT340 or permission.*

MGMT820 Human Resource Management Strategies (3)
Examines factors both internal and external to the organization and their influence on human resource planning. Deals with current issues and research in the area of human resource management. *Prerequisites: MGMT601 or its equivalent, and graduate student status or instructor permission.*

MGMT821 Human Resource Selection and Compensation (3)
Addresses theory and an overview of practices in personnel recruiting, selection, and compensation. Focuses on establishing recruitment plans, prediction of employee performance, employee selection methodology, selection system validation, establishing compensation systems, and determining internal and external value of jobs. *Prerequisite: MGMT820 or permission of instructor.*

MGMT823 Problems in Business Ethics (3)
Explores the role of the corporation in modern society and its responsibilities to the public government and the economic and social well-being of the nation. *Prerequisite: MGMT301.*

MGMT825 Labor Management Relations (3)
Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, human resource management, and industrial relations research. *Prerequisite: Graduate student status or instructor permission.*

MGMT830 International Management (3)
Examines the complexity of the problems of international management. Explores organizational structure, technology, behavioral systems, institutional differences, and future of international management. *Prerequisite: MGMT301 or permission.*

MGMT840 Operations Management: Strategies and Techniques (3)
Covers the major topics of operations management, including product/service design, process design, quality management, inventory management, scheduling, purchasing and logistics, with significant emphasis given to the logic and techniques of quality management and process improvement. Focuses on the strategic impact of operations and the relationship among operations and the other functional areas of the firm. *Prerequisites: MGMT601 and MGMT610 or their equivalent, and graduate student status or instructor permission.*

MGMT845 Small Business Management (3)
Applies the principles and techniques of management to the operation of a small business. Develops an in-depth understanding of small businesses using Small Business Institute cases. *Prerequisites: MGMT430 or graduate standing and instructor's permission.*

MGMT849 Business Policy and Strategy (3)
Integrates the various operating functions of a business as the capstone course of the MBA degree. Shows the business as a system and demonstrates those special coordinating skills and knowledge that are necessary at the upper levels of an organization. Uses case analysis and assigned readings. *Prerequisite: Last trimester of student's program; open to degree-seeking CBPA students only. Apply for enrollment in CBPA Academic Advising Office.*

MGMT850 Business Instructional Internship (3)
Designed to provide vocational education teachers the opportunity to study modern business and industrial practices through a supervised experience in the private sector. *Prerequisite: Occupational and vocational education teachers.*

MGMT851 Innovative Methods in Occupational Programs (3)
Explores current research and teaching practices relating to the development and classroom use of individualized instruction, large-group and small-group methods, audiovisual techniques, games, and other modes of innovative instruction in business education. Assesses value and relevance of innovative methods in vocational education.

MGMT852 Organization and Administration of Cooperative Occupational Programs (3)
This is the first of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Deals with designing and implementing a total cooperative education program, including curricula. Discusses vocational education laws, identifying and securing training sites, preparing an effective training plan, and implementing effective public relations.

MGMT853 Coordinating Techniques of Cooperative Vocational Education Programs (3)
This is the second of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Focuses on the development of program policy, functioning with school and community personnel, and recruitment and selection of students. Also includes location and development of training stations, placement of students, and legal considerations and related instructions.

MGMT854 Vocational Planning for Special Needs Population (3)
Emphasizes employment opportunities, community agencies, legal aspects, and academic areas that are significant in the life of the mentally handicapped individual within the community.

MGMT855 Leadership Dynamics (3)
This course is designed to give the student an understanding of the leadership task in modern organizations. It is a skills oriented approach, though the material will be linked to theory. Thus, we will concentrate on application and implementation by combining lectures and readings within class case analyses and group exercises. *Prerequisite: MGMT301.*

MGMT860 Issues in Public and Private Management (3)
An advanced study of organizational issues such as leadership and organizational change. Students apply the ideas to public or private organizations. *Prerequisite: MGMT810.*

MGMT864 Interdisciplinary Team Process (3)
This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating clients/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisite: Graduate student status.*

MGMT865 Advanced Topics in Management: . . . (1-3)
A graduate seminar exploring selected contemporary issues in the private and public sectors. May be repeated for credit with different topics. *Prerequisites: Vary by topic.*

MGMT870 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

MGMT880 Internship: . . . (3)
Designed to provide management students with supervised experiences in applied settings. *Prerequisite: Permission of instructor and dean.*

MGMT890 Graduate Thesis/Project: . . . (6) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of MBA student's program of study.*

Management Information Systems

MIS301 Basics of Information Technology (3)
Provides an introduction to the use of computers in business data processing, including introductory concepts of computer technology. Includes hands-on experience with various microcomputer software packages, focusing on student use of electronic spreadsheet, word-processing, database, and presentation software.

MIS310 Word Processing Applications: . . . (1-3)
Provides a course in Word Processing. Topics are dependent upon the level offered (introductory, intermediate, or advanced) *Prerequisite: Familiarity with MS Windows-based systems.*

MIS320 Introduction to Spreadsheets: . . . (1-3)
Provides an introduction to Spreadsheets. See schedule for specific package offered. This course credit can vary from 1-3 hours dependent upon the level (introductory, intermediate, or advanced) offered.

MIS330 Database Applications: . . . (1-3)
Provides information on database management packages. See schedule for specific package covered.

MIS360 Microcomputer Development and Diagnosis (3)
Prepares students for the A+ Certification exam given by CompTIA. By teaching the various hardware components, operating systems, and networking. Focuses on DOS and Windows-based operating systems, including operating system commands. *Prerequisite: MIS301.*

MIS370 Management Information Systems (3)
Provides an overview of business data processing and management information systems. Covers introductory concepts of systems analysis techniques, nature of computer applications in business, problem-solving, and discusses the future of computer technology. Includes use of database software in solving business-related problems and the integrations of applications software. *Prerequisite: MIS301 within five years with successful completion of software exam or permission of instructor.*

MIS380 Applications Development in Access (3)
Uses Access to focus on application development. Includes an in-depth study of macro development in order to create user-friendly systems. *Prerequisites: MIS301 and MIS370 and successful completion of Access software exam.*

MIS399 Topics in Innovative Technology Systems (1-3)
Provides for hands-on experience with the latest software updates and latest technological offerings.

MIS401 Business Systems Analysis (3)
Introduces and utilizes the basic concepts of analysis of information systems. Emphasis will be on business systems development using CASE tools. *Prerequisites: MIS370 and corequisite (or prerequisite) of MIS420.*

MIS402 Business Systems Design and Prototyping (3)
Introduces systems design and application protoyping presents several methods for extracting, presenting, and refining a business user's needs by building a working model with the help of software tools. Includes the basic concepts of design, specification languages, and systems implementation. Emphasis will be on business systems development using CASE tools. *Prerequisites: MIS401 within one year, MIS370 within two years, and MIS420.*

MIS420 Business Information Retrieval and Database Management (3)
Introduces management of database systems. Management problem-solving will be related to the output of databases to include the development of business strategies, competitive analysis, internal analysis of cost, and other selected business subjects. Commercial software will be reviewed for performance and advantages. Addresses functional management lines and show a relationship between the external and internal environment and the business firm. *Prerequisites: MIS370 and STAT361. Corequisite: MIS401.*

MIS430 Business Decision Modeling (3)
Introduces the use of computers in creating models of business systems and simulations of business system outcomes. Covers the use of management gaming and the development of heuristic models used for management decision-making. Introduces use of modeling software and simulation languages. *Prerequisites: STAT362 and MIS301.*

MIS440 Telecommunications and Distributed Data Systems (3)
Discussion of the fundamental terminology and operations of data communication networks, including interactive systems, distributed data processing, and local area networks. *Prerequisite: MIS370 within the past two years.*

MIS445 Fundamentals of Networking Hardware and Operating Systems (3)
Covers the fundamental hardware of networking, including cabling, network cards, switchers/routers, and servers. It covers the installation and troubleshooting of each of these components. Network Operating Systems installation and troubleshooting will also be covered. *Prerequisite: MIS440.*

MIS450 Information Systems Management (3)
Describe the role of information systems in business. Internal organization of the information systems department, and current information systems technology and theory are explored, but the emphasis is on real-life management issues. *Prerequisites: MGMT301, MIS401, MIS402, MIS420, and MIS440.*

MIS460 Introduction to Management Sciences (3)
Surveys the fundamentals of quantitative approaches to management decisions, including linear programming, forecasting, queuing, and inventory systems. Applications focus on business problems at an elementary level. *Prerequisites: MIS370 and STAT362.*

MIS465 Information Systems Project Management (3)
Provides experiences similar to those encountered in MIS professional practice. Integrates various concepts learned in other MIS and management courses in the context of designing, implementing, documenting, and testing a computer-based MIS project. Explores ethical concerns of the MIS profession and emphasizes strong project management and communication skills. *Prerequisites: MIS401, MIS402; MIS440 or concurrent enrollment in MIS440.*

MIS470 Independent Study: . . . (1-3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in management information systems under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management information systems and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

MIS475 Commerce on the Internet (3)
Explains the basic concepts of business uses for the world wide web. Uses a variety of software tools for effective web development as it pertains to the business world. *Prerequisites: MIS370 and MKTG301.*

MIS480 Internship: . . . (3)
Provides the MIS student with supervised practical experiences in applied settings. Requires at least three classroom meetings. *Prerequisite: Permission of instructor.*

MIS550 Topics in MIS: . . . (1-3)
This course offers the student the opportunity to study a current topic in this rapidly changing field. *Prerequisite: Permission of instructor.*

MIS580 Information Security (3)
Explores fundamental concepts in information security. Topics include elementary cryptography, threats and countermeasures on stand alone computer systems, database security, network security, and administering security. *Prerequisite: CPSC442 or MIS440, or equivalent courses with the instructor's consent.*

MIS581 Information Security Policy and Management (3)
Explores policy and management aspects of information security to protect computer systems and networks. Topics include security models, policy, planning, risk analysis and management, operations security, physical, personnel and administrative security, access control, security evaluation, life cycle management, software security guidelines, network security guidelines, auditing and monitoring, and legal and ethical issues. *Prerequisite: CPSC/MIS580 or equivalent course with the instructor's consent.*

MIS610 Information Systems for Managers (3)
Provides an introduction to the use of computers to manage and analyze information in business and public administration. This includes introductory concepts of computer technology and management of information systems, concepts of systems analysis and problem-solving, and extensive hands-on experience with various microcomputer software packages. *Prerequisite: MIS301 or permission of instructor.*

MIS799 Advanced Topics in MIS (3)
This course offers the student the opportunity to study an advanced current topic in this rapidly changing field. *Prerequisite: Permission of instructor.*

MIS800 Information Systems and Technology (3)
Prepares for innovative and effective use of management information systems/information technology. Examines the manners of providing solutions to business problems and opportunities to companies by increasing productivity, increasing the quality of goods and services, and enabling business process reengineering. *Prerequisites: MGMT601 and MIS610 or their equivalents.*

MIS801 Systems Analysis and Design (3)
Introduction to systems analysis and design as methods for extracting user needs and developing of a working computer-based system. *Prerequisites: Graduate student status and corequisite (or prerequisite) of MIS820.*

MIS820 Database Development and Application (3)
Introduction to development and implementation of databases and use of database management systems. Several commercial software packages will be reviewed. A major development project will provide hands-on experience with at least one particular database package. *Prerequisites: Graduate status and MIS800 or permission of the instructor.*

MIS824 Web-Enabled Database Systems (3)
Creation of real-world, dynamic websites that overcome the limitations of traditional static HTML websites using scripting languages and relational database management. Focus is on web-based shopping cart applications, which are essentially sales order processing systems using a web browser. *Prerequisites: Graduate status and MIS820 or equivalent.*

MIS840 Distributed and Network Systems (3)
Discusses fundamentals concepts of telecommunications and distributed data systems. Topics covered include various network environments, ranging from simple local area networks to intranets, extranets, and the Internet; network management and security issues; and network applications for human communication, distributed database systems, and electronic commerce. *Prerequisites: MIS610, ACCT601,ECON601, MGMT601, and MGMT610 or equivalents.*

MIS844 Internetworking and Network Applications (3)
Topics include wireless LAN organizations, standards, and competing technologies; radio frequency behaviors; spread spectrum concepts; infrastructure devices; antenna categories, concepts, and installation; 802.11 network architecture; interframe spacing, RTS/CTS, and modulation; wired equivalent privacy (WEP) and wireless LAN security; and RF site survey fundamentals. *Prerequisites: Graduate status and MIS840 or equivalent.*

MIS847 Wireless Communications (3)
An overview of cellular telephones, including regulatory framework, RF design, and frequency reuse, signaling, and wireless interconnection issues. Personal Communication Systems (PCS), mobile radio, satellite, and paging systems will also be covered. *Prerequisites: Graduate Status, MIS840.*

MIS850 Artificial Intelligence Systems for Management (3)
Provides an overview of the broad field of artificial intelligence (AI) as it applies to managerial functions. Management applications of AI are considered in terms of their function and structure, and representative systems are examined. Includes exposure to management support systems, group support systems, and executive information systems, hands-on development of a managerial decision support system, and expert system. Specific considerations of how to recognize and apply appropriate AI technology to a management problem. *Prerequisites: Graduate status and MIS800 or equivalent.*

MIS860 Strategies in Internet Commerce (3)
Provides balanced coverage of both the business technology elements of electronic commerce (EC). Topics include e-business models, Internet marketing; online monetary transactions; legal, ethical, and social issues; computer and network security; and hardware, software, and communication technology for EC. In addition, students will create personal and business websites using Microsoft FrontPage. *Prerequisites: Graduate status and MIS800.*

MIS870 Independent Study: . . . (1-3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management information systems and an instructor to sponsor the work. *Prerequisite: Permission of instructor or dean.*

MIS890 Graduate Research Thesis: . . . (6)
Student must complete original research within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a research chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this topic of research. *Prerequisites: Student must be within nine hours (including this course, MIS890) of completion of graduate studies. Student must receive permission to enroll in this course.*

MIS895 Graduate Project (3)
Student must complete an original project within the guidelines as set forth by three faculty members (of the student's choice). Student must choose a project chairperson who agrees to the student's area of interest. Together, the chairperson and student will select two additional faculty members who are interested in this project. *Prerequisites: Must be within nine hours (inclusive) of completion of their graduate studies in MIS.*

Marketing

MKTG301 Introduction to Marketing Management (3)
Introduces the managerial approach to marketing. Includes study of markets, institutions, and the environment in which business and non-business enterprises operate. Emphasizes marketing decision process regarding the marketing mix, marketing program, and selected applications. *Prerequisite: ECON301.*

MKTG320 Consumer Behavior (3)
Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. *Prerequisite: MKTG301.*

MKTG430 Managing Market Strategies (3)
Considers the need to generate and evaluate product and price strategies. Topics typically include market analysis, market segmentation and positioning, market measurement and forecasting, product life cycles, new product, product line and portfolio decisions, brand and warranty decisions, pricing for seasonal demand shifts, pricing to deter entry of rivals, pricing for segmented markets and for multi-market and multi-product firms, internal pricing, after-product pricing, and psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. *Prerequisite: MKTG301.*

MKTG440 Marketing Logistics and Distribution (3)
Deals with the role of distribution in the marketing mix of product, price, and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. *Prerequisites: STAT361 and MKTG301.*

MKTG445 International Marketing Strategies (3)
Marketing management of international operations. Focuses on specific managerial decisions encountered in marketing in different cultures. *Prerequisite: MGMT410 or permission of instructor.*

MKTG450 Promotional Strategies (3)
Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of non-business as well as business operations. *Prerequisite: MKTG301.*

MKTG460 Marketing Research (3)
Studies the research process as an aid to planning and decision-making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. *Prerequisites: MKTG301 and STAT361.*

MKTG470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

MKTG480 Internship: . . . (3)
Designed to provide marketing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

MKTG570 Sales Organizations (3)
Concerned with the design, development, and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets, and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. *Prerequisite: MKTG301.*

MKTG572 Business to Business Marketing (3)
Examines planning, organizing, and controlling organizational marketing activities. Studies new products and services and how they are marketed. Includes classification of products and customers, buying procedures, applications of new product development and planning procedures, sales engineering, marketing research, pricing practices, promotion applications, logistics, after sale service, and other topics. *Prerequisite: MKTG301.*

MKTG580 Marketing for Nonprofit Organizations (3)
An introduction to marketing concepts and tools and their applications to nonprofit organizations. Compares and contrasts different aspects of non-business and business marketing. Considers the impact of publics and the environment in developing non-business marketing programs. *Prerequisite: MKTG301.*

MKTG801 Strategic Marketing (3)
Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. *Prerequisites: MGMT601, ECON601, and MGMT610, or their equivalent, and graduate student status or instructor permission.*

MKTG805 Buyer Behavior (3)
Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. *Prerequisite: MKTG430 or MKTG801.*

MKTG810 Marketing Information: Methods and Analysis (3)
An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. *Prerequisite: MKTG460 or MKTG801.*

MKTG820 International Marketing (3)
Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. *Prerequisite: MKTG801.*

MKTG850 Selected Contemporary Issues in Marketing: . . . (1-3)
A graduate seminar exploring contemporary issues in the field of marketing. May be repeated for credit with different topics. *Prerequisites: Vary by topic.*

MKTG870 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.*

MKTG880 Internship: . . . (3)
Designed to provide marketing students with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

MKTG890 Graduate Thesis/Project: . . . (3) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. Students interested in pursuing a doctorate in business should select the thesis option. *Prerequisites: Permission; last trimester of MBA student's program of study.*

Mathematics

MATH320 Mathematical Structures and Concepts I (3)
An introductory, content-oriented mathematics course, including problem-solving, sets, numeration systems, integers, rational numbers, ratios, and proportions. *Prerequisite: Intermediate algebra.*

MATH322 Mathematical Structures and Concepts II (3)
Topics include informal logic, problem-solving, informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. *Prerequisite: MATH320.*

MATH325 College Algebra (3)
Review of algebra, including factoring and operations with polynomials; exponents and radicals; first and second degree equations and inequalities; absolute value; rational, exponential, logarithmic, inverse functions, and graphs. Designed to prepare students for statistics and/or applied calculus courses. *Prerequisite: Intermediate algebra.*

MATH330 Geometry (3)
Covers topics in geometry selected from modern elementary geometry, including transformations, Euclidean constructions, introduction to projective and non-Euclidean geometries and geometric aspects of plane trigonometry. *Prerequisites: High school geometry, MATH320, and MATH325.*

MATH335 Mathematical Foundations (3)
A mathematics course satisfying the mathematics requirement for general education. This course is designed to give students an introduction to formulating mathematical solutions to problems drawn from real life applications. Topics are chosen from geometry, counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming, and statistics. The focus is on improvement of the mathematical reasoning skills. The course requires computer usage. *Prerequisite: Intermediate algebra.*

MATH336 Finite Mathematics (3)
Introduces mathematical modeling and applications, including functions and graphs, systems of linear equations, matrices, systems of inequalities, geometric and simplex-method approaches to linear programming, mathematics of finance, difference equations (recurrence relations), sets, partitions, tree diagrams, permutations, combinations, probability, random variables, statistics, Markov chains, and logic. *Prerequisite: MATH325 or equivalent.*

MATH337 Euclidian and Non-Euclidian Geometry (3)
Covers an axiomatic study of Euclidian Geometry. Introduces spherical, hyperbolic, and other non-Euclidean Geometries as well as, analytic geometry. Introduces projective geometry, planar symmetry and tessellations, fractals, and informal geometric topology. Requires exercises in the use of a computer, with Geometer's Sketch Pad and the Maple Computer Algebra System with an emphasis on mathematical proofs. *Prerequisite: High school geometry or the equivalent, and trigonometry or precalculus (MATH 350).*

MATH340 Discrete Mathematics (3)
An introduction to mathematical induction, sets, relations, functions, Venn diagrams, truth tables, propositional calculus, combinatorics, graphs, directed graphs, Boolean algebra, lattices, difference equations, recursion, discrete probability, random numbers, queues, algorithms, and representations of algorithms. *Prerequisite: MATH325.*

MATH355 Applied Calculus (3)
A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods, and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in calculus, economics, science, and operations research. *Prerequisite: MATH325.*

MATH350 Precalculus (4)
Covers fundamental concepts of functions, their graphs and applications. Emphasizes elementary functions, namely algebraic and transcendental functions, particular polynomials and rational functions, trigonometric functions, and exponential and logarithmic functions. Covers concepts and calculations of composite and inverse functions. *Prerequisites: MATH325 and a course in Geometry.*

MATH390 Calculus I (4)
Introduces calculus and analytic geometry including limits, basic techniques of differentiation and integration with applications involving curve sketching, optimization, and areas in a plane. Presents the Fundamental Theorem of Calculus and Riemann integrals. *Prerequisites: College algebra and trigonometry.*

MATH391 Calculus II (4)
Examines calculus and analytic geometry including volumes of revolutions, basic integration formulas, partial fractions, trig substitutions, exponential and logarithmic functions, improper integrals, conics, polar coordinates, and graphs. *Prerequisite: MATH390.*

MATH392 Calculus III (4)
Explores calculus and analytic infinite series, power series, Taylor and Maclaurin series, 3D coordinate systems, vectors, vector functions, functions of several variables, partial derivatives, double and triple integrals with applications. *Prerequisite: MATH391.*

MATH393 Mathematics Laboratory (2)
Introduces the use of computer algebra systems and graphing calculators in algebra, trigonometry, statistics, calculus, and matrix algebra. *Prerequisite: MATH325, MATH390 is recommended.*

MATH440 Linear Algebra (3)
An introduction to linear algebra and matrices. Topics include systems of equations, determinants, vector spaces, subspaces, linear independence and bases, linear transformations and matrices, rank, nullity, diagonalization, and quadratic forms. Includes discussion of applications of matrices in economics, linear programming, graph theory, game theory, statistics, and/or numerical analysis. *Prerequisite: MATH355.*

MATH450 Principles of Operations Research (3)
Introduction to the principles and methods of operations research. Draws upon calculus, statistics, and probability as prerequisites. Topics include the systems approach, linear programming, queueing theory, inventory theory, decision analysis, PERT/CPM, integer programming, and simulation. *Prerequisites: MATH340, MATH355, and STAT521.*

MATH455 Differential Equations (3)
A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations, and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. *Prerequisites: MATH355, MATH440 is recommended.*

MATH460 Modern Algebra (3)
An introduction to algebraic structures and topics, including relations, operations, mappings, groups, rings, fields, homomorphisms, quotient structures, polynomials. *Prerequisite: MATH440 or equivalent.*

MATH465 Number Theory (3)
A study of the properties of whole numbers: divisibility, primes, modular arithmetic, secret codes, hashing functions, quadratic reciprocity, sums of squares, continued fractions, Diophantine equations, Pell's equation, square-triangular numbers, errors in finite-precision arithmetics using pocket calculators and computers, Fermat's Last Theorem, and related topics. *Prerequisite: MATH325 or MATH320. Knowing how to program a computer is useful but not necessary.*

MATH470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission.*

MATH472 Analysis I: Real Variables (3)
Covers proof-oriented survey of the real number system, real number sequences, limits of functions, continuity, differentiability, integrability, sequences, and infinite series, Taylor series, convergence in Euclidean spaces, metric spaces, derivatives and integrals on Rn, and vector calculus. *Prerequisites: MATH392 and MATH440 are required; and MATH455 is recommended. MATH460 would also be helpful but not necessary.*

MATH474 Analysis II: Complex Variables (3)
Introduces complex analysis topics including complex numbers and functions of one complex variable, analytic functions and Cauchy-Riemann Equations, harmonic functions, elementary functions of one complex variable, contour integrals, Cauchy's Integral Theorem, Taylor and Laurent series, theory of residues, and Riemann Sphere. May discuss conformal mappings anlalytic continuation, Riemann Surfaces, Mitteg-Leffler expansion of meromorphic functions. *Prerequisite: MATH393, MATH455, MATH460, and MATH472. It is recommended this course be taken the trimester before student teaching.*

MATH505 History of Mathematics (3)
Covers mathematics and mathematicians from ancient to modern times, including the development of number theory, geometry, algebra, trigonometry, analysis, probability, topology, philosophy of mathematics, and the relationship of mathematics to other activities, including music, art, science, technology, and commerce. *Prerequisites: MATH340 and MATH391. Corequisite: MATH440.*

MATH540 Introduction to Probability (3)
Provides an introduction to the theory of probability for students in mathematics, mathematics education and science from a calculus basis. Presents a variety of applications covering diverse topics in addition to the development of the mathematics of probability theory. *Prerequisite: MATH391 or equivalent.*

Media Communications

MCOM420 Media and Society (3)
Surveys the development and influence of the mass media, including print, broadcasting, and film. Examines psychological, social, cultural, political, and economic impact of media.

MCOM440 Television Production (3)
Presents techniques in digital video production, including camera operation, lighting, and audio acquisition. Productions involve the designing, writing, and directing of short-form digital projects. *Prerequisite: Students in this course must meet admission classifications and requirements.*

MCOM450 Writing for Print Media (3)
Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs, and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copy editing, and writing of captions and headlines.

MCOM468 Senior Seminar (3)
The capstone undergraduate course presents discussions of contemporary communication issues, as well as group and individual student projects.

MCOM470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in media communications under the supervision of the faculty. *Prerequisite: Permission.*

MCOM480 Internship: . . . (1-4)
Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communications Services Department. May be repeated. *Prerequisites: Prior production courses in area of work and permission.*

MCOM502 Digital Film Production (3)
Discusses entire digital filmmaking process for short film (narrative and experimental) including pre-production, production and post-production. Requires students to complete individual projects as directors by the end of the trimester. *Prerequisites: MCOM440 Television Production or permission of the instructor. MCOM440 may be taken concurrently.*

MCOM505 Media Symposium: . . . (1) P/NC
A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials, as well as other university faculty.

MCOM510 Theory and History of a Free Press (3)
Examines theories of a free press and evolution of the First Amendment. Considers contemporary notions of mass media freedoms, limits and responsibilities, and relevance of Milton, Mill, Jefferson, and other free press thinkers to current media problems. Also considers media ethics.

MCOM511 Communication Ethics (3)
Examines the principles of personal, public, and media ethics. Historical and contemporary approaches to ethical behavior are explored. Current issues serve as a focus for class discussion and assignments.

MCOM512 Media Communications Law (3)
Identifies, details, and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press.

MCOM515 Layout, Design, and Production (3)
Explores theory and practice on the preparation of copy and illustration for newspaper, magazine, advertising, public relations and electronic publication. Incorporates fundamentals of desktop publishing, copyediting, headline writing, typography, layout, design, and use of photos. *Prerequisites: MCOM500 and MCOM551.*

MCOM520 Audio Production (4)
Production in the audio medium. Students learn correct studio and remote production procedures, editing, and mixing on media laboratory equipment. Seven projects are produced for student portfolios.

MCOM525 Desktop Publishing (3)
This course is intended to serve as an introduction to computerized graphic arts production for art, communications, and other majors. While the computer and desktop publishing software have put very powerful design and page layout tools into the hands of a broad range of users, few of these users have had any training in art, text, visual, and layout design. The result of this is often technically sophisticated but naive output. To help users of these technologies produce work that is both competent and imaginative, this course will serve as a survey of available production techniques, as well as a basic introduction to the principles of text, visual, and layout design.

MCOM530 Reporting, Writing, and Editing (3)
Explores basic news gathering, writing, reporting, and editing skills relevant in the areas of journalism and mass communication. Examines new policy problems and news selections process. Incorporates principles of copy reading, editing, writing captions and headlines for producing clear, concise, coherent, accurate, and thorough copy. Emphasizes practical experience. *Prerequisite: ENGL301 or equivalent.*

MCOM531 Screenwriting (3)
In-class exercises and take-home assignments in the writing of screenplay outlines, character descriptions, and scenes and sequences for film and television documentaries and dramas. *Prerequisite: MCOM440 or permission of the instructor.*

MCOM532 Writing for Film/Video (3)
Advanced script-writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Prerequisite: MCOM531.*

MCOM534 Video Production Editing (3)
Lab-based instruction and application of the theories and techniques of nonlinear digital video editing. Students conduct FireWire-based editing with DVCAM and Mini-DV source footage on Final Cut Pro platforms. *Prerequisite: MCOM440 or permission of the instructor.*

MCOM535 Documentary Filmmaking (3)
Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. *Prerequisite: MCOM440 or permission of the instructor.*

MCOM536 Producing (3)
The art of developing and financing film and television productions, including the optioning of media properties, employing above-the-line personnel, and securing the involvement of broadcasters and distributions. *Prerequisite: MCOM440 or permission of the instructor.*

MCOM539 Advanced Television Production (4)
Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post-production. *Prerequisite: MCOM440 or permission.*

MCOM540 Film Seminar: . . . (3)
Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics.

MCOM541 American Cinema (3)
Offered in televised format only. A film studies course that covers American film history from the silent era to the present day. Students will learn how American films reflect and shape popular culture, the basic technical and critical vocabulary of motion pictures, how the technology of cinema relates to film art, the economic structure of the film industry, and how to watch films actively and critically.

MCOM542 Film and TV Documentary (3)
Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues.

MCOM546 Advanced Video Editing (3)
Advanced video editing techniques for students who have completed basic video production and editing. Students will work in Media Lab with computer editor, video toaster, and A/B roll equipment. *Prerequisites: MCOM440 and MCOM534 or permission.*

MCOM548 On-Air Performance (3)
Provides students with direction and constructive critique of on-mike and on-camera performance and affords non-performers an awareness of the problems faced by on-air talent.

MCOM550 Newswriting and Reporting (3)
Emphasizes interviewing and research skills. Covers speeches and meetings, single and multi-source articles.

MCOM551 Introduction to Public Relations (3)
Introduces the beginning student to the public relations profession and to the tools used by practitioners. Presents the history and philosophy of public relations, and trains the student in the techniques of preparing public relations plans to satisfy the needs of both private businesses and public institutions/organizations. *Prerequisite: MCOM450 or permission.*

MCOM552 Public Relations Case Studies (3)
Provides an in-depth study of several actual public relations cases. Exposes students to a series of imaginary public relations situations that permit students to develop their own solutions and approaches to the problems that have been related in the various scenarios. *Prerequisite: MCOM551.*

MCOM555 Broadcast Journalism (3)
Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences, including electronic news gathering (ENG), are an essential part of the course. *Prerequisite: Prior media or journalism course.*

MCOM560 Women in the Media (3)
Examines historical and contemporary roles of women communicators-reporters, publishers, editors, broadcasters, and filmmakers. Analyzes image of women as expressed in American media, both general and women's media, from 17th century to present.

MCOM561 Advertising and Society (3)
Provides a comprehensive overview of the advertising and the of the role and principles of advertising in the economic and communication systems. Explores the history, structure, and theory of advertising. *Prerequisite: MCOM530 or instructor permission.*

MCOM565 Broadcasting in America (3)
Examines the development, structure, content, context, and influences of the broadcast media.

MCOM567 Children and Television (3)
Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child.

MCOM570 Media Workshop: . . . (1-4)
Specific media technologies, skills, and issues are considered in a series of workshops using outside resources. Workshops may be repeated for different subjects. *Prerequisites: Will vary depending upon specificity of particular workshop.*

MCOM575 Media Planning and Management (3)
Emphasizes techniques, strategies, and problems of buying and selling advertising media time, and space. Explores the marketing mix, coordination of advertising with promotions and public relations, and the relationship between the client and agency. Incorporates mass media management issues dealing with organization, ownership, budgeting, research, production, equipment, markets, personnel, legal aspects, buying and selling of properties, business practices, and policies. *Prerequisites: MCOM530, MCOM551, and MCOM561.*

MCOM577 Cinematography (3)
Discusses cinematography as related to applied camera operation and lighting. The course encompasses the principles of image making process, including still and motion picture photography. *Prerequisites: MCOM440 or MCOM535, or permission of the instructor. May be taken concurrently.*

MCOM591 Newspaper Practicum (1-3)
A practice-oriented course aimed at developing news processing and production skills. Theories of journalism along with the techniques of layout, design, style, headline writing, copy and photo editing, and dummy preparation for producing factual, concise copies for hard and online vehicles will be incorporated. Students are required to work with the student newspaper. *Prerequisite: ENGL301 or equivalent.*

MCOM630 Directing Drama for TV/Film (3)
The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and story boards, and activities such as blocking actions, shot composition, and continuity directing in a studio environment. *Prerequisites: MCOM440 and MCOM531, or permission of instructor.*

MCOM655 Seminar in Advertising and Public Relations (3)
Explores key aspects of advertising and public relations research and theory. Focuses on aspects of consumer behavior and psychology, culture, political communication, contemporary issues, problems, and challenges through guided discussion and analysis of case studies. *Prerequisite: Graduate student status.*

MCOM660 Non-Broadcast Television Operations (3)
Provides students with experience in non-broadcast TV in corporate operations, including services provided by departments in businesses, industries, educational institutions, medical facilities, and government departments (including the military). Emphasizes the uses of non-broadcast TV for instruction, information, promotion, public relations training, employee orientations, production controls, and corporate communication. Incorporates several field trips and guest speakers to address issues. *Prerequisite: MCOM440.*

MCOM725 Advanced Producing for Film-TV (3)
Focuses on the functions of the producer while undertaking the development of a feature film, television program, or corporate video. Includes drafting a treatment, securing a property, creating a budget and schedule, and launching an actual project. *Prerequisite: MCOM536 or permission of the instructor.*

MCOM730 The Screenplay Project (3)
Intensive development and drafting of a feature dramatic or documentary screenplay project. *Prerequisite: MCOM532 or permission of the instructor.*

MCOM740 Trends in Communications Technologies (3)
Examines emerging communications technologies, applications and issues, including converging digital technologies and multi-media; the Internet and world wide web; communications satellites; video distribution systems including cable, video cassettes and disks; and virtual reality. Also considers programming and content planned or available.

MCOM751 Journalism Seminar: . . . (3)
Examines a selected topic in journalism. Covers aspects of online and new media reporting, writing, and production. Emphasizes techniques for information gathering through interviews and scientific data collection and exploration of conceptual subjects. Topics vary by term. *Prerequisite: MCOM530.*

MCOM755 Media Management (3)
Examines management of broadcasting, cablecasting, and corporate media. Focuses on management functions in various-sized markets, including personnel, programming, community relations, and promotion. Also considers emerging challenges to managers, such as impact of new technologies, changing laws, and regulations.

MCOM803 Contemporary Issues: . . . (3)
A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit.

MCOM830 Graduate Seminar in Media Communications (3)
Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as a way of assessing its current status. Considers the teaching of communications at various levels.

MCOM870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in media communications under supervision of faculty. *Prerequisite: Permission.*

MCOM880 Internship: . . . (1-4)
Designed to provide the media communications student with supervised practical experiences in applied settings, both on and off campus. Students may work in specialized areas in Governors State University's Communications Services Center. May be repeated. *Prerequisites: Permission and experience in medium of work.*

MCOM890 Graduate Thesis/Project: . . . (1-6)
Provides the media communications student an opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in media communications. *Prerequisite: Permission of advisor.*

Music

MUS301 Understanding the Elements of Music (3)
Introduces music theory and describes basic fundamentals of music in everyday life. Provides a working knowledge of musical concepts, terminology, and musical structure. Explores the keyboard and basic elements of notation, scales, melody, harmony, and chord structure, including some basic composition.

MUS302 Rock and Roll History (3)
Examines the social and historical aspects of Rock and Roll music that represent elements of the cultural fabric which shapes American society. Explores social trends and issues that are reflected in rock music by examining the various styles that encompass the genre. Investigates the influence of rock music on economics shifts, civil rights, technological advances, and entertainment.

MUS303 Survey of Music History (3)
Provides a basic understanding of what to listen for in music through exploring the historical periods and examining the types, forms, and styles of Western music literature. Approaches the history of music in a chronological framework with the Middle Ages and working through Renaissance, Baroque, Classical, Romantic, and Modern periods.

MUS320 20th Century Music (3)
Studies music during the early history of the twentieth century. Includes post-Romanticism, Impressionism, and Nationalism.

MUS410 African-American Music (3)
Offered in both lecture and televised formats. A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1619-1800), jazz, spiritual, gospel, and contemporary soul.

MUS412 An Introduction to the History of Jazz (3)
Surveys American jazz music from a historical and cultural context. Explores the various modes of musical expression characterizing the contributions made by Africans and African Americans to American culture. Covers early jazz of the nineteenth century to the postmodern era of today.

Nursing

NURS304 Conceptual Basis for Professional Nursing (3)
Emphasizes professional approaches to nursing practices and builds upon, rather than duplicates, education received in a basic nursing program. Focuses on a conceptual approach in exploring dimensions of practice and client care issues, reflecting nursing's strategic position and ability to influence decisions and policies relative to social, ethical, political, legal, and economic environments. *Prerequisite: Admission to the Nursing major.*

NURS305 Pathophysiology (3)
An introduction to the etiology, pathogenesis, clinical manifestations, and treatment of disease. Begins with fundamental pathophysiologic concepts followed by an examination of specific disease mechanisms in the various body systems. Clinical application relates the processes of diagnosis, treatment, and prevention. *Prerequisites: NURS304 or concurrent enrollment.*

NURS306 Gerontological Nursing (3)
Focuses on theory, research, and practice of nursing with aging adults. Explores physiological, psychological, social, spiritual, and cultural factors related to health and aging. Emphasizes the nursing process with aging adults and examines community resources that assist older adults to remain in their communities. Explores the interdisciplinary nature of gerontological theory and practice. Requires fieldwork. *Prerequisites: NURS304 or concurrent enrollment.*

NURS312 Ethics in Professional Practice (3)
Explores values, codes, and principles that govern ethical decisions in professional practice within healthcare settings. Case studies of potential and actual ethical issues and dilemmas arising in nursing practice are analyzed using the intellectual standards of critical thinking in a framework of ethical decision-making. *Prerequisites: NURS304 or concurrent enrollment.*

NURS320 Teaching Individuals, Families, and Communities (3)
Designed to develop the knowledge and skills of the teaching/learning process in nursing as applied to various client-centered health problems. Objectives are prepared for teaching and evaluating client learning. *Prerequisites: NURS304 or concurrent enrollment.*

NURS330 Health Assessment (3)
Designed to develop skill in the physical, social, and psychological assessment of clients. Aspects of examination and diagnosis are explored. Faculty supervised on-campus laboratory practice is done weekly using models and students in the course as subjects. Periodic offcampus clinical experiences may be arranged by the faculty to validate learned skills in selected healthcare settings. *Prerequisites: NURS305 or concurrent enrollment.*

NURS400 Nursing Research (3)
Provides an introduction to the history, development, contributions, needs, and trends of nursing research. Emphasis is placed on student's development as a competent research consumer. *Prerequisites: Statistics and NURS304.*

NURS410 Management in Nursing Care (3)
Emphasizes the nurse manager's roles, functions, and responsibilities in professional nursing practice. Selected theories and principles of management are analyzed in relation to their effects on clients, families, and co-workers. *Prerequisite: NURS304.*

NURS420 Community Health Nursing (3)
Focuses on history, development, theory, research, and practice in community health nursing. Examines core functions of public health and major issues currently confronting the field. Studies the impact of epidemiological, social, ethical, cultural, spiritual, political, economic, and legal factors on lifestyle and health. Emphasizes health promotion and disease prevention in ensuring healthy communities. *Prerequisite: NURS330. Corequisite: NURS421.*

NURS421 Community Health Nursing Practicum (3)
Application of concepts and principles concurrently studied in NURS420: Community Health Nursing. Off campus clinical agencies that provide opportunities for students to implement the core functions of public health and essential services for various population aggregates will be used as practicum sites. Emphasis is on the roles, functions, and settings common to community/public health nursing. *Prerequisites: NURS320 and NURS330. Corequisite: NURS420.*

NURS430 Episodic Nursing (3)
Explores theory and research related to case managing the care for seriously ill persons and their families. Emphasizes the role of the nurse as interventionists. *Prerequisite: NURS330. Corequisite: NURS431.*

NURS431 Episodic Nursing Practicum (3)
Expands the nurse's role and functions in case managing health care needs of seriously ill persons/families in order to maximize their independence and quality of life. *Prerequisite: NURS330. Corequisite: NURS430.*

NURS440 Senior Leadership Project (3)
A terminal integrating seminar and practicum that facilitates synthesis and integration of major nursing program objectives for transitioning into baccalaureate level nursing practice. Appropriate skills, knowledge, and attitudes are demonstrated through a seminar presentation, a student initiated and implemented planned change project in a selected nursing care setting, and selected community service activities. *Prerequisites: Successful completion of all other required Nursing courses.*

NURS470 Independent Study: . . . (1-3)
Independent reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission of professor and program director.*

NURS480 Internship: . . . (1-8)
Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS501 Special Topics: . . . (1)
Readings, lecture, discussion, and group projects in areas of current interest to practicing nurses. Potential areas include genetic assessment, management of osteoporosis, basic critical care topics, and women's health issues. Focus will be placed on best practice concepts and new research. *Prerequisite: NURS330 or equivalent.*

NURS550 Substance Abuse Issues in Healthcare (3)
Provides an introduction to the substance abuse concerns that have an impact on healthcare. Focuses on the interactions between healthcare professionals and their substance-abusing patients. *Prerequisite: 60 hours of college credit.*

NURS551 Substance Abuse Screening in Healthcare (3)
Prepares healthcare professionals to screen and appropriately refer patients with suspected substance use disorders. Presents standardized screening instruments applied to cases across healthcare delivery systems. Explains basic principles of motivational interviewing to assist patients in developing a commitment to change. *Prerequisite: ADDS550/NURS550.*

NURS552 Disparity and Diversity in Substance Abuse (3)
Introduces the concept of health disparities as applied to substance abuse. Focuses on disparities in access to substance abuse care. Develops skills for intervening more effectively with a diverse group of patients. *Prerequisite: ADDS550/NURS550.*

NURS553 Substance Abuse Interventions in Nursing Practice (3)
Applies screening, intervention, and referral skills to sample cases drawn from varied patient groups and settings. Includes guidelines for working with impaired colleagues. *Prerequisites: ADDS/NURS 550, 551, and 552.*

NURS650 Introduction to Online Teaching (3)
Introduces learners to the technology, communications tools, learning processes, and pedagogies that are involved in developing and teaching online courses. *Prerequisite: Taken or taught at least one online workshop or course or taken ONTL302/502 or equivalent, and basic computer skills.*

NURS651 Facilitating Online Learning (3)
Presents facilitation strategies for use in teaching online courses. Reviews methods for establishing interactive learning communities, engaging students in active learning, providing timely feedback, encouraging time on task, and responding to diverse talents and ways of learning. *Prerequisite: NURS650/ONTL650 or concurrent enrollment.*

NURS652 Designing Online Courses (3)
Addresses curriculum design for online learning using best practice guidelines. Explores student-content, student-faculty, and student-student interactions, incorporation of feedback and assessment strategies, and the design of online elements to meet accessibility standards. Emphasizes design of sample instructional units. *Prerequisite: NURS651/ ONTL651 or concurrently.*

NURS653 Producing Digital Content (3)
Introduces software products available to create digital content for online courses, including audio, presentation, graphics and video content. Best practices will be explored and applied to producing content elements for online courses. Accessibility issues and strategies to address multiple learning styles will be explored. *Prerequisite: NURS652/ONTL652.*

NURS745 Theoretical Perspectives for Advanced Practice Nursing (3)
Systematic examination of concepts and theories appropriate for use in the advanced practice of theory-based nursing. Concepts of health promotion, illness prevention, and maintenance of function in client populations are synthesized into clinical practice models. *Prerequisite: B.S. in Nursing degree.*

NURS750 Advanced Clinical Pathophysiology (3)
Analysis of mechanistic and regulatory deficits in altered physiological states. Emphasis is on foundations of disease as the basis for clinical intervention. *Prerequisites: NURS745 as prerequisite or corequisite, B.S. in Nursing degree or post-master's nursing student and consent of the instructor.*

NURS780 Advanced Health Assessment (4)
Builds upon cognitive and assessment skills developed in a basic comprehensive physical assessment course. Focus is on interviewing and examining adult and pediatric clients to diagnose potential and actual health problems. *Prerequisites: Admission to the master's program and NURS745, 750, and undergraduate health assessment course or post-master's student and permission of the instructor.*

NURS781 Pharmacotherapy in Nursing (3)
Prepares the advanced practice nurse to manage and evaluate drug therapies in clients throughout the lifespan experiencing acute and/or chronic conditions. Focuses on pharmacotherapeutics related with principles of pharmacokinetics and pharmacodynamics. *Prerequisites: Admission to the master's program, NURS745, and NURS750 or post-master's student and permission of the instructor.*

NURS782 Healthcare Policy and Nursing (3)
Examination of phases of policy-making and role of legislative process in this phenomenon. Analysis of impact of biological, cultural, demographic, ecological, economic, ethical, psychological, social, and technological factors on various phases of policy-making. Emphasizes role and responsibility of nursing profession in influencing policy activities in health and human service areas. *Prerequisites: Admission to the master's program and NURS745 or post-master's student and permission of the instructor.*

NURS802 Clinical Issues in Adult Health (3)
Factors that impact the health status of adults are explored within the context of health promotion, illness prevention, and maintenance of function. Key issues include human diversity in health and illness, self-care, and quality of life. *Prerequisites: Completion of 700-level courses.*

NURS803 Research in Adult Health (3)
Exploration of the development, status, and future trends and needs in nursing research. Emphasis on research critique, research utilization, and evidence-based practice in adult health nursing. *Prerequisite: Completion of NURS802.*

NURS807 Adult Health and Illness I (5)
Application of advanced knowledge and skills of nursing, health assessment, pathophysiology, pharmacology, case management, and research in providing care for acutely ill adults. *Prerequisites: Completion of all 700-level courses, NURS802, or concurrent registration.*

NURS808 Adult Health and Illness II (5)
Application of advanced knowledge and skills of nursing, health assessment, pathophysiology, case management, and research in providing care for adults who have chronic health problems that may produce episodes of crisis. An epidemiological process model is used to design and implement client care. *Prerequisites: NURS802 and NURS807, NURS803, or concurrent registration.*

NURS821 Clinical Nurse Specialist in Adult Health (5)
Provides graduate students with field experiences implementing the role of the clinical nurse specialist. Students work with a variety of adult clients incorporating advanced practice models in healthcare settings with course faculty and clinical faculty supervision. A needs assessment will be done which will enable the student to identify a nursing problem for a project that will be implemented and evaluated in the Adult Health Internship and Project course. *Prerequisites: NURS808 and NURS803.*

NURS835 Nurse Administrator (3)
Explores the history and trends in nursing administration. Emphasizes theoretical approaches to the process of nursing administration. Reviews common elements of administration within the organizational framework of nursing services as an integrated part of the healthcare delivery system. Analyzes essential nursing administration leadership and management skills. *Prerequisites: ADDS502, HLAD 700 level and NURS 700 level courses. HLAD725 may be taken concurrently.*

NURS840 Nursing Financial Management (3)
Explores additional concepts of nursing service management including financial management and budget preparation, public relations, and marketing. Provides an overview of major aspects of nursing financial management, including topics such as health care economics, budgeting, cost analysis, and marketing. *Prerequisites: NURS802, NURS803, and NURS835.*

NURS846 Adult Health Internship and Project (5)
Opportunities to actualize the CNS role will be provided. Students will be expected to enact the subroles and competencies of the CNS with a minimum of supervision by faculty. As a result of a needs assessment done in NURS821, the students will implement and evaluate a project, which demonstrates the ability to create a nursing intervention to solve a clinical/managerial nursing problem. *Prerequisite: NURS821.*

NURS855 Nursing Administration II Seminar (3)
Focuses on the synthesis of leadership concepts unique to the role of nurse administrator in the current healthcare environment. Focuses on advanced leadership topics of regulatory compliance, diversity, social issues, policy development, and disaster preparedness. *Prerequisite: Completion of all degree requirements. Corequisite: NURS856.*

NURS856 Nursing Administration Practicum (3)
Provides opportunities for synthesis, integration, and utilization of theory and concepts in a practicum setting. Focuses on the implementation of the role of nurse administrator in selected healthcare area. *Prerequisites: Completion of all other required courses. Corequisite: NURS855.*

NURS860 Curriculum Development in Nursing (3)
Explores the curriculum development process from the perspective of nursing as a practice discipline. *Prerequisites: Master's or doctoral degree in Nursing.*

NURS861 Instructional Methods in Nursing (3)
Provides an overview of traditional and activity-based teaching strategies, uses of technology, contemporary methods for clinical teaching, and the use of process education in nursing. *Prerequisite: NURS860.*

NURS862 Measurement and Evaluation in Nursing Education (3)
Provides an overview of evaluation methods appropriate for use in academic nursing education programs. *Prerequisite: NURS861.*

NURS863 Nurse Educator Field Experience (3)
Application of principles and strategies of teaching and learning in academic settings. Focus is on levels of program, course, and student outcomes for didactic and clinical learning that meet requirements of nursing education accrediting bodies. *Prerequisite: NURS862.*

NURS870 Independent Study: . . . (1-8)
Individual reading, research, and/or project in nursing under the supervision of the faculty. *Prerequisite: Permission.*

NURS880 Internship: . . . (1-8)
Designed to provide nursing students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

NURS890 Graduate Thesis/Project: . . . (1-8) P/NC
Provides the nursing student the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests in nursing. *Prerequisites: Degree candidacy and permission of thesis advisor.*

Nursing - Doctorate of Nursing Practice

DNP701 Healthcare Leadership (3)
Explores leadership theories, principles, and innovative nursing leadership techniques. Focuses on systems thinking, values and ethics, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories and leadership of change, creation of learning communities, professional accountability, and leadership within professional nursing organizations. Identifies qualities and behaviors associated with exemplary Nursing leadership. *Prerequisites: For Post-Master's Progression Students: Admission to the Doctorate of Nursing Practice. For Post-Bachelor's Progression Students: Completion of 42 hours of Master's level courses.*

DNP702 Diversity and Spirituality and Social Issues (3)
Explores how spiritual beliefs, poverty, equality and class are related to the social constructs of race and ethnicity. Provides the student with the appropriate skills to implement comprehensive nursing care at an advanced practice level to persons with various beliefs, life experiences and circumstances. *Prerequisites: For Post-Master's progression students: Admission to the Doctorate of Nursing Practice. For Bachelor's progression students: Completion of 42 hours of Master's level courses.*

DNP703 Policy, Power, and Politics in Nursing (3)
Examines influence, political action, and policy making in nursing. The roles of power, advocacy, activism, and mentorship are analyzed. Focuses on synthesizing and integrating current policy research into a comprehensive analysis, proposal development, and political action strategy for a societal healthcare issues that impact nursing practice in community, regional, or national context. *Prerequisites: For post-master's students: Admission to the Doctor of Nursing Practice program. For post-baccalaureate RN students: Completion of 42 hours of master's level courses.*

DNP800 Nursing Leadership Internship (2)
Provides opportunity to analyze the role of the nurse executive or leader, through a guided internship experience with experienced administrators and leaders. Focuses on the processes associated with systems level thinking. Includes designing a change project that will result in an organizational change impacting the quality of nursing and health care. *Prerequisites: Completion of DNP701, DNP702, DNP703, HLSC750, HLSC830, HLSC840, STAT860. Co-requisite: DNP801.*

DNP801 Advanced Evidence-Based Nursing Practice (3)
Provides strategies to utilize the research process to improve nursing practice. Focuses upon the application and integration of new knowledge from diverse resources and across disciplines. Emphasizes translation of research into practice, evaluation of practice and participation in collaborative practice. *Prerequisites: DNP701, STAT860, HLSC830.*

DNP820 Population Based Healthcare Delivery Systems (3)
Integrates and applies core competencies of health promotion and disease prevention. Includes concepts of evidence-based practice, clinical prevention, and population health services for individuals and aggregates. Epidemiological analysis, occupational, and environmental data will be utilized in the development, implementation, and evaluation of clinical prevention programs in infectious diseases, emergency/disaster-preparedness, and intervention strategies with populations. *Prerequisites: STAT860, DNP800, DNP801, HLSC841.*

DNP821 Risk Management in Population Health (3)
Integrates risk management of health needs of specific communities, with the use of risk assessment analysis. Analyzes influences on effectiveness of health promotion and disease prevention programs targeted to aggregates, families, communities and populations. Explores public health and other organizations that support the responsibilities of public health at the local, national, and international levels. Includes policy paradigms, political ideology, and dynamics as well as federal-state relationships. *Prerequisites: DNP800, DNP801, HLSC841.*

DNP830 Nursing Leadership Innovation and Entrepreneurship (3)
Explores critical topics in organizational and systems leadership that emphasize innovation in the administration of clinical nursing practice, quality models, continually improving health outcomes, and ensuring patient safety. Emphasizes leadership and communication strategies to move interdisciplinary groups toward common goals and objectives. Reviews the role of the nurse entrepreneur and explores current entrepreneurial enterprises. *Prerequisites: DNP800, DNP801.*

DNP840 Advanced Practice Role: Care of Vulnerable Populations (3)
Explores theories, models, and research in healthcare disparities. Provides the advanced practice nursing student with the opportunity to synthesize theories and models for addressing the healthcare needs and healthcare disparities in vulnerable populations. *Prerequisites: DNP800, DNP801, HLSC840, STAT860.*

DNP910 Practitioner/Educator Role Residency (4)
Applies principles and strategies of teaching and learning in academic settings. Focus is on levels of program, course, and student outcomes for didactic and clinical learning that meet requirements of nursing education and accrediting bodies. *Prerequisites: Completion of all courses in the DNP program except the DNP capstone project.*

DNP920 Community Role Residency (4)
Provides experience in the synthesis, critique, and application of evidence based practices. Students apply theories and strategies of public health/community policy, population health risk management and homeland security in performing an evidence based clinical study on a public/community health clinical topic of interest. *Prerequisites: Completion of all courses except: DNP960, DNP961.*

DNP930 Nursing Leadership Role Residency (4)
Provides experience in assimilating, synthesizing, critiquing, and applying the concepts and theories learned in the Advanced Reflective Core to the direct care of vulnerable populations. Students will be expected to reflect critically about their practice and demonstrate the clinical leadership, practice competency and critical thinking skills required of an advanced level practitioner. *Prerequisites: Completion of all DNP courses except DNP960, DNP961.*

DNP940 Advanced Practice Role Residency (4)
Provides experience in assimilating, synthesizing, critiquing, and applying the concepts and theories learned in the Advanced Reflective Core to the direct care of vulnerable populations. Students will be expected to reflect critically about their practice and demonstrate the clinical leadership, practice competency and critical thinking skills required of an advanced level practitioner. *Prerequisites: Completion of all DNP courses except DNP960, DNP961.*

DNP960 Doctorate of Nursing Practice Capstone Proposal Development (1)
Students design a capstone project proposal to demonstrate understanding of core content and incorporate the skill sets used in the core and specialty curriculum to produce a measurable, tangible, and deliverable academic product that is reviewed and evaluated by an academic committee. *Prerequisites: DNP910 or concurrently; or DNP920 or concurrently; or DNP930 or concurrently; or DNP940 or concurrently.*

DNP961 Doctorate of Nursing Practice Project (4)
Provides the nursing student with the opportunity to synthesize previous experiences in the DNP program by implementing the capstone proposal development project. Capstone projects will yield a scholarly product, which may include a manuscript publishable in a peer-reviewed journal, a grant proposal, or other similar products. *Prerequisites: Successful completion of DNP960.*

Occupational Therapy

OCCT400 Computer Application: Medical Terminology for the Health Professional (1)
This is an independent, self-paced course that is open to all students interested in gaining knowledge of medical terminology. A programmed text and computer-based instruction are utilized. This course is a prerequisite for admission to the master of Occupational Therapy program. An online option is available.

OCCT410 Topics in Occupational Therapy (1-3)
Provides for review and analysis of specific topics, issues, interventions, and service approaches. Provides opportunities to interact with noted scholars and experts in occupational therapy and other health, human service, and education fields of professional practice; and to apply related knowledge and skills. *Prerequisite: Practicing occupational therapy assistant, occupational therapist, and other healthcare professionals who have an interest in the specific topics, which are presented or the consent of instructor.*

OCCT440 Orientation to Occupational Therapy (2)
Designed to introduce the student to the field and profession of occupational therapy, with specific emphasis on the history and philosophy of the profession, the various areas of practice and the impact of current healthcare trends. Personal characteristics and qualities, team values and concepts, and professional standards, ethics, and terminology will be discussed.

OCCT510 Principles of Conductive Education (3)
Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for conductive education. *Prerequisite: Admission to the Certificate in Conductive Education program.*

OCCT520 Disease Processes Relevant to Conductive Education (2)
Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. *Prerequisite: Admission to the Certificate in Conductive Education program.*

OCCT530 Advances in Motor Control and Motor Learning (3)
Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occuring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. *Prerequisites: OCCT510 and OCCT520.*

OCCT550 Research in Conductive Education (2)
Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice. *Prerequisites: OCCT530.*

OCCT560 Practicum in Conductive Education (3)
Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed physical therapists, and licensed occupational therapists at The Center for Independence Through Conductive Education for 45 hours. *Prerequisites: OCCT510, OCCT520, and OCCT530.*

OCCT570 Learning Processes in Conductive Education (3)
Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge," and education based strategies. *Prerequisites: OCCT530.*

OCCT701 Ethics, Policy, and Advocacy in Occupational Therapy (3)
Designed to offer an overview of the occupational therapy profession within the United States with an emphasis on health and human service policy, leadership and advocacy issues, and ethical/legal implications confronting the contemporary occupational therapy practitioner. The Occupational Therapy Practice Framework: Domain and Process, will be defined and applied throughout the course as it pertains to individuals, groups, and populations. *Prerequisite: OCCT440 or equivalent.*

OCCT706 Movement Analysis I Laboratory (1)
This course is designed to complement Gross Anatomy and Movement Analysis I by providing hands-on experience with the kinesiological and biomechanical principles covered in PHYT705. Will include surface anatomy and developing palpation skills. *Prerequisite: Physical or Occupational Therapy majors. Corequisite: PHYT705 or permission of instructor.*

OCCT 710 Special Topics (1-5) P/NC
This course is designed to explore specific topics in the profession of occupational therapy and related fields. The participant will be offered intensive training and educational experiences pertaining to the chosen topic. *Prerequisite: Graduate student in Occupational Therapy, graduate of an accredited Occupational Therapy program, or the consent of instructor.*

OCCT716 Movement Analysis II Laboratory (1)
This course is a continuation of Movement Analysis I Laboratory and similarly is designed to complement Gross Anatomy II by applying the knowledge of structures to their participation in human movement. Emphasis is placed on movement performed with the pelvis and lower extremities and their application to specific joint, region, and/or whole body movements. This course concludes with an in-depth analysis of human posture and gait patterns. Course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT715. *Corequisite: PHYT715 or permission of instructor.*

OCCT720 Theories of Occupation (3)
Examines the meaning and history of occupation. Presents a critical overview of concepts, models, and paradigms of the past, present, and future effects upon occupational therapy practice. Explores the components of theory and the relationship to clinical thinking in the practice of occupational therapy. *Prerequisite: OCCT440 or permission of instructor.*

OCCT725 Seminar in Occupational Therapy (1-3) (P/N)
Explores specific topics, issues, assessments/intervention approaches, and new developments in the profession of occupational therapy and related fields. Exposes the student to current and developing models of practice, scientific inquiry, assessments, and interventions in current and innovative practice areas of occupational therapy. Emphasizes the performance skills as they relate to the Occupational Therapy Framework. *Prerequisites: PHYT715, OCCT716, OCCT720, or permission of instructor.*

OCCT730 Team Theory and Practice (3)
Provides the student with the concept of a "team." Topics will cover teaming with other occupational therapists and certified occupational therapy assistants, interdisciplinary teaming in medical, school, residential, and vocational settings, the third party payer as part of the team, as well as person/client-centered teaming. The nature, concerns, roles, and process of teams will be presented. Interaction skills and group dynamics will be discussed. *Prerequisite: OCCT720 or permission of instructor.*

OCCT740 Psychosocial Knowledge (3)
Reviews psychosocial disorders with specific emphasis on occupational therapy domain and process in mental health. Examines how various psychological, social, and behavioral components of psychosocial disorders affect occupational performance. Includes psychosocial aspects of the family, physical illness, and cultural perspectives of mental health. Defines and Applies Occupational Therapy Practice Framework: Domain and Process in context of mental health. *Prerequisites: Admission to the MOT program and OCCT720 and OCCT750 or permission of instructor. Corequisites: OCCT741 and OCCT742.*

OCCT741 Psychosocial Knowledge, Laboratory (1)
Compliments the Psychosocial Knowledge by providing hands on experience with the occupational therapy domain and process in mental health. Includes developing essential skills required of the practitioner for successful application of the occupational therapy process. *Prerequisites: Admission to the MOT program and OCCT720 and OCCT750 or permission of instructor. Corequisites: OCCT740 and OCCT742.*

OCCT742 Occupational Therapy Level I Fieldwork A (1)
Provides an introductory period of supervised Level I fieldwork during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a behavioral health setting. *Prerequisites: BIOL716, OCCT720 and OCCT750 or permission of instructor. Corequisites: OCCT740 and OCCT741.*

OCCT750 Occupational Therapy Process (3)
Defines occupation and occupational performances and demonstrates how to set parameters necessary for the assessment and determination of client needs. Emphasizes the concepts of client-centered care and strategies for therapeutic process and professional socialization. Defines and Applies the Occupational Therapy Practice Framework: Domain and Process, as it pertains to individuals, groups, and populations. *Prerequisite: Admission to the MOT program or permission of instructor.*

OCCT760 Human Development and Performance I (3)
Focuses on the study of normal human development from prenatal through adolescence. Stresses the physical and motor aspects of development, as well as psychological, sensory, perceptual, cognitive, and social interaction components of development. Presents the hierarchy of developmental sequences from infancy to adolescence in the context of environment, performance, and temporal integration. Explores the theories of human development and correlates various theoretical premises within the occupational performance areas. *Prerequisites: OCCT720 and OCCT750 or permission of instructor.*

OCCT770 Human Development and Performance II (3)
The study of normal human development from early adulthood through senescence and death. This course will stress aspects of physical and motor development as well as psychological, sensory, perceptual, cognitive, and social interactions. *Prerequisite: OCCT760 or permission of instructor.*

OCCT780 Research Methods for Occupational Therapy (3)
Provides the student with the fundamental research background and tools to design clinical research in occupational therapy. Students will learn how to interpret research, conduct literature searches, and determine methods of research design and data collection. An understanding of research methods and statistical designs used in clinical research will assist the learner in the development of logical thinking, critical analysis, problem-solving, and creativity. *Prerequisite: OCCT750 or permission of instructor.*

OCCT790 Advanced Theories in Occupational Therapy (3)
Examines Occupational Therapy theories, concepts, and processes through critical reflection, critical thinking, and research. Considers how these theories can be realized in academic work and in advanced specialty occupational therapy practice. Emphasizes how occupational therapy theories bring conceptual unity to critically reflective inquiry across the program. *Prerequisite: Admission to the DrOT program or permission of instructor.*

OCCT792 Occupation Centered Practice and Process (3)
Using critical reflection and critical thinking examines occupation as the central concept and process in current, emerging, and future practice. Emphasizes critical evaluation of how occupation is evaluated and addressed in the various contexts of health care, education, community, political, and social systems. *Prerequisite: Admission to the DrOT program or permission of instructor.*

OCCT794 Evidence - Based Practice and Critical Thinking (3)
Advanced knowledge and skills of use of research methods and statistical designs to support practice. Through critical examination of current research, examines occupation as the central concept and process in the occupational therapy profession and in a current and/or emerging and/or future practice area. Interprets and designs clinical research in occupational therapy to advance the interplay of theory and practice. *Prerequisite: Admission to the DrOT Program or permission of instructor.*

OCCT796 Leadership and Entrepreneurship in Occupational Therapy (3)
Emphasize personal and professional responsibilities of leadership in health and human services. The application of communication and processing skills necessary for development and communication of new and/or advanced practice initiatives. *Prerequisites: OCCT790, OCCT792 or permission of instructor.*

OCCT797 Grant Funding (3)
Emphasizes funding and dissemination of occupational therapy research. Identifies and applies processes for obtaining funding and the responsibilities inherent in funded research and its dissemination are. *Prerequisite: OCCT794 or permission of instructor.*

OCCT798 Instructional Methods in Occupational Therapy (3)
Examines learning theories and their application, recognizing the role of the advanced practitioner in educating the public and addressing health literacy. Identifies and analyzes the advanced practitioner role as educator within the political, economic, and socio-cultural forces that enhance and inhibit our practices and programmatic goals. *Prerequisite: OCCT790, OCCT792, or permission of instructor.*

OCCT800 Occupational Therapy Assessment and Intervention I (3)
Covers assessment/intervention for infants and children through adolescence. Examines identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance. Covers the assessment process, including needs identification, the use of specific evaluation procedures, and documentation. Specific emphasis is placed on the role of the occupational therapist in various service delivery settings. Defines and applies OT Practice Framework: Domain and Process in the context of pediatrics. *Prerequisites: Admission to the MOT program and OCCT760 or permission of instructor. Corequisites: OCCT801 and OCCT802.*

OCCT801 Occupational Therapy Assessment and Intervention Lab (1)
Compliments Occupational Therapy Assessment and Intervention I, through hands-on experience and the application of principles in OT Assessment and Intervention. *Prerequisites: OCCT741, OCCT742, and OCCT760 or permission of instructor. Corequisites: OCCT800 and OCCT802.*

OCCT802 Occupational Therapy Level I Fieldwork B (1)
Provides an introductory period of supervised fieldwork experience during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a setting that serves infants/children/adolescents. *Prerequisite: OCCT740, OCCT741, and OCCT742 or permission of instructor. Corequisites: OCCT800 and OCCT801.*

OCCT810 Occupational Therapy Assessment and Intervention II (3)
Covers assessment, documentation, and intervention for young adults through senescence. Includes identification, etiology, progression, and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance. Emphasizes the role of the occupational therapist in various service delivery settings. Defines and applies OT Practice Framework: Domain and Process in the context of adulthood. *Prerequisites: OCCT800, OCCT801 and OCCT802 or permission of instructor. Corequisites: OCCT811 and OCCT812.*

OCCT811 Occupational Therapy Assessment and Intervention II Lab (1)
Compliments Occupational Therapy Assessment and Intervention II, through hands-on experience and the application of principles covered in OCCT810. *Prerequisites: OCCT800, OCCT801, and OCCT802 or permission of instructor. Corequisites: OCCT810 and OCCT812.*

OCCT812 Occupational Therapy Level I Fieldwork C (1)
Provides an introductory period of supervised fieldwork experience during which the student observes and participates in the application of the Occupational Therapy Framework: Domain and Process in a setting that serves adults. *Prerequisite: OCCT800, OCCT801, and OCCT802 or permission of instructor. Corequisites: OCCT810 and OCCT811.*

OCCT820 Assistive Technology: Methods and Tools (3)
Focuses on light to high technology intervention for independence in activities of daily living, communication, mobility, school/work, home modifications, and control of the environment. Emphasizes the criteria to determine goals and the necessity for assistive technology, as well as the occupational therapist's role in assessment and intervention. Explores catalog surveys, comparison of available equipment, basic fabrication, assembly, and repair. *Prerequisites: OCCT720 and OCCT760 or permission of instructor.*

OCCT830 Models of Health (3)
Reviews definitions of health. Contrasts the concepts of disability, impairment, illness, disease, and dysfunction with the models of health, wellness, prevention, and holism. The Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups, and population. *Prerequisite: OCCT770 or permission of instructor.*

OCCT840 Managing Occupational Therapy Services (3)
Introduces students to the language and practice of management, regulations, systems, and organization in occupational therapy practice. Stresses the relationship between health and human service policies and personal leadership in traditional and emerging areas of occupational therapy practice. The Occupational Therapy Practice Framework: Domain and Process, will be defined and applied throughout the course as it pertains to individuals, groups, and populations. *Prerequisite: OCCT802 or permission of instructor.*

OCCT860 Methods and Tools for Promoting Performance (2)
Focuses on methods and tools, which promote performance using occupational therapy intervention, including orthotics, prosthetics, casting, ergonomics, return to work activities, and physical and thermal agents. Emphasizes the criteria needed to assess an individual and determine when appropriate intervention is indicated. *Prerequisite: OCCT820 or permission of instructor.*

OCCT862 Advanced Assistive Technology (4)
This course will take the form of a "tech camp" covering eight days with opportunities to practice installing, using, and customizing various assistive technologies, including seating and positioning, computer access, augmentative communication, environmental control, and universal design/access. *Prerequisite: OCCT820 or permission of instructor.*

OCCT864 Exploring Interdisciplinary Team Process and Leadership (3)
This course will bring together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. This course will use communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach will show students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

OCCT865 Occupational Therapy Level II Fieldwork A (10)
Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. Four-hundred-seventy hours of fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12-to-15-week, supervised practical experience, full-time or equivalent clinical site placement. *Prerequisites: OCCT810, OCCT830, OCCT840, and OCCT860 or permission of instructor.*

OCCT868 Occupational Therapy Level II Fieldwork B (10)
Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. Four-hundred-seventy hours of fieldwork experience is mandated by the Accreditation Council of Occupational Therapy Education (ACOTE). Consists of a 12-to-15-week, supervised practical experience, full time or equivalent clinical site placement. *Prerequisite: OCCT865 or permission of instructor.*

OCCT869 Occupational Therapy Specialty Fieldwork (5)
Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy focused on a particular area of specialty. This may include assistive technology, pediatrics, burns, hands, work intervention, management, or another area of choice. Consists of a six week, full-time or equivalent clinical site placement. *Prerequisites: OCCT810, OCCT830, OCCT840, and OCCT860 or permission of instructor.*

OCCT870 Independent Research Study: . . . (1-8)
Implementation of a master's project. Self-directed activities will culminate in a formal presentation of project results. Students will present in a professional format, such as a scientific poster or manuscript for publication. May be repeated for up to eight hours. *Prerequisite: OCCT780 or permission of instructor.*

OCCT892 Qualitative Research In Occupational Therapy (3)
Emphasizes the major approaches to conducting qualitative research and the application of qualitative design in evidence based practice. Includes method, design, technique, analyses, and application to theory building. *Prerequisite: OCCT794 or permission of instructor*

OCCT894 Quantitative Research In Occupational Therapy (3)
Emphasizes quantitative research designs and their application in evidence based practice. Includes method, design, technique, analyses, and application to theory building. *Prerequisite: OCCT794 or permission of instructor.*

OCCT896 Advocacy: Legal and Ethic Policy and Leadership (3)
Examines the ethical dilemmas of leadership, the moral implication of policy making and the role of the advanced practitioner in influencing public and private policy affecting health and human services. Critiques the impact of race, gender, and class on theory, practice, and program development. Strategies for taking action in public administration and policy will be explored, as will theories related to leadership in public, private, and non-profit organizations. *Prerequisite: OCCT790 and OCCT792, or permission of instructor.*

OCCT899 Pro Seminar (1)
Provides a forum for review, critique, evaluation, and discussion of the research and practice of occupational therapy. Features student integration of required focus area coursework, specialty concentration, research, and identification of clinical fellowship. Must be repeated for a total of 3 credits. *Prerequisite OCCT794 or permission of the instructor.*

OCCT992 Clinical Fellowship (3)
Integrated theory, research, and best practice methods into an evidence based practice project in the chosen specialty concentration. The clinical fellowship is an applied research experience designed to meet the objective of advancing occupational therapy practice in the region/community. May be repeated up to 6 credits. *Prerequisite: Candidacy Status.*

OCCT 994 DrOT Capstone Project (3)
Applies scholarship to the planning and implementation of one or more research projects based on theory and evidence. Examples of DrOT capstone projects could include manuscripts submitted for publication, a grant proposal, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor or other practice project. May be repeated up to 6 credits. *Prerequisite: Candidacy status.*

Online Teaching and Learning

ONTL302 Introduction to Online Learning (2)
Familiarizes students with the technology, communication tools, learning processes, and success strategies that are involved in taking an online course. *Prerequisite: 60 semester hours (or 90 quarter hours) of credit from a regionally-accredited institution of higher education.*

ONTL502 Introduction to Online Learning (2)
Familiarizes students with the technology, communication tools, learning processes, and success strategies that are involved in taking an online course. *Prerequisite: 60 semester hours (or 90 quarter hours) of credit from a regionally-accredited institution of higher education.*

ONTL650 Introduction to Online Teaching (3)
Introduces learners to the technology, communications tools, learning processes, and pedagogies that are involved in developing and teaching online courses. *Prerequisite: Taken or taught at least one online workshop or course or taken ONTL302/502 or equivalent, and basic computer skills.*

ONTL651 Facilitating Online Learning (3)
Presents facilitation strategies for use in teaching online courses. Reviews methods for establishing interactive learning communities, engaging students in active learning, providing timely feedback, encouraging time on task, and responding to diverse talents and ways of learning. *Prerequisite: NURS650/ONTL650.*

ONTL652 Designing Online Courses (3)
Addresses curriculum design for online learning using best practice guidelines. Explores student-content, student-faculty, and student-student interactions, incorporation of feedback and assessment strategies, and the design of online elements to meet accessibility standards. Emphasizes design of sample instructional units. *Prerequisite: NURS651/ONTL651 or concurrently.*

ONTL653 Producing Digital Content (3)
Introduces software products available to create digital content for online courses, including audio, presentation, graphics, and video content. Best practices will be explored and applied to producing content elements for online courses. Accessibility issues and strategies to address multiple learning styles will be explored. *Prerequisite: NURS652/ONTL642.*

Philosophy

PHIL301 Studies in Philosophy (3)
Explores basic judgments on the nature of man, society, government, and the universe with a view toward clarifying the issues that lie at the core of controversy.

PHIL311 Studies in Religion (3)
Offered in televised format only. A review of various approaches to religion: philosophical, theological, sociological, psychological. Discussion of the differing forms of religion, theories on their origins, and comparative views of the major world religions.

PHIL330 Ethics in Healthcare (3)
Presents some of the major ethical problems confronting society, the healthcare system, and the healthcare administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery. *Prerequisite: HLAD325.*

PHIL371 Theory of Knowledge (3)
Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge.

PHIL386 Logic (3)
A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media.

PHIL470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in philosophy under the supervision of the faculty. *Prerequisite: Permission.*

PHIL524 Chinese Thought (3)
A study of the major Chinese thinkers and their writings.

PHIL533 Aesthetics (3)
Analyzes the concepts of meaning, communication, and truth in art. Deals with the identification and definition of a work of art, the criteria or judgment of excellence, the nature of the aesthetic experience, and the place of art in human experience.

PHIL542 Advanced Ethics: Theory and Practice (3)
An in-depth critical examination of ethical theories of major philosophical schools in a multicultural approach. Evaluates, at an advanced level, the practical applications of ethical thinking to controversial moral dilemmas from a global perspective. Offered online. *Prerequisite: PHIL301 or PHIL311, or equivalent.*

Physical Therapy

PHYT320 Orientation to Physical Therapy (2)
Introduces the student to the field and profession of physical therapy. Presents a history of the profession, the professional curriculum, and the different specialty areas. Discusses personal and professional qualities, professional ethics, and the psychological aspects of treatment. Assists in laying a framework upon which an interest in the profession of physical therapy can be weighed. Media-based course.

PHYT500 Physical Therapy Workshop (1-3)
Provides skill or competency-based training sessions directly related to improving the delivery of physical therapy interventions or the supervision of physical therapy students. *Prerequisite: Licensed physical therapists, licensed physical therapist assistants, other health professionals, or consent of instructor.*

PHYT510 Principles of Conductive Education (3)
Describes the facilitations of rhythmic intention, the role of the conductor or class leader, the task series, specific equipment and the structured program needed for Conductive Education. *Prerequisite: Admission to the Certificate in Conductive Education program.*

PHYT520 Disease Processes Relevant to Conductive Education (2)
Investigates the newest research and interventions related to upper motor neuron lesions. Focuses on how Conductive Education interventions can be used for individuals with different, but appropriate, neurological pathologies. *Prerequisite: Admission to the Certificate in Conductive Education program.*

PHYT530 Advances in Motor Control and Motor Learning (3)
Provides advanced information regarding motor control and motor learning theories. Emphasizes understanding central nervous system control of movement, and resulting functional outcomes when damage occurs. Associated systems including the visual and vestibular as well as co-occuring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. *Prerequisites: PHYT510 and PHYT520.*

PHYT550 Research in Conductive Education (2)
Provides the knowledge and skills to critically read published scientific and clinical research. Focuses on the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information, and application of the research to clinical practice. *Prerequisites: PHYT530.*

PHYT560 Practicum in Conductive Education (3)
Provides a supervised clinical experience in transdisciplinary Conductive Education. Students will be supervised by qualified Conductive Education teachers, licensed Physical Therapists, and licensed Occupational Therapists at The Center for Independence Through Conductive Education for 45 hours. *Prerequisites: PHYT510, PHYT520, and PHYT530.*

PHYT570 Learning Processes in Conductive Education (3)
Learning vehicles that feature within Conductive Education include experiential learning, the use of group process, the use of rhythm and song, shaping, backward chaining, creating the "just right challenge" and education based strategies. *Prerequisites: PHYT530.*

PHYT601 Gross Anatomy I (3)
Intensive, comprehensive study of human anatomy. Presents an overview of the organ systems and considers the regional anatomy of the body in detail. Emphasizes the trunk, upper extremity, and reproductive systems; stresses the interrelationship of structure with function. *Prerequisite: Admission to the Physical Therapy or Occupational Therapy Programs or permission of instructor.*

PHYT602 Gross Anatomy I Laboratory (1)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL 701/PHYT601. *Corequisite: PHYT601 or BIOL701.*

PHYT611 Gross Anatomy II (3)
Continues the intensive, comprehensive study of human anatomy. Emphasizes the regional anatomy of the pelvis, hip, lower extremity, head, and neck. *Prerequisites: BIOL701 and 702 or PHYT601 and 602.*

PHYT612 Gross Anatomy II Laboratory (1)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL 711/PHYT611. *Corequisite: PHYT611.*

PHYT626 Neuroscience (4)
Comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor nervous systems. Nervous system development, the structure and function of its cells, and the organization and function of the brain and spinal cord are emphasized. Laboratory studies will supplement the lecture material. *Prerequisites: BIOL 701 and 702, or PHTY601 and 602; or consent of the instructor.*

PHYT701 Patient Management I (2)
Covers basic patient care and screening skills in physical therapy with emphasis on clinical decision-making strategies. Includes communication skills, interviewing, basic documentation principles, professional behaviors, measurement issues, vital signs, responding to emergencies, and aseptic techniques. *Prerequisites: PHYT611 and PHYT612 Corequisite: PHYT702.*

PHYT702 Patient Management Laboratory (1)
Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in PHYT701. May include clinical observation off campus. *Corequisite: PHYT701.*

PHYT705 Movement Analysis I (2)
Examines the static and dynamic relationships between the function and structure of the muscoskeletal system under normal and abnormal conditions. Emphasis is placed on movement performed with the torso and upper extremities and their application to specific joint, region and/or whole body movements. *Prerequisite: Admission into the Occupational Therapy program or the Physical Therapy program.*

PHYT706 Movement Analysis I Laboratory (1)
This course is designed to complement Gross Anatomy and Movement Analysis I by providing hands-on experience with the kinesiological and biomechanical principles covered in PHYT705. Will include surface anatomy and development of palpation skills. *Corequisite: PHYT705.*

PHYT710 Integrative Physical Therapy Seminar I (1)
Designed to integrate the content from all courses taken in the term and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. *Prerequisite: Admission into the Occupational Therapy program or the Physical Therapy program. Corequisite: BIOL706/707, PHYT626, 701, 702, 705, and 706.*

PHYT711 Patient Management II (2)
Examines basic patient care and screening skills in physical therapy with emphasis on clinical decision-making strategies. Focuses on screening and examination tools used in physical therapy; including the use of palpation, range motion, goniometric evaluation, manual muscle testing, positioning, draping, gait assessment, ambulatory aids, wheelchairs, activities of self-care, and lifting and transferring patients. *Prerequisites: PHYT701 and 702. Corequisite: PHYT712.*

PHYT712 Patient Management II Lab (1)
Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in Patient Management II. May include clinical observations off campus. *Corequisite: PHTY711.*

PHYT715 Movement Analysis II (2)
Continuation of Movement Analysis I by applying the knowledge of structures to their participation in human movement. Emphasis on movement performed with the pelvis and lower extremities and their application to specific joint, region, and/or whole body movements. Concludes with an in-depth analysis of human posture and gait patterns. *Prerequisites: PHYT 705/706. Corequisite: PHYT716.*

PHYT716 Movement Analysis II Laboratory (1)
This course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT715. *Corequisite: PHYT715.*

PHYT717 Clinical Orthopedics I (2)
Provides the foundations of orthopedic physical therapy evaluation of musculoskeletal problems and screening for disease. Using a regional approach, students will learn the signs, symptoms, and special tests for common musculoskeletal problems followed by appropriate treatment interventions. Focuses on the areas of the cervical spine and upper extremities. Clinical case studies and critical thinking exercises will be integral parts of this course. *Prerequisites: PHYT715 and PHYT716. Corequisite: PHYT718.*

PHYT718 Clinical Orthopedics I Laboratory (1)
Allows an opportunity to practice and perfect the necessary evaluative palpation, special tests, and interventions appropriate to orthopedic physical therapy. Focuses on the musculoskeletal problems of the cervical spine and upper extremities. *Prerequisites: PHYT715 and PHYT716. Corequisite: PHYT717.*

PHYT720 Integrative Physical Therapy Seminar II (1)
Integrates the content from all courses taken in the trimester and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. *Prerequisites: BIOL716, PHYT711, PHYT712, PHYT715, PHYT716, and PHYT724. Corequisite: PHYT710.*

PHYT721 Patient Management III (2)
Covers the use of therapeutic exercise in physical therapy practice with a variety of patients. Applies principles of motor control, motivational theory, and strategies for effective instruction to exercise techniques for improving strength, endurance, balance, and flexibility. *Prerequisites: PHYT711 and PHYT712. Corequisite: PHYT722.*

PHYT722 Patient Management III Laboratory (1)
Provides an opportunity to observe, practice, and become proficient in the performance of therapeutic exercise and patient care skills. *Prerequisites: PHYT711 and PHYT712. Corequisite: PHYT721.*

PHYT724 Pharmacology for Physical Therapy (2)
Introduces the role of pharmacologic interventions as part of patient management. Describes pharmacodynamic, pharmacokinetics, and drug classifications. Emphasizes potential interactions of physical therapy interventions with drug therapies. *Prerequisites: BIOL706 and BIOL707.*

PHYT727 Physical and Electrical Agents Laboratory (1)
Provides the hands-on application of physical therapy modalities, including, but not limited to heat, ultrasound, hydrotherapy, and cryotherapy. Includes the application of electrotherapy including biofeedback, electrical stimulation, and electrophysiologic testing of muscles and nerves. *Corequisite: PHYT728.*

PHYT728 Physical and Electrical Agents in Physical Therapy (2)
Provides the theory and clinical application of physical therapy modalities, including heat, ultrasound, hydrotherapy, and cryotherapy. Includes an overview of current electrotherapy techniques, including biofeedback, electrical stimulation, and electrophysiologic testing of muscles and nerves. *Prerequisites: BIOL716, PHYT721, and PHYT722. Corequisite: PHYT727.*

PHYT729 Clinical Practicum (1)
Emphasizes the application of basic physical therapy skills as covered in previous coursework; students will be supervised by licensed physical therapists at affiliating facilities off campus. *Prerequisites: PHYT711, PHYT712, and PHYT720. The course will also be for 3 credit-hours.*

PHYT730 Integrative Physical Therapy Seminar III (1)
Integrates the content from all courses taken in the trimester and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. *Prerequisite: PHYT720. Corequisites: PHYT 717, PHYT718, PHYT727, PHYT728, PHYT755, PHYT756, and PHYT757.*

PHYT737 Clinical Orthopedics II (3)
Provides the foundations of orthopedic physical therapy evaluation of musculoskeletal problems and screening for disease. Covers the signs, symptoms, and special tests for common musculoskeletal problems followed by the appropriate treatment interventions using a regional approach and evidence based practice. Focuses on the areas of thoracic spine, lumbar spine, pelvis, and lower extremities. *Prerequisites: PHYT717/718. Corequisite: PHYT738.*

PHYT738 Clinical Orthopedics II Laboratory (1)
Allows an opportunity to practice and perfect the necessary evaluation palpation, special tests, and interventions appropriate to orthopedic physical therapy. Focuses on musculoskeletal problems of the thoracic spine, lumbar spine, pelvis, and lower extremities. *Corequisite: PHYT737.*

PHYT740 Integrative Physical Therapy Seminar IV (1)
Integrates the content from all courses taken in the trimester and previous courses using current relevant literature and case studies. Focuses on developing skills for clinical decision-making. *Prerequisite: PHYT730. Corequisites: PHYT737, PHYT738, PHYT762, PHYT766, PHYT767, and PHYT772.*

PHYT742 Psychomotor Development Throughout the Lifespan (3)
Presents the psychomotor and psychosocial processes of human growth and development throughout the lifespan. Follows a chronological orientation that focuses on the integration of physical, emotional, cognitive, and social factors contributing to the development of the individual. *Prerequisites: PHYT611/612 and PHYT715/716.*

PHYT743 Research in Physical Therapy Practice (3)
This course provides the student with the knowledge and skills to critically read published scientific and clinical research. Identification of the strengths and limitations of the research, discussion of alternative designs and presentation of rationale for the designs, evaluation of the quality of information and application of the research to clinical practice will be covered. *Prerequisite: Admission to the Physical Therapy program.*

PHYT745 Exercise Physiology (2)
Examines the physiological response to acute and chronic bouts of exercise in apparently healthy individuals, as well as individuals with disease and special needs. Uses a systems approach, which will serve as the foundation for designing an appropriate exercise program for any patient referred to the physical therapist. *Prerequisite: BIOL716. Corequisite: PHYT746.*

PHYT746 Exercise Physiology Lab (1)
Allows for hands-on practice of exercise testing and prescription appropriate for physical therapists. *Corequisite: PHYT745.*

PHYT755 Cardiovascular and Pulmonary Physical Therapy (3)
Covers cardiovascular and pulmonary disorders across the lifespan. Emphasizes evidence-based practice for the physical therapy management of cardiac, vascular, or pulmonary patients from critical care through wellness programs. *Prerequisites: PHYT745 and 746.*

PHYT756 Neuroscience Therapeutics I (3)
Facilitates integration of materials and provides the necessary background information, rationale, and treatment techniques appropriate for treating clients with neurological impairments. Organized into sections representing various theories, philosophies, and treatment techniques. *Prerequisites: PHYT626, PHYT721, and PHYT722. Corequisite: PHYT757.*

PHYT757 Neuroscience Therapeutics I Lab (1)
Provides the opportunity for supervised instruction and practice in handling patients with neurological impairments. *Corequisite: PHYT756.*

PHYT760 Interaction and Education for Patient Care (3)
Provides an overview of the effects of illness and disability on patients, family, and society. Includes background information regarding values clarification, moral dilemmas, and communication. Discusses the psychology of death and dying; professional relationships; conflict resolution; stress management, educational theories and learning styles. *Prerequisites: PHYT721 and 722.*

PHYT762 Integumentary Physical Therapy (3)
Examines causes for changes or diseases in the lymphatic and integumentary systems. Presents evidence-based examination and intervention techniques specific to these systems. Differentiates physical therapists' role for assisting patient who have these dysfunctions. *Prerequisites: BIOL716, PHYT611/612 and PHYT721/722.*

PHYT766 Neuroscience Therapeutics II (3)
Second course in the sequence, which covers the background information, examination, rationale, and intervention techniques appropriate for evidence-based practice for clients with neurological impairments. Organized into sections representing various theories, philosophies, and treatment techniques. *Prerequisites: PHYT756 and PHYT757. Corequisite: PHYT767.*

PHYT767 Neuroscience Therapeutics II Lab (1)
Provides an opportunity for supervised instruction and practice in handling clients with neurological impairments. *Corequisite: PHYT766.*

PHYT770 Ethical, Leadership, and Policy Dimensions of Physical Therapy (3)
Introduces the ethical, leadership, and policy dimensions of physical therapy. Analyzes ethical issues in contemporary physical therapist practice and roles. Develops abilities to lead and serve as an advocate within the community, the healthcare system, the physical therapy profession, and the legislative process. *Prerequisites: HLSC550, PHYT320, and PHYT760.*

PHYT772 Orthotics and Prosthetics (2)
Covers the medical indications, biomechanical basis, and management of the patient with orthotic or prosthetic needs. *Prerequisites: PHYT715 and PHYT716.*

PHYT780 Physical Therapy in the Health Care Team (3)
Develops a broad perspective regarding organization and issues specific to the profession of physical therapy. Focuses on current topics and healthcare changes. *Prerequisite: PHYT770.*

PHYT782 Imaging for Physical Therapists (2)
Introduces the role of imaging as part of patient management. Covers common evaluation principles and specialized imaging for musculoskeletal injuries and neurological testing procedures. *Prerequisites: BIOL716, PHYT737, and PHYT738.*

PHYT783 Applied Research in Physical Therapy (1)
This course is designed to enable the students to complete their own research project under faculty supervision. The completed research must be written following appropriate professional journal style and presented to faculty and peers. *Prerequisite: PHYT743.*

Starting 2009-2010, the course description will read as follows: Focuses on the completion of written and oral presentations of a clinical case research project under faculty supervision. *Prerequisites: PHYT743 and PHYT801.*

PHYT784 Medical Lectures (4)
One module of this course introduces the student to prosthetic and orthotic devices, their design, implementation, and the treatment techniques used to facilitate acceptance and good use of these appliances. The remaining three modules include an overview of the medical and surgical management of the patient with disease, dysfunction, or trauma. The prosthetic and orthotic segment includes lecture, patient observation, and laboratory; the medical lectures are presented by physicians and other health professionals. Discussion on the lectures or related topics is led by the lecturer or primary instructor. *Prerequisites: BIOL716 and PHYT711.*

PHYT786 Physical Therapy Management of Medical/ Surgical Conditions (2)
Emphasizes the role of the physical therapist in all three levels of intervention (primary, secondary, and tertiary prevention) as healthcare providers. Provides physical therapy management of patients with conditions and diseases that are often addressed in a multi-disciplinary approach. *Prerequisites: BIOL716, PHYT737/738, and PHYT766/767.*

PHYT788 Comprehensive Patient Management (2)
Integrates information from all previous course work. Includes comparison of differing treatment methodologies, citing both advantages and disadvantages of each, and making a justified choice of treatment evaluation and progression. *Prerequisites: PHYT729, PHTY737/738, PHYT755, PHYT762 and PHYT766/767.*

PHYT790 Introduction to Healthcare Research (3)
Presents basic statistics used in healthcare research. Considers the importance of critically reviewing research for clinical applications. Introduces concepts of evidence based medicine. *Prerequisites: Admission to t-DPT program. This course is required for students with a bachelor's degree in physical therapy.*

PHYT792 Wellness and Human Performance (3)
Integrates the role of the physical therapist in caring for healthy individuals and populations with chronic diseases. Focuses on serving individuals and groups that may not have access to physical therapists in traditional settings. *Prerequisite: PHYT820.*

PHYT800 Independent Study (3)
Requires approved study plan for in-depth study of a topic relevant to the development of an autonomous physical therapist practitioner. *Prerequisites: PHYT820 and faculty approval.*

PHYT801 Clinical Internship I (4)
A supervised clinical experience in patient management at an in-patient or out-patient setting. This internship is a full-time experience for eight weeks. Students will be supervised by qualified, licensed Physical Therapists at affiliating facilities off campus. *Prerequisites: PHYT780 and PHYT788. Corequisite: PHYT802.*

PHYT802 Integrative Seminar V (1)
Designed to integrate knowledge and data from the first clinical internship in to a current case study using current relevant literature. *Prerequisites: PHYT780 and 788. Corequisite: PHYT801.*

PHYT803 Clinical Internship II (4)
This course is representative of a supervised clinical experience in patient evaluation, program planning, and delivery of physical therapy services in an in-patient or an out-patient setting. This internship is a full-time experience for eight and one-half weeks. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Prerequisites: PHYT784, PHYT788, and PHYT801.*

Starting 2009-2010, the course description will read as follows: A supervised clinical experience in patient management at an in-patient or an out-patient setting. This internship is a full-time experience for eight weeks. Students will be supervised by qualified, licensed Physical Therapists at affiliating facilities off campus. *Prerequisites: PHYT801 and PHYT802. Corequisite: PHYT804.*

PHYT804 Integrative Seminar VI (1)
Integrates knowledge and data from the second clinical internship in to a current case study using current relevant literature. *Prerequisites: PHYT801 and PHYT802. Corequisite: PHYT803.*

PHYT805 Clinical Internship III (4)
This course is representative of a supervised clinical experience in patient evaluation, program planning, and delivery of physical therapy services in an in-patient or an out-patient setting. This culminating internship is a full-time experience for eight weeks. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Prerequisite: PHYT803.*

Starting 2009-2010, the course description will read as follows: A supervised clinical experience in patient management at an in-patient or an out-patient setting. This internship is a full-time experience for seven weeks unless combines with PHYT807 for 14 weeks. Students will be supervised by qualified, licensed Physical Therapists at affiliating facilities off campus. *Prerequisites: PHYT783 and PHYT803.*

PHYT807 Clinical Internship IV (5)
A supervised clinical experience in patient management at an in-patient or an out-patient setting. This internship is a full-time experience for seven weeks unless combines with PHYT805 resulting in a 14 week experience at the same facility. Students will be supervised by qualified, licensed Physical Therapists at affiliating facilities off campus. *Prerequisites: PHYT783 and PHYT803. Corequisite: PHYT808.*

PHYT808 Integrative Seminar VII (1)
Integrates the content from all courses taken in the program using review and discussion. Focuses on debriefing from the clinical internships and preparing for the physical therapy licensure examination. *Corequisites: PHYT805 and PHYT807.*

PHYT811 Current Issues in Physical Therapy: . . . (2)
Covers advanced examination and intervention techniques for patients who have impairments or disabilities. Explores current literature and research in the field. *Prerequisites: PHYT801 and PHYT802.*

PHYT820 Clinical Decision Making I (3)
Introduces successful strategies for online learning while considering the importance of decision making processes in physical therapy practice. Covers issues for creating a doctoring profession in physical therapy. *Prerequisite: Admission to the t-DPT program.*

PHYT821 Clinical Decision Making II (3)
Applies clinical decision making strategies to patient management issues across the spectrum of physical therapy practice. Includes analysis of clinical practice patterns and the employment of evidence to clinical practice. *Prerequisite: PHYT820.*

PHYT824 Pharmacology for Licensed Physical Therapists (3)
Introduces the role of pharmacologic interventions as part of patient management. Describes pharmacodynamic, pharmacokinetic, and drug classifications. Emphasizes potential interactions of physical therapy interventions with drug therapies. *Prerequisite: PHYT820.*

PHYT825 Research I: Evidence Based Physical Therapy Practice (3)
Focuses on principles of evidence based medicine. Includes skills for critically reading published scientific and clinical research. Covers strengths and limitations of the research, discussions of alternative designs and application of the research to clinical practice. *Prerequisites: PHYT790 and PHYT820 or Master's degree in Physical Therapy.*

PHYT830 Teaching and Learning in Physical Therapy (3)
Focuses on successful strategies for teaching patients and students in the clinical setting. Includes application of educational theories. Concludes with the APTA's Clinical Instructor Education and Credentialing program. *Prerequisite: PHYT820.*

PHYT832 Integumentary Physical Therapy (3)
Covers causes for changes or diseases in the lymphatic and integumentary systems. Presents evidence-based examination and intervention techniques specific to these systems. Differentiates physical therapists roles for assisting patients who have these dysfunctions. *Prerequisite: PHYT820.*

PHYT840 Management and Administration in Physical Therapy (3)
Provides proven business methods for managing physical therapy practice. Includes considerations of third party-payers and personnel issues. *Prerequisite: PHYT820*

PHYT842 Imaging for Licensed Physical Therapists (3)
Introduces the role of imaging as part of patient management. Covers common evaluation principles, specialized imaging for musculoskeletal injuries and neurological testing procedures. *Prerequisite: PHYT820*

PHYT850 Advocacy and Leadership in Physical Therapy (3)
Uses ethics and values to promote autonomous practice and provide leadership in the healthcare system. Discusses responsibility and accountability in health policy and relevant topics to promote autonomy in physical therapy. *Prerequisites: PHYT820 and PHYT840.*

PHYT860 Topics in Physical Therapy (3)
Issues of special interest to physical therapists will be presented by experts in the area. *Prerequisite: PHYT820.*

PHYT875 Research II: Clinical Project (3)
Applies the topics of evidence based physical therapy practice to a clinical research project. This course may be extended beyond the 7 1/2 week time frame to allow for completion of the project if approved by the instructor. *Prerequisite: PHYT825.*

Physics

PHYS302 Physical Science Foundations (3)
Covers major physical science principles of the universe as simply and clearly as possible. Explains the science processes and methods that will lead to today's picture of the universe and the earth's place in it. Topics covered include motion, gravity, energy, and momentum. The theory of relativity is introduced. Covers matter in its three states, kinetic-molecular models, and the laws of thermodynamics. *Prerequisites: General education mathematics requirement and/or college algebra, or equivalent.*

PHYS303 Physical Science Foundations Laboratory (1)
Activities are designed to give students a hands-on experience in physical science. A number of activities are designed to help students find patterns and study the relationships among variables in a given experiment. They will set up experiments, record, and analyze the data. In addition, they will state conclusions and evaluate the sources of error. Many of the activities require the use of math as tools such as solving equations and graphing. *Prerequisites: General education mathematics requirement and/or college algebra, or equivalent.*

PHYS305 Earth and Space Science (3)
Introduces physical processes occurring within the earth's interior and on the earth's surface. Discusses the future of our solar system and the universe. *Prerequisites: 12 credit-hours in college-level science courses, college algebra, and familiarity with the use of a calculator.*

PHYS325 Energy and Problems of a Technical Society (3)
The fundamental theories of energy, the physical laws describing its conservation and interconversion, and the use of energy in society are discussed in this course. The commercial forms of energy, extraction of mineral resources, and environmental impacts are discussed. *Prerequisite: College algebra or equivalent.*

PHYS330 Meteorology Online (3)
Explores how the Sun, the Earth's tilt, and geography affect weather. Addresses the composition and properties of Earth's atmosphere. Uses real-time and archival data from the American Meteorological Society to allow for the analysis of the weather's effects. *Prerequisites: College Algebra or equivalent, familiarity with the use of a calculator, and access to computer resources.*

PHYS352 Intermediate Physics I (3)
The areas of physics covered in this course include motion, particle dynamics, work and energy, conservation of momentum, rotational dynamics, and thermodynamics. *Prerequisite: MATH325.*

PHYS353 Intermediate Physics I Laboratory (1)
Students conduct measurements of motion, forces, momentum, energy, and thermal physics. Skills are developed for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. *Corequisite: PHYS352.*

PHYS362 Intermediate Physics II (3)
The areas of physics covered in this course include wave motion, electricity, magnetism, light, and optics. *Prerequisite: PHYS352 or equivalent.*

PHYS363 Intermediate Physics II Laboratory (1)
Students conduct measurements of vibrations and waves, electricity and magnetism, light and optics. Students develop skills used for measuring and finding related physical variables and conceptual relationships. Students develop their understanding of how experimental knowledge is fitted with theory. *Prerequisite: PHYS362 or concurrent enrollment.*

PHYS372 Modern Physics Lecture (3)
Covers relativity, quantum physics, quantum mechanics, atomic physics, nuclear reactions, and elementary particles. *Prerequisites: PHYS362/363 and differential and integral calculus or equivalent.*

PHYS373 Modern Physics Lab (3)
Apply the concepts and theories covered in PHYS372. Set up an experiment, collect data, apply theories and formulas to data, and interpret results. *Prerequisite: PHYS372 or concurrent enrollment.*

PHYS525 Energy, Resources, and Society (3)
Covers various methods of energy production and the environmental effects of each. Discusses the extraction and utilization of the world's major mineral resources and effects of their use. Examines the effect of various energy sources upon our environment, U.S. standards of living and energy, and resource utilization. Designed for non-science majors. *Prerequisites: MATH325 or equivalent. Enrollment restricted to degree-seeking students enrolled in the M.A. in Education program.*

Political and Justice Studies

POJS610 Race, Class, Politics, and Justice (3)
Examines the political participation of under-represented groups in American politics, including blacks, Latinos, Asians, women, and Jewish Americans. Various modes of political participation, including voter participation, lobbying, campaign contributions, rallies, and protest activities, and other forms of political participation and exclusion that affect policy and distribution along lines of race and class will be considered.

POJS615 Civil and Human Rights (3)
This course examines, from both domestic and international perspectives, civil and human rights within the context of legal and social equality and the broad contexts of culture and justice. It explores issues and policies in economic, ideological, and institutional contexts across cultures, and examines the nature, substance, source and place, and politics of human rights. It also examines the theoretical challenges posed to international human rights policy by arguments of radical cultural relativism and political realism, as well as the challenges and opportunities diversity has provided for women and other minorities.

POJS620 Theories of Conflict Resolution (3)
Investigates the causes of conflict in its many societal expressions and considers various models of conflict resolution. Particular attention is given to community, ethnic, organizational, labor, and international forms of conflict. *Prerequisite: Graduate student standing.*

POJS625 Community Justice (3)
Theoretical and practical consideration of those aspects of the justice system that comprise what is known as "community justice" including: repairing harm, reducing risk, and empowering community. Examines the community justice principles and how they relate to restorative justice. *Prerequisite: Graduate student standing.*

POJS632 Political Sociology (3)
Examines the social, economic, and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control, and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements.

POJS705 Law, Society, and Public Policy (3)
Discussion of basic aspects of law, analysis of selected public policy topics, and the effects of judicial decisions upon the formation of public policy.

POJS709 Gender, Political Culture, and the Law (3)
This course explores the relation between political culture, the political process, and policy-making and emphasizes women's rights not only as a legal question, but as a question of definition and justice. It also explores feminist legal theory as a framework of analysis, i.e., feminist perspectives on politics, crime, leadership, social change, and feminism.

POJS710 Constitutional Law: Process and Change (3)
Examines the foundation and structure of the U.S. Constitution, the Supreme Court, and the evolving doctrines. Analyzes the Supreme Court decisions to examine civil liberties and due process issues in the context of changing public values and the adversarial system of justice in our society. *Prerequisite: Graduate standing or permission of instructor.*

POJS715 U.S. Foreign Policy (3)
Examines the processes by which United States foreign policy is formulated and implemented, including the role of public opinion, bureaucratic rivalry, and White House/State Department decision-making processes. The nature of American foreign policies with respect to both the major regions of the world and key functional problems is emphasized.

POJS718 Public Opinion and American Democracy (3)
The nature and measurement of public opinion, political communication, and its influence on elections, and political behavior in relation to the mass media are examined. *Prerequisite: SOSC450.*

POJS720 Elites and American Democracy (3)
Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation, and democratic accountability in American politics.

POJS725 American Political Behavior (3)
Examines the role of interest groups and parties as they affect American voter behavior. Emphasis will be placed on the recent interpretations of party realignments and dealignments in state and national elections and on the role and participation patterns of the various ethnic minorities in American politics from WWII to the present.

POJS735 Third World in Global Development (3)
Examines the North/South dichotomy and the contemporary changes in the Third World in global relations and development. Differentiation in and among the various regions in the Third World will also be analyzed.

POJS750 Survey Research I: Theory (3)
Explores the selection of problems appropriate for analysis through survey design and analysis, the method of cross-sectional analysis, diagnostics, tests of fit, significance, model specification, and writing the survey research report. The growing use of survey research by academics, mass media, business, interest groups, and political candidates will be highlighted. *Prerequisite: SOSC450.*

POJS751 Survey Research II: Application (3)
The theoretical constructs of survey research are applied, and advanced applications are studied through the implementation of a survey research design project. *Prerequisite: POJS750.*

POJS806 Comparative Urban Redevelopment (3)
Analyzes the redevelopment of older American cities in comparative context. Draws upon examples of older non-American cities for theoretical understanding and conceptual clarity.

POJS810 Seminar: Labor Force Participation (3)
Uses labor market techniques to show job stratification in urban communities. Examines mechanisms to increase employment growth along with issues of labor migration.

POJS815 Theories and Approaches to Political and Justice Studies (3)
Examines the basic theories and approaches to the study of political and justice studies, including theories of the state, class, race and gender conflict, and general issues of distribution in society. *Prerequisite: POLS505 or CJUS410.*

POJS819 Criminal Justice System and Process Analysis (3)
A survey of the critical issues in the administration of the criminal justice system is presented. The topics will include the historical development of the American criminal justice system; philosophy and current policy practices of the system; the discretionary decision-making points in the administration of justice; and current issues and trends of the three major components of the system. Historic and contemporary criminological research and analysis will also be included. *Prerequisites: Six hours of CJUS/POJS course work or permission of instructor.*

POJS820 The Presidency, Congress, and the Courts (3)
Examines the historical and legal evolution of the presidency, Congress, and the courts in the American political process. The development of bureaucracy also will be explored. *Prerequisite: POLS302 or POLS505.*

POJS821 American Government and Policy (3)
Focuses on how basic institutions of American government - executive, legislative, and judicial - interact in the process of public policy formulation, implementation, and evaluation. Issues are examined from an intergovernmental perspective in a constantly changing federalist structure. The ethical dimensions of public policy decisions and actions of policymakers are explored. *Prerequisite: POJS820.*

POJS824 Intergovernmental Relations (3)
Analysis of the relationships between and among the various governmental units at the federal, state, and local levels in the context of American federalism. Special topics in intergovernmental relations will be discussed from year to year. *Prerequisite: POJS820.*

POJS825 Causative Theories of Crime in Society (3)
Focuses on the study of criminal behavior as it relates to several varieties of crime. Emphasizes the evolution of crime and its origins within society. *Prerequisites: POJS815 and POJS819/820 or graduate student status and permission of the instructor.*

POJS830 Comparative Political and Justice Systems I (3)
Examines general comparative approaches to politics and justice in post-industrial, industrial, and emerging states. Topics studied include the nature of power structure, political development and culture, economic strategies, and leadership. *Prerequisite: POLS505 or CJUS465, or permission of instructor.*

POJS831 Comparative Political and Justice Systems II (3)
Examines political institutions and selected policy areas and processes of governments in Western and Eastern Europe. Relationships between various state systems and policy outputs will be analyzed. *Prerequisite: POJS830.*

POJS835 Topics in Policy Analysis: . . . (3)
Current theories, approaches, and policies concerning the United States are considered. *Prerequisite: POJS821 or permission of instructor.*

POJS836 Topics in Comparative Politics and International Relations: . . . (3)
Current theories, approaches, and issues concerning the global system are investigated. *Prerequisite: POJS830 or permission of instructor.*

POJS837 Topics in Justice Studies: . . . (3)
Current theories, approaches, and issues concerning justice in society are investigated. *Prerequisite: POJS819 or permission of instructor.*

POJS838 Futures Research in Justice System (3)
An advanced examination of the philosophical underpinnings of the discipline of Futures Research. The student will learn and apply various techniques of long-range planning as well as selective forecasting methodologies. A multidisciplinary approach will be utilized. The focus will be on application of empirically derived strategies to implement needed organizational change. The context will be justice system organizations. *Prerequisites: CJUS453 and CJUS475, or permission of instructor.*

POJS841 Research Methods (3)
The uses and objectives of empirical research in social sciences, the principal assumptions underlying the approach, and the major controversies surrounding it are examined. The role of theory in empirical research and research design and the principal methods of data collection and data analysis in the social sciences are discussed. *Prerequisite: SOSC450 or permission of instructor.*

POJS845 International Law and Organization (3)
Examination of the underlying principles of international law and the evolving organizational structure of the global system. The role of nation-states, intergovernmental, and nongovernmental organizations are considered. *Prerequisite: One of the following: POJS830, POLS311, POLS536, or permission of instructor.*

POJS846 Crime, Justice, and the Media (3)
An examination of the interrelationship of crime, justice, and the contemporary media in American society. The topics will include the history of media coverage of crime and justice; the social construction of crime; an analysis of news media; the impact of sweeps months on crime news; police, courts, and corrections in the media; reality television; movies and copycat crime; and coverage of criminals and delinquents; and the social effects of crime and justice news. Media coverage of drugs and gangs will be explored as well as media stereotypes of minorities. *Prerequisites: Six hours of graduate course work or permission/consent of instructor.*

POJS850 Victimology (3)
An examination of the relationship between victims of crime and the criminal justice system. The topics will include an analysis of the characteristics of crime victims; victim role; intimate versus stranger crime; victim reporting and non-reporting patterns; National Crime Victimization Survey (NCVS) results; treatment of victims by various segments of the criminal justice system; victim assistance programs; victim compensation and/or restitution; and victim impact statements and their affect on the criminal court. Victim-blaming arguments will be explored, as well as sexual assault, child abuse, and the victimization of the elderly. *Prerequisite: CJUS445 or POJS819, or permission of instructor.*

POJS869 Directed Readings: . . . (3)
Supervised readings on the theory, methods, and approaches of the political science areas of American politics, public policy, justice studies, comparative politics, and international relations. *Prerequisite: Completion of core requirements.*

POJS870 Graduate Research: . . . (1-4)
Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POJS880 Internship: . . . (1-4)
Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POJS885 Internship Project (6)
Designed to provide political/justice studies students with supervised practical experiences in applied settings. This includes the application of the student's knowledge and skills in a culmination experience approved by a faculty committee and resulting in a final paper which will be publicly presented. *Prerequisites: Candidacy and advisor permission.*

POJS889 Five University Consortium Minority Internship Program (1-9)
Designed to provide graduate Five University Consortium minority interns with supervised experiences in federal, state, local, and corporate settings in areas such as intergovernmental relations, policy analysis, and decision-making. *Prerequisite: Permission of instructor.*

POJS890 Graduate Thesis/Project (3)
Provides a forum for in-depth analysis of the selected topics of master's degree candidates. Hypothesis formation, operational procedures, and the foundation of each student's thesis/project will be publicly presented and discussed. *Prerequisites: POJS815, POJS819 or POJS820, POJS821, POJS830, and POJS841.*

Political Science

POLS301 Principles of Political Science (3)
Comprehensive analysis of the nature of politics, contemporary approaches to the study of political science, issues in political geography, and a review of the issues and problems faced by federal, state, and local governments under the impact of modern conditions.

POLS302 American National Government (3)
Examines U.S. governmental institutions, the informal pressures that influence them, and the policies produced by the governing process.

POLS310 International Organizations (3)
Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations.

POLS311 Transformation of the Global System (3)
Integrated analysis of processes and issues in international politics, with emphasis on substantive topics in selected sections of the world. *Prerequisite: International relations recommended.*

POLS320 Local Governmental Systems (3)
Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois.

POLS355 Healthcare and Politics (3)
Studies U.S. federal, state, and local legislative, regulatory, and political processes, and their effect on the healthcare system and its professions. Explores ways to interact with those processes. *Prerequisite:HLAD325.*

POLS440 Constitutional Law: Civil Liberties (3)
Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. *Prerequisite: POLS302 or POLS320.*

POLS460 Political Theory (3)
Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state, and obligations of citizens and rulers with relevance to current political developments. *Prerequisite: POLS302 or permission.*

POLS470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in political science under the supervision of the faculty. *Prerequisite: Permission.*

POLS480 Internship: . . . (1-4)
Designed to provide political science students with supervised practical experiences in applied settings. *Prerequisite: Permission.*

POLS489 Five University Consortium Minority Internship Program (1-12)
Designed to provide undergraduate Five University Consortium Minority Interns with supervised experiences in federal, state, local, and corporate settings in areas such as policy analysis and corporate relations. *Prerequisite: Permission of instructor.*

POLS505 Principles and Theories in Political Studies (3)
Designed to introduce students to the major traditional and contemporary principles and theoretical foundations of political science. Can serve as a substitute for POLS301 and POLS302 toward meeting preparatory requirements for the M.A. in Political and Justice Studies. *Prerequisite: Introduction to political studies.*

POLS510 Topics in Political Science: . . . (1-3)
Deals with topics of current interest, exploring several aspects of the topic using a variety of methodologies from the discipline of political science.

POLS515 Contemporary Political Thought (3)
Provides an overview of nineteenth and twentieth century political thought, including socialism, nationalism, fascism, libertarianism, and feminism. *Prerequisite: Any upper-division political science or philosophy course.*

POLS520 U.S. and Illinois Elections (3)
Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Prerequisite: POLS302 or permission.*

POLS530 The Chicago Political Tradition (1)
Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth century Chicago mayors. *Prerequisite: POLS302 or permission.*

POLS531 Readings, Black Politics, and the American Political System (3)
A study of the patterns of black politics in the development of African American participation in the American political and economic systems.

POLS536 Problems in International Politics (3)
Examines the behavior of and interaction between nation-states at the global level to understand the problems that are confronted in the international political system.

POLS538 Urban Politics (3)
Offered in both lecture format and as a correspondence course. Analyzes critical issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas.

POLS540 Political Economy of Urban Development (3)
This course will identify underlying assumptions and their implications for how patterns of urban development are explained. It will examine specific recent trends in urban change. This will include post-World War II developments as seen in the fiscal crisis of the ‘70s, restructuring of the ‘80s, and the increasing internationalization of the economy and the rise of global cities. *Prerequisite: Permission of instructor.*

POLS548 Politics of Latin America (3)
This course, intended for both graduate and undergraduate students, offers a comprehensive analysis of the political and economic landscape of Latin America. It examines, from a critical and multidisciplinary perspective, the political processes of the region. Special emphasis is placed on integrating the economic, historical, and cultural dimensions of the Latin American political experience. Particular attention is given to the issues brought about by the global economic order of the post-Cold War era. *Prerequisites: POLS301, POLS505, or permission of instructor.*

POLS563 Seminar: Comparative Urban Future (3)
Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective.

POLS737 Political Geography (3)
A review and extension of theoretical constructs in political geography where problems arise when the boundaries of sovereign states fail to separate national groups and when corporate limits fail to encompass all segments of a metropolis. *Prerequisite: Social science background.*

POLS845 International Law and Organization (3)
Examination of the fundamental rules of international law and its relation to the state and the individual. Discussion of cases, statutes, and treaties is included. *Prerequisite: POJS830.*

POLS863 Seminar in American Institutions and Values (3)
Examines normative issues as they relate to American public administration. *Prerequisite: POLS302 or POLS320.*

Psychology

PSYC305 Love: What Everyone Needs to Know
Explores the intricacies and problems of close, committed, interpersonal relationships including marriage. Discusses important relationship concepts and standards.

PSYC310 Principles of Psychology (3)
Provides a comprehensive overview of psychology. Presents concepts, theories, and data from various subfields in psychology, including sensation-perception, learning, memory, personality, abnormal, social, developmental, and physiological.

PSYC340 Industrial Psychology (3)
Introductory course in industrial psychology that examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training and work motivation, human factors in job design, and leadership.

PSYC400 Thinking and Writing in Psychology (3)
Introduces thinking and writing in the discipline of psychology. Emphasizes critical thinking in the field of psychology, writing in specific formats and expected styles, effective communication, communication of abstract propositions, logical arguments, empirical observations, experimental results, and their interrelations and interactions. *Prerequisites: ENGL301 or ENGL310 and PSYC310 or their equivalents.*

PSYC410 Personality Theories (3)
Involves the comparative study of nineteenth and twentieth century psychodynamic, behaviorist, and humanist theorists on the nature of the person. Considers personality from a variety of theoretical perspectives. *Prerequisite: PSYC310.*

PSYC412 Developmental Psychology (3)
Covers theories related to cognitive, emotional, and physical growth. Similarities among people in their development are examined, as well as differences. Emphasizes an understanding of the important methods, terms, theories, and findings in the field of developmental psychology.

PSYC422 Cognitive Psychology (3)
Examines cognitive processes, sometimes called "higher mental processes." Includes topics such as the history and methods of cognitive psychology, cognitive neuroscience, attention, perception, memory, knowledge representation, language, problem solving, decision-making, creativity, cognitive development, and human and artificial intelligence. *Prerequisite: PSYC310.*

PSYC430 Abnormal Psychology (3)
Covers the recognition, classification, development, and prognosis of the range of human problems usually defined as psychiatric disorders. Focuses on difficulties in currently used systems of defining and classifying human problems in adaptation and adjustment. Examines the medical model assumptions underlying the most widely used diagnostic system. *Prerequisite: PSYC310.*

PSYC440 History and Systems of Psychology (3)
Surveys major theories of psychology and their relationship to current professional practices. Focus upon understanding and comparing the origin and development of different psychological perspectives in terms of metatheoretical issues. *Prerequisite: PSYC310.*

PSYC445 Social Psychology (3)
Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Study of interpersonal relations and communications, social power, persuasion, decision-making, attitude change, and group membership. *Prerequisite: PSYC310.*

PSYC470 Independent Study: . . . (1-6)
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC480 Field Experience in Psychology (3)
Provides an opportunity for students to become exposed to the mental health field. Includes observation, assessment, application of theory, psychological concepts, and treatment issues within an agency and/or business settings under the supervision of qualified professionals and faculty. *Prerequisites: PSYC410, PSYC430, PSYC530, or concurrent enrollment in PSYC530.*

PSYC502 Health Psychology (3)
Investigates the mind body relationship to see how these factors relate to primary prevention, stress and pain management, chronic and terminal illnesses, and the patient practitioner relationship. Reviews related research from the biopsychosocial model and how this relates to the new DRG (diagnostic related group) now emerging in the health care system. *Prerequisite: PSYC310 or equivalent.*

PSYC504 Wellness: A Multidimensional and Multicultural Conference/Workshop (2)
This course, offered as a conference/workshop, is designed to explore wellness didactically and experientially as understood and practiced by different cultural and spiritual traditions. *Prerequisite: Introduction to psychology or equivalent.*

PSYC505 Introduction to Stress Management (3)
Focuses on identifying and assessing the various causes of physical, mental, and emotional stress at home and on the job, recognizing the body's early warning signals of stress overload, understanding the impact of stress on physical and mental disorders, and learning effective methods of reducing stress.

PSYC506 Laboratory in Personal Stress Management (2)
Focuses on the individual's internal and external stresses and theories and methods of reducing stress such as lifestyle, exercise, and nutrition.

PSYC507 Laboratory in Stress Management (2)
Focuses on the issues of stress from cognitive, behavioral, affective, and physiological perspectives. Provides an intensive laboratory experience in stress reduction and stress management. *Prerequisite: PSYC310 or equivalent.*

PSYC508 Creating a Healthy Lifestyle (3)
Focuses on our patterns of eating, exercise, sleep, stress management, and how those choices create our lives. Students will facilitate classmates in making changes where needed in diet, exercise, meditation, and stress management. Guest presentations on aspects of nutrition, yoga, tai chi, stretching exercises, ayurvedic medicine, and acupuncture will be included. *Prerequisite: Introduction to psychology or equivalent.*

PSYC509 Practicum Seminar in Stress Management (3)
Students are required to do eight hours of practicum per week and to teach holistic stress management techniques to individuals, families, or groups. *Prerequisites: PSYC502, PSYC504, PSYC505, PSYC506, PSYC507, and PSYC508 with a grade of "B" or better.*

PSYC510 Adolescence (3)
Investigates the major issues of adolescence and questions the stereotypical view. Critically reviews research with special attention to identity, intimacy, sex roles, and family dynamics. Focuses on normal adolescent development, but also surveys pathological outcomes. *Prerequisites: PSYC412 or equivalents.*

PSYC514 Understanding Men (3)
Draws upon knowledge from social sciences, history, and other fields to understand male sex roles and stereotypes and their effects upon men's health, emotional development, male-female relationships, sexuality, fatherhood, friendships, and work.

PSYC515 Adulthood (3)
Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities. *Prerequisites: Child development or equivalents.*

PSYC519 Geropsychology (3)
Discusses a wide range of issues related to the aging process and older adults. Emphasizes psychological facets of aging. Explores how biology, sociology, economics, politics, demography, and other academic, scientific, and clinical disciplines bring a unique perspective to our understanding of aging. *Prerequisite: Previous course in child or human development.*

PSYC523 Cognitive Development (3)
Provides students with the opportunity to understand cognitive development as a key aspect of growth through the life cycle, analyze their own cognitive style, and relates them to their study habits and lifestyle. *Prerequisite: PSYC310 or equivalent.*

PSYC524 Principles of Learning and Behavior (3)
Introduces behavioral psychology and addresses the basic principles of learning theory. Applies these theories to clinical practice in terms of the treatment of mental disorders through behavior modification in diverse environments. *Prerequisite: PSYC310 or the equivalent.*

PSYC527 Laboratory in Personal Growth (2) P/NC
Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in the student's life.

PSYC529 Psychology of Women (3)
Study of the effects of physiological and psychological variables on the behavior of women, includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare. *Prerequisite: PSYC412 or equivalent.*

PSYC530 Professional Standards in Human Services and Research (3)
Focuses on ethical principles and standards in human service and research professions. Explores application to hypothetical situations involving professionals, research subjects, and clients. Studies various values, philosophical positions, and legal cases. *Prerequisite: PSYC310 or equivalent, PSYC400, and PSYC430.*

PSYC531 Laboratory in Interpersonal Growth (2) P/NC
Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships.

PSYC532 Laboratory in Assertiveness Training (3) P/NC
Examines concepts of assertion training and development of cognitive and behavioristic skills to replace maladaptive responses. Provides reinforcement and social networks to ensure the continuity of newly acquired behaviors. *Prerequisite: Permission.*

PSYC533 Advanced Experimental Psychology (3)
Presents an in-depth coverage of research designs used in experimental psychology. Includes selected readings of published research from various content areas in psychology, memory, learning, social psychology, and perception.

PSYC536 Motivation and Emotional Development (4)
Examines and applies theories of motivation, moral development, and emotional development.

PSYC538 Laboratory in Feelings and Meanings (3)
Study of understanding and responding to confusing communication. Activities clarify hidden meanings and feelings and teach more honest communication in school, medical, business, and social settings.

PSYC544 Introduction to Clinical Psychology (3)
Introduces the basic concepts and theories used in clinical psychology. Focuses on three areas of clinical psychology: (1) fundamental concepts, including current issues and ethics; (2) psychological assessment and diagnosis; and (3) overview of the main school of psychotherapy. *Prerequisites: PSYC410 and PSYC430.*

PSYC545 Introduction to Brief Psychotherapy (3)
Presents concepts, models, and techniques of brief psychotherapy, its advantages over the traditional long-term models, and its usefulness within a social context. Students will become knowledgeable about the different brief psychotherapies and will be able to apply them in role-playing situations. *Prerequisite: PSYC410.*

PSYC546 Psychological Issues and Social Values (3)
Explores psychological issues, social values, and personal responses to social issues and choices. Examines multicultural similarities and differences seen in ethnic, religious, and racial groups; and experiences of prejudice and its effects. Discusses attitudes towards our bodies, the creation of health and responses to illness and dying, and understanding and developing helpful responses to different lifestyles and circumstances. *Prerequisites: PSYC400, PSYC430 and PSYC530 (or concurrent enrollment in PSYC530).*

PSYC550 Psychophysiology (3)
Discusses how information processing and changes in human behavior are viewed through physiological techniques. Topics may include: attention, attention deficit, memory, language, error detection, aging, conflict, emotion, immune responses, stress, marriage, and gender. *Prerequisite: PSYC310 or equivalent.*

PSYC555 Introduction to Play Therapy (4)
Introduction to play therapy with children utilizing role playing and expressive media in the playroom with children, naturalistic observations of children, and presentations highlighting emotional difficulties and life stresses in children. *Prerequisites: PSYC544 or COUN630, PSYC530 or COUN600, and a course in child development or equivalent.*

PSYC556 Theories and Treatment of Emotional Disturbance in Children II (4)
Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. *Prerequisites: PSYC544, PSYC555, and permission.*

PSYC558 Introduction to Therapy with Adults (4)
Students will discuss the need for treatment and goals for adults with specific emotional difficulties. Videotaped role playing of adult client and therapist will be critiqued for the verbal and nonverbal communication and alternative, more appropriate responses will be suggested. The encounter/training group will focus on disclosing reactions to the client and therapist and evaluating the quality of the therapeutic relationship. *Prerequisites: PSYC530 and PSYC544.*

PSYC559 Psychodrama (3)
Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties. *Prerequisite: PSYC527, PSYC531, or permission.*

PSYC560 Research Methodology (3)
Introduces the basic principles of research. Focuses on basic knowledge about research methods and the development of analytic skills. Emphasizes the identification of researchable problems, and the development of literature search skills, testable hypotheses, appropriate research design, and methods of measurement. *Prerequisites: PSYC400, 2 psychology course, and STAT468 (or equivalent).*

PSYC573 Topics in Personal and Professional Growth: . . . (3)
Introduces significant issues in contemporary psychology. Allows students to understand themselves, their major, their future careers, and the complex interactions that exist among these three phenomena. Course information will be conveyed through lectures, guest speakers, readings, in-class exercises, small group discussions, and written assignments covering a variety of topics that vary by term. *Prerequisite: PSYC310 or equivalent.*

PSYC580 Principles of Psychological Testing (3)
Reviews fundamentals statistics as a prelude to the study of a cross section of techniques and instruments use in the measurement and evaluation of human behavior, conduct, and characteristics. Studies individuals and group measures of intelligence, neuropsychological, achievement, and both objective and clinical instruments and methods. *Prerequisites: PSYC410, PSYC430, STAT468, and PSYC560 or concurrent.*

PSYC610 Measurements and Evaluation (3)
Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision-makers for various evaluation purposes, and the development and/or selection of necessary tests and collection of data; legal and ethical issues. *Prerequisites: STAT468 and completion or concurrent enrollment in PSYC560.*

PSYC615 Personality and Trait Assessment (3)
This course is designed to introduce students to the two major forms of personality assessment, projective and objective, and instruments related to both. This course will also explain how the different assessment techniques are developed out of theoretical base [e.g., 16PF from Cattell's trait theory, the Myers-Briggs Type Indicator (MBTI) from Jung's theory] and from an empirical base [i.e., the Minnesota Multiphasic Personality Inventory-2 (MMPI-2)]. *Prerequisite: PSYC610.*

PSYC621 Behavior Analysis I (3)
Focuses on behavior change procedures and the systems that support it. *Prerequisites: PSYC524, PSYC610, and PSYC530 or PSYC730.*

PSYC630 Topics in Psychology: . . . (1-3)
Involves experts in psychology presenting selected topics covering new developments in the field. Includes discussion of topics and implications for theory and practice. Participants have an opportunity to discuss new developments and, where appropriate, apply techniques and skills.

PSYC640 Psycholinguistics (3)
Presents literature and theories in the field of psycholinguistics, with special emphasis upon language development, cognitive development, and comprehension. *Prerequisite: A course in either child growth and development or learning cognition.*

PSYC660 Advanced Research Methods (3)
In this course, emphasis is placed on the conceptual understanding of research methodology as an approach to behavioral research. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the stated hypothesis and the proposed statistical analyses, and the limitations that research design places on the conclusions that can be drawn from the data. Topics include causality, validity, randomized experiments, quasi-experiments, and time series analyses. *Prerequisites: PSYC560 and STAT468.*

PSYC700 Introduction to Child Therapy (2)
Applies theory and current practice with play media for children with a range of needs. Focuses on emotional difficulties and life-stresses. Utilizes group supervision of natural observations of children. *Prerequisites: PSYC430, PSYC512, PSYC610, and COUN630, or equivalents.*

PSYC720 Social and Cultural Foundations (3)
Study of the nature and needs of diverse groups in the context of societal changes and trends. socioeconomic, multicultural, and subgroup changes and conflicts are considered. Social issues and trends in a multicultural and diverse society are examined. *Prerequisites: Graduate student status and one developmental psychology course.*

PSYC730 Seminar in Child and Adolescent Psychopathology (3)
Diagnostic categories of depression, anxiety, pervasive developmental disorders, identity disorders, tic disorders, communication disorders, disruptive behavior disorders, elimination disorders, and other disorders affecting children and adolescents are reviewed and integrated with treatment recommendations consistent with current research theories and findings. *Prerequisites: PSYC410 and PSYC430.*

PSYC740 Topics in Multicultural Psychology (3)
Develops an understanding and valuing of diversity, based on the principles of awareness, knowledge, and skills as they relate to the areas of worldview, identity, and acculturation. *Prerequisite: Graduate student standing.*

PSYC760 Ethical and Legal Issues in Psychology (3)
Focuses on ethical and legal issues faced by professional psychologists functioning in clinical, research, and teaching roles. Emphasizes the application of the ethical code of the psychology profession, published by the American Psychological Association, and related Illinois legal statutes. *Prerequisites: PSYC410 and PSYC430 (or equivalents).*

PSYC806 Cognitive/Educational Psychology (3)
Examines current theories and research regarding human learning processes. Emphasis is given to recent developments in cognitive, social, constructivist views of learning, development, and instruction. Special emphasis is paid to instructional interventions applicable to the development of cognitive and academic skills: including concept formation, perception, language comprehension, problem-solving, intelligence, and motivation. *Prerequisites: A course in human development and one course in cognitive or educational psychology.*

PSYC814 Play and Expressive Arts Therapy: Individual (4)
Conducts individual play therapy with two children in school, hospital, or mental health settings. Applies theory and current practice with play media for children with certain needs. Utilizes group clinical supervision from the faculty and peers, and integrates insights in ongoing clinical work with the children. Applies theory and current practice with play media for children with certain needs. *Prerequisites: PSYC530 or COUN600, PSYC544 or COUN630, PSYC555 or equivalent, and COUN811.*

PSYC815 Learning Processes: Adults (3)
Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. *Prerequisite: Three hours of psychology or learning theory.*

PSYC820 Graduate Seminar in Psychoanalytic Theory (3)
Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self-psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. *Prerequisites: COUN630, PSYC410, PSYC430, or PSYC544.*

PSYC821 Psychopathology (3)
Examines diagnostic categories selected for in-depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. *Prerequisite: PSYC430 or PSYC544 or equivalents.*

PSYC822 Seminar in Human Memory (3)
Provides students with an in-depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory.

PSYC824 Graduate Seminar in the History of Psychology (3)
Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology, and social psychology.

PSYC825 Imaging Process in Psychotherapy (3)
Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy, and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts, and assess effectiveness of such applications. *Prerequisites: COUN844, COUN846, or permission.*

PSYC826 Graduate Seminar in Social Psychology (3)
Integrates theories and principles of social psychology with emphasis on the effect of ecological factors on the behavior of individuals, groups, and corporations. *Prerequisite: PSYC445.*

PSYC827 Human Sexuality (3)
Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. *Prerequisite: COUN810 or permission.*

PSYC828 Graduate Seminar in Cognitive Psychology (3)
Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. *Prerequisite: PSYC422.*

PSYC829 Seminar in Human Development (3)
Presents up-to-date research and theory in developmental psychology. Evaluates developmental issues at all stages of life. Provides links between theoretical and applied issues of development including the potential influences of a variety of factors. *Prerequisite: One developmental course.*

PSYC830 Clinical Therapy Techniques (2)
Provides students with a more extensive background in the theoretical an historical origins of various approaches to psychotherapy (e.g. humanistic, cognitive-behavioral, applied behavior analysis, etc.) Covers disorders that are most prevalent among adults and children. *Prerequisites: PSYC610, PSYC821, and COUN630.*

PSYC831 Therapeutic Communication (3)
Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. *Prerequisite: COUN810 or permission.*

PSYC835 Roles and Issues in School Psychology (3)
Introduction to the discipline of school psychology. Covers various roles and functions in the school-based practice of school psychology. Includes coverage of the history, organization, and operation of the schools, professional standards, and ethical and legal issues.

PSYC840 Group Psychotherapy (3)
Explores the methods of organizing different types of groups with attention to examining group therapy with diverse populations, open and informative dialogue about group issues, and investigation of relevant research and evaluation processes. Discusses related ethical issues. *Prerequisites: COUN630, PSYC610, PSYC821, and Clinical Therapy Techniques.*

PSYC846 Individual Assessment I: School Age (3)
Focuses on the individual assessment of a multiculturally diverse population of school-age children. Covers norm-referenced assessment, including intelligence and achievement, and curriculum-based assessment. Includes coverage of observational assessment and introduction to psychological report writing. *Prerequisites: PSYC610, SPED619, and concurrent enrollment in PSYC847.*

PSYC847 Individual Assessment I: School Age Laboratory (2)
To be taken concurrently with PSYC846. Provides individual observation and feedback to students as they learn the administration of different tests. *Prerequisites: PSYC610, SPED619, and concurrent enrollment in PSYC846.*

PSYC848 Individual Assessment II: Preschool (3)
Focuses on the screening and assessment of infants and preschool-age children. Skill development for in-depth assessment, intervention, and development of family service plans. *Prerequisites: PSYC829, PSYC846, PSYC847, and SPED619.*

PSYC849 Advanced Research Seminar (3)
Advanced study of both quantitative and qualitative research design in the social sciences. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the hypothesis and the proposed statistical analyses; and the limitations that the design placed on the conclusions that can be drawn from the data. Topics include experimental design, quasi-experimental design, case study research, time-series analyses, and observational studies. *Prerequisites: STAT468 and PSYC560 (or equivalent courses) with a "B" or better in each.*

PSYC850 Thesis Preparation (1)
Matriculate through the research process in preparation for completing a master's thesis project. Discusses organizational strategies and specific tasks that are part of the thesis process. Completion of a master's thesis proposal, which meets departmental requirements, is expected. *Prerequisites: STAT860 and PSYC849 with a "B" or better in each.*

PSYC852 Prevention and Intervention Strategies for School-aged Children (3)
Covers empirically derived, evidence-based interventions for a wide variety of academic, behavioral, and social problems experienced by school children. Content will include both prevention and intervention efforts at the individual, group, and classroom levels. Systematic evaluation of intervention activities will be included as an essential component of evidence-based practice. *Prerequisites: PSYC806 and PSYC846 with a "B" or better in each.*

PSYC853 Human Neuropsychology I: Brain Function (3)
Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Prerequisite: PSYC610.*

PSYC854 Human Neuropsychology II: Clinical Assessment (3)
Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. *Prerequisite: PSYC853.*

PSYC857 Individual Assessment III: Personality (3)
Covers the assessment of social/emotional functioning and personality, including necessary skills and knowledge problems referred to the school psychologist. Behavior rating scales, observation, and projective techniques are covered. Includes recommendations for intervention. *Prerequisites: PSYC410, PSYC610, and PSYC846.*

PSYC858 Advanced Seminar in Assessment and Intervention (3)
Covers advanced assessment and intervention strategies for assessing and remediating educational needs of culturally diverse students. Report writing, norm-referenced testing, curriculum-based assessment, functional behavioral assessment, and direct/indirect interventions are emphasized. *Prerequisites: PSYC846, PSYC847, PSYC857, PSYC848, and SPED619.*

PSYC863 Practicum in Psychotherapy I (3)
Provides students with an opportunity to develop basic clinical skills that can be applied to clients with a range of psychopathologies (e.g. schizophrenia, personality disorders). Provides students with the knowledge about working with different populations and diversity issues. *Prerequisites: COUN630, COUN725 or COUN730, PSYC610, and Clinical Therapy Techniques.*

PSYC865 Practicum in School Psychology (4) P/NC
Practice in a school setting. Participation in direct and indirect interventions, including psychometric, curriculum-based and functional behavioral assessment, related intervention, counseling, and consultation. Direct experience with organization and operation of the schools. *Prerequisites: Candidacy, COUN851, PSYC858, and SPED619.*

PSYC870 Independent Study: . . . (1-6)
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Prerequisites: Permission of instructor and division chairperson.*

PSYC880 Internship: . . . (1-6) P/NC
Designed to provide students in psychology with supervised practical experiences in applied settings. *Prerequisite: Permission.*

PSYC890 Graduate Thesis/Project: . . . (4)
Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. *Prerequisites: Permission of advisor or committee and candidacy in thesis sequence must be approved by the psychology faculty.*

PSYC891 Internship Program I (3)
Internship program that expands the skill level for beginning level clinicians. Focuses on working with clients in a clinical setting, including specific skills related to observation, conceptualization of cases, and assessment/evaluation of the intervention process. *Prerequisites: PSYC891.*

PSYC892 Internship Program II (3)
Internship program that expands the skill level for intermediate level clinicians. Focuses on working with clients in a clinical setting, including specific skills related to observation, conceptualization of cases, and assessment/evaluation of the intervention process. *Prerequisites: PSYC863 and passing comp. exam.*

PSYC920 Internship in School Psychology I (3) P/NC
Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of the M.A. in Psychology with the school psychology certificate option.*

PSYC921 Internship in School Psychology II (3)
Full-time placement in a school setting under the direct supervision of a school psychologist. Taken after completion of the M.A. in Psychology. Enrollment only after acceptance by an approved internship site. *Prerequisite: Completion of PSYC920.*

Public Administration

PADM301 Introduction to Public Administration (3)
Offered in both lecture format and as a correspondence course. Examines theories, history, and current issues of administration in government.

PADM420 Public Personnel Administration (3)
Studies and evaluates principles, practices, and problems of personnel administration in government. *Prerequisite: PADM301 or permission.*

PADM430 Planning Theory (3)
Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for "user behavior" and "user needs," collaboration between design professionals and behavioral scientists, and control of behavior through design. *Prerequisite: PADM301 or permission.*

PADM435 Public Policy Analysis (3)
Introduces students to conceptual models for understanding government policy-making and implementation. Provides information about various governmental policies. *Prerequisite: PADM301 or permission.*

PADM450 Introduction to Urban Planning (3)
Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. *Prerequisite: PADM301 or permission.*

PADM455 Local Government Planning (3)
Study and analysis of current methods, techniques, and practices of land use oriented urban planning. Emphasizes current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning, and the general plan. Covers population, economic, and land use studies, quantitative methods, and social services planning. *Prerequisite: PADM301 or permission.*

PADM460 Public Finance and Budgeting (3)
Surveys the structure, processes, politics, economics, and operational public administrative aspects of government revenue and expenditure policy. Provides students with an introduction and overview of public budgeting processes and problems emphasizing the role of the public administrators and other government officials in deciding and resolving issues of revenue and expenditure policy.

PADM470 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

PADM480 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Prerequisite: Permission.*

PADM500 Workshops on Zoning and Planning: . . . (1) P/NC
Designed for citizen planners and professional zoning administrators to provide introduction to key concepts and to develop basic skills. Includes special topics on zoning and planning. *Prerequisite: Permission.*

PADM505 Economics of Urban Planning (3)
Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods. *Prerequisite: PADM301 or permission.*

PADM508 Using Microcomputers in Planning (2)
Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning. *Prerequisite: PADM301 or permission.*

PADM510 Government and the Public (3)
Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. *Prerequisite: PADM301 or permission.*

PADM520 Urban Growth Management (3)
Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. *Prerequisite: PADM301 or permission.*

PADM521 Suburban Policy Issues (3)
Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate. *Prerequisite: PADM301 or permission.*

PADM536 Environmental Land Use Planning (3)
Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands. *Prerequisite: PADM450.*

PADM540 Planning Methodology (3)
Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet. *Prerequisite: PADM450.*

PADM545 Regional Planning (3)
Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. *Prerequisite: PADM301 or permission.*

PADM550 Topics in Public Administration: . . . (1-3)
Designed for public administration professionals and students desiring advanced study on selected topics in public administration, public policy and related issues. Involves experts addressing topics of current interest in the field of public administration/public management, planning, and public policy with emphasis on current and emerging topics, issues, trends, societal factors and their analysis. *Prerequisite: Permission of instructor (may vary by subject topic).*

PADM560 Administrative Law (3)
Describes the processes, procedures, and legal limitations under which government agencies make, officials carry out, and courts review administrative orders, rules, and regulations. A significant part of the course is devoted to the issue of government officials' liability. *Prerequisite: PADM301 or permission.*

PADM580 Public Safety Administration (3)
Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services. *Prerequisite: PADM301 or permission.*

PADM584 Law Enforcement and the Constitution (3)
Examines the requirements and limitations imposed upon the law enforcement process by the Constitution. Emphasizes the U.S. Supreme Court's interpretations of the fourth, fifth, sixth, and fourteenth amendments. *Prerequisite: POLS302 or permission.*

PADM585 Practicum in Urban Planning (3)
An experiment in concentrated planning education for advanced students in planning. A workshop-based, problem-solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. *Prerequisites: PADM301, PADM450, and permission.*

PADM801 Concepts and Issues in Public Administration (3)
Provides an overview for the study of public policy and administration. Designed to develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies. *Prerequisite: PADM301 or permission.*

PADM802 Economic Analysis in Public Administration (3)
This is an advanced level study of economic principles and practices as applied in public administration. Its focus is on the economic aspects of the urban dynamic, including the evolution of the urban economy, the relationship between the urban economy and public finance, imports, exports, and import substitution in the urban economy, the design of effective strategies for urban economic development, and the application of various urban economic analyses for public administrators. *Prerequisites: PADM301, STAT361, and STAT362 or MGMT610.*

PADM810 Seminar in Public Human Resource Administration (3)
Evaluates the principles, practices, and problems of human resource administration in government. Focuses on the perspectives of human resource management, equal employment opportunity, analyzing and staffing jobs, compensation, training and development, and employee and labor relations. *Prerequisite: PADM301 or permission of instructor.*

PADM812 Seminar in Public Budgeting (3)
Examines advanced questions about budgeting in government, including various revenues, expenditure, and debt. Emphasizes development of knowledge and skills necessary to prepare and defend a sound financial plan in the public sector, including understanding of essential concepts and rules of government accounting and the use of computer spreadsheets to analyze and present financial data. Also includes application of economic theories to government budget decisions. *Prerequisite: PADM301 or permission of instructor.*

PADM814 The Dynamic of the Public Policy Process (3)
An analysis of the policy formulation process, using current issues in federal, state, and local government to illustrate the dynamic nature of the process and factors influencing decision-makers. *Prerequisite: PADM301 or permission of instructor.*

PADM820 Seminar in Urban Government (3)
Examines advanced questions about the functioning of urban governments in America. *Prerequisite: PADM301 or permission.*

PADM840 Seminar in Public Policy (3)
Examines advanced questions about the development of public policy. *Prerequisite: PADM301 or permission of instructor.*

PADM851 Seminar in Public Planning (3)
Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning. *Prerequisite: PADM301 or permission.*

PADM852 Seminar in Research Methods (3)
Introduces students to a variety of standard research methods. Deals with developing research instruments and using and analyzing research techniques. Includes application and interpretation of statistics. *Prerequisites: MGMT610 or STAT361 and STAT362; completion of 21 graduate hours in the MPA degree.*

PADM855 Master's Research Paper (3) P/NC
For public administration students who are working on their research projects. Advanced standing as an MPA student required for registration. *Prerequisite: Permission of instructor.*

PADM860 Advanced Topics in Public Administration (1-3)
Investigates in-depth and at an advanced level a topic of substantial contemporary interest and relevance to the profession of public administration. *Prerequisite: PADM301 or permission of instructor.*

PADM865 Problems in Applied Public Management (3)
A capstone course designed to draw upon all the knowledge and skills acquired in the curriculum. Students will complete a small number of major case studies in the format of management consultant's reports diagnosing, analyzing problems, and develop solutions for actual or hypothetical organizations. *Prerequisites: Completion of MPA required courses and PADM852.*

PADM867 Master's Research Practicum (3)
A demonstration of the ability to apply advanced management knowledge and skills through the accomplishment of a substantial project, task, or set of tasks in an administrative agency. The master's research practicum consists of two distinct parts. Requires both performance of the task(s) and completion of a major written report thereon, approved by three faculty members. A final course option for the MPA program. *Prerequisite: PADM852.*

PADM870 Independent Study: . . . (3)
Independent study is intended to provide better students an opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisites: Permission of instructor and dean.*

PADM880 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Permission.*

PADM890 Graduate Thesis/Project: . . . (3) P/NC
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to defend the thesis orally. 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. *Prerequisite: Permission of advisor and/or committee.*

Social Sciences

SOSC311 Survey of Social Science (3)
Offered as a correspondence course only. Examination of the organizing principles and methods of the basic social sciences.

SOSC315 Approaches and Interconnections: Scientific Research and Knowledge Production (3)
Introduces the processes involved in knowledge production. Examines how different societies and cultures have used different sources of knowledge to address basic social questions. Special emphasis is placed on statistical inference and concrete applications of the scientific method to the natural and social sciences, the arts and the humanities. *Prerequisite: Completion of general education requirements.*

SOSC320 Perspectives on Diversity (3)
Explores the differences and the similarities between diverse groups and individuals in our multicultural society. Examines issues of race, ethnicity, religion, gender, class, sexual orientation, ability, and age.

SOSC325 International Political Economy (3)
This course surveys the evolution of International Political Economy (IPE) in three distinct periods. The first period extends from the sixteenth century to Marx's Capital. The second period follows IPE from the late 1800s to the 1920s, when the formal separation between politics and economics took place. Finally, the third period brings us to the contemporary systemic issues confronting our interdependent world.

SOSC430 Global Political Transformation and Economic Integration (3)
Examines contemporary global issues, trends in the transformation processes and international relations in the context in the 21st century. Approaches the study of these processes and entities from an interdisciplinary and integrated perspective using economics, politics, socio-culture, and history. Special emphasis will be placed on issues related to class, gender, ethnicity, and power, causes of conflicts, as well as potential solutions to contemporary global crises. *Prerequisites: All lower-division general education requirements should be completed before enrolling in this course including humanities, history, and written composition.*

SOSC450 Research Methods in the Social Sciences (3)
Overview of methods that political scientists and sociologists employ to collect and analyze current data. Ethics in social research, formulating research questions, survey and experimental design, interviewing, sampling, direct observation, content analysis, evaluation research, and critiques of science methods.

SOSC451 The Measure of Knowledge: Quantitative Research Methods (3)
Develops skills in research design for projects that integrates the different areas of knowledge. Special emphasis is placed in the formulation of public policy projects. It is an applied course which investigates the variety of statistical models used in research: analysis of variance models, regression models, and qualitative models. Concentrate on the framing of statistical models to fit the types of analysis encountered in integrated social research. A second emphasis will focus upon the interpretation of statistical results deriving from tests of the various models. *Prerequisite: SOSC450 or INST300.*

SOSC460 Insights: Public/Private Connections (3)
This course allows students to enter into a dialogue with seasoned and accomplished people, Insights Scholars, about the ways in which their professional and personal lives have intertwined. Discussions with these visitors to our campus (and/or our visits to their worksites) will give students in this course the opportunity to analyze how the distinction between "public" and "private" has come to be socially constructed, that is, made "real" by our beliefs and actions about it.

SOSC470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.*

SOSC480 Internship: . . . (1-4)
Designed to provide the social sciences student with supervised practical experiences in applied settings. *Prerequisite: Permission.*

SOSC490 Seminar: Values, Technology, and Social Change (3)
This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever-changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU Social Sciences program, i.e., society and culture, economics, politics, and history. *Prerequisite: Permission of instructor.*

SOSC500 Methods and Skills in Cross-Cultural Understanding (3)
Imparts knowledge drawn from theoretical and applied social sciences to examine cross-cultural transactions, diversity, multiculturalism, and the problem of difference in a regional, national, and international context. It provides students with an opportunity to develop reflective and reflexive skills, thinking and writing skills that have theoretical and practical application. *Prerequisite: ANTH310.*

SOSC501 Cultures of Labor in the Modern World (3)
A comparative, interdisciplinary perspective on the effect of Industrial and post-Industrial Era change on the everyday lives of working people in Latin America, Africa, Europe, and the United States. The impact of globalization on workers in the First and Third Worlds, the search for new visions and practices of citizenship, democracy, gender roles, and development will be assigned in light of labor history. *Prerequisite: Permission of instructor.*

SOSC530 Urban Studies: Introduction to the City (3)
Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues, and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments.

SOSC560 Computer Applications in Social Science Research (3)
Use of the computer for political and social analysis and research. Introduction to computing equipment and operating procedures, utilization of select programs, and general data processing applications for political and social research. *Prerequisite: SOSC450.*

SOCS570 Senior Seminar: Values, Technology, and Social Change (3)
This senior seminar will allow students to apply their knowledge of the foundations of the social sciences to the analysis of an ever-rapidly changing social, economic, and political world; thereby integrating the four major sub-fields of the GSU Social Sciences program, i.e., society and culture, economics, politics, and history.

SOSC575 Women and Social Action (3)
A focus on ordinary women who are working collectively in myriad social settings to empower themselves and others. This media-based course explores barriers women face, goals and strategies for social change, and the rewards and challenges of social action.

SOSC801 Human Systems Change (3)
Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change.

Social Work

SOCW320 Introduction to Social Work (3)
Explores the historical development and foundations of the field of social welfare and the profession of social work. Analyzes professional concerns related to values, skills, knowledge, policies, programs, methods, practice, technology, and licensing.

SOCW325 Social Welfare Policy I (3)
Provides beginning understanding of the scope of social welfare programs in the United States. Building on a liberal arts prospective, it draws from economics, philosophy, history, and political science to provide an understanding of the present-day United States' social welfare services' evolution through historical events in Europe and America that influenced policy formulation and delivery systems.

SOCW330 Interviewing Skills (3)
Designed to provide the basic interviewing skills needed for effective practice with client systems of all sizes.

SOCW335 Diversity and Social Justice (3)
Emphasizes understanding of the experience of diversity, racism, sexism, classism, and ageism as they affect life chances, lifestyles, and psychological development. Examines assumptions, myths, beliefs, and biases that block effective relationships between professionals and client systems.

SOCW340 Human Behavior in the Social Environment I (3)
First of a two-trimester course sequence that explores theories related to human behavior in interaction with the environment, within the context of a strengths and empowerment perspective. Emphasis on knowledge acquisition of the bio-psycho-social development of diverse individuals and families. Examines the effects of discrimination and oppression on human well-being. *Prerequisite: Admission to the BSW program. Corequisite: SOCW341.*

SOCW341 Generalist Social Work Practice I (3)
Focuses on formulation and implementation of intervention at the small system level of individuals and families emphasizes assessment, goal development, planning, and application of methods of intervention within the context of the generalist model and concludes with evaluation and termination of the intervention. *Prerequisite: Admission to the BSW program. Corequisite: SOCW340.*

SOCW342 Human Behavior in the Social Environment II (3)
Second of a two-trimester course sequence that explores theories related to human behavior in interaction with the environment, within the context of a strengths and empowerment perspective. Emphasizes knowledge acquisition of the behavior of diverse people in groups, organizations, and communities, including relationships between these systems, individuals and families, and social and economic justice. *Prerequisite: SOCW340. Corequisite: SOCW343.*

SOCW343 Generalist Social Work Practice II (3)
Examines the group, organization, and community from the generalist perspective. Focuses on the practitioner as a facilitator of group and social system assessment, intervention, change and evaluation. Emphasizes involvement in group and skill-building exercises for effective group and community problem-solving, including the effects of diversity on group process. *Prerequisite: SOCW341. Corequisite: SOCW342.*

SOCW425 Social Welfare Policy II (3)
Building on Social Welfare Policy I, examines social welfare policy perspectives, as reflected in values, interests, and political processes, contemporary social services programs and policies review in the context of their historical development, reviewed and applied analysis models and strategies are to understand current policies and their ramifications on society. Social action tools will be applied. *Prerequisite: SOCW325.*

SOCW459 Law for Human Service Professionals (3)
Introduction to law for social workers, including the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, family services, rights of children, biological parents, foster and adoptive parents, divorce counseling, entitlement programs and reform, and other areas requiring knowledge of legal issues and processes. *Prerequisites: Completion of six hours in major field or program approval.*

SOCW465 Social Work Research (3)
Provides a research orientation necessary for effective direct service professional practice in health and human services and focuses on foundation content in research methods and designs that may be utilized by social workers to evaluate practice and programs as well as to advance practice knowledge. *Prerequisite: SOCW343.*

SOCW470 Independent Study: . . . (1-8)
Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisites: Nine hours in major field and program approval.*

SOCW480 Internship: . . . (1-8)
Designed to provide students in social work with supervised practical experiences in applied settings. *Prerequisite: Permission.*

SOCW496 Field Practicum I (3) (P/NC)
Field Practicum I is an advanced 210 clock-hour generalist practice experience designed for application and integration of social work principles, methods, ethics and values, and skills. *Prerequisite: SOCW343. Corequisite: SOCW497.*

SOCW497 Field Integrative Seminar I (3)
Promotes integration and synthesis of knowledge, skills, and values learned in the previous social work curriculum relating to social welfare policy and services, human behavior in the social environment, practice, and research. In a shared learning environment, utilizing the ecological system and generalist perspectives, students examine the health and human service settings in which they are placed. *Prerequisite: SOCW343. Corequisite: SOCW496.*

SOCW498 Field Practicum II (3) (P/NC)
An advanced 210 clock-hour generalist practice field experience designed for application and integration of social work principles, methods, ethics and values, and skills. *Prerequisite: SOCW496. Corequisite: SOCW499.*

SOCW499 Field Integrative Seminar II (3)
Seeks to further integrate knowledge, values, and skills acquired by students with the practice experiences carried out at the field agency. Uses the context of a shared learning environment to understand the ecological system, generalist perspectives, and the health and human service settings in which students are placed. *Prerequisite: SOCW497. Corequisite: SOCW498.*

SOCW500 Topics in Social Work: . . . (1-4)
Provides for review and analysis of specific topics, issues, intervention, and service approaches, as well as new developments in professional social work and related areas in a workshop format. Also provides opportunities to interact with noted social work scholars and experts in other health, human service, and education fields of professional practice, and to apply related knowledge and skills.

SOCW530 Urban Dynamics (3)
Offered in a televised format. Examines the metropolitan community as a complex environment in which most human services are delivered; explores and compares the interrelationship of urban forces, survey research, and community practice; and provides students with the experience of applying community theory to social problem analysis by developing a written assessment of community profiles for prioritizing community-based services. *Prerequisite: Permission of instructor.*

SOCW565 Interprofessional Teamwork in the Health and Human Services (3)
Designed for the health or human services student interested in understanding the team model of service delivery. Examines teams and teamwork and provides opportunities to develop team practice and team analysis skills that are applied both in class, agency, and other organization situations. Field visits required. Students in any field will also acquire useful knowledge and skills. *Prerequisites: Completion of six hours in major field.*

SOCW570 Social Work in Healthcare (3)
Focuses on how social workers in hospitals, clinics, and other health systems assist people in making better use of healthcare facilities, in preventing illness, in dealing with the impact of illness and disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services. *Prerequisites: Completion of six hours in major field.*

SOCW575 Children and Families: Problems, Issues, and Services (3)
Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social, and political developments upon past and present services. Explores future planning of services for children. *Prerequisites: Completion of six hours in major field.*

SOCW576 Child Welfare Practice: Knowledge, Skills, and Values (3)
Prepares students to enter practice in a public or private child welfare setting. Provides the knowledge, skills, and values required for effective work in an agency setting. Covers agency policies, procedures, practice issues, specialized skills, values, and knowledge. Child welfare professionals participate in instruction. *Prerequisite: SOCW575.*

SOCW578 Aging: Policies, Problems, and Services (3)
Introduces present day aging in America. Covers issues that older people and their families face, and deals with issues that an aging society will raise for all of us. Explores policies and services affecting the elderly and their families, presently available, and those needed to fill the gap in service. *Prerequisite: Nine hours of social work course work.*

SOCW595 Management and Supervision in the Human Services (3)
Selective methods course in management/social administration focusing on the classical and behavioral schools of management and covering the functions of planning, organizing, controlling, supervising, charting, communicating, designing, evaluating, leading, problem-solving, and decision-making. Examines the ethical dilemmas in administering not-for-profit health and human service programs in an ever-changing free market economy in the U.S. Students learn to analyze an organization and apply change and development strategies. *Prerequisites: Completion of six hours in major field.*

SOCW601 The Social Work Profession in a Diverse Society (3)
Prepares and explores critical thinking about definitions of social work, the defining features of the profession, its historical struggles and accomplishments, and its core values and examines content on economic globalization and the impact of these processes on clients, practitioners, and programs. *Prerequisites: Bachelor's degree.*

SOCW605 Human Behavior in the Social Environment I (3)
This is the first of a two-semester course sequence, which critically analyzes social science theories and conceptualizations related to human development as it occurs in interaction with the environment. The emphasis of this course is on knowledge acquisition, and also on understanding diversity, empowerment, and the promotion of social and economic justice. *Prerequisite: Admission to the Master of Social Work program.*

SOCW606 Human Behavior in the Social Environment II (3)
This course is the second in a two-trimester sequence covering social science theories related to human development as it occurs in interaction with the environment. This course focuses on the behavior of people in groups, organizations, and communities, including the influence of these mezzo and macro systems upon individuals and families. *Prerequisite: SOCW605.*

SOCW615 Social Welfare Policies and Provisions (3)
Provides an overview of the history and context for the development of social welfare policies and services, analyses of contemporary policies and programs, the process of policy formulation, and the role of the social worker in advocating for social justice in the social welfare system. *Prerequisite: SOCW601.*

SOCW655 Human Diversity: Myths, Realities, and Opportunities (3)
Foundation social work course offered on both the undergraduate and graduate levels. Emphasizes understanding the experience of diversity, racism, sexism, and ageism as they affect life chances, lifestyles, and psychosocial development. Examines assumptions, myths, beliefs, and biases that block effective relationships between professionals and consumers. Identifies social work principles, values, and practice skills that promote successful working relationships. Encourages self-assessment and provides opportunities for application of learning. *Prerequisites: Completion of nine hours in major field or permission of instructor.*

SOCW659 Law for Human Service Professionals (3)
Introduction to law for social workers, including the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, family services, rights of children, biological parents, foster and adoptive parents, divorce counseling, entitlement programs and reform, and other areas requiring knowledge of legal issues and processes. *Prerequisites: Completion of 12 hours in major field or permission of instructor.*

SOCW665 Social Work Research (3)
This course covers the scientific research process and its contributions to the advancement of social work practice knowledge. Both quantitative and qualitative research and the phases of the research process will be included. *Prerequisite: Admission into the MSW program.*

SOCW680 Social Work Practice: Ethics, Values, and Interviewing (3)
Foundation social work course offered on both the undergraduate and graduate levels. Designed to provide students with an in-depth examination of the generalist approach. Core social work values are explicated and explored in relation to practice situations. Students learn basic interviewing skills and core interactional skills. Social work ethics are also examined. *Prerequisites: SOCW605; SOCW610 and SOCW620 or concurrent enrollment in same.*

SOCW700 Proseminar: Field Practicum (3)
Overview of M.S.W. field sequence whose practice orientation is for the publicly-funded and not-for-profit human service agencies: reform efforts in public and private agencies serving children, youth, aging, and families in their communities; interdisciplinary approach, outreach, advocacy, assets-based community involvement, administration and systems change, as well as traditional intervention methodologies with individuals, families, and groups. *Prerequisite: Permission of M.S.W. field coordinator.*

SOCW705 Social Work Practice I (3)
This first of a two-semester course sequence covers the generalist model of practice, which incorporates eco-systems and strengths perspectives. The model will be applied to practice with individuals, families, and groups. Additionally, the course will cover how to adapt to crisis situations. *Prerequisite: Admission to the Master of Social Work program.*

SOCW706 Social Work Practice II (3)
Explores and applies the generalist model of practice with groups, organizations, and communities. *Prerequisite: SOCW705.*

SOCW720 Field Practicum I (2)
Provides generalist practice experiences in a field placement setting and is comprised of a minimum of 210 clock-hours in a social work agency under the supervision of a professional social worker. Focuses on the integration and application of social work knowledge, the incorporation of social work values and ethics, and the development of generalist practice skills. *Prerequisites: SOCW601, 605, and 705. Corequisite: SOCW721.*

SOCW721 Field Practicum I: Integrative Seminar (2)
Provides a structured learning environment for demonstrating generalist practice skills. The Field Practicum I: Integrative Seminar is the first of a two-part sequence in the foundation field experience and is taken concurrently with Field Practicum I. *Prerequisites: SOCW601, 605, and 705. Corequisite: SOCW720.*

SOCW725 Field Practicum II (2)
Focuses on the integration, application, and syntheses of social work knowledge, values, and skills. This is the second course in a two-part sequence, which provides a structured environment for the demonstration of generalist practice skills. Requires 210 clock-hours in a practicum site under the supervision of a professional social worker. *Prerequisites: SOCW720 and SOCW721. Corequisite: SOCW726.*

SOCW726 Field Practicum II: Integrative Seminar (2)
The second in a two-course sequence, which focuses on sharing experiences in the field practicum agency and engaging in exercises. *Prerequisites: SOCW720 and SOCW721. Corequisite: SOCW725.*

SOCW750 Foundation Topics in Social Work (1-3)
Designed to cover various topics of interest to MSW students and social work practitioners. Topics covered will enhance knowledge and skills in very specific areas of social work practice, or will address issues and dilemmas faced by the social work practitioner in everyday practice. *Prerequisite: Graduate student standing.*

SOCW760 Practice with Groups (3)
Overview of the practice with groups, examining types, formation, purposes, roles, functions communication, goals, guidelines, and evaluation. Practice opportunities for application of theory and skills in class. *Prerequisites: SOCW605, SOCW610, SOCW620, SOCW644, SOCW 825, or SOCW830, or permission of instructor.*

SOCW801 Transition to Advanced Social Work (3)
Synthesizes the foundation curriculum and facilitates continued development and application of critical consciousness in the students' advanced social work concentration. Emphasis is placed on a social justice framework in social work. *Prerequisites: Admission to the MSW advanced standing degree program as described in the catalog.*

SOCW805 Contexts and Theories in Practice with Children and Families (3)
This course covers the structures, institutions, and ideas that shape and constrain the conditions of family and child life, and the impact of these contextual factors on particular children and families. Critical evaluation of the assumptions about families and children that underlie beliefs and actions and the assessment of the utility of theories currently at work in the field are emphasized. *Prerequisites: Completion of foundation curriculum: SOCW601, SOCW605/606, SOCW 615, SOCW665, SOCW705/706, SOCW720/721, SOCW725/726, or admission to advanced standing degree program as described in the catalog.*

SOCW810 Practice with Families (3)
Provides advanced knowledge and skills for practice with families from all backgrounds, experiencing a wide range of problems, and analyzes interventions that are typically used and emphasis is on strengthening ability to collaborate with families who may differ on dimensions of race, class, culture, and sexual orientation. *Prerequisites: Completion of foundation curriculum or admission to advanced standing degree program as described in the catalog, and SOCW801.*

SOCW812 Practice with Children and Adolescents (3)
Provides advanced knowledge and skills for practice with children and adolescents, especially those regarded as "troubled" or "troubling." Interventions typically used such as art and play therapy, behavior management, educational groups, conflict management, and consultation will be demonstrated and critically assessed. *Prerequisite: Completion of foundation curriculum or admission to the advanced standing degree program as described in the catalog.*

SOCW820 Practice Evaluation (3)
Examines and analyzes the various approaches to the evaluation of social work practice at the micro and macro levels. Provides information about the techniques and procedures involved in the evaluation of this practice emphasizing process and outcome evaluation. *Prerequisite: Completion of foundation curriculum or admission to the Advanced Standing Degree program as described in the catalog.*

SOCW824 School Social Work with Exceptional Children (3)
Reviews the laws and procedures social workers employ as part of a multidisciplinary team for identifying, assessing, placing, and evaluating children and adolescents referred for special education services. Discusses characteristics, educational considerations, and social work interventions for a variety of disabling conditions. *Prerequisite: Admission to MSW program.*

SOCW825 Social Work Practice in Schools (3)
Uses the conceptual framework of ecological-systems theory to guide school social work practice. Examines the school as a social organization and the role of the social worker in such a setting. Interventions at multi-system levels for at-risk populations are discussed. Professional standards, ethics, and evaluation methods are delineated. *Prerequisite: Completion of foundation curriculum as described in the catalog.*

SOCW830 Advanced Practice in Health/Mental Health (3)
Interventions with individuals, families, and small groups are examined, developed, scrutinized, and refined at an advanced generalist level in health and mental health settings. Moving towards mastery in synthesizing foundation knowledge, skill, and values as a basis for advanced practice. *Prerequisites: SOCW605, SOCW610, and SOCW644.*

SOCW831 Advanced Practice in Health and Mental Health Services II (3)
Systems of intervention with individuals, families, and small groups are examined, developed, focused, and refined at an advanced level with application of social work values and ethics in health and mental health settings. Foundation and advanced knowledge, skills, and interdisciplinary processes are synthesized with sensitivity to diversity and populations at risk as a basis for advanced practice. *Prerequisite: SOCW830.*

SOCW837 Policy Practice with Children and Families (3)
Analyzes social welfare policies that impact on children and families focusing on the roles of the policy practitioner as a change agent. *Prerequisites: Completion of foundation curriculum or admission to the advanced standing degree program as described in the catalog and SOCW801.*

SOCW840 Advanced Policy: Health and Mental Health (3)
Focuses on social policies at community, state, and federal levels that address issues related to health and mental health. Builds on the foundation content of the earlier policy and practice courses, integrating an understanding of social welfare policy with social work practice skills. Prepares students to intervene as administrators, as well as policy analysts and activists. *Prerequisite: SOCW710.*

SOCW853 Field Practicum III (3)
First part of a practicum sequence in the advanced curriculum. Provides direct practice experience in a field placement setting at the advanced curriculum level in the concentration and develops skills as critical practitioners in preparation for their professional roles in various work settings. *Prerequisite: Completion of all foundation course work. Corequisite: SOCW854.*

SOCW854 Field Practicum III: Integrative Seminar (2)
Assists students to become reflective practitioners. Applies social work knowledge and values in the demonstration of practice skills. Reinforces the value of lifelong growth and professional development. *Prerequisite: Completion of all foundation course work, have been placed in a field practicum agency, and are concurrently enrolled in Field Practicum III. Corequisite: SOCW853.*

SOCW855 Field Practicum IV (3)
The second in a two-part practicum experience in the advanced curriculum offering a continuation of practice experiences in the concentration. Emphasizes the critical integration of all course work and practice activities to further knowledge and to refine the use of skills and values. *Prerequisites: SOCW853 and SOCW854. Corequisite: SOCW856.*

SOCW856 Field Practicum IV: Integrative Seminar (2)
Emphasizes development of cultural competence an incorporation of critical self-reflection and positive valuing of clients in all aspects of practice. Focuses on the development of professional self and instilling value of continuous, lifelong professional development. *Prerequisites: SOCW853 and SOCW854. Corequisite: SOCW855.*

SOCW857 Field Practicum V (1)
The third of a three-part practicum experience in the advanced curriculum for students enrolled in the school social work concentration. Emphasis is on the role of the social worker during the termination process within a school setting at the end of the academic school year. *Prerequisites: SOCW856 and SOCW856.*

SOCW860 Advanced Topics in Social Work (1-3)
This advanced topics course is designed to cover various topics of interest to MSW students in the advanced curriculum and social work practitioners with the MSW degree. Topics covered will enhance knowledge and skills in very specific areas of social work practice, or will address issues and dilemmas faced by the social work practitioner in everyday practice. *Prerequisites: SOCW805 and 810 or MSW degree.*

SOCW863 Play Therapy (3)
This course is designed to provide advanced knowledge and skills for the practice of play therapy with children individually and in groups - and their families. Both directive and non-directive approaches will be included. The course covers all aspects of the play therapy process from intake through termination. *Prerequisites: SOCW810 and 812.*

SOCW864 Interdisciplinary Team Process and Leadership (3)
Brings together graduate students from many disciplines to learn effective communication and processing skills that will allow them to develop the understanding necessary for effective collaboration. Uses communication and team building skills to demonstrate the value of interdisciplinary approaches. Such an interdisciplinary approach shows students effective techniques for valuing and educating client/customers, identifying and overcoming barriers to effective customer/client service, and leading to outcomes desired by the client/customer. *Prerequisites: All undergraduate prerequisites completed. At least 12 hours in graduate major completed or permission of instructor.*

SOCW865 Advanced Family Treatment (3)
Focuses on the integration of theory with social work practice with families, fostering skill developing in family interviewing, assessment, and intervention. Examines the theoretical constructs of a variety of intervention models including psychodynamic, experiential, communications, structural, strategic, systemic, and solution focused. Considers applications of methods and techniques to a variety of common problem areas in both traditional and non-traditional couples and families. The impact of gender, oppression, poverty, and ethnicity will also be addressed. *Prerequisites: SOCW644; SOCW825 or SOCW830, or permission of instructor.*

SOCW870 Independent Study (1-8)
Individual reading, research, and/or project in social work under supervision of faculty. *Prerequisite: Permission.*

SOCW880 Internship: . . . (1-8)
Designed to provide students in social work with supervised practical experiences in applied settings.
Prerequisite: Permission.

Sociology

SOC301 Studies in American Society (3)
Broadly conceived, sociology is the systematic study of social behavior and group life. It takes as its point of departure the fact that (1) humans are essentially social beings, and (2) that human behavior is both the cause and effect of group life. Unraveling the implications of the essential socialness of human behavior-how the groups humans live in both shape their behavior and how humans shape group life-is the focus of this course.

SOC310 Principles of Urban Studies (3)
Offered as a correspondence course only. Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world.

SOC470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in sociology under the supervision of the faculty. *Prerequisite: Permission.*

SOC510 Topics in Sociology: . . . (3)
In-depth analysis of special issues in contemporary society from a sociological perspective will be the focus of this course. Guest lectures, field trips, and document analysis will supplement research and reading assignments. Projected topics include the family and state policy; late capitalism and the welfare state; contemporary sociological theory; and legal and social implications of reproductive technologies.

SOC522 Family History: Legacies (3)
Offered as a correspondence course only. An audio course on family history in the United States from 1607 to 1870. Each of the 18 half-hour audio programs covers a different topic in the history of women and families, with commentaries by leading scholars. Emphasizes the diverse experiences of ordinary people as it examines change in both the ideals and the reality of family life.

SOC525 Community Organization (3)
Analyzes notions of power, community structure, community development, and their implications for community organization and renewal.

SOC540 Sociology of the Family (3)
Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections among political issues and changes in family life.

SOC551 Sociology of Ethnic Relations (3)
Analyzes ethnicity as a dimension of social stratification and its implications for inter and intra-group conflict.

SOC585 Work and Family Life (3)
Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions between dual and one-career families, and alternatives to traditional family/work patterns.

SOC805 Seminar: Sociological Theory (3)
Analyzes the contributions of major theorists and schools in sociology starting with Marx, Durkheim, and Weber and moving on to later developments in structural/functionalist, symbolic interactionist, neo-Marxian, phenomenological, ethnomethodological, exchange, and other theories. *Prerequisites: Undergraduate course work in social theory, research, and methods.*

SOC815 Seminar: Social Organizations and Institutions (3)
Examination of recent research on selected aspects of social organization (e.g., stratification) and institutions (e.g., religion, family, government). *Prerequisite: SOC805 or permission.*

SOC825 Seminar: Social Change and Modernization (3)
A historical examination of the processes of social change and modernization in American life. Particular emphases on migration and mobility, family roles, and the growth of urbanization. *Prerequisite: SOC805 or permission.*

SOC835 Seminar: Sociological Research (3)
Course will cover theory construction literature from sociology, varieties of research involving human subjects, and substantive varieties of social research. SPSS and related programs will be utilized as tools for participating in directed research activities. *Prerequisites: STAT468 and SOC805; and either SOC815 or SOC825 or permission.*

SOC870 Graduate Research: . . . (1-4)
Individual reading or research in sociology under the supervision of the faculty. *Prerequisite: SOC835 or permission.*

SOC880 Internship: . . . (1-4)
Designed to provide students in sociology with supervised, practical experiences in applied settings. *Prerequisite: Permission.*

SOC890 Graduate Thesis/Project (3)
Provides the student in sociology the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interests. *Prerequisites: Permission of advisor and thesis/project director and SOC870.*

Special Education

See Education - Special Education

Statistics

STAT361 Statistics for Management I (3)
Covers the basic topics of applied statistics, including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions; sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. *Prerequisites: College algebra and MIS301 or equivalent.*

STAT362 Statistics for Management II (3)
Includes analysis of variance, regression, correlation, time series, indexing, nonparametic statistics, bivariate distributions, and chi-square tests. Uses extensively statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. *Prerequisite: STAT361.*

STAT468 Statistics (3)
Provides an introduction to statistics and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. Focuses on analysis of data most often collected by individuals in psychology, education, special education, and other social sciences. *Prerequisites: Intermediate or college algebra course with a "B" or better.*

STAT470 Statistics Laboratory (1)
Provides an introduction to statistical computing and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. *Corequisite: STAT468.*

STAT520 Statistical Methods (3)
A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered include descriptive statistics, probability, sampling, estimation, hypothesis testing, regression and correlation, analysis of variance, and chi-square. The course is fast-paced and intensive. *Prerequisite: MATH325.*

STAT611 Data Analysis in the Social Sciences Using SPSS (3)
An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences.

STAT810 Statistical Process Quality Control (3)
Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. *Prerequisite: Algebra or written permission of instructor.*

STAT820 Experimental Design for the Natural Sciences (4)
For graduate students in Environmental Biology or Analytical Chemistry. Covers research designs from simple to factorial. Deals with relationships between statistics and experimental design. Includes practical experience in deriving unique experimental designs for specific research problems. To be taken before thesis/project work. *Prerequisite: STAT520.*

STAT860 Advanced Statistics in Behavioral Science (3)
Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Prerequisite: STAT468.*

STAT861 Computer Laboratory for Advanced Statistics (1)
In this course, emphasis is placed on the application of statistical software as a tool to analyze behavioral research. Emphasis is placed on the organization, analysis, and interpretation of research data from the social sciences. Descriptive topics include data organization, distribution characteristics, indices of central tendency, and variability. Inferential topics include t-tests, correlation and regression, analysis of variance, analysis of covariance, and multivariate ANOVA. *Prerequisites: Graduate Research Methods (PSYC660), concurrent registration in STAT860, and working knowledge of at least one computer operating system, (e.g., DOS, Windows, Macintosh).*

COLLEGE OF ARTS AND SCIENCES

Eric V. Martin, 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.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 16 of this catalog and found at website *www.itransfer.org*.

Undergraduate Programs

Art (B.A.)
Biology (B.S.)
Biology Teacher Certification
Chemistry (B.S.)
Chemistry Teacher Certification
Communications (B.A.)
Advertising and Public Relations
Digital Film Making
Journalism
Multimedia Communications
Speech Communications
Computer Science (B.S.)
Criminal Justice (B.A.)
Corrections and Punishment (CPN)
Law Enforcement and Security (LFS)
Restorative and Community Justice (RCJ)
English (B.A.)
English Teacher Certification
Integrative Studies (B.A.) (Admission Suspended)
Interdisciplinary Studies (B.A.)
Mathematics (B.A.)
Mathematics Teacher Certification
Social Sciences (B.A.)

Minors

Art
American Studies (Social Science)
Biology
Chemistry
Computer Science
Criminal Justice
English
Global Studies (Social Science)
Integrative Studies
Mathematics
Speech-Communications

Certificate

Information Security

Teacher Certifications

The college offers programs approved by the Illinois State Board of Education for teacher certification in the areas of biology, chemistry, English, and mathematics. Also the B.S. in Chemistry has American Chemical Society certification for those students who complete the approved degree program.

Faculty of the College of Arts and Sciences

Division of Liberal Arts

James Howley, Chairperson and Acting Director of the School of Interdisciplinary Learning

Professors

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

Associate Professors

James "Chip" R. Coldren, Jr.
Donald Culverson
Thomas Kelly
Mary Lanigan
Dan Nearing
Bruce Wilson

Assistant Professors

Javier Chavira
Bastien Desfriches Doria
Chelsea Haring
Caron Jacobson
Rosemary Johnsen
Elizabeth Johnson
William Kelley
Sang Hoon Lee
Connie Mietlicki
Beth Parin
David Rhea
Jason Zingsheim

Lecturers

Cheryl Hague
Michele McMaster
Milan Panic
Robin Thompson
Marilyn Yirku

Division of Science
Karen D'Arcy, Chairperson

Professors
Joseph Addison
Peter Gunther
Phyllis Klingensmith
Shailendra Kumar
Joyce Mohberg
Soon-Ok Park
Winfried Rudloff
Yun-Yau (Steve) Shih
John Yunger

Associate Professors
Mary Carrington
Xiaoyong Chen
Timothy Gsell
Reino Hakala
Gary Lyon
Xueqing (Clare) Tang
Kong-Cheng Wong
Shensheng Zhao

Assistant Professors
Patricia Fu-Giles
Dianne Galante
Pamela Guimond
Andrius Tamulis
Dingbang Xu

Lecturers
Richard Baisa
Michael Blomarz
Robert Kaufmann
Cynthia Kersey
Kevin Riley
George Sweiss

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

Bachelor of Arts in Art

The undergraduate major in Art offers a wide range of courses. Studio courses in painting, drawing, design, printmaking, photography, digital imaging, and sculpture enable students to become mature artists in command of diverse materials and capable of expressing an individual view. Capacity for heightened perception and imagination is combined with an awareness of visual elements, principles of design, artistic statement, and criticism. 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. Individualized instruction and advisement are offered by dedicated faculty who view themselves not only as teachers, but as producing and exhibiting artists and publishing scholars. This undergraduate major enables students to become practicing artists and gives them the broad intellectual background sought by professional schools, cultural institutions, and the business community. With the expanding use of the arts in contemporary life and the heightened visual awareness of our society, the employment outlook for Art majors continues to be promising.

Special Admissions Requirements

In addition to meeting university admissions criteria, students must submit examples of previous works, such as drawings, prints, photographs, research papers, paintings, or sculptures which will be reviewed during an admissions interview.

Degree Requirements

Students must meet all university and program requirements for a bachelor's degree.

I. General Education Requirement (37-41 Hours)
See front of catalog for general education requirements.

II. Recommended Lower-Division Preparation (18 Hours)
The following courses should be taken at the lower-division level:

Art History
9 Hours in Art History
9 Hours in related fields: history, literature, anthropology, philosophy, or art

Art Studio
6 Hours Drawing
3 Hours 2-D Design
3 Hours 3-D Design
6 Hours in Art History

Photography
6 Hours Photography
3 Hours 2-D Design
6 Hours Drawing
3 Hours Art History

60 Total Transfer Hours

Art courses up to 75 hours may be transferred based on portfolio review only.

III. Core Art Requirements (15 Hours)
The following courses must be taken at the upper-division level:
ART 304 Drawing: Studio or
ART 305 Drawing: Life Study.....3
ART 325 Advanced Problems in Design 3
ART 360 Art Seminar: Concepts and Methods 3
ART 515 20th Century Art: Europe and the Americas ..3
ART 490 Senior Project 3

IV. Non-Western Art Requirement: (3 Hours)
Select one of the following:
ART 505 Worlds of Art (3)
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)

V. Western Art Requirement: (3 Hours)
Select one of the following:
ART 514 American Art:... (3)
ART 516 Great Artists:... (3)
ART 518 Women Artists (3)
ART 520 Art in Context:...(3)
ART 542 History of Photography (3)

VI. Concentration Requirement: (6 Hours)
Two foundation courses are required within one of three tracks.

Art History Track
ART 442 Advanced Art History Seminar (3)
ART 505 Worlds of Art (3)

Studio Track
ART 501 Drawing: Advanced Life Study (3) and either:
ART 533 Sculpture: Fiber, Clay and Metal (3) or
ART 570 Introduction to Non-Toxic Printmaking (3)

Photography and Digital Imaging
ART 435 Photographic Imaging Methods (3) and either:
ART 301 Photographic Foundations (3) or
ART 509 Electronic Drawing and Design (3) or
ART 544 Digital Photographic Imaging (3)

VII. Art Selectives (18 Hours)
No more than 12 hours may be taken in one art discipline, e.g., painting and drawing, printmaking, sculpture, art history, photography, or digital imaging. The remaining six hours must be taken from another discipline in the track or within another track.

VIII. Electives (15 Hours)
Electives may be taken from any course in the university. Courses from other institutions will be considered.

IX. Total - 120 Hours

Minor in Art

The minor in Art provides students with the fundamentals of the discipline enabling them to shape perception, communicate distinct attitudes, and expand their personal boundaries. Students will develop skills, sensitivity, and aesthetic judgment. Classes in art history interpret works of art within their context and purpose. An ample number of selectives (9 hours) permit the student to pursue individual interests either within a particular studio area such as drawing/painting, printmaking, digital arts, photography, and sculpture or within a spectrum of either Western or non-Western art history offerings. The art minor is open to all undergraduates who submit a proposal of study (and portfolio of past artwork) to the appropriate art faculty advisor for individual placement.

I. Required Courses (6 Hours)
ART 304 Drawing: Studio 3
(or upon advisement, ART305 Drawing: Life Study (3), for students with an extensive drawing background)
ART 325 Advanced Problems in Design.....3

II. Art History (6 Hours)
3 Hours Western Art (American art, great artists, women artists, folk art)
3 Hours non-Western Art (South Pacific, Pre-Columbian, African, Asian)

III. Selectives (9 Hours)
Studio and/or art history courses

IV. Total - 21 Hours
Open to all undergraduates who meet the above portfolio review stipulation.

Bachelor of Science in Biology

The curriculum for the undergraduate major in Biology provides a strong background in the basic concepts of molecular, organismic, and population biology. In addition, laboratory courses provide the training needed for highly developed laboratory skills. Graduates are qualified for a wide range of entry-level positions as biologists in areas such as pharmaceutics, biotechnology, education, microbiology, and the environment. Students also are prepared for advancement to medical, dental, and veterinary studies, or for graduate level work in biology, including the master's program in Environmental Biology at GSU.

Degree Requirements

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and college algebra.

I. General Education Requirement (38-41 Hours)

The following courses must be taken to meet major and general education requirements:

General Biology I with Laboratory 4
General Chemistry I with Laboratory 4
MATH 355 Applied Calculus 3

II. Required Courses (63 Hours)

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

General Biology II with Laboratory 4
General Chemistry II with Laboratory 4

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

Botany with Laboratory 3
Zoology with Laboratory 3
Organic Chemistry with Laboratory.....8
BIOL 360 Comparative Anatomy 3
BIOL 361 Comparative Anatomy Laboratory 1
BIOL 430 Microbiology 3
BIOL 431 Microbiology Laboratory 1
PHYS 352 Intermediate Physics I 3
PHYS 353 Intermediate Physics I Laboratory.....1
PHYS 362 Intermediate Physics II 3
PHYS 363 Intermediate Physics II Laboratory 1

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

BIOL 322 Ecology 3
BIOL 323 Ecology Laboratory 1
BIOL 340 Genetics 3
BIOL 370 Cell Biology 3
BIOL 371 Cell Biology Laboratory 1
BIOL 450 Animal Physiology 3
BIOL 451 Animal Physiology Laboratory 1
BIOL 460 Plant Physiology 3
BIOL 461 Plant Physiology Laboratory 1
BIOL 465 Evolution.....3
BIOL 491 Undergraduate Research I.....1
BIOL 492 Undergraduate Research II 1
STAT 520 Statistical Methods.....3

III. Computer Science Selective (3 Hours)

Select one of the following, which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
CPSC 320 Computer Programming: Visual BASIC (3)
CPSC 610 Computing for Scientists (3)

IV. Upper-Division Applications Selectives (9 Hours)

Select nine hours from the following courses:

BIOL 510 Biological Literature (1)
BIOL 522 Ornithology (1)
BIOL 523 Ornithology Laboratory (2)
BIOL 530 Biotechnology (2)
BIOL 531 Biotechnology Laboratory (1)
BIOL 555 Mammalogy (2)
BIOL 556 Mammalogy Laboratory (1)
BIOL 560 Plant Systematics (2)
BIOL 561 Plant Systematics Laboratory (1)
BIOL 570 Immunology (3)
BIOL 580 Behavioral Ecology (3)

Other biology courses as approved by the academic advisor.

V. Electives (7 Hours)

May include credit-hours needed to meet minor requirements. Additional courses such as Analytical Chemistry (CHEM315/316) and Biochemistry (CHEM544/545) are strongly recommended. Either of these courses will complete a minor in Chemistry.

VI. Total - 120 Hours

Biology Minor

An undergraduate minor in Biology is offered for students who wish to supplement a major in another discipline with significant preparation in biology. The minor will generally enhance prospects for employment in education, industry, or the health professions, and for admission to graduate or professional school.

General Requirements

Students must meet all university requirements for a minor. In addition, students must:

1. complete at least one course at the upper-division level; and
2. submit transfer courses potentially applicable to the minor to the biology advisor during the first week of the trimester of intended graduation.

I. Required Courses (14 Hours)

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

General Biology I & II with Labs 8

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

BIOL 316 Plant Diversity 2
BIOL 317 Plant Diversity Laboratory 1
or lower-division Botany with Lab
BIOL 320 Animal Diversity 2
BIOL 321 Animal Diversity Laboratory.....1
or lower-division Zoology with Lab

II. Selective (6 Hours or more)

BIOL 308 Human Evolution (3)
BIOL 312 Human Genetics (3)
BIOL 322 Ecology (3)
BIOL 323 Ecology Laboratory (1)
BIOL 360 Comparative Anatomy (3)
BIOL 361 Comparative Anatomy Laboratory (1)
BIOL 580 Behavioral Ecology (3)

Other upper-division level biology courses may be accepted at the discretion of the advisor for the minor.

III. Total Credit-hours - 20 Hours

Bachelor of Science in Biology with a Teacher Education Concentration

The curriculum for the undergraduate major in Biology with a teacher education concentration provides a strong background in the basic concepts of molecular, organismic, and population biology for the student who is interested in a career in science teaching at the secondary level.

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate qualifying students to teach biology and general science. Students who major in biology with a sequence in secondary education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum instruction and methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

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.

Admission to Biology Teacher Education

In addition to meeting all university admissions requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative G.P.A. of 2.5 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
4. submit scores from the Measure of Academic Proficiency and Progress (MAPP); and
5. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and

available test sites, please visit accuratebiometrics.com. 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.

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.

Admission to Student Teaching

Students must apply for 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 Division of Education. The application must be submitted by December 1 for the fall trimester and January 31 for the winter trimester proceeding the academic year in which the student intends to teach. Student teaching is not offered in the spring/summer trimester. 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 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 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 bachelor's degree; and, in addition, students must complete the General Education Requirement for Teacher Certification, Initial Secondary Certificate listed below. Completion of this requirement meets the general education requirement.

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 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. complete the following course work with a grade of "C" or better: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory;
12. show evidence of having passed the Assessment of Professional Teaching;
13. meet any additional requirements listed in the Teacher Certification section of this catalog; and
14. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. General Education Requirements for Teacher Certification, Initial Secondary Certificate, Biology (48 Hours)

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

General Biology with Lab 8
General Chemistry with Lab.....8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or Third World cultures:

Written Communication 6
Oral Communication 3
American History 3
U.S. Government 3
Humanities.....6
Fine Arts 3
Introduction to Psychology 3
Health 2
MATH 355 Applied Calculus 3

II. Required Courses (85 Hours)

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

Botany with Laboratory 3
Zoology with Laboratory 3
Organic Chemistry with Laboratory 8
BIOL 360 Comparative Anatomy 3
BIOL 361 Comparative Anatomy Laboratory 1
BIOL 430 Microbiology 3
BIOL 431 Microbiology Laboratory 1
EDUC 310 Foundations of Education 3
PHYS 352 Intermediate Physics I 3
PHYS 353 Intermediate Physics I Laboratory 1
PHYS 362 Intermediate Physics II 3
PHYS 363 Intermediate Physics II Laboratory 1
SPED 510 Survey of Students with Exceptionalities .3

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

BIOL 322 Ecology 3
BIOL 323 Ecology Laboratory 1
BIOL 340 Genetics 3
BIOL 370 Cell Biology 3
BIOL 371 Cell Biology Laboratory 1
BIOL 450 Animal Physiology 3
BIOL 451 Animal Physiology Laboratory 1
BIOL 460 Plant Physiology 3
BIOL 461 Plant Physiology Laboratory 1
BIOL 491 Undergraduate Research I.....1
BIOL 492 Undergraduate Research II 1
EDCP 500 Introduction to Educational Technology ...3
EDUC 433 Principles of Science Education 3
EDUC 434 Teaching Secondary School Science 3
EDUC 440 Educational Psychology in Action 3
EDUC 499 Student Teaching: Secondary Biology 12
PHYS 305 Earth and Space Science 3
STAT 520 Statistical Methods 3

III. Total - 135 Hours

Bachelor of Science in Chemistry

The curriculum for the undergraduate major in Chemistry provides a strong background in the basic concepts of analytical, biochemical, inorganic, organic, and physical chemistry. Laboratory courses provide hands-on experience in the operation of a number of modern scientific instruments. Upon graduation, the student is prepared for employment in government and industrial laboratories in a variety of entry-level positions. The program provides the necessary preparation for graduate work at the M.S. or Ph.D. level in chemistry and meets all requirements for admission to the M.S. in Analytical Chemistry at Governors State University.

American Chemical Society Certification

The B.S. in Chemistry at Governors State University is approved by the American Chemical Society. The American Chemical Society approves professional programs designed to meet guidelines that define high quality undergraduate education. Students qualify for certification by completing the degree requirements below, including at least six trimester hours of advanced courses and sufficient laboratory course work for a total of 500 laboratory hours. All qualified graduates will receive certification by the American Chemical Society. Certified graduates are eligible for full membership in the American Chemical Society immediately upon graduation.

Degree Requirements

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus.

I. General Education Requirement (37-41)

The following courses must be taken, at the lower-division level, to meet major and general education requirements:

General Chemistry I with Laboratory 4
Calculus I.....4

II. Required Courses (58 Hours)

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

General Chemistry II with Laboratory 4
Calculus II 4

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

Organic Chemistry with Laboratory 8
Physics with Laboratory 8

CHEM 315 Analytical Chemistry 3
CHEM 316 Analytical Chemistry Laboratory 1
MATH 455 Differential Equations 3

The following courses must be taken at the upper-division level:
CHEM 350 Chemical Safety 1
CHEM 351 Chemistry and Ethics 1
CHEM 366 Physical Chemistry I: Lecture 3
CHEM 367 Physical Chemistry I: Laboratory 1
CHEM 368 Physical Chemistry II: Lecture.....3
CHEM 369 Physical Chemistry II: Laboratory.....1
CHEM 426 Instrumental Analysis 3
CHEM 427 Instrumental Analysis Laboratory 1
CHEM 433 Advanced Inorganic Chemistry.....3
CHEM 434 Advanced Inorganic Chemistry Laboratory.....1
CHEM 452 Introduction to Chemistry Software and Molecular Modeling 1
CHEM 455 Chemical Literature.....1
CHEM 544 Biochemistry: Lecture I.....3
CHEM 545 Biochemistry: Laboratory 1
STAT 520 Statistical Methods.....3

III. Advanced Laboratory Selective (2 Hours)
CHEM 450 Organic Synthesis and Structural Methods (2)
CHEM 485 Undergraduate Research Experience (2)

IV. Computer Science Selective (3 Hours)
Select one of the following which may be taken at either the lower-division or upper-division level:
CPSC 305 Introduction to Computer Technology (3)
CPSC 320 Computer Programming: Visual BASIC (3)
CPSC 330 Computer Programming: FORTRAN (3)

V. Biology Selective (3 Hours)*
Select three hours of lower-division or upper-division biology course work.

VI. Advanced Selectives (6 Hours)
Select six hours from the following courses.
CHEM 490 Chemistry Research (1-3)
CHEM 505 Environmental Chemistry Lecture (3)
CHEM 506 Environmental Chemistry Laboratory (1)
CHEM 535 Industrial Chemistry (3)
CHEM 546 Biochemistry: Lecture II (3)
CHEM 550 Polymer Chemistry (3)

Other science courses as approved by academic advisor.

VII. Electives (7-11 Hours)

VIII. Total - 120 Hours

* May be used to meet the general education requirements and will increase the number of electives required.

Chemistry Minor

An undergraduate minor in Chemistry is offered to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in chemistry. The minor in Chemistry is particularly appropriate for those students who would like to develop a theoretical understanding of chemistry and fundamental laboratory skills. A minor in Chemistry will generally enhance the prospects of students for employment in industry and education and for admission to graduate or professional schools.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least one course at the upper-division level; and
2. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

I. Required Courses (16 Hours)
The following courses must be taken at the lower-division level:
General Chemistry I and II with Labs 8

The following courses can be taken at either the lower-division or upper-division level:
CHEM 341 Organic Chemistry I Lecture 3
CHEM 342 Organic Chemistry I Laboratory 1
CHEM 343 Organic Chemistry II Lecture 3
CHEM 344 Organic Chemistry II Laboratory.....1

II. Selective (4 or more Hours)
Select one course with its corresponding lab:
CHEM 315 Analytical Chemistry (3)
CHEM 316 Analytical Chemistry Laboratory (1)
or
CHEM 544 Biochemistry (3)
CHEM 545 Biochemistry Laboratory (1)

Other upper-division level chemistry courses may be accepted in this category at the discretion of the advisor for the minor.

III. Total - 20 Hours

Bachelor of Science in Chemistry with a Teacher Education Concentration

The curriculum for the undergraduate major in Chemistry with a teacher education concentration provides a strong background in the basic concepts of analytical, organic, physical, and inorganic chemistry for the student who is interested in a career in science teaching at the secondary level.

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate qualifying students to teach chemistry. Students who major in Chemistry with a sequence in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum instruction and methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

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.

Admission to Chemistry Teacher Education

In addition to meeting all university admission requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative G.P.A. of 2.5 or higher in all lower division course work applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
4. submit scores from the Measure of Academic Proficiency and Progress (MAPP); and
5. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, please visit accuratebiometrics.com.

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.

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.

Admission to Student Teaching

Students must apply for 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 Division of Education. The application must be submitted by December 1 for the fall trimester and January 31 for the winter trimester preceding the academic year in which the student intends to teach. Student teaching is not offered in the spring/summer trimester. This application for student teaching will certify that the student applying has or will have met the following requirements:

1. completed at least 59 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 courses 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 he/she is enrolled with a G.P.A. of 3.0 or higher, completing all courses with a grade of “C” or better;

5. met all state requirements applicable to the subject matter area(s) in which he/she 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 Chemistry Content Area examination of the Illinois Certification Testing System; and
7. receive a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. Students must complete the General Education Requirement for Teacher Certification, Initial Secondary Certificate listed below. Completion of this requirement meets the general education requirement.

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. have earned 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. complete the following course work with a grade of "C" or better: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus;
12. show evidence of having passed the Assessment of Professional Teaching;
13. meet any additional requirements listed in the Teacher Certification section of this catalog; and
14. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. General Education Requirement for Teacher Certification, Initial Secondary Certificate, Chemistry (59 Hours)

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

General Chemistry with Laboratory 8
Calculus 8

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-Western or Third World cultures:

Physics with Laboratory 8
Written Communication 6
Oral Communication 3
American History 3
Humanities 6
Fine Arts 3
U.S. Government 3
Introduction to Psychology 3
Health 2
Biological Foundations.....6

II. Required Courses (65 Hours)

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

Organic Chemistry with Laboratory 8
CHEM 315 Analytical Chemistry 3
CHEM 316 Analytical Chemistry Laboratory 1
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:

CHEM 350 Chemical Safety.....1
CHEM 366 Physical Chemistry I: Lecture 3
CHEM 367 Physical Chemistry I: Laboratory 1
CHEM 368 Physical Chemistry II: Lecture.....3
CHEM 369 Physical Chemistry II: Laboratory.....1
CHEM 505 Environmental Chemistry Lecture.....3
CHEM 506 Environmental Chemistry Laboratory 1
CHEM 544 Biochemistry: Lecture 3
CHEM 545 Biochemistry: Laboratory 1
EDCP 500 Introduction to Educational Technology ...3
EDUC 433 Principles of Science Education 3
EDUC 434 Teaching Secondary School Science 3
EDUC 440 Educational Psychology in Action 3
EDUC 499 Student Teaching: Secondary Chemistry 12
PHYS 305 Earth and Space Science 3
STAT 520 Statistical Methods 3

III. Chemistry Selective (1 Hours)

Select one of the following which may be taken at the upper-division level:

CHEM 470 Independent Study (1-4)
CHEM 480 Internship (1-4)
CHEM 490 Chemistry Research (1-4)

IV. Total - 125 Hours

Bachelor of Arts in Communications

Students in the undergraduate major in Communications develop a practical and theoretical understanding of the processes and impact of interpersonal and media communications. They are provided with the opportunity to learn about speech communication, journalism, advertising, public relations, TV/digital film production, and multimedia communications.

In addition to a core of communication courses, students majoring in Communications may choose a sequence of courses in journalism, multimedia production, advertising and public relations; speech communication, and TV/digital film production. Each sequence includes practical skills as well as the general understanding necessary for career development. There is a critical focus in the degree program on human values and the ethical considerations within communications. To gain real world experience, students may apply for internships in commercial and not-for-profit organizations, as well as Chicago media, or in the university's Communications Services center that does commercial production of teleconferences, teleclasses, and telecourses.

Graduates of the program have careers in professions such as advertising, public relations, consulting, customer service, sales, human resources and training, media management, media writing, public affairs, and TV production/directing in network and cable systems. The university has broadband access to the Internet/World Wide Web and is globally connected through a satellite uplink.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must earn a grade of "C" or better in all required Communications courses. Students not receiving a "C" or higher is only allowed to repeat the course once.

Some required and selective courses are offered only once per academic year. Students are strongly advised to register well in advance of the start of courses, and to consult closely with their assigned advisors upon entering, and while in the program, to ensure individual study plans are aligned with the university schedule. COMS300 should be taken in the first trimester.

I. General Education Requirement (37-41 Hours)
See front of catalog for general education requirements.

II. Required Courses (29 Hours)
The following courses should be taken at the lower-division level:

Communication Skills (including speech, TV production, and media writing).....6

COMS 310 Concept of Human Communication 3
MCOM420 Media and Society 3

The following courses must be taken at the upper-division level:
COMS 300 Introduction to Communications.....2
COMS 420 Communication Research 3
COMS 561 Technology and Human Communication .3
MCOM468 Senior Seminar 3
MCOM511 Communication Ethics.....3

Advanced Writing, choose one:
ENGL 525 Advanced Writing (3)
MCOM530 Reporting, Writing and Editing (3)
MCOM531 Screenwriting (3)

III. Communications Concentrations (15-25 Hours)
Select one of the following five concentrations:

Advertising and Public Relations Required Courses (23-25 Hours)
MCOM480 Internship: . . . (2-4)
MCOM530 Reporting, Writing, and Editing (3)
MCOM551 Introduction to Public Relations (3)
MCOM561 Advertising and Society (3)

Select one of the following:
MCOM510 Theory and History of a Free Press (3)
MCOM512 Media Communications Law (3)

Select one of the following:
COMS 580 Creative Strategies in Advertising and Public Relations (3)
MCOM515 Layout, Design and Production (3)

Select two courses from the following:
COMS 552 Communicating with Clients and Customers (3)
MCOM552 Public Relations Case Studies (3)
MCOM 570 Media Workshop: . . .(3)
MCOM 575 Media Planning and Management (3)

Digital Film Making Required Courses (20-22 Hours)
MCOM480 Internship: . . . (2-4)
MCOM502 Digital Film Production (3)
MCOM531 Screenwriting (3)
MCOM570 Media Workshop: . . . (3)

Select one of the following:
MCOM512 Media Communications Law (3)
MCOM540 Film Seminar:. . . (3)
MCOM542 TV and Film Documentary (3)

Select two of the following:
MCOM440 Television Production (3)
MCOM534 Video Production Editing (3)
MCOM535 Documentary Filmmaking (3)
MCOM577 Cinematography (3)

Journalism Required Courses (21 Hours)
MCOM480 Internship: . . . (3)
MCOM530 Reporting, Writing, and Editing (3)
MCOM551 Public Relations (3)
MCOM561 Advertising and Society (3)

Select one of the following:
MCOM510 Theory and History of a Free Press (3)
MCOM512 Media Communications Law (3)

Select two of the following:
MCOM515 Layout, Design and Production (3)
MCOM525 Desktop Publishing (3)
MCOM550 Newswriting and Reporting (3)
MCOM555 Broadcast Journalism (3)
MCOM570 Media Workshop: . . .(3)

Multimedia Communications Required Courses (17-19 Hours)
MCOM480 Internship: . . . (2-4)
MCOM502 Digital Film Production (3)
MCOM534 Video Production Editing (3)
MCOM570 Media Workshop: . . . (3)

Select two courses from the following:
ART 544 Digital Photographic Imaging (3)
ART 546 Advanced Electronic Software Workshop (3)
HPT 520 Training Product Design (3)
MCOM440 Television Production (3)
MCOM535 Documentary Filmmaking (3)
MCOM546 Advanced Video Editing (3)
MCOM577 Cinematography (3)

Speech Communications Required Courses (15 Hours)
COMS 330 Interpersonal Skills (3)
COMS 450 Corporate and Community Communication Systems (3)
COMS 533 Group Communication (3)
COMS 540 Intercultural Communication (3)

Select one of the following:
COMS 435 Persuasive Theory and Practice (3)
COMS 535 Debate and Public Advocacy (3)

IV. Communications Electives (6-9 Hours)
Select six to nine hours of communications courses with advisor approval.

V. Electives (16-33 Hours)

VI. Total - 120 Hours

Speech-Communications Minor

An undergraduate minor in Speech-Communications is offered for students majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of communications skills in their chosen field and who wish to develop additional marketable skills.

Requirements for the Minor

COMS 310 Concept of Human Communication 3
COMS 330 Interpersonal Skills 3
COMS 435 Persuasive Speaking 3

Nine hours from communication courses 500-level or below 9

Total -18 Hours

Bachelor of Science in Computer Science

The undergraduate major in Computer Science provides a balance between theoretical and applied study and is intended for students who are primarily interested in the application of computers and information technology to problem-solving. The curriculum is designed to prepare students for positions in business and industry, in local, state, and federal government agencies, and in research and technical organizations as programmers, network professionals, database professionals, systems analysts, systems designers, information security professionals, and software engineers. The curriculum also prepares students for graduate work in computer science and other relevant fields.

Degree Requirements

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

In addition, students must complete the following course work with a grade of "C" or better: three hours of an Introduction to C++ programming course, three hours of calculus, CPSC345, CPSC390, CPSC405, CPSC415, and MATH340.

I. General Education Requirement (38-41 Hours)
The following courses must be taken to meet major and general education requirements:
MATH 355 Applied Calculus 3

II. Required Courses (30 Hours)

The following courses may be taken at the lower-division level. If CPSC342 is taken at the lower-division level, a one credit hour lab course CPSC343 must be taken at GSU.

CPSC 342 Computer Programming: Introduction to C++ 3
CPSC 345 Computer Programming: C++ 3

The following courses must be taken at the upper-division level:
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 Introduction to Algorithms 3

III. Additional Requirements (6 Hours)
MATH 340 Discrete Mathematics 3
STAT 520 Statistical Methods.....3

IV. Advanced Selective (18 Hours)
Select from the following:
CPSC 437 Web Applications (3)
CPSC 455 Organization of Programming Languages (3)
CPSC 480 Internship: . . . (1-4)
CPSC 490 Computer Science Research (1-3)
CPSC 520 Windows Programming: Visual Basic.NET II (3)
CPSC 535 Introduction to the UNIX System (3)
CPSC 540 Digital Forensics (3)
CPSC 548 Computer Programming: Java (3)
CPSC 562 Numerical Algorithms (3)
CPSC 570 Windows Systems (3)
CPSC 572 Advanced Windows Administration (3)
CPSC 576 Database Design and Administration on SQL Servers (3)
CPSC 580 Information Security (3)
CPSC 581 Information Security Policy and Management (3)
CPSC 582 Cryptography and Network Security (3)
CPSC 583 Laboratory in Information Security (3)
CPSC 584 Special Topics in Information Security (3)
MATH 465 Number Theory (3)

Other computer science courses as approved by academic advisor.

V. Electives (24-28 Hours)

VI. Total - 120 Hours

Computer Science Minor

An undergraduate minor in Computer Science is offered for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in computer science. The minor in Computer Science is particularly appropriate for those students who anticipate significant use of a computer during the pursuit of their chosen majors or who would like to develop additional marketable skills to supplement and complement their major studies.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least one course at the upper-division level; and
2. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

I. Required Courses (22 Hours)
CPSC 305 Introduction to Computer Technology 3
CPSC 342 Computer Programming: Introduction to C++.....3
CPSC 343 Computer Programming: Introduction to C++ Laboratory 1
CPSC 345 Computer Programming: C++.....3
CPSC 390 Introduction to Software Engineering 3
CPSC 405 Computer Organization 3
CPSC 415 Data Structures.....3
MATH 340 Discrete Mathematics 3

II. Total - 22 Hours

Bachelor of Arts in Criminal Justice

Criminal Justice as a field of study covers traditional aspects of the criminal justice system: law enforcement, courts and the judiciary, corrections, and juvenile justice. It also recognizes the interdependence of social traditions, values, and legal structures that necessarily impact on policy questions in a democratic society. The major focuses on the sociological problems of crime and delinquency and both traditional and non-traditional methods of managing these problems for the social good.

The requirements of the B.A. degree in Criminal Justice include courses covering a broad social/behavioral approach to the understanding of crime; the processes, contingencies, and policy issues relevant to each component of the criminal justice system and its agencies; crime prevention; constitutional rights and restraints; the development of writing and analytical skills through research and computer applications; and lastly a synthesis of what

has been learned and development and effective use of interpersonal communication skills through both the Senior Seminar and a criminal justice internship experience (this last requirement may be waived, and another course substituted, for criminal justice professionals pursuing their baccalaureate degrees).

This major examines the various aspects of criminal and juvenile justice from a broad perspective developed primarily from the social sciences. In this process, emphasis is placed on critical thinking, particularly in analyzing current problems, completing an internship, and carrying out a research project. Special attention also is given to the role of cultural similarities and differences as they manifest themselves in the area of criminal justice. Graduates of the program will have the theoretical background for pursuing graduate work in the social sciences or professional education in areas such as law and will have practical skills that are in demand in the justice-related professions.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must earn a minimum grade of "C" in all the upper-division Criminal Justice core courses at Governors State University.

I. General Education Requirement (37-41 Hours)
See front of catalog for general education requirements.

II. Foundation Courses (15 Hours)*
The following courses should be taken at either the lower- or upper-division level:

CJUS 310 Criminal Justice Organization and Process 3
CJUS 320 Correctional Process 3
CJUS 330 Juvenile Justice 3
CJUS 355 Law Enforcement and the Community.....3
CJUS 360 Criminal Law and Procedure 3

III. Core Courses (24 Hours)*
The following courses must be taken at the upper-division level:

CJUS 410 Foundations of Social Justice 3
CJUS 411 Theories of Crime and Deviance 3
CJUS 415 Justice System Research Design.....3
CJUS 440 Exploring Ethics in the Justice System.....3
CJUS 460 Judicial Process and Constitutional Issues in Criminal Justice 3
CJUS 465 Comparative International Criminal Justice Systems 3
CJUS 480 Internship: 3
CJUS 490 Senior Seminar in Criminal Justice 3

IV. Concentrations (18-22 Hours)
Students must also take 18-22 credits of concentration courses in any of the following concentrations. Students may also take courses in different concentrations.

A. Law Enforcement and Security Concentration:
CJUS 412 Policing and the Community (3)
CJUS 445 White Collar Crime (3)
CJUS 450 Race, Gender, and the Justice System (3)
CJUS 453 Computer Applications in Criminal Justice (3)
CJUS 455 Computer Security, Law, and Justice (3)
CJUS 477 Management of Criminal Justice Organizations (3)
CJUS 516 Quantitative Research Applications in Law Enforcement (3)

B. Corrections and Punishment Concentration:
CJUS 413 History of Corrections (3)
CJUS 420 Correctional Policy and Practice (3)
CJUS 421 Alternatives to Institutional Corrections (3)
CJUS 422 Institutional Corrections (3)
CJUS 423 Health Issues in Corrections Systems (3)
CJUS 430 Critical Issues in Juvenile Justice (3)

C. Restorative and Community Justice Concentration:
CJUS 414 Restorative Justice (3)
CJUS 435 Victims and the Justice System (3)
CJUS 436 Mediation and Conferencing (3)
CJUS 437 Mediation and Conferencing Practicum (1)
CJUS 438 International Peace Initiatives (3)
CJUS 475 Justice Systems Planning (3)
CJUS 520 Substance Abuse in the Criminal Justice System (3)
SOCW 335 Diversity and Social Justice (3)

V. Elective Credits (18- 26 hours)

In addition to the core and selective credits required, students must take an additional 18-26 hours of elective credits in criminal justice or related courses.

Students in this major are encouraged to complete a minor in Addictions Studies, Business Administration, Psychology, or another field that complements their degree and career objectives.

VI. Total - 120 Hours
Advisor approved courses can be substituted for the Criminal Justice Foundation and Core courses. Criminal Justice majors may have CJUS480 - Internship waived and another upper-divisional course substituted with the approval of the advisor.

Criminal Justice Minor

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete a minimum of nine hours of course work at Governors State University from the list of core and elective courses (CJUS410, CJUS411, CJUS412, CJUS413, CJUS414, CJUS415, CJUS460, CJUS 465); and
2. submit up to nine hours of transfer courses to the advisor for the minor for approval by the end of the first week of the trimester of intended graduation from the list of IAI equivalent transfer courses (CRJ910, CRJ911, CRJ912, CRJ913, CRJ914).

Total - 18 Hours

Bachelor of Arts in English

The undergraduate major in English offers students a strong academic background in English studies - the creative analysis of literature and extensive practice in the process of writing that will enable them to analyze, understand, and appreciate the diversity of the human experience and to meet controversy and challenge in appropriate, practical, and intellectually satisfying ways. Additionally, as a program that is foundational to the university's commitment to adult education and lifelong learning, it meets a continually increasing demand nationally and locally for liberally educated individuals in any discipline.

Within this major, students may pursue course work in language, literature, composition, and related studies in the humanities. The curriculum emphasizes a variety of approaches to an expanded literary tradition and relates the works studied to social, political, and historical contexts. In pursuit of the program goals, the student acquires the necessary knowledge and skills of creative analysis and expression (written and oral) that mark the liberally educated person, one who is prepared to meet the practical and analytical challenges of virtually any profession.

In addition, the undergraduate major in English with a concentration in English Teacher Education prepares students to meet the specific needs and challenges of teaching English in the secondary classroom.

Degree Requirements

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

I. General Education Requirement (37-41 Hours)
See front of catalog for general education requirements.

II. Required Courses (45 Hours)
The following courses can be taken at either the lower-division or upper-division level:

American Literature I & II 6
English Literature I & II 6
ENGL 315 Studies in Mythology 3

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

ENGL 400 Advanced Composition 3
ENGL 501 Linguistics 3
ENGL 510 Major English Authors: 3
ENGL 515 Major Black Authors: 3
ENGL 520 Major American Authors: 3
ENGL 524 Contemporary Literature 3
ENGL 542 Literary Criticism 3
ENGL 551 Shakespeare's Plays 3
ENGL 570 Rhetorical Theory and Practice 3

III. Selective (3 Hours)
Must be taken at the upper-division level:

One 500 level literature course 3

III. Electives (38 Hours)

IV. Total - 120 Hours

Bachelor of Arts in English with a Teacher Education Concentration

In addition to offering students a strong academic background in English studies, the undergraduate major in English with a teacher education concentration offers students the knowledge and skills found in the liberally educated person who is interested in a career in teaching English at the secondary level.

Teacher Certification

This program is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in English. To be recommended for certification by Governors State University, students must complete at least 42 hours in general education and 84 hours in required courses. General education courses may include both lower- and upper-division courses, resulting in a completed program of 126 credit-hours. 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.

Students who major in English with a concentration in Secondary Education 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 English Teacher Education

In addition to meeting all university admissions requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative average G.P.A. of 2.5 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
4. submit scores from the Measure of Academic Proficiency an Progress (MAPP); and
5. complete EDUC310 (Foundations of Education, or equivalent) with a grade of “B” or better.

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.

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.

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 trimester and January 31 for the winter trimester preceding the academic year in which the student intends to teach (student teaching is not offered in the spring/summer trimester). 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 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. submit evidence of having passed the English Content Area Examination of the Illinois Certification Testing System; and

7. receive a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, and in addition, students must complete the general education requirement for teacher certification Initial Secondary Certificate listed below. Completion of this requirement meets the general education requirement.

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 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, EDUC520 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 for the Secondary Education Student Progress Committee.

I. General Education Requirement for Teacher Certification, Standard Secondary Certificate, English (42 Hours)

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

Written Communication	6
Oral Communication	3
Humanities (English, Foreign Language, History and/or Philosophy)	6
Fine Arts (Art, Music, and/or Theater)	3
Non-Western/Third World Cultures	3
Mathematics	3
Biological and Physical Science (including one laboratory course)	7
U.S. History	3
U.S. Government	3
Introduction to Psychology	3
Health	2

II. English Core (54 Hours)

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

English Literature I	3
English Literature II	3
Studies in Mythology	3
American Literature I	3
American Literature II	3

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

ENGL 330	Studies in Literature	3
ENGL 400	Advanced Composition	3
ENGL 505	Modern English Grammar	3
ENGL 510	Major English Authors: . . .	3
ENGL 515	Major Black Authors: . . .	3
ENGL 520	Major American Authors: . . .	3
ENGL 524	Contemporary Literature	3
ENGL 533	Read & Rap: Literature for Young Adult Readers	3
ENGL 542	Literary Criticism	3
ENGL 551	Shakespeare's Plays	3
ENGL 570	Rhetorical Theory and Practice	3
ENGL 573	Writing Theory and Practice in the Secondary Classroom	3
ENGL 574	Reading Theory and Practice in Secondary Schools	3

III. Professional Education (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 440	Educational Psychology in Action	3
EDUC 465	Methods of Teaching English	3
EDUC 499	Student Teaching	12
EDUC 520	Developmental Reading in Middle and Secondary Schools	3

V. Total - 126 Hours

English Minor

An undergraduate minor in English is offered to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in English. A minor in English will generally enhance the prospects of students for employment and for admission to graduate or professional study.

Requirement for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least four courses at the upper-division level;
2. contact the advisor regarding the requirements listed below; and
3. submit transfer courses to the advisor for approval of the minor by the first week of the trimester of intended graduation.

I. Required Courses (9 Hours)
Students must select one from A and one from B:

The following courses may be taken at the lower- or upper-division level:
A. ENGL 311 English Literature I (3)
or
ENGL 312 English Literature II (3)

B. ENGL 321 American Literature I (3)
or
ENGL 322 American Literature II (3)

The following courses must be taken at the upper-division level. Select one of the following based on the specialization:

Literature Specialization - ENGL 330
Studies in Literature (3)
Writing Specialization - ENGL 310
Writing Principles (3)

II. Selectives (9 Hours)
Literature Specialization:
Select nine hours (three courses) from the following upper-division literature courses:
ENGL 510 Major English Authors: . . . (3)
ENGL 512 Advanced Survey of Black Literature (3)
ENGL 515 Major Black Authors: . . . (3)
ENGL 520 Major American Authors: . . . (3)
ENGL 522 American Poets (3)
ENGL 524 Contemporary Literature (3)
ENGL 551 Shakespeare's Plays (3)
ENGL 558 Native American Authors (3)
ENGL 583 Literature of the Environment (3)

Writing Specialization:
ENGL 400 Advanced Composition (3)
ENGL 505 Modern English Grammar (3)
ENGL 525 Advanced Writing (3)
ENGL 526 Technical Writing I (3)
ENGL 570 Rhetorical Theory and Practice (3)

III. Total - 24 Hours

Bachelor of Arts in Integrative Studies

(Admissions Suspended)

The Integrative Studies program provides an opportunity for students to obtain a broadly based education and forge relationships among the elements of their educational experience. It provides bridges among elements in the undergraduate learning experience by emphasizing multiple perspectives and comparative, global, interdisciplinary, and intercultural forms of learning. The program integrates forms of learning and disciplines with creative, learner-centered, and interactive instruction. The curriculum is organized around a core of courses which emphasize the interconnections between theory and implementation, values and knowledge, and experiment and evidence made available by discoveries in the arts, humanities, sciences, ethnic and gender studies, and professional studies. Core courses are scheduled in a two-year sequence structured to provide a solid, interdisciplinary educational foundation in the arts and sciences, culminating with a senior thesis or project devised by the learner in collaboration with faculty from the appropriate disciplines or areas of study.

A central goal of the Integrative Studies program is the teaching of concepts and techniques which generate new knowledge, with learners and faculty from a variety of disciplines collaborating in educational contexts. Up-to date computing and communication technologies are employed to facilitate individual and group instruction to give each learner experience in utilizing these new tools for both personal and career advancement. The structure of the Integrative Studies major also effectively prepares learners for graduate level work in multiple disciplines, offering excellent preparation for academic or professional directions such as law, business, education, public administration, public health, and in international settings.

I. Lower-Division Course Work (60 Hours)

II. Required Courses (42 Hours)
INST 300/SOSC 315 Approaches and Interconnections: Scientific Research and Knowledge Production 3
INST 310/BIOL 309 Perspectives on the Physical and Natural Sciences 3
INST 320/ANTH 320 Humanity and Human Dynamics: A Comparative Study..3
INST 330/SOSC 451 The Measure of Knowledge: Quantitative Research Methods.....3
INST 340/CPSC 310 New Technology and Us 3
INST 350/ENGL 583 Literature of the Environment ...3
INST 360 Examining the Barriers: Studies in Race, Class, and Gender.....3
INST 370/BIOL 310 Environmental Studies: A Case Studies Approach 3
INST 400/CPSC 312 Computer-Assisted Applications for Problem Solving 3

INST 410/ART 505 Worlds of Art 3
INST 420/COMS 461 Communication Technology and Culture 3
INST 430/SOSC 430 Global Political Transformation and Economic Integration.....3
INST 485 Senior Project Development 3
INST 490 Senior Project 3

III. Electives/Minor (18 Hours)
Recommended Electives
INST 305/ENGL 305 Writing, Information and Technology Across the Disciplines (3)
INST 501 Cultural Diversity: . . . (3)

IV. Total - 120 Hours

Integrative Studies Minor

An undergraduate minor in Integrative Studies is offered to students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of course work in integrative studies. This minor is valuable for those students who like to acquire multiple perspectives, interdisciplinary, and intercultural forms of learning. A minor in this area can assist those students who wish to find employment opportunities in law, business, education, public administration, policy studies, or international studies.

Students must meet all university requirements for a minor.

In addition, students must:

1. have earned a 2.0 average in the cumulative G.P.A.;
2. complete at least one course at the upper-division level; and
3. submit transfer courses to the advisor for the minor for approval by the first week of the trimester of intended graduation.

I. Required Courses (3 Hours)
Students must take:
INST 300/SOSC315 Approaches and Interconnections: Scientific Research and Knowledge Production.....3

II. Selective Courses I (15 Hours)
Students need to select one course from each of the five areas:

Area I: Humanities (3 Hours)
INST 310/ENGL 350 Writing, Information and Technology across the Disciplines (3)
INST 350/ENGL 583 Literature of the Environment (3)
INST 395 Special Topics: . . . (3)
INST 410/ART 505 World of Arts (3)

Area II: Social Sciences (3 Hours)
INST 320/ANTH 320 Humanity and Human Dynamics: A Comparative Study (3)
INST 360 Examining the Barriers: Studies in Race, Class, and Gender (3)
INST 395 Special Topics: . . . (3)
INST 430/SOSC 430 Global Political Transformation and Economic Integration (3)

Area III: Sciences (3 Hours)
INST 310/BIOL 309 Perspectives on the Physical and Natural Sciences (3)
INST 370/BIOL 310 Environmental Studies: A Case Studies Approach (3)
INST 395 Special Topics: . . (3)

Area IV: Research (3 Hours)
INST 330/SOSC 451 The Measure of Knowledge: Quantitative Research Methods (3)
INST 395 Special Topics: . . . (3)
INST 400/ CPSC 312 Computer-Assisted Applications for Problem Solving (3)
INST 503/BIOL 516 Integrative Studies: Tropical Biology (3)

Area V: Technology (3 Hours)
INST 340/CPSC 310 New Technology and Us (3)
INST 420/COMS 461 Communication Technology and Culture (3)
INST 445 Computer Languages for Business Programming (3)

Total - 18 Hours

Path B - 18 Hours
I. Required Courses (3 Hours)
Students must take:
INST 300 Approaches and Interconnections: Scientific Research and Knowledge Production 3

II. Selective Courses (9 Hours Minimum)
This selective is designed for students to focus in the Area of Foreign Languages and Cultures. Students must take at least nine hours from Area VI below and six hours from areas I to VI.

Area VI: Languages and Cultures
Select nine hours from one language area:
ICS 425 Spanish Language and Culture I (3)
ICS 426 Spanish Language and Culture II (3)
ICS 427 Spanish Language and Culture III (3)
ICS 428 Spanish Language, Culture and Literary Studies (3)
ICS 435 Japanese Language and Culture I (3)
ICS 436 Japanese Language and Culture II (3)
ICS 437 Japanese Language and Culture III (3)
ICS 440 Chinese Language and Culture I (3)
ICS 441 Chinese Language and Culture II (3)
ICS 442 Chinese Language and Culture III (3)

III. Total - 18 Hours

Bachelor of Arts in Interdisciplinary Studies

The School of Interdisciplinary Learning (SIDL) in the College of Arts and Sciences offers adult learners a flexible program for degree completion just as Board of Governors Bachelor of Arts Program had for the previous 35 years. The program accepts credit from a variety of sources to help adult learners complete their degree in a timely fashion while conforming to university standards for general education and residency.

Non-traditional learners come to SIDL with a variety of life experiences that need to be meaningfully blended into an academic program. The program's intention is to assist in creating a personally satisfying future while providing the academic rigor that is expected of a college graduate. The School of Interdisciplinary Learning accepts credit from a variety of sources in order to allow degree completion in a timely fashion while conforming to university standards as a regionally-accredited Bachelor of Arts degree program.

The undergraduate major in Interdisciplinary Studies explores the connections between life experience and academic learning. It encourages learners to think broadly and deeply about the connections between different fields of study and the world at large. Students are encouraged to meet the following objectives by the time they graduate:

- make a difference,
- connect effectively with others,
- integrate information, and
- be self-aware.

These objectives will be achieved in several ways. Students are required to complete an introductory course, a capstone course, three one-credit IDSS workshops, and take courses from at least two disciplines. The IDSS workshops provide tools to help make connections in interdisciplinary course content.

Because learners have traditionally come into the School of Interdisciplinary Learning with a variety of educational and life experiences, each student will have a unique and individual path to degree completion. Self-styled study plans are one of the hallmarks of the program, which makes it ideal for adult learners. Learners are asked to reflect on their life experiences and develop a pathway for degree completion based on what they have learned from an interdisciplinary study of life. They then create an interdisciplinary pathway with courses reflecting the themes they want to pursue and further explore. The pathway created becomes the study plan.

This degree is built upon the need to achieve degree completion in a timely manner. It is designed to assist in integrating life experience and academic credit into a plan of action for creating a degree that is unique for each learner.

In IDSS310, Perspectives on Interdisciplinary Studies, students explore where life has taken them to this point and develop their pathway and study plan. Students also take any required courses and electives from their individualized plan of study and three IDSS workshops to help enhance understanding of interdisciplinary studies and assist in the integration of various courses. In their last term, students take IDSS490, Interdisciplinary Studies Appraisal. This course brings together what has been learned from the different courses taken over the students' academic career, specific courses taken on the pathway, things learned about self, how they have fulfilled the program objectives during their course of study, and how all of this may affect future goals and plans.

Alternative Options for Credit

The School of Interdisciplinary Learning accepts credit for learning other than what comes from college course work. Military experience can be counted towards credit. Students can take competency exams such as CLEP (College Level Examination Program©) or may have had training at an organization offering ACE (American Council on Education) credit. Demonstration of college level learning from life experience is encouraged through the completion of a Prior Learning Portfolio for college credit. Such portfolios are assessed for college credit by faculty evaluators.

Admission Requirements

Candidates should submit an application indicating the term in which they want to be admitted. Applications can be submitted online. They should also contact all previous schools they have attended and ask each to send transcripts either to the School of Interdisciplinary Learning or the Office of Admission and Student Recruitment. Official transcripts for military experience, proficiency test results, and ACE (American Council on Education) certified training credits should be sent directly to the School of Interdisciplinary Learning. Contact the School of Interdisciplinary Learning (at 708.534.4092, or *sidl@govst.edu*) for more information about the program or to sign up for an information session.

Because GSU is an upper-division university, most SIDL students begin their studies with at least 60 semester credit-hours. However, students who have earned at least 45 semester credit-hours are eligible for conditional admission to the program pending completion of additional credit-hours by portfolio, competency exams, or dual enrollment. Students who have earned their first bachelor's degree from a regionally accredited institution are not eligible for admission to SIDL.

Students can apply up to 80 hours of lower-division credits toward the 120 semester credit-hours required for the

Interdisciplinary Studies B.A. degree. It is mandatory for enrolled students to attend a group advising session with a SIDL advisor prior to or at the very beginning of their first semester of enrollment. A slightly different process is in place for distance-learning students.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. A minimum of 40 hours must be taken at the upper-division level; up to 80 credit hours in lower division courses can be transferred to GSU. The residency requirement for the university necessitates that 24 hours be taken as courses offered by GSU.

The IDSS 310 course should be taken in the first trimester and IDSS 490 should be taken in the last trimester. The IDSS workshops are divided into three groups, and students are required to select one from each group. Students must earn a "C" or better in each of the required IDSS courses. Five hours of non-IDSS workshop course credit can be applied toward graduation in addition to the three IDSS workshops required below.

I. General Education Requirements (37-41 Hours)
See the front of the catalog for general education requirements. While these are usually taken at the lower-division level, they can also be completed at the upper-division level.

II. Required Courses (15 hours)
The following courses must be taken at the upper division level:
IDSS 310 Perspectives on Interdisciplinary Studies ..3
Workshops in Interdisciplinary Studies (3)

Select one workshop from each area:
IDSS 405 IDSS Tools: 1
IDSS 406 IDSS Self-awareness: 1
IDSS 407 IDSS Issues: 1
IDSS 490 Interdisciplinary Studies Appraisal.....3
2 courses from two different disciplines* 6

III. Electives (64-68)
Students may not exceed a maximum of 80 hours of lower-division credit between Sections I and III. Students must complete a minimum of 40 hours of upper-division hours, if Section I is complete through course work taken at the lower-division level.

The upper-division hours must be from at least 2 different disciplines.
Suggested Electives:
IDSS 330 Writing a Prior Learning Portfolio (3)
IDSS 410 Topics in IDSS (1-3)
IDSS 480 Interdisciplinary Studies Internship (3)

IV. Total - 120 Hours
* Some of these courses may be used to meet general education requirements.

Bachelor of Arts in Mathematics

The undergraduate major in Mathematics provides a balance between theoretical and applied study, with the general objective of providing students with a substantial and broad background in mathematics that affords opportunities to develop skills in logical thinking, problem analysis, problem solving, and computer usage, that will enable students to be admitted to graduate school and to work successfully in business, industry, and government where mathematical skills are needed.

Degree Requirements

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

In addition, only grades of "C" or better will be accepted for transfer for the following courses normally taken at the lower-division level: three hours of college algebra and trigonometry (as prerequisites), Calculus I, Calculus II, Calculus III, discrete mathematics, geometry, linear algebra, and modern algebra.

I. General Education (37 - 41 Hours)
The following courses must be taken to meet major and general education requirements:
General Biology I with Laboratory 4
University Physics I with Laboratory.....4
MATH 390 Calculus I.....4

II. Required Courses: (44 hours)
The following courses can be taken at either the lower-division or upper-division level:

MATH 337 Euclidean and Non-Euclidean Geometry .3
MATH 340 Discrete Mathematics 3
MATH 391 Calculus II 4
MATH 392 Calculus III 4
MATH 440 Linear Algebra 3
MATH 455 Differential Equations 3
MATH 460 Modern Algebra.....3
PHYS 362 Intermediate Physics II 3
PHYS 363 Intermediate Physics II Laboratory 1

The following courses must be taken at the upper-division level:
MATH 393 Mathematics Laboratory 2
MATH 465 Number Theory 3
MATH 472 Analysis I: Real Variables 3
MATH 474 Analysis II: Complex Variables 3
MATH 505 History of Mathematics 3
MATH 540 Introduction to Probability 3

III. Computer Science Selective (3-4 Hours)
Select one of the following which may be taken at either the lower-division or upper-division level:

CPSC 305 Introduction to Computer Technology (3)
CPSC 320 Computer Programming: Visual BASIC (3)
CPSC 342 Computer Programming: Introduction to C++ (3)
CPSC 343 Computer Programming: Introduction to C++ Laboratory (1)

IV. Elective (31-36 Hours)
May include credit-hours needed to meet minor requirements.

V. Total - 120 Hours

Mathematics Minor

An undergraduate minor in Mathematics is offered to students who wish to supplement their preparation in a major discipline with a substantial amount of course work in mathematics. It is especially appropriate for students who would like to develop additional quantitative and qualitative reasoning skills. Depending on the student's major, a minor in Mathematics will generally enhance the individual's prospects for employment and for graduate or professional study.

Requirements for the Minor

Students must meet all university requirements for a minor, including completion of at least one-half the required courses at Governors State. Students pursuing a Mathematics minor at Governors State should not take MATH355 as part of the calculus requirement. A full Calculus I (MATH390) and Calculus II (MATH391) sequence is needed to meet the calculus requirement for the minor.

Students planning to complete a minor in Mathematics must meet with the advisor in the Science Division to develop a study plan for the minor. As part of this process, students must submit transfer courses for approval. A copy of the study plan must be included with the request for graduation.

I. Required Courses (14 Hours)
The following courses can be taken at either the lower-division or upper-division level:
MATH 390 Calculus I 4
MATH 391 Calculus II 4
MATH 340 Discrete Mathematics 3
MATH 440 Linear Algebra 3

II. Selectives (9 Hours)
The following courses must be taken at the upper-division level:
Select nine hours from the following:
MATH 337 Euclidean and Non-Euclidean Geometry (3)
MATH 392 Calculus III (4)
MATH 393 Mathematics Laboratory (2)
MATH 455 Differential Equations (3)
MATH 460 Modern Algebra (3)
MATH 465 Number Theory (3)

Other upper-division level mathematics courses may be accepted in this category at the discretion of the advisor for the minor.

III. Total - 23 Hours

Bachelor of Arts in Mathematics with a Teacher Education Concentration

The curriculum for the undergraduate major in Mathematics with a teacher education concentration provides a balance between theoretical and applied study, with the general objective of providing students with a substantial and broad background in mathematics that affords opportunities to develop skills in logical thinking, problem analysis, problem-solving, and computer usage for students interested in a career in teaching Mathematics at the secondary level.

Teacher Certification

This program is approved by the Illinois State Board of Education and is intended to lead to the Initial Secondary Certificate qualifying students to teach mathematics. Students who major in Mathematics with a concentration in Secondary Education may obtain an endorsement that prepares them for teaching in the middle school. Students wishing to pursue this endorsement must take three hours in the psychology of early adolescent development and three hours in curriculum instruction and methods related to the middle school. Students should contact the Office of Secondary Education for specific course numbers.

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.

Admission to Mathematics Teacher Education

In addition to meeting all university admission requirements for undergraduate students, applicants must meet the following requirements to continue in the program:

1. have a cumulative G.P.A. of 2.5 or higher in all lower division courses applied to the degree program;
2. submit a word-processed essay not to exceed 300 words explaining why the applicant wishes to be a teacher;
3. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
4. submit scores from the Academic Profile including the essay test; and
5. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better.

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, please visit accuratebiometrics.com. Consult with your advisor for information concerning the related GSU policies and procedures.

Student Progress

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

Conditional Continuation

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

Admission to Student Teaching

Candidates must apply for 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 Division of Education. The application must be submitted by January 31 for the following fall trimester and March 1 for the following winter trimester. Student teaching is not offered in the spring/summer trimester. This application for student teaching will certify that the candidate 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 EDUC436 and EDUC437 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. 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. 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.

Degree Requirements

Candidates must meet all university requirements for a bachelor's degree; and, in addition, must complete the General Education Requirement for Teacher Certification, Initial Secondary Certificate listed below. Completion of this requirement meets the general education requirement.

In addition, candidates 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 math 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 EDUC500, EDUC440, and SPED510, with a grade of "C" or better in each course;

6. earn a grade of "B" or better in EDUC310, EDUC436 and EDUC437;
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. complete the following course work with a grade of "C" or better: 12 hours of calculus, eight hours of university physics with laboratory;
12. show evidence of having passed the Assessment of Professional Teaching;
13. meet any additional requirements listed in the Teacher Certification section of this catalog; and
14. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. General Education Requirements for Teacher Certification, Initial Secondary Certificate, Mathematics (41 Hours)

The following courses can be taken at either the lower-division or upper-division level and must include at least one three-hour course in non-western or third world cultures:

	Written Communication	6
	Oral Communication	3
	American History	3
	U.S. Government	3
	Humanities	6
	Fine Arts	3
	Introduction to Psychology	3
	Health	2
MATH 390	Calculus I	4
	General Biology with Lab	4
	University Physics with Lab	4

II. Required Courses (77 Hours)

The following courses can be taken at either the lower-division or upper-division level: (36 Hours)

MATH 337	Euclidean and Non-Euclidean Geometry	3
MATH 340	Discrete Mathematics	3
MATH 391	Calculus II	4
MATH 392	Calculus III	4
MATH 440	Linear Algebra	3
MATH 455	Differential Equations	3
MATH 460	Modern Algebra	3
PHYS 362	Intermediate Physics II	3
PHYS 363	Intermediate Physics II Laboratory	1
EDUC 310	Foundations of Education	3
PHYS 305	Earth and Space Science	3
SPED 510	Survey of Students with Exceptionalities	3

The following courses must be taken at the upper-division level: (41 Hours)

MATH 393	Mathematics Laboratory	2
MATH 472	Analysis I: Real Variables	3
MATH 474	Analysis II: Complex variables	3
MATH 465	Number Theory	3
MATH 505	History of Mathematics	3
MATH 540	Introduction to Probability	3
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

III. Electives (2 Hours)

IV. Total - 120 Hours

Bachelor of Arts in Social Sciences

Students who major in Social Sciences at the undergraduate level are exposed to an interdisciplinary curriculum of courses in the social sciences, e.g., anthropology/sociology, applied economics, history, and political science. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to the analysis of social problems. Special attention also is given to the study of cultural similarities and differences which define the human experience. Graduates of the program, depending upon their career goals and objectives, will have the theoretical understanding for graduate work in the social science disciplines and the practical skills that are highly in demand in government, public service, education, industry, and business.

A bachelor of arts in Social Sciences provides a strong background for students who are interested in the Master of Arts in Political and Justice Studies at GSU. It is recommended that students obtain a social science-based preparatory curriculum as required by the general education requirement. It is further recommended that students complete introductory courses in anthropology, economics, political science, sociology, and international relations. In lieu of this, students should seek their advisor's assistance to find the appropriate courses to fulfill this requirement.

Degree Requirements

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

I. General Education Requirement (37-41 Hours)
See front of catalog for general education requirements.

II. Required Courses (42 Hours)
Courses with an "*" may be substituted with a lower-division course.

A. American Studies Core (12 Hours)
HIST 310 U.S. Economic History.....3
HIST 516 Issues in Modern U.S. History: 3
POLS 302 American Government.....3
SOC 301 Studies in American Society.....3

B. Global Studies Core (18 Hours)
ANTH 310 Trends in Cross-Cultural Analysis.....3
GEOG 447 Human Geography.....3
HIST 570 World History: Concepts and Interpretations.....3
POLS 311 Transformation of the Global System.....3
SOSC 325 International Political Economy 3

Select one of the following history courses:
HIST 505 Modern African History (3)
HIST 530 Modern Middle Eastern History (3)
HIST 534 Modern Chinese History (3)
HIST 542 Caribbean History (3)
HIST 547 Latin American History (3)
HIST 565 Modern European History (3)

C. Research Core (6 Hours)
SOSC 450 Research Methods in the Social Sciences..3
SOSC 500 Methods and Skills in Cross-Cultural Understanding.....3

D. Capstone Core (3 Hours)
SOSC 570 Senior Seminar: Values, Technology, and Social Change 3

Note: Several courses in the program have been developed for delivery on the Internet.

III. Career Selectives (24 Hours)
Students, with the assistance of their advisor, will select an additional 24 hours of courses in the social sciences, policy studies, language, or a relevant field, with the degree of generalization and specialization that best suits their personal and professional goals.

The following courses are suggestive of what may be used:
ANTH 410 Urban Anthropology (3)
ANTH 500 Anthropology in Film (3)
ECON 533 Economic Development in Latin America (3)
HIST 500 Beyond the Dream: Current Black Social Issues (3)
HIST 505 Modern African History (3)
HIST 520 American Urban History (3)
HIST 530 Modern Middle Eastern History (3)
HIST 534 Modern Chinese History (3)
HIST 540 Black Experience in the U.S. (3)
HIST 542 Caribbean History (3)
HIST 547 Latin American History (3)
HIST 550 Women in American History (3)
HIST 567 Russia in the Twentieth Century (3)
ICS 425 Spanish Language and Culture I (3)
ICS 435 Japanese Language and Culture I (3)
ICS 440 Chinese Language and Culture I (3)
ICS 530 Third World Conference: . . . (3)
ICS 532 African Politics (3)
ICS 540 Hispanic Experience in the U.S. (3)
ICS 575 Latin America: Culture and Society (3)
INST 360 Examining the Barriers: Studies in Race, Class, and Gender (3)
POLS 310 International Organization (3)
POLS 320 Local Governmental Systems (3)
POLS 440 Constitutional Law: Civil Liberties (3)
POLS 540 Political Economy of Urban Development (3)
POLS 548 Politics of Latin America (3)
SOC 525 Community Organization (3)
SOCW 510 Social Welfare Policy: Issues and Processes (3)
SOSC 501 Cultures of Labor in the Modern World (3)
SOSC 530 Urban Studies: Introduction to the City (3)
SOSC 575 Women and Social Action (3)
Note: Several are available via the internet.

IV. Electives (20 Hours)

V. Total - 120 Hours

Social Science Minor in American Studies

An undergraduate minor in Social Science - American Studies is offered for student majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of the broad critical and analytical skills and understanding that American Studies embodies. The Social Science minor in American Studies is for those who wish to develop these additional marketable skills with the substantive fields offered.

General Requirements

Students must meet all university requirements for a minor. In addition, students must complete at least 9 hours at Governors State University.

I. Required Courses (12 Hours)
HIST 310 U.S. Economic History .....3 *
HIST 516 Issues in Modern History 3
POLS 302 American Government .....3 *
SOC 301 Studies in American Society .....3 *
* May be substituted by a lower-division course.

II. Selective (6 Hours)
Select two of the following courses:
HIST 500 Beyond the Dream: Current Black Social Issues (3)
HIST 520 American Urban History (3)
HIST 540 Black Experience in the U.S. (3)

HIST 550 Women in American History (3)
POLS 440 Constitutional Law: Civil Liberties (3)
POLS 540 Political Economy of Urban Development (3)
SOC 525 Community Organization (3)
SOSC 530 Urban Studies: Introduction to the City (3)
SOSC 575 Women and Social Action (3)

III. Total Credit-hours - 18 Hours

Social Science Minor in Global Studies

An undergraduate minor in Social Science - Global Studies is offered for student majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of the broad critical and analytical skills and understanding that Global Studies embodies. The Social Science minor in Global Studies is for those who wish to develop these additional marketable skills with the substantive fields offered.

General Requirements

Students must meet all university requirements for a minor.

I. Required Courses (15 Hours)
ANTH 310 Trends in Cross-Cultural Analysis.....3
GEOG 447 Human Geography.....3
HIST 570 World History: Concepts and Interpretations.....3
POLS 311 Transformation of the Global System.....3
SOSC 325 International Political Economy 3

II. Selective (3 Hours)
Select one of the following courses:
HIST 505 Modern African History (3)
HIST 530 Modern Middle Eastern History (3)
HIST 534 Modern Chinese History (3)
HIST 542 Caribbean History (3)
HIST 547 Latin American History (3)
HIST 567 Russia in the Twentieth Century (3)

III. Total Credit-hours - 18 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 professional 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 completed 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, he/she 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 Security.....3
CPSC 581/MIS 581 Information Security Policy and Management 3
CPSC 582 Cryptography and Network Security 3
CPSC 583 Laboratory in Information Security.....3
CPSC 584 Special Topics in Information Security 3

II. Total - 15 Hours
Note: GSU Undergraduate students may enroll in this certificate for elective credit toward their bachelor’s degree. Undergraduate students from other colleges/universities are also eligible to enroll but would need to check with their institution to determine the transferability of the courses.

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Ellen Foster Curtis, Dean

The College of Business and Public Administration's primary mission is to offer a demonstrably excellent education that meets the demands of our region and state for informed and skilled professionals in business and public administration, and that is accessible to a diverse and intellectually stimulating community of learners.

Students will graduate with a firm liberal arts foundation with critical professional knowledge, skills, competencies, values, and initiative for effective initial employment, career progression, and individual enterprise in business, industry, nonprofit, and government organizations.

We encourage and assist our students in creating opportunities for lifelong advancement through lifelong learning. We recognize scholarship, research, and creative endeavors as inherently valuable and enriching activities; we encourage our faculty and students to engage in these activities.

We encourage and support our faculty, students, and staff to make meaningful contributions as citizens, professionals, and scholars to the university community, the region and the state, and to their respective disciplines.

In support of its mission, it is the goal of the College of Business and Public Administration to meet the diverse educational needs of students and society by providing:

- flexible instructional and scheduling alternatives;
- contemporary business and educational technologies and instruction which imparts current practice;
- content which is consistent with the needs and standards of business, industry, government, and community organizations which employ our graduates;
- strong theoretical foundations in knowledge of the field, with development and application of practical skills, supported by liberal learning;
- instruction which is challenging, engaging, and rewarding; and
- valuable knowledge obtained through research and scholarship.

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, and industry. Because all the functions of a complex business or government organization are interrelated, students are required to be familiar with the functional areas of administration.

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.

All of the college's business programs are fully accredited by the Association of Collegiate Business Schools and Programs.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 16 of this catalog and found at website *www.itransfer.org*.

Undergraduate Programs

Accounting (B.S.)
Business Administration (B.A.)
- *Finance*
- *Human Resource Management*
- *International Business*
- *Management*
- *Management Information Systems*
- *Marketing*
- *Operations Management*
- *Public Administration (admission suspended)*

Business and Applied Science (B.A.)
Management Information Systems (B.S.)
- (admission suspended)
- *Inclusive Information Systems (IIS)*
- *Information Security (INS)*
- *Internet Commerce (INC)*
- *Network Management (NMG)*

Minors

- Accounting
- Business Administration
- Finance
- Management Information Systems
- Management
- Marketing
- Public Administration

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems

Richard Finkley, Chairperson

Professor

Aida Shekib

Associate Professors

Anthony Andrews
Dalsang Chung
Heikki Heino
Margaret Neumann
T. J. Wang
Mary Washington

Assistant Professors

David Green
Denise Grivetti
Yiyu Shen

Lecturers

Anthony Fontana
Edna Fry
David Gordon
Kathy Hamby

Division of Management/Marketing/Public Administration

Akkanad Isaac, Chairperson

Professors

David Curtis
Marsha Katz
Farouk Shaaban
William Wilkinson

Associate Professors

Theodore Alex
Christopher Ann Robinson-Easley

Assistant Professor

John Simon

Lecturers

Phyllis Anderson
Sidney Barsuk
Carla Burruss
Constance Cook

Public Administration Program

Robert Donaldson, Program Director and Professor

Professors

Stuart Fagan
William Nowlin
Carl Stover
John Swain

Associate Professor

Susan Gaffney

Assistant Professor

Mary Clark

Lecturer

James Whigham

Announcements

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

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

The university and the college acknowledge the transferability of the statewide Illinois Articulation Initiative General Education Core Curriculum. In addition, certain courses required to meet specific collegial degree requirements may be recognized as transferable from two-year and other colleges under the IAI. To determine the transferability of specific courses, students should consult their transfer advisor, the College of Business and Public Administration Academic Advising Office, or the IAI transfer website *www.itransfer.org*.

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

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the first trimester of enrollment in the degree program.
2. A minimum of 30 credit-hours must be completed in course work at Governors State University.
3. Only credits earned with a grade of "C" or better in transfer course work can be applied toward degree requirements.

4. 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.
5. A student who has enrolled in the same course three times without receiving a passing grade must receive permission from the dean to register for that class a fourth time.
6. Students in the College of Business and Public Administration must complete each of their concentration courses (or accounting core/selectives) with a grade of "C" or better to be eligible for graduation.
7. All electives which may be applied to a degree must be approved by the dean or designee.
8. A maximum of six credit-hours of graduate course work earned in the last trimester of an undergraduate program, and before official acceptance in the graduate program, may be applied toward graduate requirements, with permission of the division chairperson and the dean.
9. Students in business degree programs may be required to take a standardized assessment test in business during the final trimester of their program.

Requirements for specific degree programs follow.

Bachelor of Science in Accounting

The Bachelor of Science in Accounting degree program is designed to provide students with the basic body of knowledge, skills, and attitudes needed to enter the accounting profession (public, government, or business and industry).

Students planning to obtain the CPA certificate must complete 150 credit-hours and are encouraged to complete the coordinated 150 hour B.S. and M.S. in Accounting. See the relevant section of this catalog for more information on the Master of Science in Accounting program.

Degree Requirements

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

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

I. General Education Courses (49 Hours)

NOTE: This includes the following program requirements:
College Algebra or Finite Math (IAI M1 906).....3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology.....3
STAT 361 Statistics for Management I.....3
STAT 362 Statistics for Management II.....3

II. Business Core Courses (30 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting.....3
BLAW 325 Business Law I.....3
BLAW 326 Business Law II 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies.....3

Select either of the following two courses:
MGMT340 Production and Operations Management
or
MGMT401 Organizational Behavior 3

MGMT360 Business Communications.....3
MGMT469 Business Policy.....3
MKTG301 Introduction to Marketing Management....3

III. Accounting Core Courses (21 Hours)

ACCT 331 Cost Accounting I 3
ACCT 351 Intermediate Accounting I 3
ACCT 352 Intermediate Accounting II 3
ACCT 353 Intermediate Accounting III.....3
ACCT 424 Taxation of Individuals I.....3
ACCT 440 Audit Concepts and Standards.....3
ACCT 452 Accounting Information Systems 3

IV. Accounting Selectives (6 Hours)

Select two of the following courses:
ACCT 332 Cost Accounting II (3)
ACCT 410 Advanced Accounting (3)
ACCT 425 Taxation of Individuals II (3)
ACCT 441 Advanced Auditing Concepts and Standards (3)
ACCT 456 International Accounting (3)
ACCT 480 Internship: . . . (3)

V. Electives (14 Hours)

VI. Total - 120 Hours

NOTE: Students preparing for professional certifications should choose electives as follows:
C.I.A. Examination - ACCT441 is recommended.
C.M.A. Examination - ACCT332, ECON420, and MGMT340 are recommended.
C.P.A. Examination - ACCT410, ACCT425, and ACCT441 are recommended.

Bachelor of Arts in Business Administration with a Finance Concentration

The undergraduate major in Business Administration with a finance concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of finance.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):
Select one of the following two courses:
BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)

ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (15 Hours)

FIN 420 Advanced Corporate Finance 3
FIN 455 Financial Institutions and Markets.....3
FIN 460 Investments 3

Select two of the following:
FIN 425 International Financial Management (3)
FIN 436 Financial Options and Futures (3)
FIN 440 Insurance and Risk Management (3)
FIN 465 Advanced Investments (3)

IV. Electives (20 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with a Human Resource Management Concentration

The undergraduate major in Business Administration with a human resource management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of the management of human resources.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):
Select one of the following two courses:
BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)

ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (15 Hours)

MGMT320 Human Resource Management 3
MGMT421 Labor Relations 3
MGMT423 Compensation and Incentive Systems 3

Select two of the following courses:

MGMT426 Human Resource Training and Management Development (3)
MGMT432 Quality Management (3)
MGMT550 Topics in Management: . . . (3)

IV. Electives (20 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with an International Business Concentration

The undergraduate major in Business Administration with an international business concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the dynamics of the international business community.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:
College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)
ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (18 Hours)

ACCT 456 International Accounting 3
COMS 540 Intercultural Communication 3
ECON 430 International Trade and Commercial Policy 3
FIN 425 International Financial Management 3
MGMT455 International Business Strategy and Technology Management 3
MKTG445 International Marketing Strategies 3

Students should satisfy the requirement of competency in an approved foreign language, determined by having taken 12 credit-hours at an accredited institution and/or by a full-time faculty, qualified in the language chosen.

It is also recommended that students undertake an international internship experience (MGMT480) with a domestic or foreign company doing international business. The assignment could be domestic or international in nature.

IV. Electives (17 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with a Management Concentration

The undergraduate major in Business Administration with a management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of business.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)

ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (15 Hours)

MGMT421 Labor Relations 3
MGMT432 Quality Management 3
Three courses from the college to be selected with an advisor (9)

IV. Electives (20 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with a Management Information Systems Concentration

The undergraduate major in Business Administration with a Management Information Systems concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)

ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (18 Hours)

High level computer language other than BASIC 3
MIS 360 Microcomputer Development and Diagnosis 3
MIS 401 Business Systems Analysis 3
MIS 420 Business Information Retrieval and Database Management 3
MIS 440 Telecommunications and Distributed Data Systems 3
MIS 465 Information Systems Project Management 3

IV. Electives (17 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with a Marketing Concentration

The undergraduate major in Business Administration with a marketing concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of marketing.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

	College Algebra or Finite Math (IAI M1 906)	3
	Calculus	3
ECON 301	Principles of Microeconomics	3
ECON 302	Principles of Macroeconomics	3
MIS 301	Basics of Information Technology	3
STAT 361	Statistics for Management I	3
STAT 362	Statistics for Management II	3

II. Program Requirements (36 Hours)

ACCT 301	Financial Accounting	3
ACCT 302	Managerial Accounting	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320	Legal Environment of Administration (3)	
	or	
BLAW 325	Business Law I (3)	
ECON 420	Managerial Economics: The Economics of the Firm	3
FIN 301	Principles of Financial Management	3
MGMT301	Introduction to Management Strategies	3 *
MGMT340	Production and Operations Management	3
MGMT360	Business Communications	3
MGMT401	Organizational Behavior	3
MGMT469	Business Policy	3
MIS 370	Management Information Systems	3
MKTG301	Introduction to Marketing Management	3

III. Concentration Courses (15 Hours)

MKTG320	Consumer Behavior	3
MKTG430	Managing Marketing Strategies	3
MKTG440	Marketing Logistics and Distribution	3
MKTG450	Promotional Strategies	3
MKTG460	Marketing Research	3

IV. Electives (20 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with an Operations Management Concentration

The undergraduate major in Business Administration with an operations management concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of production management.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:

	College Algebra or Finite Math (IAI M1 906)	3
	Calculus	3
ECON 301	Principles of Microeconomics	3
ECON 302	Principles of Macroeconomics	3
MIS 301	Basics of Information Technology	3
STAT 361	Statistics for Management I	3
STAT 362	Statistics for Management II	3

II. Program Requirements (36 Hours)

ACCT 301	Financial Accounting	3
ACCT 302	Managerial Accounting	3

Business Law Selective (3 Hours):

Select one of the following two courses:

BLAW 320	Legal Environment of Administration (3)	
	or	
BLAW 325	Business Law I (3)	
ECON 420	Managerial Economics: The Economics of the Firm	3
FIN 301	Principles of Financial Management	3
MGMT301	Introduction to Management Strategies	3 *
MGMT340	Production and Operations Management	3
MGMT360	Business Communications	3
MGMT401	Organizational Behavior	3
MGMT469	Business Policy	3
MIS 370	Management Information Systems	3
MKTG301	Introduction to Marketing Management	3

III. Concentration Courses (15 Hours)

MGMT421	Labor Relations	3
MGMT432	Quality Management	3
MGMT442	Supply Chain Management	3
MGMT443	Production and Inventory Control Systems	3
MGMT444	Service Operations Management	3

IV. Electives (20 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business Administration with a Public Administration Concentration

(Admission Suspended)

The undergraduate major in Business Administration with a public administration concentration prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional areas of public administration.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:
College Algebra or Finite Math (IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Program Requirements (36 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting 3

Business Law Selective (3 Hours):
Select one of the following two courses:
BLAW 320 Legal Environment of Administration (3)
or
BLAW 325 Business Law I (3)

ECON 420 Managerial Economics: The Economics of the Firm 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management ..3
MGMT360 Business Communications 3
MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG301 Introduction to Marketing Management ...3

III. Concentration Courses (18 Hours)

PADM 301 Introduction to Public Administration 3
PADM 435 Public Policy Analysis 3
PADM 460 Public Finance and Budgeting 3

POLS 302 American National Government (3) or
POLS 320 Local Government Systems (3)
POLS 440 Constitutional Law: Civil Liberties 3
MGMT320 Human Resource Management 3

IV. Electives (17 Hours)

V. Total - 120 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Arts in Business and Applied Science

The undergraduate major in Business and Applied Science is a capstone program to the many varied applied programs offered at community colleges. It is intended to prepare students for careers that require both technical skills and business knowledge. It is ideal for applied science program graduates interested in continuing their education in careers involving business and management.

Special Admission Requirements

In addition to the university criteria, applicants must have earned an associate of applied science degree in a technical major from a regionally-accredited institution of higher education. Students not meeting the admission requirement of an A.A.S. in an occupational program, but who have completed 27 or more hours in technical course work and have met other university admission criteria, may be considered for admission.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)

NOTE: This includes the following program requirements:
College Algebra or Finite Math (IAI M1 906) 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MGMT 415 Business Ethics and Social Responsibility 3
MIS 301 Basics of Information Technology.....3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II.....3

II. Program Requirements (33 Hours)

ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting.....3
BLAW 320 Legal Environment of Administration.....3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies ....3 *
MGMT340 Production and Operations Management...3
MGMT360 Business Communications 3

MGMT401 Organizational Behavior 3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG 301 Introduction to Marketing Management 3

III. Applied Science Courses (27 Hours)
Applied Science Courses 27

IV. Electives (11 Hours)

V. Total - 120 Hours
* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Bachelor of Science in Management Information Systems

Admission Suspended

The undergraduate major in Management Information Systems prepares students for positions of leadership in business, government, and industry. Students are prepared for the challenges of professional life through the study of the functional area of management information systems. With electives, students may further choose one of four specializations within management information systems for further study. These are: Network Management, Internet Commerce, Systems Engineering, and Strategic Management of Information Systems.

Degree Requirements

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

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

I. General Education Requirement (49 Hours)
NOTE: This includes the following program requirements:
College Algebra or Finite Math
(IAI M1 906) 3
Calculus 3
ECON 301 Principles of Microeconomics 3
ECON 302 Principles of Macroeconomics 3
MIS 301 Basics of Information Technology 3
STAT 361 Statistics for Management I 3
STAT 362 Statistics for Management II 3

II. Business Core Courses (30 Hours)
ACCT 301 Financial Accounting 3
ACCT 302 Managerial Accounting.....3
BLAW 320 Legal Environment of Administration 3
FIN 301 Principles of Financial Management 3
MGMT301 Introduction to Management Strategies .....3 *
MGMT340 Production and Operations Management...3
or
MGMT401 Organizational Behavior 3
MGMT360 Business Communications.....3
MGMT469 Business Policy 3
MIS 370 Management Information Systems 3
MKTG 301 Introduction to Marketing Management ...3

III. Information Technology Core Courses (27 Hours):
MIS 360 Microcomputer Development and Diagnosis.....3
MIS 420 Business Information Retrieval and Database Management 3
MIS 440 Telecommunications and Distributed Data Systems 3
MIS 445 Fundamentals of Networking Hardware and Operating Systems 3
MGMT 415 Business Ethics and Social Responsibility 3

Programming Selective (6 Hours)
Any two approved programming courses (6)

Analysis and Design Selective (6 Hours)
MIS 401 Business Systems Analysis (3)
and
MIS 402 Business Systems Design and, Prototyping (3)
or
CPSC 390 Introduction to Software Engineering (3)
and
Approved MIS or CPSC elective (3)

Capstone Selective (3 Hours)
MIS 465 Information Systems Project Management (3)
or
MIS 480 Internship: . . .(3)

IV. Concentrations (15 Hours)
Select one of the following concentrations:
Inclusive Information Systems Concentration:
Students may select any six hours of approved MIS and CPSC courses with up to nine hours of general electives.

Information Security Concentration:
MIS/CPSC 580 Information Security (3)
MIS/CPSC 581 Information Security Policy and Management (3)
CPSC 582 Cryptography and Network Security (3)
CPSC 583 Laboratory in Information Security (3)
CPSC 584 Special Topics in Information Security (3)

Internet Commerce Concentration:
MIS 475 Commerce on the Internet (3)
ART 509 Electronic Drawing and Design (3)
Any two approved electives (6)

The student should choose one of the following:
MKTG430 Managing Market Strategies (3)
MKTG440 Marketing Logistics and Distribution (3)
MKTG450 Promotional Strategies (3)

Network Management Concentration:
CPSC 570 Windows Systems (3)
CPSC 572 Advanced Windows Administration (3)
CPSC 576 Database Design and Administration on SQL Servers (3)
Any two approved electives (6)

V. Total Hours - 121 Hours

* Students who have taken a similar course must take MGMT410: International Business, in place of this course.

Minors Available through the College of Business and Public Administration

The following undergraduate minors are available to all students. For students enrolled in programs outside the College of Business and Public Administration, these minors are particularly appropriate, especially for those whose career goals include management in addition to their chosen field of study.

Students majoring in Business Administration, who must choose a concentration as a requirement of the degree program, may also choose a second concentration from among the Business Administration concentration offerings, or a minor outside of Business Administration (i.e., accounting). Students in other undergraduate programs in the College of Business and Public Administration may choose any minor outside of their major field of study.

Requirements for a Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete a study plan with the Academic Advising Office;
2. complete all courses required for the minor with a grade of "C" or better;
3. complete at least nine hours of the course work required for the minor at Governors State University; and
4. submit transfer course documentation to the Academic Advising Office for approval before the first week of the trimester of intended graduation.

Minor in Accounting

I. Required Courses

ACCT 301 Financial Accounting.....3
ACCT 302 Managerial Accounting.....3
ACCT 331 Cost Accounting I 3
ACCT 351 Intermediate Accounting I 3
ACCT 352 Intermediate Accounting II.....3

Plus six hours from: ACCT332, Cost Acct. II; ACCT353, Intermediate Acct. III; ACCT424, Tax. of Ind. I; ACCT425, Tax. of Ind. II; ACCT440, Audit Concepts and Standards; ACCT452, Acct. Info. Systems; or BLAW326, Business Law II.

II. Total - 21 Hours

Minor in Business Administration

I. Required Courses

ACCT 301 Financial Accounting 3
ECON 301 Principles of Microeconomics.....3
MGMT301 Introduction to Management Strategies.....3
MGMT401 Organizational Behavior.....3
MIS 370 Management Information Systems.....3
MKTG301 Introduction to Marketing Management ...3

II. Total - 18 Hours

Minor in Finance

I. Required Courses

FIN 301 Principles of Financial Management 3
FIN 420 Advanced Corporate Finance 3
FIN 455 Financial Institutions and Markets.....3
FIN 460 Investments.....3

Select two of the following courses:
FIN 425 International Financial Management (3)
FIN 436 Financial Options and Futures (3)
FIN 440 Insurance and Risk Management (3)
FIN 465 Advanced Investments (3)

II. Total - 18 Hours

Minor in Management

I. Required Courses

MGMT301 Introduction to Management Strategies 3
MGMT320 Human Resource Management 3
MGMT360 Business Communications.....3
MGMT401 Organizational Behavior 3
MGMT410 International Business 3
MGMT432 Quality Management 3

II. Total - 18 Hours

Minor in Management Information Systems

I. Required Courses

MIS 301 Basics of Information Technology.....3
MIS 360 Microcomputer Development and Diagnosis.....3
MIS 370 Management Information Systems.....3
MIS 401 Business Systems Analysis 3
MIS 402 Business Systems Design and Prototyping.....3
MIS 420 Business Information Retrieval and Database Management.....3
MIS 440 Telecommunications and Distributed Data Systems 3

II. Total - 21 Hours

Minor in Marketing

I. Required Courses

MKTG301 Introduction to Marketing Management....3
MKTG320 Consumer Behavior 3
MKTG430 Managing Marketing Strategies.....3
MKTG440 Marketing Logistics and Distribution 3
MKTG450 Promotional Strategies.....3
MKTG460 Marketing Research.....3

II. Total - 18 Hours

Minor in Public Administration

I. Required Courses

PADM 301 Introduction to Public Administration 3

POLS 302 American National Government (3)
or
POLS 320 Local Governmental Systems (3)

MGMT320 Human Resource Management 3
PADM 435 Public Policy Analysis 3
PADM 460 Public Finance and Budgeting.....3
POLS 440 Constitutional Law: Civil Liberties 3

II. Total - 18 Hours

COLLEGE OF EDUCATION

Peggy Woodard, Acting Dean

The College of Education prepares teachers and psychology-related professionals to function effectively in a variety of roles. The Elementary Education and Early Childhood Education programs are designed and delivered to meet the educational needs of those preparing to work as teachers with young children (birth through grade 9). In addition, the College of Education offers a Bachelor of Arts program in Psychology to prepare students for entry into the mental health field and preparation for related graduate studies.

All undergraduate curricula emphasize a solid combination of liberal studies to enhance thinking and communication skills.

Undergraduate instruction combines classroom lectures with extensive field experience. The College of Education maintains excellent relationships with school districts in Cook and Will counties where student teaching and field work take place. Schools and mental health facilities throughout the Chicago area provide rich and diverse settings for the experiences related to the Psychology program.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 16 of this catalog and found at website *www.itransfer.org*.

Undergraduate Programs

Early Childhood Education (B.A.)
Elementary Education (B.A.)
Psychology (B.A.)
Pre-Clinical Psychology

Minor

Psychology

Certifications and Accreditations

The college offers undergraduate programs approved by the Illinois State Board of Education for initial teacher certification in Elementary Education and Early Childhood Education. The college is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Faculty of the College of Education

Division of Education

George Garrett, Acting Chairperson

Professors

Marcus Ahmed
Diane Alexander
Lisa Chang
George Garrett
Maribeth Montgomery Kasik
Georgia Kosmoski
Linda Proudfit
Colleen Sexton

Associate Professors

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

Assistant Professors

Taida Kelly
Joe Matula
Nancy Miller

Lecturers

Phillip Boudreau
Mary Chladek
Sandy Gandy
Frances Jordan
Bruce Ketcher
Lora Knutson
Patrick Miller
Sharon Neste
Morvan Ngaiyaye
Ken Peterson
James Riordan
Lucianne Sweder
Clyde Winters

Visiting Professor

Marian Marion

Division of Psychology and Counseling

Shannon Dermer, Acting Chairperson

Professors
D. Jon Carlson
Lonn Wolf
Julia Yang

Associate Professors
Cyrus Ellis
Alan Milliren
Elizabeth Ruiz
Catherine Sori
Byron Waller
Darlene Wright

Assistant Professors
Shannon Dermer
Christopher Dyslin
E. Jean Johnson
Albert Tuskenis

Lecturers
Kim Jaroszewski
Richard Lencki
David Lewandowski
Kevin Nicolei
Patricia Robey
Kim Snow

Visiting Professor
Arthur Freeman

DEGREE REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Bachelor of Arts in Early Childhood Education

The undergraduate major in Early Childhood Education prepares future teachers for teaching children birth through third grade. Students successfully completing the degree program obtain a) the bachelor's degree in Early Childhood Education, and b) upon meeting other requirements, will be eligible for the Early Childhood Education Certificate as well as the Early Childhood Special Education Approval issued by the Illinois State Board of Education.

Students choosing to pursue this program should contact the Undergraduate Advising Office in the Division of Education before enrolling in any courses.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood Certificate by entitlement. Students completing this program may also obtain the Early Childhood Special Education Approval on their certificates. Four courses required for this approval are offered in the program: EDEC370, EDEC415/416, EDEC425/426, and EDEC420. To be recommended for certification by Governors State University, students must complete at least 48-49 hours in general education, 55 credit-hours in professional education requirements, and 18-19 hours in an identified teaching specialization area. General education courses may include both lower- and upper-division course work resulting in a completed program of 121-123 credit-hours. Students must earn a grade of "B" or better in EDEC499: Student Teaching.

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 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.

PROGRAM REQUIREMENTS

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following requirements to continue in the Early Childhood Education program:

- be admitted to Governors State University and be in good academic standing;
- present transcripts showing a cumulative G.P.A. of 2.5 or higher in all undergraduate work attempted;

- have attained a grade of "B" or better, and completed within six years, all transferable teacher education courses;
- complete all course work at Governors State University within five calendar years;
- present evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- submit scores from the Academic Profile test including the essay test;
- earn a grade of "B" or better in the following courses taken at GSU: EDEC321: Effective Teaching and Laboratory; EDEC350: Foundations of Early Childhood Education; and EDEC360: Growth and Development of Young Children; and
- receive a positive recommendation from the Early Childhood Education faculty to continue in the program.

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, please visit accuratebiometrics.com. Consult with your advisor for information concerning the related GSU policies and procedures.

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty review of the student's records identifies 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 transferred back to good standing status. A student may not be admitted to student teaching without being in good standing status.

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 early childhood education faculty is available in the Undergraduate Early Childhood Education Student Handbook.

Student Handbook

The Undergraduate Early Childhood Student Handbook referred to in this catalog is available through the links on *www.govst.edu/education.*

Admission to Lab Courses

Before enrolling in lab courses EDEC416, 426, 431, or 441 students must:

1. submit to their advisor verification of a passing score on the Illinois Basic Skills Exam;
2. before entering labs 3 (EDEC431) and 4 (EDEC441), complete the general education requirements of ENGL310, MCOM 450, MATH320, and MATH322 (or equivalent courses) along with one science and one social science course with a grade of "C" or better;
3. successfully complete all prerequisite course work, as stated on student study plan;
4. continue maintaining a cumulative 2.75 general education G.P.A.; and
5. a 3.0 professional education G.P.A.

Admission to Student Teaching

Before enrolling in student teaching, students must:

1. complete at least 48-49 hours of general education requirements with a G.P.A. of 2.75 or higher (for courses taken at GSU) with a grade of "C" or better in each course;
2. complete all professional education course requirements with a G.P.A. of 3.0 or higher with a grade of "B" or better in each of the following courses EDEC321, EDEC350, and EDEC360 and a grade of "C" or better in all other courses;
3. complete a minimum of 100 clock-hours of pre-student teaching field experiences;
4. have no more than a total of nine approved general education/specialization hours outstanding; and
5. verify successful completion of the early childhood content area state examination of the Illinois Teaching Certification System.

I. General Education Requirement for Teacher Certification, Early Childhood Certificate (48-49 Hours)

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following courses should be taken at the lower-division level:

Written Communication 6
Oral Communication 3
Mathematics Structures and Concepts 6
Biology and Physical Science
(including 7hours of Biology with a
lab and 3 hours of Physical Science).....10

Survey of American History 3
Literature 3
Humanities 3
Fine Arts.....3
U.S. Government 3
Psychology 3
Cultural/World Geography 3
Health/Nutrition 2-3

At least one three-credit course must be taken in non-Western or Third World cultures from either humanities or social science.

II. Professional Course Work Requirement (55 Hours)
The following courses must be taken at the upper-division level:
EDEC 321 Effective Teaching and Laboratory.....4
EDEC 350 Foundations of Early Childhood Education 3
EDEC 360 Growth and Development of Young Children 3
EDEC 370 Typical and Atypical Speech and Language Development 3
EDEC 415 Child and Family with and without Special Needs in the Community 3
EDEC 416 Lab 1: Infants and Toddler Methods 1
EDEC 420 Observation and Assessment of Young Children with and without Special Needs 3
SPED 510 Survey of Students with Exceptionalities .3
EDCP 500 Introduction to Educational Technology ...3
EDEC 425 Preprimary and Special Education Methods 3
EDEC 426 Lab 2: Preprimary.....1
EDEC 431 Lab 3: Literacy in Early Childhood Education 1
EDEC 432 Literacy Methods in Early Childhood Education 3
EDEC 440 Methods of Teaching Primary Math, Science, and Social Studies 3
EDEC 441 Lab 4: Teaching Primary Math, Science, and Social Studies 1
EDEC 450 Methods of Teaching in the Arts 2
EDEC 460 Integrating Instruction in Early Childhood Education 3
EDEC 499 Student Teaching in Early Childhood Education.....12

Total Professional Early Childhood Education credit-hours include at least 100 clock-hours of clinical experience

III. Teaching Specialization Requirement (18-19 Hours)
One of the following teaching specialization areas must be completed: art, biology, English, history, mathematics, science, or social science.

Art
ART 305 Drawing: Life Study (3)
ART 310 Ceramics (3)
ART 325 Advanced Problems in Design (3)
ART 502 Drawing: Combined Media (3)
ART 515 20th Century Art: Europe and the Americas (3)

Select at least three hours from the following non-Western contexts:
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)

Total - 18 Hours

Biology
BIOL 306 Biological Science Foundations II (3)
BIOL 316 Plant Diversity (2)
BIOL 317 Plant Diversity Laboratory (1)
BIOL 320 Animal Diversity (2)
BIOL 321 Animal Diversity Laboratory (1)
BIOL 322 Ecology (3)
BIOL 323 Ecology Laboratory (1)
LAS 430 Investigations in Scientific Thought (3)

Select at least three hours from the following:
BIOL 430 Microbiology (3)
BIOL 431 Microbiology Laboratory (1)
BIOL 455 Behavioral Ecology (3)
BIOL 512 Human Genetics (3)
BIOL 522 Ornithology (1)
BIOL 523 Ornithology Laboratory (2)

Total - 19 Hours

English
ENGL 311 or 312 English Literature (3)*
ENGL 321 or 322 American Literature (3)*
ENGL 400 Advanced Composition (3)*
ENGL 512, 521, 541, 556 or 575 Multicultural Literature (3)*
ENGL 315, 330, 420, 525, 532, 535, 545, 551 or 561 Literature Electives (6)*

Total - 18 Hours

History
American History (3)
European History (3)
Non-American History (3)
LAS 410 Investigations in the Social Sciences (3)

Select at least six hours of the following:
HIST 310 American Economic History (3)
HIST 505 Modern African History (3)
HIST 510 Ascent of Man (3)
HIST 520 American Urban History (3)
HIST 540 Black Experience in the U.S. (3)
HIST 547 Latin American History (3)

Total - 18 Hours

Mathematics

Calculus (3-6)
Geometry (equivalent to MATH330) (3)
Probability and Statistics (3)
LAS 440 Investigations in Mathematical Thought (3)

Select from the following to total 18 hours:

Algebra
Number Theory
Computer Programming (no more than three semester hours)
Discrete Mathematics

Total - 18 Hours

Science

Biology with Lab (4)
Chemistry with Lab (4)
Physical Science with Lab (4)
Earth and Space Science (3)
Elective Science (3)

Total - 18 Hours

Social Science

ANTH 310 or 350 Anthropology (3)*
ECON 301 or 302 Economics (3)*
GEOG 405 Geography (3)*
POLS 301, 302, or 311 Civics-Political Science (3)*
SOC 301 or 310 Sociology (3)*
World History (3)

Total - 18 Hours
* or equivalent course

Total Program Requirements 121-123 credit-hours

Bachelor of Arts in Elementary Education

The undergraduate major in Elementary Education prepares education majors to teach kindergarten through grade nine. Professional education courses provide preparation for teaching, and general education courses expand students' knowledge of elementary school curricula and their understanding of pupils. This curriculum offers a combination of classroom instruction, pre-student teaching field experiences, as well as the supervised student teaching experience.

Admission to Teacher Education

After meeting the university admission requirements, students must meet the following requirements to continue in the Elementary Education program:

- be admitted to Governors State University and be in good academic standing;
- present transcripts showing a cumulative G.P.A. of 2.5 or higher in all undergraduate work attempted;
- present evidence of having passed the Basic Skills Test of the Illinois Certification Testing System;
- submit scores from the Academic Profile test including the essay test;
- earn a grade of "B" or better in the following two courses taken at Governors State University: EDUC320: Future of American Education and EDUC321: Effective Teaching and Laboratory; and
- receive a positive recommendation from the Elementary Education faculty to continue in the program.

All candidates for Illinois teacher certification at Governors State University are required to submit to an Adam Walsh fingerprint-based criminal background check by Accurate Biometrics prior to their initial field experience in the schools. For more information on this testing and available test sites, please visit *accuratebiometrics.com*. 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 Elementary Education faculty is available in the Elementary Education Undergraduate Student Handbook.

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 Elementary Education Student Handbook referred to in this catalog is available at *www.govst.edu/education.*

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, students must complete 72-73 hours in general education and the professional education requirements in Elementary Education. General education courses may include both lower- and upper-division course work. Students must earn a grade of "B" or better in ELED499: Student Teaching.

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

Students must also pass the Assessment of Professional Teaching of the Illinois Certification Testing System to be recommended for certification.

Middle School Endorsement

Requirements for the middle school endorsement are discussed in the section Teacher Education and Certification in this catalog.

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 the Standards for Certification in Elementary Education. Throughout the program, students choose artifacts to include in their portfolios, write reflections, and receive evaluations of their artifacts and reflections. At the conclusion of student teaching, students will submit portfolios that contain artifacts for each standard.

Admission to Student Teaching

All professional course work must be completed before enrolling in student teaching. For those student teaching in a content area at the middle-grades level, all endorsement requirements must also be completed.

To be admitted to student teaching, students must:

1. complete the required course work with a grade of "B" or better in EDUC320 and EDUC321 and a grade of "C" or better in all other courses;
2. complete the 69-73 hours of general education requirements with a G.P.A. of 2.75 or higher;
3. complete all professional education requirements with a G.P.A. of 3.0 or higher, with a "B" or better in EDUC320 and EDUC321;
4. complete 100 clock-hours of pre-student teaching field experiences;
5. complete at least 18-19 hours in the teaching specialization with a G.P.A. of 2.75 or higher;
6. have completed all but nine credits in general education; and
7. receive a positive recommendation from the Elementary Education faculty.

An application certifying that the first six of these requirements have been met must be submitted to the coordinator of field experiences by January 31 for the following fall and winter trimesters. Student teaching is not offered during the spring/summer trimester.

In addition, students must pass the Elementary Content Test before student teaching.

Degree Requirements

Students must meet all university requirements for a bachelor's degree, except students must complete the 72-73 hour General Education Requirement for Teacher Certification (Initial Elementary Certificate) below instead of the University General Education Requirement.

Students must also:

1. complete all course work (56-58 hours of professional education and 72-73 hours of general education) with a grade of "C" or better in each course;
2. maintain a G.P.A. of 3.0 or higher in professional education courses;
3. maintain a G.P.A. of 2.75 or higher in all general education courses taken at Governors State University with a grade of "C" or better in each course;
4. complete at least one three-hour course in non-Western or Third World cultures;
5. complete all course work at Governors State University within five calendar years;
6. maintain satisfactory student progress as defined in the Elementary Education Student Handbook; and
7. receive a positive recommendation from the Elementary Education faculty.

I. General Education Requirement for Teacher Certification, Initial Elementary Certificate (65-67 Hours)

Course work acceptable for meeting these requirements must be college level work and may not include remedial courses even if college credit is granted. Generally, this course work must be at the 100-level or higher and applicable toward a degree at the institution providing the instruction. Courses with grades below "C" will not be accepted toward the degree.

The following course work must include at least one three-hour course in non-western or third world cultures.

The following course work may be completed at the lower-division level:

Written Communication 6
Oral Communication 3
Mathematics for Elementary Teachers 6
Mathematics selective (select from courses equivalent to MATH330, MATH340, MATH 390, MATH465, LAS440) 3
Biological, Physical Science, and Earth Science (including 3 hours of biology, a 3 hour physical science course (chemistry or physics), 3 hours of earth/space science (astronomy, geology, or meterology) and a 1 hour lab course with one of these) 10
Survey of American History 3
Humanities 3
Fine Arts 3
Literature 3
U.S. Government 3
Psychology.....3
World or Cultural Geography 3
Health/Nutrition.....2
Teaching Specialization 18-19
(maximum of 9 hours of lower-division)

Select one of the teaching specializations listed in the Teaching Specializations section (see Section IV).

At least nine specialization hours must be in upper-division courses.

II. Professional Education Courses (56-57 Hours)

The following courses may be taken at the lower-division level:

EDUC 310 Foundations of Education.....3
EDUC 330 Educational Psychology: Child Growth and Development 2-3

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

EDCP 500 Introduction to Educational Technology....3
EDUC 320 Future of American Education 3
EDUC 321 Effective Teaching and Laboratory.....4
EDUC 440 Educational Psychology in Action.....3
ELED 301 Teaching Laboratory I.....1
ELED 302 Teaching Language Arts in Elementary Schools.....3
ELED 303 Developmental Reading in Elementary Schools.....3
ELED 401 Teaching Laboratory II 1
ELED 450 Corrective Reading 3
ELED 460 Teaching Science in Elementary Schools ..3
ELED 463 Teaching Mathematics in Elementary Schools.....3
ELED 466 Teaching Social Studies in Elementary Schools.....3
SPED 510 Survey of Students with Exceptionalities ..3

Choose one of the following four 3 hour professional education selectives:

EDEC 460 Integrating Instruction in Early Childhood (3)
EDUC 442 Early Adolescent Educational Psychology (3)
EDUC 530 Multicultural Children's Literature (3)
ELED 500 Teaching in the Inclusive Classroom (3)

ELED 499 Student Teaching..... 12

Additional credits will be required for students seeking middle-grades endorsement (see your advisor).

III. Total - 128-131 Hours

IV. Teaching Specializations

In consultation with a program advisor, students will select at least 18 hours (except for biology which requires 19) of course work within one of the following teaching specializations. At least nine hours must carry upper-division credit.

General Science

BIOL 306 Biological Science Foundations II (3)
BIOL 307 Biological Science Foundations Laboratory (1)

CHEM 306 Chemical Science Foundations I (3)
CHEM 307 Chemical Science Foundations Laboratory (1)
(CHEM 308 Chemical Science Foundations II (3) if CHEM 306 has been used to satisfy a General Education requirement.)

PHYS 352 Intermediate Physics I (3)
PHYS 353 Intermediate Physics I Laboratory (1)
(PHYS 362 Intermediate Physics II (3) and PHYS 363 Intermediate Physics II Laboratory (1) if PHYS 352 and PHYS 353 have been used to satisfy a General Education requirement.)
PHYS 305 Earth and Space Science (3)
Elective Science course(s) (3-4)

Total - 18 Hours

Biology

BIOL 305 Biological Science Foundations I (3)
BIOL 306 Biological Science Foundations II (3)
BIOL 316 Plant Diversity (2)
BIOL 317 Plant Diversity Laboratory (1)
BIOL 320 Animal Diversity (2)
BIOL 321 Animal Diversity Laboratory (1)
LAS 430 Investigations in Scientific Thought (3)

Select at least three hours from the following:

BIOL 308 Human Evolution (3)
BIOL 312 Human Genetics: Concepts and Technology (3)
BIOL 322 Ecology (3)
BIOL 323 Ecology Laboratory (1)
BIOL 430 Microbiology (3)
BIOL 431 Microbiology Laboratory (1)

Total - 18 - 19 Hours

English
American Literature (3 Hours)
ENGL 321 American Literature I (3)
ENGL 322 American Literature II (3)

English Literature (3 Hours)
ENGL 311 English Literature I (3)
ENGL 312 English Literature II (3)

Multicultural Literature (3 Hours)
ENGL 512 Advanced Survey of Black Literature (3)
ENGL 521 Comparative Latin American Literature (3)
ENGL 541 Chinese Literature and Culture (3)
ENGL 556 Native American Literature (3)
ENGL 575 The Short Story: Crossing Cultures (3)

Advanced Composition (3 Hours)
ENGL 400 Advanced Composition (3)

Two of the following* (6 Hours)
ENGL 315 Studies in Mythology (3)
ENGL 330 Studies in Literature (3)
ENGL 420 Modern American Poetry: Voices and Visions (3)
ENGL 542 Literary Criticism (3)
ENGL 551 Shakespeare's Plays* (3)
ENGL 560 Philosophical Themes in Contemporary Literature (3)

Total - 18 Hours
* Those students interested in earning a Middle Grades Endorsement must select ENGL551 as one of their choices from this course group.

History
U.S. History (6 Hours)
HIST 311 U.S. History I (3)
HIST 312 U.S. History II (3)

European History (3 Hours)
HIST 565 Modern European History (3)
HIST 567 Russia in the Twentieth Century (3)

Non-Western History (3 Hours)
HIST 505 Modern African History (3)
HIST 530 Modern Middle Eastern History (3)
HIST 534 Modern Chinese History (3)
HIST 547 Latin American History (3)

LAS 410 Investigations in the Social Sciences (3)

Select one of the following:
HIST 310 American Economic History (3)
HIST 510 Ascent of Man (3)
HIST 520 American Urban History (3)
HIST 540 Black Experience in the U.S. (3)

Total - 18 Hours

Mathematics
Students planning to teach mathematics at the junior high level should consult with an advisor.

MATH 330 Geometry (3)
MATH 390 Calculus I (4)
LAS 440 Investigations in Mathematical Thought (3)
Probability and Statistics (3)

Select from the following to total 18 hours:
MATH 340 Discrete Mathematics Algebra (3)
MATH 391 Calculus II (4)
MATH 465 Number Theory (3)
Computer Programming (no more than three semester hours)

Total - 18 Hours

Bachelor of Arts in Psychology

The undergraduate major in Psychology provides students with the opportunity to think as scientists about behavior and experience and develop the skills and values that reflect psychology as both a science and an applied field. In attempting to meet this goal, the program seeks to assist individuals with beginning to view themselves along the scientist-practitioner model. The program strives to prepare students for graduate training in psychology and counseling and a baccalaureate level career that draws on an understanding of human behavior and functioning. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods, values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

Undergraduate students who expect to do graduate study in psychology should, with the assistance of their advisor, carefully select the courses that will qualify them for admission to a graduate program. Graduate programs commonly require 24 to 30 hours in undergraduate psychology, including statistics, research methodology, cognitive or learning psychology, personality theory, developmental psychology, experimental psychology, social psychology, and abnormal psychology.

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration on a case-by-case basis will be made.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

I. General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

PSYC 310 Principles of Psychology 3
PSYC 445 Social Psychology 3
STAT 468 Statistics.....3

II. Required Courses (30 Hours)

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

PSYC 400 Thinking and Writing in Psychology.....3
PSYC 410 Personality Theories 3
PSYC 412 Developmental Psychology 3
PSYC 430 Abnormal Psychology 3

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

PSYC 422 Cognitive Psychology.....3
PSYC 440 History and Systems of Psychology 3
PSYC 524 Principles of Learning and Behavior.....3
PSYC 530 Professional Standards in Human Service and Research.....3
PSYC 546 Psychological Issues and Social Values.....3
PSYC 560 Research Methodology 3

III. Biological Psychology Selective (3 Hours)

Select one of the following:

PSYC 502 Health Psychology (3)
PSYC 550 Psychophysiology (3)

IV. Developmental Psychology Selective (3 Hours)

Select one of the following:

EDEC 360 Early Childhood Development (3)
PSYC 510 Adolescence (3)
PSYC 515 Adulthood (3)
PSYC 519 Geropsychology (3)
PSYC 523 Cognitive Development (3)

V. Applied Psychology Selective (2-3 Hours)

Select one of the following:

COUN 510 Physical and Sexual Abuse of Children (3)
COUN 544 Introduction to Family Dynamics (3)
PSYC 340 Industrial Psychology (3)
PSYC 480 Field Experience in Psychology (2)
PSYC 544 Introduction to Clinical Psychology (3)
PSYC 580 Principles of Psychological Testing (3)

VI. Personal Growth Selective (1-3 Hours)

Select one of the following:

PSYC 305 LOVE: What Everyone Needs to Know (3)
PSYC 506 Laboratory in Stress Management (2)
PSYC 508 Creating a Healthy Lifestyle (3)
PSYC 527 Lab in Personal Growth (2)
PSYC 529 Psychology of Women (3)
PSYC 573 Topics in Personal and Professional Growth (1-3)

VII. Electives (41-50 Hours)

VIII. Total - 120 Hours

Bachelor of Arts in Psychology with a Pre-Clinical Psychology Concentration

Students with an interest in the area of clinical psychology may pursue the undergraduate major in Psychology with a concentration in pre-clinical psychology. The pre-clinical concentration focuses on recent trends and legislation to provide services in the community, providing treatment in the least restrictive environment, and to broaden the perspective psychology from servicing patients to servicing persons experiencing emotional difficulties because of economic hardships, family problems, or physical or social handicaps. Graduates are prepared for employment in both privately and publicly funded agencies providing mental health services. The curriculum is aligned with the 2006 American Psychological Association's undergraduate psychology learning goals and provides many opportunities to gain the knowledge base, methods, values, skills, and applications in psychology; technological literacy; communication skills; socio-cultural and international awareness; and personal and professional growth.

Undergraduate students who expect to do graduate study in psychology should, with the assistance of their advisor, carefully select the courses that will qualify them for admission to a graduate program. Graduate programs commonly require 24 to 30 hours in undergraduate psychology, including statistics, research methodology, cognitive/learning, developmental psychology, personality theory, experimental psychology, social psychology, and abnormal psychology.

Special Admissions Requirements

In addition to meeting the university admission requirements, applicants must either have a cumulative G.P.A. of 2.0 or higher or their G.P.A. for their last 60 hours must be a 2.0 or higher for admission to the program. Under special circumstances, consideration on a case-by-case basis will be made.

Degree Requirements

Students must meet all university requirements for a bachelor's degree and participate in outcome assessment activities as requested upon admittance to the program, periodically during the program, and upon graduating from the program. Students must have a grade of "C" or higher in required core and selective courses.

I. General Education Requirement (37 Hours)

These three courses are required for the major. If alternative courses are used to meet the social science and math requirements, these three courses will become part of the required course list.

PSYC 310 Principles of Psychology 3
PSYC 445 Social Psychology 3
STAT 468 Statistics.....3

II. Required Courses (30 Hours)

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

PSYC 400 Thinking and Writing in Psychology.....3
PSYC 410 Personality Theories 3
PSYC 412 Developmental Psychology 3
PSYC 430 Abnormal Psychology 3

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

PSYC 422 Cognitive Psychology.....3
PSYC 440 History and Systems of Psychology 3
PSYC 524 Principles of Learning and Behavior.....3
PSYC 530 Professional Standards in Human Service and Research.....3
PSYC 546 Psychological Issues and Social Values.....3
PSYC 560 Research Methodology 3

III. Biological Psychology Selective (3 Hours)

Select one of the following:

PSYC 502 Health Psychology.....3
PSYC 550 Psychophysiology.....3

IV. Developmental Psychology Selective (3 Hours)

Select one of the following:

EDEC 360 Early Childhood Development 3
PSYC 510 Adolescence.....3
PSYC 515 Adulthood 3
PSYC 519 Geropsychology.....3
PSYC 523 Cognitive Development.....3

V. Pre-Clinical Psychology (8 Hours)

PSYC 480 Field Experience in Psychology 2
PSYC 544 Introduction to Clinical Psychology 3
PSYC 580 Principles of Psychological Testing.....3

VI. Personal Growth Selective (1-3 Hours)

Select one of the following:

PSYC 305 LOVE: What Everyone Needs to Know....3
PSYC 506 Laboratory in Stress Management.....2
PSYC 508 Creating a Healthy Lifestyle.....3
PSYC 527 Lab in Personal Growth.....2
PSYC 529 Psychology of Women.....3
PSYC 573 Topics in Personal and Professional Growth..... 1-3

VII. Electives (36-38 Hours)

VIII. Total - 120 Hours

Psychology Minor

An undergraduate minor in Psychology is offered to students majoring in other fields. This minor is particularly appropriate for those students whose area of study relies heavily upon knowledge of psychology, as well as for those students who simply desire additional work in psychology.

Requirements for the Minor

Students must:

1. complete at least nine hours of course work at Governors State University; and
2. submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.

I. Required Courses (9 Hours)

PSYC 310 Principles of Psychology 3
PSYC 445 Social Psychology.....3
PSYC 412 Developmental Psychology 3

II. Personality Selective (3 Hours)

Select one course:

PSYC 410 Personality Theories (3)
PSYC 430 Abnormal Psychology (3)

III. Cognitive Selective (3 or 4 Hours)

Select one course:

PSYC 422 Cognitive Psychology (3)
PSYC 523 Cognitive Development (4)

IV. Research Selective (3 Hours)

Select one course:

PSYC 524 Principles of Learning and Behavior (3)
PSYC 560 Research Methodology (3)
STAT 468 Statistics (3)

V. Substitutions for those who completed more than nine hours elsewhere (9 Hours)

Students who have completed the required courses and the three Selectives above may choose from the following courses to meet the requirements of nine hours of course work completed at Governors State University.

PSYC 502 Health Psychology (3)
PSYC 505 Introduction to Stress Management (3)
PSYC 510 Adolescence (3)
PSYC 515 Adulthood (3)
PSYC 519 Geropsychology (3)
PSYC 536 Motivation and Emotional Development (4)
PSYC 544 Introduction to Clinical Psychology (3)

VI. Total - 18 or 19 Hours

COLLEGE OF HEALTH AND HUMAN SERVICES

Linda F. Samson, Dean

The undergraduate degree programs in the College of Health and Human Services prepare students for a variety of employment opportunities in the health and human services fields or for further education in graduate programs.

Many majors provide extensive community-based field experiences and exposure to, or participation in, research and service activities through a vast network of hospitals and alternative delivery systems in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college offers some courses of general and interdisciplinary interest to students in the other colleges, but most courses are designed to meet the professional education needs of the various majors.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 16 of this catalog and found at website *www.itransfer.org*.

The college is organized into seven academic departments and the Center of Excellence in Health Disparities Research. 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.

Undergraduate Programs

Communication Disorders (B.H.S.)
Health Administration (B.H.A.)
Nursing (B.S.N.)
Social Work (B.S.W.)

Minors

Addictions Studies
Social Work

Certificates

Principles of Conductive Education
Long-Term Care Administration
Substance Abuse Intervention in Health Care

Accreditations

The undergraduate Nursing major is accredited by the National League for Nursing Accrediting Commission (NLNAC).

The undergraduate Health Administration major has full membership status in the Association of University Programs in Health Administration (AUPHA).

The undergraduate Social Work major is accredited by the Council on Social Work Education (CSWE).

Faculty of the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Gregory Blevins, Department Chairperson

Professor
Cheryl Mejta

Lecturers
James Golding
David O'Donnell
Peter Palanca

Department of Communication Disorders

William Yacullo, Department Chairperson

Professor
Sandra Mayfield

Associate Professor
Catherine Balthazar

Assistant Professors
Jessica Bonner
Ravi Nigam

Lecturer
Susan Murphy

Department of Health Administration

Kyusuk Chung, Associate Professor, Department Chairperson

Professors
Ralph Bell
Linda Samson

Assistant Professors
Rupert Evans
Tae-Hyun "Tanny" Kim

University Professor
Sang-O Rhee

Lecturers
Jennifer Groebner
Joseph West

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor
Linda Samson

Associate Professors
Constance Edwards
Catherine Tymkow

Assistant Professor
Josephine McCaskill

University Lecturers
Tifany Batts
Shirley Comer
Martha Gainer

Department of Occupational Therapy

Elizabeth A. Cada, Department Chairperson

Associate Professor
Cynthia Carr

Assistant Professors
Catherine P. Brady
Robert Druzinsky

Instructor
Danila Cepa

University Lecturer
Patti Kalvelage

Department of Physical Therapy

Russell Carter, Department Chairperson

Professor
Ann Vendrely

Associate Professors
David Diers
Roberta O'Shea
Rebecca Wojcik

Assistant Professor
Robert Druzinsky

University Lecturer
Joyce Sligar

Department of Social Work

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

Associate Professor
Adelle Sanders, Undergraduate Program Coordinator

Assistant Professors
Kim Boland-Prom
Elizabeth Essex
Maristela Zell

Instructor
Lorri Glass

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 UNDERGRADUATE PROGRAMS

The university degree requirements for undergraduate programs are listed in the general education requirements section of this catalog.

Requirements for specific degree programs follow.

Addictions Studies Minor

An undergraduate minor in Addictions Studies is available to students majoring in other fields. This minor is particularly appropriate for those students whose chosen career area will bring them into contact with substance abusers and their collaterals.

Requirements for the Minor

Students must meet all university requirements for a minor.

In addition, students must:

1. complete at least nine hours of the required course work listed below at Governors State University; and
2. submit transfer courses to the minor advisor for approval by the first week of the trimester of intended graduation.

I. Required Courses (18 Hours)

ADDS 500 Substance Abuse: Current Concepts
or
ADDS 550 Substance Abuse Issues in Health Care 3

ADDS 501 Addictions Counseling: A Multicultural Perspective
or
ADDS 552 Disparity and Diversity in Substance Abuse 3

ADDS 505 Addictions: Recovery Process
or
ADDS 526 The Adolescent Substance Abuser.....3

ADDS 518 Substance Abuse: A Systems Approach
or
ADDS 540 Society and Drugs: Controversial Issues ...3

ADDS 521 Screening, Referral, and Treatment Planning
or
ADDS 551 Substance Abuse Screening in Health Care 3

ADDS 522 Clinical Skills in Substance Abuse
or
ADDS 512 Changing Health Behaviors.....3

II. Total - 18 Hours

Bachelor of Health Science in Communication Disorders

The undergraduate major in Communication Disorders offers preprofessional education in speech-language pathology, audiology, and related areas. The curriculum includes courses in fundamental areas necessary to understand normal aspects of speech, language, and hearing. Course work also is offered to give the student basic knowledge concerning disorders of speech, language, and hearing and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

Undergraduate Certification

As a preprofessional curriculum, the undergraduate major does not qualify students for state teaching and national certification, but rather provides the foundation necessary for the graduate curriculum which leads to certification. The student will meet the university's general education requirements for the School Service Personnel Certificate (Type 73), endorsed as Speech-Language Pathologist. Refer to the Teacher Certification section of this catalog for requirements for certification through approved programs, professional education requirements, and general education requirements that must be met.

The program in Communication Disorders is designed to serve part-time students. However, it is possible to attend full-time.

For further information, or an appointment with an advisor, call the Program Office at 708.534.4590.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must have a grade point average (G.P.A.) of at least 2.75 for the last 60 hours of undergraduate course work attempted. Applicants who do not have the required G.P.A. may petition for an exception.

Degree Requirements

I. General Education Requirement for the School Service Personnel Certificate (37 to 41 semester-credits)
Students intending to apply for the School Service Personnel Certificate, Type 73, must meet University General Education Requirements (see requirements).

II. Core Requirements (60-61 Hours)
The following courses or their equivalents may be taken at either the lower-division or upper-division level:

CDIS 304 Phonetics 3
CDIS 305 Introduction to Sign Language 3
CDIS 310 Introduction to Communication Disorders 3

CDIS 330 Speech and Hearing Science.....3
CDIS 345 Anatomy and Physiology of Speech and Hearing.....3
CDIS 410 Introduction to Audiology.....3
CDIS 440 Sociolinguistics.....3
CDIS 450 Introduction to Assessment and Intervention in Communication Disorders.....3
CDIS 511 Language Development: Early Stages.....3
CDIS 520 Language Development: Later Stages.....3
CDIS 530 Augmentative and Alternative Communication.....3
CDIS 540 Neuroscience for the Study of Communication Disorders.....3
EDUC 310 Foundations of Education 3
EDUC 440 Educational Psychology in Action.....3
ENGL 505 Modern English Grammar 3
PSYC 310 Principles of Psychology 3
PSYC 412 Developmental Psychology 3
SPED 510 Survey of Students with Exceptionalities .3
STAT 468 Statistics.....3

Three credits from:
PSYC 422 Cognitive Psychology (3)
PSYC 510 Adolescence (3)
PSYC 519 Geropsychology (3)
PSYC 523 Cognitive Development (3)

III. Electives (18 - 23 Hours)

IV. Total - 120 Hours

Bachelor of Health Administration

The undergraduate major in Health Administration educates administrators to develop and manage health services organizations and programs. The curriculum is designed to be an educational mechanism through which students obtain the understanding and skills necessary for health administration. Specifically, the major is designed to prepare administrators for unit or department head positions in large and complex health care institutions such as hospitals; and for executive director positions in small and/or less complex health care institutions, such as clinics, nursing homes, insurance, medical group management, ambulatory care management, and family service agencies.

Accreditation

The undergraduate major has full certified undergraduate status granted by the Association of University Programs in Health Administration (AUPHA).

Degree Requirements

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

All required courses and the upper-division selectives must be completed with a grade of "C" or better.

In addition, all students must complete a pre-graduation survey.

I. General Education Requirement (37-41 Hours)

II. Health Administration Application (51 Hours)
HLAD 301 Introduction to Health Care Management Strategies 3
HLAD 302 Principles of Health Care Microeconomics 3
HLAD 303 Basics of Health Care Informatics.....3
HLAD 304 Health Care Statistics.....3
HLAD 325 Health Care Organization 3
HLAD 335 Introduction to Epidemiology.....3
HLAD 340 Medical Sociology 3
HLAD 401 Health Care Organizational Behavior.....3
HLAD 450 Health Planning 3
HLAD 455 Management in Health Care Setting.....3
HLAD 460 Health Care Economics 3
HLAD 465 Legal Aspects of Health Care 3
HLAD 468 Institutional Management for Health Care Organizations 3
HLAD 490 Health Administration Practicum 3
HLAD 502 Health Care Accounting.....3
HLAD 503 Health Care Human Resource Management 3
POLS 355 Health Care and Politics 3

III. Electives (28-32 Hours)
The following courses are suggested for Health Administration majors for their broadening and deepening competencies:
HLAD 520 Introduction to Long-Term Care (3)
HLAD 525 Nursing Home Administration (3)
PHIL 330 Ethics in Health Care.....3

IV. Total Credit-hours - 120 Hours

Bachelor of Science in Nursing

The undergraduate major in Nursing provides registered nurses who are graduates from either an associate degree or a diploma program an opportunity to obtain a baccalaureate degree in Nursing. This major is designed to prepare nurses to practice as generalists in health care settings with clients of all ages and acquaints the nurse with the historical development of nursing and trends affecting nursing and health care delivery. Leadership abilities of the professional nurse are emphasized. The theoretical basis of nursing and the changing scope of nursing practice are analyzed. Beginning research activities are developed. This major also prepares students for future graduate nursing education.

Accreditation

This major is accredited by the:

National League for Nursing Accrediting Commission (NLNAC)
61 Broadway - 33rd Floor
New York City, New York 10006
Telephone: 1.800.669.1656, Ext. 153
212.363.5555
Fax: 212.812.0390
Website: *www.nlnac.org*

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have earned an associate's degree in nursing or have graduated from a diploma nursing program. Individuals who hold a valid RN license in Illinois will be granted 30 credits for prior nursing education from an associate degree or diploma program.
2. have completed 43 hours in prescribed general education and other courses; and
3. be currently licensed as registered professional nurse in the State of Illinois.

Individuals who recently graduated from an associate's degree nursing program and are in the process of obtaining an Illinois Registered Professional Nurse License may be admitted conditionally, with the provision that licensure shall be obtained by the end of the first trimester of enrollment in order to continue in the program.

Applicants with credentials from countries other than the United States must have their credentials evaluated through the Office of Admission to determine eligibility for 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.

Degree Requirements

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

In addition, all nursing courses must be completed with a grade of "C" or better. A student may repeat a nursing course only once to earn a grade of "C" or better without being academically dismissed from the degree program.

I. General Education Requirements
The curriculum fulfills the general education requirements of the university as stated in the catalog.

II. Required Courses
Lower-Division Course Work
The following courses must be taken at the lower-division level:

Nursing Courses (30 Hours)
General Education and Other Required Courses
(43 Hours)
Anatomy and Physiology (4)
General Chemistry (4)
Organic Chemistry (4)*
Microbiology (4)
Written Composition I (3)
Written Composition II (3)
Speech/Oral Communications (3)
General Psychology (3)
General Sociology (3)
Human Growth and Development
or Life-Span Development (3)
Statistics (3)*
Humanities Elective (3)*
Basic Computer Applications (3)*

* These four courses may be taken at either the lower-division or upper-division level. Individuals may choose to be admitted conditionally and take these courses at the upper-division level. However, this will extend the total time for program completion at GSU.

Upper-Division Courses (47 Hours)
The following courses must be taken at the upper-division level:

NURS 304 Conceptual Basis for Professional Nursing 3
NURS 305 Pathophysiology 3
NURS 306 Gerontological Nursing 3
NURS 312 Ethics in Professional Practice 3
NURS 320 Teaching Individuals, Families, and Communities 3
NURS 330 Health Assessment 3
NURS 400 Nursing Research 3
NURS 410 Management in Nursing 3
NURS 420 Community Health Nursing 3

NURS 421 Community Health Practicum 3
NURS 430 Episodic Nursing 3
NURS 431 Episodic Nursing Practicum 3
NURS 440 Senior Leadership Project 3
Fine Arts Elective 3**
Humanities or Fine Arts Elective.....3**
Free Electives 2

** Applies towards university general education requirements. Six of nine hours in humanities/fine arts must be taken at the upper division in order to fulfill the university general education requirements.

III. Total - 120 Hours

Bachelor of Social Work

The undergraduate major in Social Work prepares students for entry-level professional social work practice as generalists. Generalist practice differs from advanced practice in its particular focus on concrete direct services and case management, and generalist practitioners typically practice under closer supervision than advanced practitioners. The bachelor of social work program is grounded in a social justice ethic scrupulously attentive to social and economic disparities encompassing planned interventions with people at multiple levels (individuals, families, groups, organizations, and communities) through engaged inclusive culturally appropriate practice methods at all levels to affect systemic social and economic change and "just" outcomes for people at greatest risk. Requirements include the acquisition of an ecological perspective on human behavior for understanding the ways people influence and are affected by the social, political, and economic environmental contexts. A belief in the capacity of people to grow and change, to make positive decisions on their own and others behalf, and an appreciation of the value of human capacities and diversity is emphasized. Students are provided learning opportunities for the development of cultural, social and political competence, critical thinking skills, research knowledge and skills, especially those which facilitate the evaluation of one's own practice. Professional values and ethics, systems theories and principles, practice theories and methods, social policy issues and processes, and knowledge and skills for effective social work generalist practice are important aspects of the social work curriculum. Agency experiences, including field practicum, provide the student with opportunities for integration and synthesis of learning, as well as exploration of fields of social work practice. Graduates have the background to pursue graduate studies in social work, psychology, addictions, law, and other related fields.

Accreditation

The Bachelor of Social Work major is nationally accredited by the Council on Social Work Education.

Illinois Articulation Initiative

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 16 of the catalog and found at website *www.itransfer.org*.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have obtained a minimum of 2.25 GPA for the last 60 hours;
2. submit two completed recommendation forms, at least one of which must be from a current or former college instructor. Recommendation forms are available in the Admission Office and on the website at *www.govst.edu/apply/files/bsw_lrecform.pdf*; and
3. participate in an interview to develop a study plan that will review academic preparation and appropriateness of a social work career choice.

Degree Requirements

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

In addition, students must:

1. take at least two courses a term, unless a variance of their requirements is expressly approved by the program;
2. maintain a cumulative GPA of 2.5 or higher; and
3. earn a grade of "C" or better in all social work courses.

All undergraduate social work courses for which a student receives a grade lower than a "C" may be repeated a maximum of two times.

I. General Education Requirement (37 Hours)
The following courses must be taken to meet major and general education requirements:

American Literature
(IAI H3 914 or 915) 3
Logic (IAI H4 906) 3
U.S. National Government (IAI S5 900) ..3
Cultural Anthropology (IAI S1 901N) 3
Introduction or General Psychology
(IAI S6 900) 3
Human Biology (IAI L1 904 or 904L) 3
Statistics (IAI M1 902) 3

II. Required Courses (51 Hours)
The following courses must be taken at the lower-division level

Sociology* 3
Macroeconomics.....3

The following course can be taken at either the lower- or upper-division level:
SOCW 320 Introduction to Social Work 3
The following courses must be taken at the upper-division level:
ADDS 550 Substance Abuse Issues in Health Care.....3
SOCW 325 Social Welfare Policy I 3
SOCW 330 Interviewing Skills.....3
SOCW 335 Diversity and Social Justice 3
SOCW 340 Human Behavior in the Social Environment 3
SOCW 341 Generalist Social Work Practice I.....3
SOCW 342 Human Behavior in the Social Environment II.....3
SOCW 343 Generalist Social Work Practice II.....3
SOCW 425 Social Welfare Policy II.....3
SOCW 465 Social Work Research 3
SOCW 496 Field Practicum I 3
SOCW 497 Field Integrative Seminar I.....3
SOCW 498 Field Practicum II 3
SOCW 499 Field Integrative Seminar II 3

III. Upper-Division and Social Work Selectives (15 Hours)
Select fifteen hours from among the following courses or other courses that support student interests, with approval of advisor:
SOCW 459 Social Work and the Law (3)
SOCW 500 Topics in Social Work: . . . (Taken 3 times) (3)
SOCW 530 Urban Dynamics (3)
SOCW 565 Interprofessional Teamwork in Health and Human Services (3)
SOCW 570 Social Work in Health Care (3)
SOCW 575 Children and Families: Problems, Issues, and Services (3)
SOCW 576 Child Welfare Practice: Knowledge, Skills and Values (3)
SOCW 578 Aging: Policies, Problems, and Services (3)
SOCW 595 Management and Supervision in the Human Services (3)

Child Welfare Electives

Students interested in generalist practice in the field of child welfare have an opportunity to select a particular cluster of courses. To complete the cluster of child welfare courses B.S.W. majors must include these courses in their study plan, which is developed in consultation with the faculty advisor.

For students interested in child welfare based generalist practice the following courses must be completed:

SOCW 575 Children and Families: Problems, Issues, and Services (3)
SOCW 576 Child Welfare Practice: Knowledge, Skills, and Values (3)

In addition to the above courses, the required Field Practicum I & II must be completed in a child welfare agency.

IV. Electives (17 Hours)

V. Total - 120 Hours
* May be used to meet the general education requirements and will increase the number of electives required.

Social Work Minor

Requirements for the Minor

Students must meet all university requirements for a minor. Approval for entrance into the minor must be given by the program director.

I. Required Courses (12 Hours)
SOCW 320 Introduction to Social Work.....3
SOCW 325 Social Welfare Policy I 3
SOCW 565 Interprofessional Teamwork in Health and Human Services 3
SOCW 335 Diversity and Social Justice.....3

II. Elective Courses (6 Hours)
SOCW 459 Law for Human Service Professionals (3)
SOCW 500 Topics in Social Work:... (Taken 3 times) (3)
SOCW 530 Urban Dynamics (3)
SOCW 570 Social Work in Health Care (3)
SOCW 575 Children and Families: Problems, Issues, and Services (3)
SOCW 595 Management and Supervision in the Human Services (3)

III. Total - 18 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 additional 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

Long-Term Care Administration Certificate

A certificate in 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.

Substance Abuse Intervention in Healthcare Certificate

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.

Requirements for the Certificate:

NURS 550 Substance Abuse Issues in Healthcare.....3
NURS 551 Substance Abuse Screening in Healthcare.....3
NURS 552 Disparity and Diversity in Substance Abuse.....3
NURS 553 Substance Abuse Intervention in Nursing Practice.....3

Total- 12 hours

Special Admission Requirements

In addition to meeting the university requirements for admission, all students must show:

* Proof of nursing licensure

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**

* 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.)

COLLEGE OF ARTS AND SCIENCES

Eric V. Martin, 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 missing through excellence in teaching and learning processes, scholarship while both creates and applies 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.)
Communications and Training (M.A.)
Computer Science (M.S.)
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
English Education
Information Security

Faculty of the College of Arts and Sciences

Division of Liberal Arts

James Howley, Chairperson and Acting Director of the School of Interdisciplinary Learning

Professors

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

Associate Professors

James "Chip" R. Coldren, Jr.
Donald Culverson
Thomas Kelly
Mary Lanigan
Dan Nearing
Bruce Wilson

Assistant Professors

Javier Chavira
Bastien Desfriches Doria
Chelsea Haring
Caron Jacobson
Rosemary Johnsen
Elizabeth Johnson
William Kelley
Sang Hoon Lee
Connie Mietlicki
Beth Parin
David Rhea
Jason Zingsheim

Lecturers

Cheryl Hague
Michael Hart
Michele McMaster
Carrie Ohm
Heather Page
Milan Panic
Robin Thompson
Marilyn Yirku

Division of Science

Karen D'Arcy, Chairperson

Professors

Joseph Addison
Peter Gunther
Phyllis Klingensmith
Shailendra Kumar
Joyce Mohberg
Soon-Ok Park
Winfried Rudloff
Yun-Yau (Steve) Shih
John Yunger

Associate Professors

Mary Carrington
Xiaoyong Chen
Timothy Gsell
Reino Hakala
Gary Lyon
Xueqing (Clare) Tang
Kong-Cheng Wong
Shensheng Zhao

Assistant Professors

Patricia Fu-Giles
Dianna Galante
Pamela Guimond
Andrius Tamulis
Dingbang Xu

Lecturers

Richard Baisa
Michael Blomarz
Robert Kaufmann
Cynthia Kersey
Kevin Riley
George Sweiss

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 photochemistry, spectrochemistry, trace analysis of organic pesticides, chromatography and gas chromatography/mass spectrometry, electrochemistry, analysis of metals in the environment, water analysis, biochemistry, computational chemistry, equations of state, particular aspects of science education, bio-organic chemistry, organometallic chemistry, and catalysis.

Required Preparation

Before admission, applicants should have completed the following course work with a grade of "C" 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 programming in either an Introduction to Computer Technology (equivalent to CPSC305), BASIC (equivalent to CPSC320), FORTRAN (equivalent to CPSC330), or PASCAL (equivalent to CPSC340); 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.

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 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

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 (20 Hours)

CHEM 622 Chromatography 3
CHEM 623 Chromatography Laboratory 1
CHEM 661 Organic Spectroscopy 2
CHEM 662 Organic Spectroscopy Laboratory 1
CHEM 744 Analytical Biochemistry 2
CHEM 745 Analytical Biochemistry Laboratory 1
CHEM 831 Inorganic Spectroscopy 2
CHEM 832 Inorganic Spectroscopy Laboratory 1
CHEM 840 Methods Development and SPC.....3
CHEM 855 Electrochemistry 3
CHEM 856 Electrochemistry Laboratory 1

II. Select at least 9 Hours:

CHEM 641 Advanced Organic Chemistry (3)
CHEM 668 NMR Spectroscopy (2)
CHEM 669 NMR Spectroscopy Laboratory (1)
CHEM 810 Special Topics:... (3)

CHEM 822 Gas Chromatography/Mass Spectrometry (3)
CHEM 823 Gas Chromatography/Mass Spectrometry Laboratory (1)
BIOL 641 Toxicology (3)

Other graduate-level science courses as approved by the academic advisor.

III. Thesis/Project/Internship Option (4 Hours)
CHEM 890 Graduate Thesis/Project: . . . (3)
CHEM 899 Research Presentation in Chemistry (1)
Or
CHEM 880 Chemistry Internship: . . . (3)
CHEM 899 Research Presentation in Chemistry (1)

IV. Total - 33 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 Society 3
ART 810 Studies in Art: 3
ART 820 Art Seminar 3
ART 890 Graduate Thesis 3

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
Painting/Drawing
Photography
Printmaking
Sculpture
Digital Imaging

IV. Total - 32 Hours

Master of Arts in Communications and Training

The graduate major in Communications 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 Communications, 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.

Recommended Preparation

While admission to the major does not require an undergraduate major in Communications, Media Communications, Human Performance and Training, or a related field, an undergraduate major in one of the following fields is recommended: business, education, media, multimedia, communications, English, psychology, speech, or liberal arts. In addition, students are expected to have demonstrable competence.

Special Admissions Requirements

In addition to meeting the university admissions requirements, students pursuing the Communications Studies sequence must have completed the following prerequisite with a grade of "C" or better in COMS 310. Students pursuing the Media Communications sequence must have completed the following prerequisites with a grade of "C" or better in MCOM 420 or MCOM 535; MCOM 440, MCOM 515 or COMS580; MCOM 530 or MCOM 531; and MCOM511.

Internship and Thesis/Project Options

As part of this degree program, students select an internship or thesis/project option, depending on the sequence chosen.

In the communications studies internship option, the student selects an internship and develops an internship agreement with the assistance of the internship site supervisor and GSU coordinator. Upon approval of the GSU coordinator, the student may register for COMS880. Graduate internships may only be pursued by students in the communication studies sequence; graduate students in the Media Communications and Human Performance and Training sequences are required to take the thesis/creative project option.

In the thesis/project option, the student develops a proposal acceptable to the thesis director and completes a project or a formal thesis/project. The project is prepared under the direction of a committee consisting of three faculty. Students may register for COMS890, MCOM890, or HPT891 once the selection of the committee has been approved by the student's thesis director.

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. To qualify for candidacy a student must complete 15 hours of course work in the major with a grade point average of "B" or higher.

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 and complete all courses (required, sequence, and elective) with a grade of "B" or higher in each course. Students are only allowed to repeat a course once.

The M.A. in Communications 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.

I. Required Courses (7-9 Hours)

COMS 500 Introduction to Graduate Communications and Training..... 2
COMS 815 Survey of Research Literature 3
COMS, MCOM, or HPT Internship/Project/Thesis 2-4

II. Sequence Courses (15-18 Hours)

Select one of the following sequences:

Communication Studies Sequence: *

COMS 635 Interpersonal Communication (3)
COMS 810 Communication Theory (3)
COMS 825 Graduate Communication Research (3)
COMS 850 Organizational Communication, Change and Development (3)

Select three credit-hours from the following:

COMS 611 Philosophy of Human Communication (3)
COMS 805 Communications Seminar (3)
COMS 860 Communication Training (3)
COMS 861 Problems in Applied Communication (3)
COMS 864 Interdisciplinary Team Process (3)

* Students in the Communication Studies Sequence must have completed COMS310 or its equivalent before taking COMS810.

Media Communications Sequence:

MCOM740 Trends in Communications Technologies (3)
MCOM803 Contemporary Issues: . . . (3)
MCOM830 Graduate Seminar in Media Communications (3)

Select three credit-hours from the following:

COMS 645 International Communications (3)
MCOM660 Non-Broadcast TV Operations (3)
MCOM730 The Screenplay Project (3)
MCOM751 Journalism Seminar: . . . (3)

Select three credit-hours from the following:

MCOM655 Seminar in Advertising and Public Relations (3)
MCOM725 Advanced Producing for Film/TV (3)
MCOM755 Media Management (3)

Select three credit-hours from the following:

COMS 579 Creative Strategies in Advertising in Public Relations (3)
MCOM 561 Advertising and Society (3)
MCOM 565 Broadcasting in America (3)
MCOM 566 Broadcast Programming History (3)

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 815 Training Techniques (3)
HPT 856 Consulting and Teamwork in Human Performance and Training (3)
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:

COMS 850 Organizational Communication, Change, and Development (3)
HPT 522 Traning Topics (1-3)
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 (12-15 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 12 to 15 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.

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, 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.

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 teachnology 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 Programming 3
CPSC 735 Advanced Operating Systems 3
CPSC 810 Formal Languages and Automata 3

CPSC 820 Planning and Management of Software Projects.....3
CPSC 845 Advanced Database Concepts.....3

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 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 "480" 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, three hours in English (or British) Literature II, three hours in American Literature I, three hours in American Literature II, three hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.
2. 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. 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 ENGL890 or ENGL 892, depending on the option). Application forms are available in the college office. To qualify for degree candidacy for the thesis option, a student must do the following:

1. complete each course for the M.A. in English with a "B" (3.0) or better;
2. complete a detailed, approved proposal for a master's thesis; and

3. complete thesis proposal form with the signatures of three full-time English faculty who have agreed to serve on the student's thesis committee.

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

Degree Requirements Thesis Option

I. Required Courses (21 Hours)

* ENGL 600 Research Techniques.....3
ENGL 830 Seminar: Rhetorical and Critical Theory...3
ENGL 840 Seminar: Philosophy in Literature.....3
ENGL 870 Graduate Research 3
** ENGL 890 Graduate Thesis 3

Select two of the following courses:
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 trimesters.

** ENGL890 cannot be attempted until after completing the other core courses and the four elective/selective courses.

II. 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, or ENGL690: Professional Seminar for Teachers of Writing.)

III. Total - 33 Hours

Degree Requirements Non-Thesis Option

I. Required Courses (21 Hours)

* ENGL600 Research Techniques.....3
ENGL 830 Seminar: Rhetorical and Critical Theory.....3
ENGL 840 Seminar: Philosophy in Literature.....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 trimesters.

II. 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, or ENGL690: Professional Seminar for Teachers of Writing.)

III. Exam (1 Hour)
ENGL 892 Comprehensive Exam in English 1

IV. 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, 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 report. Project students are not required to complete a formal manuscript.

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 (17 Hours)

BIOL 657 Ecological Methods: Populations 2
BIOL 660 Ecological Methods: Communities 2
BIOL 830 Plant Microenvironments 2
BIOL 831 Plant Microenvironments Laboratory 1
BIOL 840 Microbial Ecology 2
BIOL 841 Microbial Ecology Laboratory 1
BIOL 850 Environmental Physiology 2
BIOL 851 Environmental Physiology Laboratory 1
STAT 820 Experimental Design for the Natural Sciences 4

II. Thesis/Project Option (3-5 Hours)

Select one of the following options:

Thesis Option (5 Hours)

BIOL 890 Graduate Thesis (4)
BIOL 899 Research Presentation (1)

Project Option (3 Hours)

BIOL 890 Graduate Project (2)
BIOL 899 Research Presentation (1)

III. Selectives (10-12 Hours)

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)
CPSC 610 Computing for Scientists (3)

Other graduate-level science courses as approved by the academic advisor.

IV. Total - 32 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 and Student Recruitment:
   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 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 the following core courses ART 544, IFDI 800, IFDI 840, IFDI 842 and MCOM 535 with a grade of "B" or better;
2. complete 12 hours of the electives course work with a grade point average of 3.5 or better; and
3. complete an approved proposal for either a thesis project or 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: (27-30 hours)

ART 544 Digital Photographic Imaging 3
IFDI 800 Survey of Independent Film and Digital Imaging.....3
IFDI 842 Critical Practices in Contemporary Photography.....3
IFDI 880 Internship..... 6-9
IFDI 890 Masters Thesis Project 6-9
MCOM 535 Documentary Filmmaking.....3

Note: not all courses are offered in all years or all trimesters. 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 (6-12 hours)

Select Two to Four of the Following:

ART 520 Art in Context: . . . (3)
ART 542 History of Photography (3)
ART 810 Studies in Art: . . . (3)
ENGL 840 Seminar: Philosophy in Literature (3)
IFDI 840 Film Seminar (3)
MCOM 511 Communication Ethics (3)
MCOM 542 Film and TV Documentary (3)

IV. Applied Courses Selectives (18-24 hours)

Select Five to Eight of the following:

ART 500 Topics in Art: .... (1-3)
ART 528 Digital Motion Graphics (3)
ART 554 Documentary Photography (3)
ART 549 Photography: Combined Color Processes (3)
ART 605 Digital Mixed Media Techniques (3)
ART 609 Advanced Electronic Drawing and Design (3)
ART 644 Advanced Photographic Digital Imaging (3)
ART 830 Graduate Photography and Digital Imaging (3)
MCOM 502 Digital Film Production (3)
MCOM 505 Media Symposium: . . . (1)
MCOM 520 Audio Production (4)
MCOM 525 Desktop Publishing (3)
MCOM 531 Screenwriting (3)
MCOM 534 Video Production Editing (3)
MCOM 539 Advanced Studio Production (4)
MCOM 546 Advanced Video Editing (3)
MCOM 570 Media Workshop: . . . (1-4)
MCOM 577 Cinematography (3)
MCOM 630 Directing Drama for TV/Film (3)
MCOM 660 Non-Broadcast TV Operations (3)
MCOM 725 Advanced Producing for Film-TV (3)
MCOM 730 The Screenplay Project (3)

V. Electives (0-9 hours)

Up to 9 (nine) credit hours taken at Governors State, 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 credit 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.

Recommended Preparation

An undergraduate major or minor in political science, criminal justice 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: Principles and Theories in Political Studies (POLS505) or Contemporary Issues in Justice Systems (CJUS410). These courses must be completed with a grade of "C" or better and are required in addition to the degree requirements listed below. Research preparation such as SOSC450 or CJUS415 is also highly recommended.

It is also highly recommended that students enroll in POJS815 - Theories and Approaches to Political and Justice Studies and attend a program orientation at the earliest possible opportunity they have.

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. complete an approved proposal for either a thesis topic, internship project, or directed readings and obtain 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 815 Theories and Approaches to Political and Justice Studies 3

POJS 819 Criminal Justice System and Process Analysis (3)
or
POJS 820 The Presidency, Congress, and the Courts (3)

POJS 821 American Government and Policy 3
POJS 830 Comparative Political and Justice Systems I 3
POJS 841 Research Methods 3

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

POJS 610 Race, Class, Politics, and Justice (3)
POJS 615 Civil and Human Rights (3)
POJS 620 Community Conflict Resolution (3)
POJS 632 Political Sociology (3)
POJS 709 Gender, Political Culture, and the Law (3)
POJS 725 American Political Behavior (3)
POJS 820 The Presidency, Congress, and the Courts (3)
POJS 824 Intergovernmental Relations (3)
HIST 840 Research in African-American History (3)
POLS 538 Urban Politics (3)

B. Public Policy

POJS 705 Law, Society, and Public Policy (3)
POJS 810 Seminar: Labor Force Participation (3)
POJS 824 Intergovernmental Relations (3)
POJS 835 Topics in Policy Analysis: . . . (3)
CHEM 810 Special Topics: Environmental Policy (3)
HLAD 718 Health Care Policy (3)
POLS 540 Political Economy of Urban Development (3)

C. Justice Studies

POJS 610 Race, Class, Politics, and Justice (3)
POJS 615 Civil and Human Rights (3)
POJS 635 Community Policing and Crime Prevention (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 819 Criminal Justice System and Process Analysis (3)
POJS 837 Topics in Justice Studies: . . . (3)
POJS 838 Futures Research in Justice System (3)
POJS 846 Crime, Justice, and the Media (3)
POJS 850 Victimology (3)

D. Comparative Politics and International Relations

POJS 615 Civil and Human Rights (3)
POJS 735 Third World in Global Development (3)
POJS 715 U.S. Foreign Policy (3)
POJS 836 Topics in Comparative Politics and International Relations: . . . (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 530 Third World Conference: . . . (3)
ICS 532 African Politics (3)
POLS 536 Problems in International Politics (3)
POLS 548 Politics of Latin America (3)

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

Select one of the following options:

A. Thesis/Project Option (3 Hours):
The thesis must be approved by three faculty members, one of which is the thesis director.
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: Politics and public policy, comparative politics and international studies, and justice studies. Students must successfully pass two 72 hour take-home comprehensive examinations covering the two areas selected.
POJS 869 Directed Readings in: . . . (3)

C. Internship Project and Paper Option (6 Hours):
Students may select the internship project for a total of six credits. The internship paper option involves the application of the student's knowledge and skills in a culminating experience approved by a faculty committee and resulting in a major paper which must be approved by two faculty members, one of which is the internship director.
POJS 885 Internship Project (6)

IV. Total with Thesis/Project (33 Hours)
Total with Directed Readings/Internship 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 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.

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

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 Measure of Academic Proficiency and Progress (MAPP).

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.

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.

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 trimester and January 31 for the winter trimester preceding the academic year in which the student intends to teach (student teaching is not offered in the spring/summer trimester). 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 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 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 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 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 Education 3
EDUC 434 Teaching Secondary School Science 3
EDUC 440 Educational Psychology in Action 3
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 state standards for the endorsement in Biology Education.

III. Minimum Total of 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 High School 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.

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

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 Measure of Academic Proficiency and Progress (MAPP).

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.

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.

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 trimester and January 31 for the winter trimester preceding the academic year in which the student intends to teach (student teaching is not offered in the spring/summer trimester). 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 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 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 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 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 Education 3
EDUC 434 Teaching Secondary School Science 3
EDUC 440 Educational Psychology in Action 3
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 state standards for the endorsement in Chemistry Education.

III. Minimum Total of 24 Hours

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 High School 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.

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

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 passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the Measure of Academic Proficiency and Progress (MAPP).

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.

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.

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 trimester and January 31 for the winter trimester preceding the academic year in which the student intends to teach (student teaching is not offered in the spring/summer trimester). 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 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, EDUC520 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 state standards for the endorsement in English Education.

III. Minimum Total of 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 Security 3
CPSC 581/MIS 581 Information Security Policy and Management 3
CPSC 582 Cryptography and Network Security 3
CPSC 583 Laboratory in Information Security 3
CPSC 584 Special Topics in Information Security 3

II. Total - 15 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.)
Business Administration (M.B.A.)
Management Information Systems (M.S.)
Public Administration (M.P.A.)

Certificates

Accounting for Managers
Business Management
Leadership and Organizational Development
Public Management
Strategic Human Resource Management

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems

Richard Finkley, Chairperson

Professor

Aida Shekib

Associate Professors

Anthony Andrews
Dalsang Chung
Heikki Heino
Margaret Neumann
T. J. Wang
Mary Washington

Assistant Professors

David Green
Denise Grivetti
Yiyu Shen

Lecturers

Anthony Fontana
Edna Fry
David Gordon
Kathy Hamby

Division of Management/Marketing/Public Administration

Akkanad Isaac, Chairperson

Professors

David Curtis
Marsha Katz
Farouk Shaaban
William Wilkinson

Associate Professors

Theodore Alex
Christopher Ann Robinson-Easley

Assistant Professor
John Simon

Lecturers
Phyllis Anderson
Sidney Barsuk
Carla Burruss
Constance Cook

Public Administration Program
Robert Donaldson, Program Director and Professor

Professors
Stuart Fagan
William Nowlin
Carl Stover
John Swain

Associate Professors
Susan Gaffney

Assistant Professor
Mary Clark

Lecturer
James Whigham

Announcements

Students are responsible for checking the college bulletin boards located in the college entrance hall and elsewhere 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.
3. Only credits earned with a grade of "B" or better 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 three times without receiving a passing grade must receive permission from the dean to register for that class a fourth 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 graduate 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.

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 have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission. A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

The GMAT is 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

If a student's undergraduate degree is not in accounting, additional undergraduate course work will be required. Applicants should have completed the equivalent of the following preparatory courses with a grade of "C" or better 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

If the undergraduate degree is not in accounting, 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 any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication and intermediate algebra proficiency requirements;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. 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; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

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 must show proficiency in intermediate algebra and written communication by either:

1. successfully passing proficiency examinations in intermediate algebra and written communications; or
2. scoring at an acceptable level on the GMAT (if applicable).

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

I. Core Accounting Courses (12 Hours)

ACCT 813 Seminar in Financial Accounting Theory and Practice 3
ACCT 842 Seminar in Auditing Standards and Applications 3
ACCT 851 Accounting Information Technology and Systems 3
ACCT 865 Integrative Perspective on Accounting Issues 3

II. Accounting Selective Courses (9 Hours)
Select three 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 856 Seminar in International Accounting (3)
ACCT 861 Governmental and Nonprofit Accounting (3)

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

III. Business Core Courses (6 Hours)
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)
MIS 800 Information Systems and Technology (3)

IV. Career Selectives (6 Hours)
Select at least six hours from CBPA courses numbered 800 or above.

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

b. 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)

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.

VI. 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 have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission. A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

The GMAT is 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 any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication and intermediate algebra proficiency requirements;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. 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; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

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 must show proficiency in intermediate algebra and written communication by either:

1. successfully passing proficiency examinations in intermediate algebra and written communication; or
2. scoring at an acceptable level on the GMAT (if applicable).

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

Prerequisite Competencies

Students will be expected to demonstrate, by proficiency examination or evidence of completion of appropriate course work, basic prerequisite competencies in the following areas:

1) calculus;
2) computing skills (Windows, word processing, spreadsheet, database, e-mail, Internet); and
3) students must also complete collegial proficiency exams or course work in written communications and intermediate algebra.

Foundation Courses (12 Hours):

MGMT601 Foundations of Management (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)*

* 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 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 Accounting .....3 *
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
MIS 800 Information Systems and Technology 3

* Students with an accounting background must take ACCT815, 831, or 861 instead of ACCT801 to satisfy the M.B.A. core requirement in Accounting.

II. Master's Final Project (3 Hours)

MGMT849 Business Policy and Strategy.....3

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 800 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

Specialization Options:

a. Human Resource Management

MGMT820 Human Resource Management Strategies (3)
MGMT825 Labor Management Relations (3)

Choose one of the following:
MGMT821 Human Resource Selection and Compensation (3)
MGMT823 Problems in Business Ethics (3)
MGMT855 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

Choose three of four:
MKTG805 Buyer Behavior (3)
MKTG810 Marketing Information: Methods and Analysis (3)
MKTG820 International Marketing (3)
MKTG850 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 or their equivalents.

* 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

MGMT830 International Management (3)

Select two of the following courses:
ACCT 856 Seminar in International Accounting (3)
FIN 825 International Finance (3)
MKTG820 International Marketing (3)

Select one of the following courses:
ECON 704 Current Global Economic Problems (3)
POJS 715 U.S. Foreign Policy (3)
POJS 735 Third World in Global Development (3)
POJS 845 International Law and Organization (3)
POLS 536 Problems in International Politics (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 - 33 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 have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission.

A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

The GMAT is 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

All students will be required to have completed:

		Two semesters of programming languages
		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)

However, students with applicable work experience (at least two years of experience in programming) may apply to waive the programming requirement. This can be done by submitting a portfolio documenting the work. Each portfolio will be evaluated by the MIS faculty. 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 have satisfied most of these requirements.

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. complete all preparatory courses with a G.P.A. of 3.0 or better;
3. complete preparatory courses with a grade of "C" or better in each course;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. 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; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

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.

Students must show proficiency in intermediate algebra and written communication by either:

1. successfully passing college proficiency examinations in intermediate algebra and written communications;
2. completing appropriate courses in algebra and/or written communication; or
3. scoring at an acceptable level on the GMAT (if applicable).

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

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 have satisfied most of these requirements.

I. MIS Core: Required for all MIS Master's Students **(12 Hours)**

MIS	801	Systems Analysis and Design	3
MIS	820	Database Development and Implementation	3
MIS	840	Distributed and Network Systems	3
MIS	860	Strategies in Internet Commerce	3

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)

MKTG	801	Strategic Marketing	3
MGMT	810	Organizational Behavior in the Global Context	3
MIS	800	Information Systems and Technology	3

III. 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)

IV. Career Sequence (12-15 Hours)

Students may choose any 12-15 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 581/MIS 581 Information Security Policy and Management (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)

V. Master's Final Project Selective (choose one)

MIS 890 MIS Graduate Research Thesis (6)
MIS 895 Graduate Project (3)

VI. 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 meeting university criteria, applicants must have an undergraduate degree with a cumulative G.P.A. of at least 2.50.

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 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 preparatory courses. With permission of the dean, students can enroll in graduate-level courses in areas for which they have completed the prerequisites before completing all of the preparatory courses.

Preparatory 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:
MGMT610 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.

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 all required courses; and
2. 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 any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication proficiency requirement;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. 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; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

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.

Students must show proficiency in written communication by either:

1. successfully passing a proficiency examination in written communication; or
2. completing appropriate course work in written communication.

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

I. Required Courses (24 Hours)

MIS 610 Information Systems for Managers* 3
MGMT810 Organizational Behavior in the Global Context 3
PADM 810 Seminar in Public Human Resource Administration 3
PADM 812 Seminar in Public Budgeting 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 Director or the Division Chari in the absence of the Program Director.

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)

III. Career Selective (9 Hours)

MGMT 860 Issues in Public and Private Management (3)
PADM 820 Seminar in Urban Government (3)
Select any one CBPA course numbered 800 or above (3)

IV. Total - 36 Hours

Accounting for Managers Certificate

The Accounting for Managers Certificate prepares business managers to organize, evaluate, and use financial information as a decision-making tool in the management control process.

Requirements for Admission

In addition to university admission requirements, to begin the Accounting for Managers Certificate, a student must have graduate student status at Governors State University and satisfy the prerequisites for the first course in the sequence. The prerequisite for enrollment in ACCT801 is ACCT601, or its equivalent, at the graduate level or ACCT301, ACCT302 and FIN301, or equivalent, at the undergraduate level.

Requirements for Completion of Certificate

The curriculum leading to the Accounting for Managers Certificate consists of three graduate accounting courses taken from the College of Business and Public Administration's Master of Business Administration and M.S. in Accounting programs.

The three courses are to be taken in the following order:

ACCT 801 Strategic Management Accounting 3
ACCT 815 Financial Statement Analysis 3
ACCT 831 Seminar in Managerial Accounting Theory and Applications 3

Total - 9 Hours

To receive the Accounting for Managers Certificate, each student must (1) be admitted to the program by the chair, ACFM Division, following proof of graduate student status and satisfaction of prerequisites for ACCT801; (2) complete the three courses with a cumulative grade point average of at least 3.0; (3) receive the approval of the Faculty Review Committee; and (4) upon completion of the required course work, submit an application for award of the certificate, a copy of portfolio contents, and a self-evaluation statement to the chair, ACFM Division.

Business Management Certificate

The College of Business and Public Administration offers a Business Management Certificate to prepare individuals for managerial positions; to enhance business and management competency for individuals new to management and administration; and to provide a foundation for individuals preparing to enter the M.B.A. program who do not have an undergraduate degree in Business, Management, Marketing, Accounting, or a related field. The program is designed to develop and/or enhance business and managerial knowledge, skills, and competencies that will increase an individual's performance and contributions to an organization's goals. The major goal of the certificate program is to provide basic business and management knowledge, skills, and competencies for immediate application or as a foundation for further graduate study in business administration.

Requirements for Completion of Certificate

The curriculum leading to the Business Management Certificate consists of the following courses:

MGMT601 Foundations of Management and Marketing 3

Select three of the following courses:
ACCT 601 Foundations of Accounting and Finance (3)
ECON 601 Foundations of Economics (3)
MGMT610 Foundations of Managerial Statistics (3)
MIS 610 Information Systems for Managers (3)

Total - 12 Hours

To receive the Business Management Certificate each student must:

1. be admitted to the program following proof of graduate student status;
2. complete MGMT 601;
3. complete three additional courses (ACCT 601, ECON 601, MGMT 610, or MIS 610);
4. have a cumulative G.P.A. of at least 3.0; and
5. submit an application for award of the certificate to the CBPA Advising Office.

Leadership and Organizational Development Certificate

The College of Business and Public Administration offers a certificate program in Leadership and Management Development to prepare managerial professionals for leadership positions in public and private organizations. The program is designed to develop managerial and leadership skills by exposing program participants to a variety of real life organizational experiences, practices, leadership styles, and strategies. The major goal of the certificate program is to develop market leaders who have the leadership skills and conceptual knowledge to adapt and develop organizations to meet the rapid changes in the economic, global, and competitive environment.

Requirements for Admission

In addition to meeting the university admission requirements for graduate studies, students should have a minimum of two year's experience in a managerial capacity, evidenced by submission of a letter from a current or former employer. The experience requirement may be waived by the dean in special situations.

Requirements for Completion of Certificate

The curriculum leading to the Certificate in Leadership and Organization consists of three graduate management courses. MGMT601 serves as a foundation course, and students are required to successfully complete that course as the first course in the sequence to develop the necessary academic background for studying the other two advanced courses.

Required courses (9 Hours) are:

MGMT601 Foundations of Management 3
MGMT810 Organizational Behavior in the Global Context 3
MGMT855 Leadership Dynamics 3

Total - 9 Hours

To receive the Leadership and Organizational Development Certificate each student must: (1) be admitted to the program following proof of graduate student status; (2) complete the three courses with a cumulative grade point average of at least 3.0; and (3) submit an application for award of the certificate to the CBPA Advising Office.

Public Management Certificate

This is a graduate certificate designed for students to gain managerial knowledge, skills, and competencies to enhance their contribution to the government or not-for-profit organizations at which they work and to the citizens and clients they serve. Students will comprehend and integrate the strengths of public and private organizations to improve effectiveness and efficiency of their own. Students will also comprehend and integrate the intricacies of managing public employees to advance the goals of organizations. Overall, students will develop or enhance their competencies in managing, leading, motivating, conflict resolution, decision-making, and problem solving.

Requirements for Completion of Certificate

To receive the Public Management Certificate each student must:

1. Be admitted to the program following proof of graduate student status;
2. Complete the following courses:
   MGMT 810 Organizational Behavior in the Global Context 3
   MGMT 860 Issues in Public and Private Management 3
   PADM 810 Seminar in Public Human Resource Administration 3
3. Have a cumulative G.P.A. of at least 3.0; and
4. Submit an application for award of the certificate to the CBPA Advising Office.

Strategic Human Resource Management Certificate

This is a graduate certificate program designed to prepare students to assist or lead a component of the human resource management function in private, public, and not-for-profit organizations and enhance competency of individuals new to management and administration of human resources.

The effective management of an organization's human resources is one of the most critical challenges facing organizations today. The Strategic Human Resource Management Certificate provides students with an understanding and comprehension of the role of human resources in achieving the strategic vision of the organization, and it will provide students with the competencies to effectively contribute to the planning, recruiting, selection, compensation, and performance evaluation goals of the organization. The Strategic Human Resource Management Certificate will help students to develop skills and competencies in problem solving and decision making to ensure proper planning and deployment of people.

To be awarded the certificate, students must successfully complete the following courses:

PADM 810 Seminar in Public Human Resource Administration or
MGMT 820 Human Resource Management Strategies.....3

MGMT 825 Labor Management Relations.....3

Choose two of the following courses:
MGMT 821 Human Resource Selection and Compensation (3)
MGMT 823 Problems in Business Ethics (3)
MGMT 855 Leadership Dynamics (3)

Total - 12 Hours

COLLEGE OF EDUCATION

Peggy Woodard, Interim 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 Specialist
Reading Teacher Endorsement
Supervisory Endorsement in Reading

These do not typically lead to initial teacher certification.

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

George Garrett, Acting Chairperson

Professors

Marcus Ahmed
Diane Alexander
Lisa Chang
George Garrett
Maribeth Montgomery Kasik
Georgia Kosmoski
Linda Proudfit
Colleen Sexton

Associate Professors

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

Assistant Professors

Taida Kelly
Joe Matula
Nancy Miller

Lecturers
Phillip Boudreau
Mary Chladek
Sandy Gandy
Frances Jordan
Bruce Ketcher
Lora Knutson
Patrick Miller
Sharon Neste
Morvan Ngaiyaye
Ken Peterson
James Riordan
Lucianne Sweder
Clyde Winters

Visiting Professor
Marian Marion

Division of Psychology and Counseling
Shannon Dermer, Acting Chairperson

Professors
D. Jon Carlson
Lonn Wolf
Julia Yang

Associate Professors
Cyrus Ellis
Alan Milliren
Elizabeth Ruiz
Catherine Sori
Byron Waller
Darlene Wright

Assistant Professors
Shannon Dermer
Christopher Dyslin
E. Jean Johnson
Albert Tuskenis

Lecturers
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: community 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: community 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. EDUC310, 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 trimester. Failure to do so will result in dismissal from the program.

Admission Criteria

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

1. have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or a G.P.A. of 3.0 for the last 60 hours of undergraduate course work attempted; or a G.P.A. of 2.5 or higher for all undergraduate course work attempted and a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination - General Test; or if G.P.A. is 2.49 or below GRE must be taken and petition procedures followed **
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 letters of 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/applications*.

Office of Admission
Governors State University
1 University Parkway
University Park, Illinois 60466
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.

** 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 deficiency and why those factors could be judged by the faculty as being successfully remediated.

Application packet must be submitted by March 1 for fall admission and September 15 for winter 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 trimester in which degree candidacy is sought. To qualify for degree candidacy, a student must:

1. be admitted to the program;
2. complete COUN600, COUN630, COUN810, and COUN847 with a grade of “B” or better in each course; and
3. show proof of professional liability insurance.

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: Graduate Program in Counseling 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. Application deadlines for internship are as follows: fall trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15.

I. Required Courses (33 Hours)

PSYC 610 Measurements and Evaluation.....3
PSYC 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

II. Counseling Sequences

Select one of the following sequences:

Community Counseling Sequence (21 Hours)

COUN 633 Community Counseling (3)
COUN 842 Practicum in Vocational Counseling (3)
COUN 845 Practicum in Individual Counseling: Adult (3)
COUN 856 Practicum in Group Counseling: Adult (3)
COUN 859 Family Counseling Techniques (3)
COUN 871 Counseling Internship I: Community Counseling (3)
COUN 872 Counseling Internship II: Community Counseling (3)

Marriage and Family Counseling Sequence (27 Hours)

COUN 633 Community Counseling (3)
COUN 825 Advanced Family Systems Theory (3)
COUN 842 Practicum in Vocational Counseling (3)
COUN 845 Practicum in Individual Counseling: Adult (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

EDUC 310 Foundations of Education (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 I: Elementary School Counseling (K-8) (3)
COUN 851 Consultation and School Staff Development (3)
COUN 852 Practicum II: Secondary School Counseling (6-12) (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 - 54, 57, or 60 Hours

Master of Arts in Early Childhood Education

The graduate degree in Early Childhood Education offers options to serve students who prepared as elementary or special education teachers and now seek addtional EC certification; those who pursued other objectives at the undergraduate level and now seek initial EC certification; and those who prepared in early childhood at the undergraduate level and now seek advanced study in early childhood education.

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 the 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 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 K through third grade and/or he/ she has successfully taught at these grade levels full-time for a minimum of 6 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 Undergraduate Preparation 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 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 all grades in graduate course work at a "B" or better;
- scores from the Graduate Record Examination (GRE) (General Test); and
- if seeking the Initial 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.

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 whichever course they completed of 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 professionall (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. before entering labs 3 and 4, verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course;
3. successfully complete all prerequisite coursework; and
4. continue maintaining a cumulative 3.0 G.P.A..

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 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;
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 trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. 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 portion; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate prerequisites, 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;
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 one EDEC812 or 822, and a grade of "C" or better in all other courses;
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 Researcher.....3
EDEC 812 History and Philosophy of Early Childhood Education 3
EDEC 822 Advanced Early Childhood Development .3
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 Initial 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

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 undergraduate preparation 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

The professional advancement courses as follows:
PSYC 560 Research Methodology 3
PSYC 610 Measurement and Evaluation 3
PSYC 853 Human Neuropsychology I: Brain Function 3
SPED 619 Psychological Diagnosis of Learners with Exceptionalities 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 860 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood Education (3)
EDEC 885 Integrating Instruction in Early Childhood Education (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.

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 EDUC710, 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 EDUC710, 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 EDUC710, 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 al 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 trimester, 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, EDUC710, 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 trimester that they expect to have completed the courses required for candidacy: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. 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 EDUC710 and with a grade of “C” or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words written in response to directions in the M.A. in Education Student Handbook;
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 EDUC710 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 710 Teacher Leadership and School Improvement 3
EDUC 800 Student Learning and Assessment 3
EDUC 811 Teacher as Researcher 3
EDUC 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 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.

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

EDUC 700 Instructional Design (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.

Language Arts

EDUC 712 Developmental Issues in Language Arts Instruction (3)
EDUC 714 Evaluating Learning in the Language Arts (3)
EDUC 719 Teaching Writing in the Classroom (3)
EDUC 835 Integrating Language Arts across the Curriculum (3)

Select one of the following:

EDUC 716 Developing Writing Models from Children's Literature (3)
EDUC 718 Teacher As Writer (3)
EDUC 739 Teaching Higher Order Thinking Skills (3)
EDCP 735 Educational Applications of the Microcomputer: Reading and Writing Development (3)

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. 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:

- 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;
- 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, or of possessing an Illinois teaching certificate that required passing this test;
- for Sequence in General Administrative evidence of two years 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 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 experience in a higher education setting.

After the student has completed EDAD621 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 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 trimester, 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, 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 trimester that they expect to have completed 12 credit-hours in courses required in the program: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. 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 Theories	3
EDAD 621	Foundations of School Administration and Organization	3
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 Administration	3
EDAD 832	School Finance	3
EDAD 833	School Law	3
EDAD 834	Practicum in Instructional Leadership and School Management I	3
EDAD 835	Practicum in Instructional Leadership and School Management II	3

II. Selectives - 3 Hours

With advisor's approval, select three hours from the following courses:

HEAD 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 Organization.....3
EDAD 729 Research in Educational Administration ...3
EDAD 731 Community Relations 3
EDAD 832 School Finance.....3
EDAD 833 School Law 3
EDAD 836 Administration of School Personnel 3
EDAD 838 Collective Negotiations 3
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 Learner 3
HEAD 621 Foundations of Higher Education Administration and Organization 3
HEAD 625 Institutions of Higher Education 3
HEAD 713 Leadership and Organizational Behavior in Higher Education.....3
HEAD 731 Community Relations and Higher Education.....3
HEAD 823 Higher Education Administration.....3
HEAD 833 Higher Education Law 3
HEAD 834 Practicum in Higher Education Administration I 3
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 trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. 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. There is a strong focus in the sequence on children and adolescents. 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 earned a grade of "B" or higher in the following prerequisites (or their equivalent): Personality Theories (PSYC410), Learning Cognition (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 grades of "B" or higher, undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC410), Learning Cognition (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 score of at least 400 on the Psychology Specialty portion of the Graduate Record Exam (GRE); **
4. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term goals;
5. provide three letters of recommendation from professionals who can speak to the applicant's academic and/or clinical potential; and
6. Complete a "Statement of Character" Form available on the Admissions Office website at *http://www.govst.edu/admissions/mapsycapplication.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.

** 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 remediate.

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 a grade of "B" or better; 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 Evaluation.....3
PSYC 740 Topics in Multicultural Psychology.....3
PSYC 760 Ethical and Legal Issues in Psychology 3
PSYC 821 Psychopathology 3
PSYC 829 Seminar in Human Development 3
PSYC 849 Advanced Research Seminar 3
STAT 860 Advanced Statistics in Behavioral Science 3

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 630 Counseling Theories (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 720 Social and Cultural Foundations (3)
PSYC 830 Clinical Therapy Techniques (2)
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 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 completion of the M.A. program.

The program prepares teachers to undertake successfully the role of reading specialist or clinician and to deliver staff development within schools which are serving an expanding multicultural student population. Knowledge areas and competencies incorporated into the program's required course work were 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 these options.

Program Admissions

After meeting the university admission criteria, in order to continue in the program, students must, before completing six hours of course work, which must include at least one of the following courses: READ820 or READ821:

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

- 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 by completion of the program. This evidence must be submitted before admission to READ824.

After the student has completed six semester hours in READ course work, including READ820 and/or READ821, 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 18 hour Reading or 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 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.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester they expect to have completed the courses required for candidacy: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. 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 and have completed any undergraduate prerequisites for courses on the student 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 18 hour Reading or 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 trimester during which they take additional, required courses for ISBE Reading Specialist endorsement/certification and the M.A. in Reading degree.

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 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 Reading	3
READ 830	Developing and Supervising Reading Programs	3
EDUC 868	Culminating Experience	3

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 (i.e., immediately after completing READ821 and one additional READ course). 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. l reference which 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 Measure of Academic Proficiency and Progress (MAPP) 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.

To be recommended by Governors State University candidates must complete the program and apply for the certificate within one year of the program's ending date.

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 Education 3
EDUC 321 Effective Teaching and Laboratory.....4
ALTC 601 Strategies for Teaching in the Content Area 4
ALT C602 Theory to Practice.....3
ALTC 603 Alternative Certification Field Experience 2
ALTC 605 Reflective Teaching I - Management, Planning, and School Culture 3
ALTC 606 Reflective Teaching II - Quality Instruction in High Need Schools.....3
ALTC 607 Reflective Teaching III - Teacher Leadership and Research-Based Instruction 3
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 trimester 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 EDEC 822 and EDEC 740. 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 GSU's Early Childhood Education Comprehensive Examination; and
- passing 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 EDEC 822;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 Specialist

Certificate in Reading Specialist leading only to Certification/Endorsement from ISBE (GSU Post-M.A. Certificate Program)

Students who graduated from GSU's M.A. in Education with a Specialization in Reading Program during or after the spring/summer trimester 2000 may apply to the College of Education for the certificate in Reading Specialist in order to acquire the additional course work needed for ISBE certification/endorsement as a Reading Specialist. Formal application to this certificate is necessary, but admission to the M.A. in Reading program is not required. Students will be required to take all of the courses included in the M.A. in Reading program at the time of application for admission and were not taken in previous course work.

Individualized study plans will be developed to determine which of the courses are required. A minimum of nine hours must be earned to complete the certificate.

The typical courses include:

READ 819 Narrative and Expository Writing Instruction, K-12 (3)
READ 820 Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 823 Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 827 Reading Practicum II: Middle and Secondary School Reading (3)
READ 830 Development and Supervision of Reading Programs (3)

Minimum Total - 9 hours

Certificate in Reading Teacher Endorsement

(GSU Post-B.A. Certificate Program)

This set of eight courses (24 trimester 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.

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.

After meeting the university admission criteria, and in order to continue in the certificate, students, before completing six credit-hours (READ821 and one additional READ course), must submit:

- 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.

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 for admission 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 for continuation in the certificate, i.e. prior to completion of READ821 and one additional READ course. No courses taken at another institution after admission to the certificate may be applied.

All petitions for transfer of coursework will be evaluated by the M.A. in Reading faculty.

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

Completion Requirements

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

Note: 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. in Reading will apply, as well as time restrictions.

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. EDUC310, COUN 620 (or EDUC 330), COUN 622 (or EDUC 440) and SPED 510).

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 Winter and applications must be received by March 1 for Fall and September 15 for Winter.

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)*

PSYC 720 Social and Cultural Foundations (3)*

Teacher Competency Prerequisites

COUN 620 Life Span Development Issues (3)* (or EDUC 330)
COUN622 Applied Learning Theory for School Personnel (3)* (or EDUC 440)
EDUC 310 Foundations of Education (3)*
SPED 510 Survey of Students with Exceptionalities (3)*
*or equivalent courses

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 trimester, 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.

Certificate Requirements

Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.

In addition, candidates must complete all relevant requirements in the Teacher Education and Certification section of the University Catalog.

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.

I. School Counseling Required Certificate Courses (24 Hours)

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

II. Total - minimum of 24 hours

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 trimester. 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 Programs 3

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

Total for Supervisory Endorsement in Reading - 9 Hours

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 of Excellence in Health Disparities Research. 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 Communication Disorders major is accredited in Speech-Language Pathology by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). It is also approved by the Illinois State Board of Education and leads to the eligibility for the Initial Special Certificate and the School Service Personnel Certificate endorsed as a Speech-Language Pathologist. 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 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 is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

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.)
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
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, Department Chairperson

Professor
Cheryl Mejta

Lecturers
James Golding
David O'Donnell
Peter Palanca

Department of Communication Disorders

William Yacullo, Department Chairperson

Professor
Sandra Mayfield

Associate Professor
Catherine Balthazar

Assistant Professors
Jessica Bonner
Ravi Nigam

Lecturer
Susan Murphy

Department of Health Administration

Kyusuk Chung, Associate Professor, Department Chairperson

Professors
Ralph Bell
Linda Samson

Assistant Professor
Rupert Evans
Tae-Hyun "Tanny" Kim

University Professor
Sang-O Rhee

Lecturers
Jennifer Groebner
Joseph West

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor
Linda Samson

Associate Professors
Constance Edwards
Catherine Tymkow

Assistant Professor
Josephine McCaskill

University Lecturers
Tifany Batts
Shirley Comer
Martha Gainer

Department of Occupational Therapy

Elizabeth A. Cada, Department Chairperson

Associate Professor
Cynthia Carr

Assistant Professors
Catherine P. Brady
Robert Druzinsky

Instructor
Danila Cepa

University Lecturer
Patti Kalvelage

Department of Physical Therapy

Russell Carter, Department Chairperson

Professor
Ann Vendrely

Associate Professors
David Diers
Roberta O'Shea
Rebecca Wojcik

Assistant Professor
Robert Druzinsky

University Lecturer
Joyce Sligar

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

Associate Professor
Adelle Sanders

Assistant Professors
Kim Boland-Prom
Elizabeth Essex
Maristela Zell

Instructor
Lorri Glass, Undergraduate Program Coordinator

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.

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 multicultural 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.

Graduate Accreditation/Certification

The graduate program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology 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 and meets academic requirements for the School Service Personnel Certificate (Type 73), endorsed in 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 and the General Education Requirements.

The program in Communication Disorders is designed to serve part-time students. Full-time students are also welcome.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall trimester. Students must apply for admission by March 1 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 winter or spring/summer trimesters 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 G.P.A. of 3.0 or higher for the last 60 semester-hours attempted before receiving the baccalaureate degree;

3. have a G.P.A. of 3.0 or higher for all courses attempted in communication disorders; and
4. complete the application materials of the Department of Communication Disorders.

Applicants not meeting one or more of above criteria must petition for special admission to the CDIS Admission Committee.

Recommended Preparation

Students should have completed the general education and professional education requirements for the Initial Special Certificate in Speech and Language Impaired specified in the Teacher Certification section of this catalog.

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 through 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 trimester 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 Disorder 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 through the program Graduate Student Handbook and the student's 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 3.00;
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	Articulation and Phonological Disorders	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 Development Seminar in Communication Disorders	1
CDIS	850	Practicum in Audiology: Assessment	1
CDIS	852	Practicum in Audiology: Rehabilitation	1
CDIS	853	Practicum in Speech-Language Pathology.	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 health care 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 health care programs, and alternative delivery systems.

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 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;
3. submit a completed program questionnaire that is used for evaluation and advisement purposes; and
4. 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 course work 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 (POLS455). 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 course work 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 trimester 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 Health Care Organization 3
HLAD 701 Community Health and Managerial Epidemiology.....3
HLAD 705 Applied Research Methods for Health Administration.....3
HLAD 715 Economics of Health Administration 3
HLAD 718 Health Care Policy.....3
HLAD 725 Health Care Informatics.....3
HLAD 740 Health Care Financial Management I 3
HLAD 745 Organizational Theories in Health Administration.....3
HLAD 755 Health Care Management I.....3
HLAD 806 Quantitative Decision-Making for Health Administration 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
HLAD 837 Health Care Law.....3
HLAD 846 Health Care Financial Management II 3
HLAD 850 Strategic Planning and Marketing for Health Administration 3
HLAD 855 Health Care Management II 3

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 sequence in clinical nurse specialist focus 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 is prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate is also 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 nursing administration focus 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 is prepared to seek national certification as a Nurse Administrator once work or consultative requirements are met.

Accreditation

This major is accredited by the following organization:

National League for Nursing Accrediting Commission (NLNAC)

61 Broadway - 33rd Floor
New York City, New York 10006
Telephone: 800.669.1656, Ext. 153
212.363.5555
Fax: 212.812.0390
Website: *www.nlnac.org*

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 trimester 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 Health Care Organization (3)
HLAD 725 Healthcare/Nursing Informatics (3)
HLAD 820 Health Care Program Planning and Evaluation (3)
HLAD 823 Integrated Performance Improvement for Health Care Organizations (3)
HLAD 835 Healthcare Human Resource Management (3)
NURS 745 Theoretical Perspectives for Advanced Practice 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 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. 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 trimester 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.

IV. 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), appropriate prerequisite course work, and a strong commitment to pursuing a rigorous full-time course of study in Occupational Therapy.

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 301.651.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). A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. 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.

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, 4 credits of general chemistry I 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. Students must complete a specific application form when applying to the program.

Entry into the program by application is competitive. Applications for the program should be completed by May 1 for the fall trimester; October 1, for the winter trimester; and February 1, for the spring/summer trimester.

Information concerning the program and special application materials for the Occupational Therapy program are available from the GSU Office of Admission:

Admission Office
Governors State University
University Park, IL 60466
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

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the program office. 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 graduate courses attempted.

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
OCCT 750	Occupational Therapy Process	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 2 Fieldwork A	10
OCCT 868	*Occupational Therapy Level 2 Fieldwork B	10
OCCT 862	Advanced Assistive Technology (optional)	4
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 academic preparation.

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 MSW 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.

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 in the Fall Trimester. For students accepted into the Advanced Standing degree program, their study begins in the Spring/Summer Trimester.

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 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 over two trimesters beginning with the fall trimester and ending with the winter term. 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 additional 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

Health Care Informatics Certificate

The Health Care Informatics Certificate program is designed to prepare health care 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 Trimester

CPSC 578 Networking Essentials
HLAD 702 Information System for Health Care Managers

Winter Trimester

HLAD 713 Database Design and Administration of Health Care Systems
HLAD 725 Health Care Informatics

Spring-Summer Trimester

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 health care field. The curriculum is designed for part-time students and can be completed in three trimesters. The first trimester is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second trimester takes students to the first level of applying this base of knowledge. Second trimester courses focus on applying research strategies to health care 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 trimester, 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 trimester 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 3 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 health care needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

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 graduate program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Accreditation

Approval to grant the degree has been granted by the Illinois Board of Higher education in December, 2007. Approval by the Higher Learning Commission (HLC) has been approved. As a new doctoral level program, the D.N.P. will seek accreditation through the Collegiate Commission on Nursing Education (CCNE) Accreditation and/or National League for Nursing Accrediting Commission (NLNAC) when available.

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 trimester admission and August 1 for Winter trimester 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 5 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 on-line;
      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 trimester 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 801, HLSC 750, HLSC 830, HLSC 840, and STAT 860.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last trimester 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 nursing 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 Leadership 3
DNP 702 Diversity, Spirituality & Social Issues.....3
DNP 703 Policy, Power & Politics in Nursing Leadership.....3
DNP 801 Advanced Evidenced-Based Nursing Practice 3
HLSC 750 Inter-Professional Collaboration.....3
HLSC 841 Information Management Nursing Decision Support 3
HLSC 830 Epidemiology.....3
HLSC 840 Responsible Conduct of Research 3
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 & 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 & Disaster Preparedness (3)
DNP 920 Community Role Residency (4)

Leadership/Administration Role

DNP 830 Nursing Leadership, Innovation & 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 Development.....1
DNP 961 DNP Capstone Project 4

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 & 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 clinical degree that provides occupational therapists with advanced skills and knowledge to enhance current practice and prepare the student 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 and clinical teaching skills.

This program is designed for individuals with a master's degree in occupational therapy (or a bachelor's in occupational therapy and a master's in another field) who wish to pursue a doctoral degree 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 that the student complete a minimum of 40 credit hours in the MOT curriculum to meet the prerequisite requirements.

Admission Requirements:

- Applicants who have a baccalaureate of occupational therapy (this was the entry level degree until 2005) without additional master degree completion will be required to complete a minimum of 40 credits in the MOT program before continuing on to the DrOT.
- Applicants who have a baccalaureate of occupational therapy with a masters degree in an area of study other than occupational therapy will be evaluated on a case-by-case basis to determine if they will need to take the required 40 credits in the MOT program that are pre-requisite to the DrOT.
- Applicants with a masters degree in occupational therapy degree and/or an entry level master of occupational therapy degree must meet the following admission requirements:
  1. graduation from an occupational therapy program accredited by ACOTE; International students must have graduated from a World Federation of Occupational Therapy (WFOT) program and have received certification from the National Board for Certification in Occupational Therapy (NBCOT);
  2. 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;
  3. evidence of current certification from NBCOT;
  4. evidence of current state occupational therapy license;
  5. evidence of successful completion (3.0 on a 4.0 scale) of an upper division statistic course or research methods course within the past 5 years; alternately, one may be taken concurrently with the first semester of graduate coursework;
  6. basic computer competency including word processing and use of the Internet;
  7. 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; this is recommended;
  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 May 1 for Fall trimester, October 1 for Winter trimester and May 1 for Spring/Summer trimester. 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

Applications will be reviewed by members of the DrOT program admission committee and recommendations will be received by the OT Department Program Chair. The 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. The applicants will be notified of the decision via letter.

The DrOT degree will require 42 credit hours for those students entering with an occupational therapy master's degree. The DrOT curriculum includes 30 credits of required coursework, a minimum of 6 credits from a specialty concentration elective, 3 to 6 credits of clinical fellowship, and a 3 to 6 credit capstone research project. The repeating 1 credit Pro Seminar, OCCT 899 will result in the development of a professional portfolio built

over the sequence of the curriculum and in accordance with the study plan.

Successful achievement of the 30 credits of required course in the three focal areas of theory and practice, research and science, education and leadership objectives, plus successful achievement of a minimum of 6 credits from a specialty concentration elective will result in the student's application for candidacy.

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty and the student mentor as reflected in the study plan and evidenced through the portfolio. Candidacy serves as the gateway for student progression to the doctoral clinical fellowship and capstone research project.
The 3 to 6 credit Clinical Fellowship will give the student the opportunity to incorporate theory, research and best practice methods in an evidence-based practice project in the chosen specialty concentration with leaders in their selected specialty area. (The number of credits required is based on the student's experience and study plan.)

The 3-6 credit Capstone Research Project will give the student the scholarship opportunity to develop one or more projects based on theory and evidence. Through the capstone research project the student will collect data in response to a clinically relevant research question. The student will receive Institutional Review Board approval (from Governors State University) for the project before collecting data. That information will be presented and evaluated on campus as a platform presentation to classmates and at least three faculty members.

Degree Requirements

A. Required Courses (30 hours)

OCCT 790 Advanced Theories in OT 3
OCCT 792 Occupation Centered Practice& Process ..3
OCCT 794 Evidence - Based Practice & Critical Thinking 3
OCCT 796 Leadership, Management, Innovation and Entrepreneurship 3
OCCT 798 Instructional Methods in Occupational Therapy 3
OCCT 890 Grant Funding 3
OCCT 892 Qualitative Research In Occupational Therapy.....3
OCCT 894 Quantitative Research In Occupational Therapy.....3
OCCT 896 Advocacy: Legal & 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

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.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the M.P.T. by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245. The program will seek Accreditation Status for the D.P.T. through the process established by the CAPTE.

Approval to offer the degree was granted by the Illinois Board of Higher Education in January of 2006. Approval by the Higher Learning Commission of the North Central Association of Colleges and Schools is pending.

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 November 1. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admission Office and the Physical Therapy Program Office. Due to accreditation guidelines and limited space availability, this program can only accept a limited number of students each year. Applicants will be ranked for admission on the basis of their academic potential and admission criteria. All prerequisite courses listed below must be completed before beginning the program; however, students may apply to the program one to two academic terms before prerequisite courses are completed.

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) (PYSC310)
   - 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 $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 Professions 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 trimester 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: (117 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 3

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 3
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 2
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 805 Clinical Internship III 5
PHYT 807 Clinical Internship IV 5
PHYT 808 Integrative Physical Therapy Seminar VII 1

II. Selectives (Select one, 2 hours)

PHYT 811 Current Issues: 2
Topics will vary and may include topics in Orthopedics, Neurology, Cardiovascular, or Integumentary Physical Therapy

III. In addition to completing the required courses, students must also:

a. satisfactorily complete all clinical internships in a variety of settings; and
b. 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 6 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.

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 GSU Office of Admission, the Physical Therapy Department Office and online. 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 6 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 6 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

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.

APPENDIX

Academic Grievance Policy

In addition to the policies detailed in the Student Handbook, students enrolled in the teacher education programs should contact the College of Education dean's office to obtain a copy of the Academic Grievance Policy governing students enrolled in state-approved teacher education programs, which include: Early Childhood, Elementary Education, English Teacher Education, Biology Teacher Education, Chemistry Teacher Education, Mathematics Teacher Education, Communication Disorders, School Counseling, Special Education, and Educational Administration. Students are responsible for knowledge of, and adherence to, all university and college requirements and regulations.

Academic Honesty

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University.

The following procedures are appropriate ways to use the ideas and work of others when fulfilling academic requirements:

1. When someone else's work or scholarship is used to fulfill academic requirements, the source should be given credit. It should not be stated or implied that this work is a person's own work.
   a. When using material from a publication, (e.g., book, journal, article, film, etc.), that material should be enclosed in quotation marks, or otherwise set off, and the source of the material acknowledged.
   b. When paraphrasing published material, (e.g., using it almost word-for-word), the source should also be acknowledged unless the information is common knowledge in the field.
   c. Unpublished data or ideas of another person should be utilized only with the consent of that person.
   d. Material should be prepared jointly with one or more other individuals only with the permission of the instructor. The contributions of all individuals to this material should be clearly acknowledged when it is submitted.
   e. Having someone else prepare material that is to be submitted should only be done with the instructor's permission to do so.
2. The same piece of work should not be submitted for credit in more than one course without the permission of all instructors involved.
3. Hypothetical data should be submitted only with the permission of the instructor to do so and should be clearly labeled as such.
4. One should refuse to make work available to another person who intends to submit part or all of that work as if he/she had written it.
5. Students may neither give, request, nor utilize assistance during an examination without the instructor's permission.

These ethical guidelines are in no way intended to discourage people from studying together or from engaging in group projects.

Access to Student Educational Records: Policy and Procedures

Forms and Federal Regulations ("Buckley") 34 CFR Part 99

A. Purpose

The Family Educational Rights and Privacy Act of 1974, more commonly known as the "Buckley Amendment," guarantees certain rights for students and eligible parents regarding access to, confidentiality of, and correction of the student's education records. The purpose of this policy is to implement those statutory rights at Governors State University.

B. Definitions

For the purposes of this policy, Governors State University operationally defines the following:

1. A student is any person who is, or was, in attendance at Governors State University.
2. An education record is any record (written, printed, taped, filmed, etc.) maintained by Governors State University or by an agent or employee of the university, that is directly related to a student, with the following exceptions:
   a. A record kept by a university employee if it is kept in the sole possession of the maker of the record and is not accessible or revealed to other persons except for a temporary substitute for the maker of the record.
   b. Records created and maintained by Public Safety strictly for law enforcement purposes.
   c. An employment record of an individual, whose employment is not contingent on the fact that the individual is a student, provided the record is used only in relation to the individual's employment.
   d. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized health professional/paraprofessional, if the records are used only for the treatment of a student and are made available only to those persons providing the treatment.
   e. Alumni records which contain information about a student after the student is no longer in attendance at the university and which do not relate to the person as a student.

3. A parent includes a natural parent of a student, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
4. An eligible parent is either (1) a parent of a student who has given written consent for the parent to review the student's education records or (2) a parent who has claimed the student as a dependent as defined in Section 152 of the Internal Revenue Code of 1954 in the most recently ended tax year.

C. Annual Notification

GSU students will be notified of their Family Educational Rights and Privacy Act rights annually through the Student Handbook and GSU Catalog.

D. Procedure to Inspect Education Records

1. Students may inspect and review their education records upon request to the appropriate record custodians who are listed in Section H. A student should submit to the appropriate record custodian a written request that specifies the record(s) the student wishes to inspect.
2. An eligible parent of a student may inspect the student's education records if (1) written consent is provided to the appropriate record custodian by the student, or (2) a copy of the 1040 series income tax form filed with the IRS for the most recently ended tax year is submitted by the parent to the appropriate record custodian showing that the student is claimed as defined in section 152 of the Internal Revenue Code of 1954.
3. The record custodian will make the needed access arrangements as promptly as possible and notify the student or eligible parent of the time and location of when and where the records may be inspected. Access must be provided within 45 days or less from receipt of the request.
4. When a record contains information about more than one student, the student or eligible parent may inspect and review only the records that relate to the student.
5. The review must be done in the presence of a university representative. Original records may not be removed from any office where they are maintained.

E. Right of the University to Refuse Access

Governors State University reserves the right to refuse to permit a student (or eligible parent except with respect to the parent's financial records) to inspect the following records:

1. The financial statement of the student's parents.
2. Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the student's file before January 1, 1975.
3. Those records which are excluded from the Family Educational Rights and Privacy Act of 1974 definition of education records if such records do not fall within the definition of "public records."

F. Refusal to Provide Copies

1. Governors State University reserves the right to deny transcripts or copies of records not otherwise required to be made available by the Family Educational Rights and Privacy Act of 1974 in any of the following situations:
   a. The student or eligible parent lives within commuting distance (presumed to be 50 miles) of the university.
   b. The student has an unpaid financial obligation to the university or an administrative hold on the academic record.
   c. There is an unresolved disciplinary action against the student.
   d. There is an unresolved academic action against the student.

G. Fees for Copies of Records

Students may have copies made of their education record upon payment of an appropriate charge established by the university.

H. Types, Locations, and Custodians of Education Records

The following is a list of the types of education records that GSU maintains, their locations, and their custodians.

Types	Location	Custodian
Academic Records	Office of the Registrar	Registrar
College of Business & Public Administration	Dean	
College of Arts & Sciences	Dean	
College of Education	Dean	
College of Health & Human Services	Dean	
School of Interdisciplinary Learning	Program Director	
Admission Records	Admission Office	Director of Admission and Student Recruitment
Career Related Records	Office of Career Services	Director of Career Services
Counseling/Testing/ Tutoring Records	Student Development	Director of Student Development
Disabled Student Services	Student Development	Director of Student Development
Disciplinary Records	Office of the Dean	Dean of Students and Co-Curricular Activities
Financial Records	Business Office	Director of Business Operations
Financial Aid	Financial Aid Office	Director of Financial Aid
International Student Records	Office of International Services	Coordinator of International Student Services
Professional Credential Records for Employment	Office of Career Services	Director of Career Services

Miscellaneous Education Records (e.g., meetings with faculty)
The appropriate university employee official will locate and collect such records for inspection.

I. Disclosure of Education Records

Governors State University will disclose information from a student's education records only with the written consent of the student, except:

A. To university officials who have a legitimate educational interest in the records.
   1. A university official is defined as follows:
      a. A person employed by the university in an administrative, supervisory, academic, research, or support staff position;
      b. A person employed by or under contract to the university to perform a special administrative or professional task, such as an attorney or auditor.

   2. A university official has a legitimate educational interest in a record(s) if the university official is:
      a. Performing a task that is specified in the official's position description or by a contract agreement; and
      b. Performing a task related to a student's education;
      or
      c. Performing a task related to the processing of a disciplinary charge involving the student; or
      d. Providing a service or benefit relating to the student or the student's family (e.g., healthcare, counseling, job placement, financial aid).

B. To certain officials of the United States Department of Education, and state and local educational authorities, in connection with certain state or federally supported education programs.

C. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the financial aid, or to enforce the terms and conditions of the aid.

D. To organizations conducting certain studies for or on behalf of the university.

E. To accrediting organizations to carry out their functions.

F. To parents of a student who claim the student as a dependent for income tax purposes as defined in Section 152 of the Internal Revenue Code of 1954.

G. To comply with a judicial order or a lawfully issued subpoena.

H. To appropriate parties in a health or safety emergency.

I. Directory information so designated by the university.

J. The results of any disciplinary proceeding conducted by the university against an alleged perpetrator of a crime of violence to the alleged victim of that crime.

II. Record of Requests for Disclosure

Governors State University will maintain a record of all requests for and/or disclosure of information from a student's education records, other than requests by/or disclosures to the student, a university official as defined in Section I.1, a party with written consent of the student, or a party seeking only directory information. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by an eligible parent or by the student.

III. University Directory Information

A. Directory information means information contained in the education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Governors State University defines the following as directory information: name, address, telephone number, date of birth, college and major field of study/concentration/minor, classification (graduate or undergraduate), previous institutions attended, participation in officially recognized activities, dates of attendance, degrees conferred with dates, full-time/part-time status, awards, honors, and achievements (including distinguished academic performance) with dates and picture.

B. Under the Federal Educational Rights and Privacy Act, a student has the right to request that the disclosure of directory information be withheld and omitted from the University Directory as long as the student is enrolled or maintains continuing student status at the university. If a student wishes to have any or all directory information withheld, the student must submit a written request to the Registrar's Office. Directory information may be released without permission for students who are no longer enrolled, have graduated, or have lost continuing student status at GSU, unless otherwise requested. Students are advised of the disclosure of directory information in the Schedule of Classes each trimester, the Student Handbook, and GSU Catalog.

IV. Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following are procedures for the correction of records:

A. A student must ask the appropriate records custodian, listed in Section H, to amend a specific record. In so doing, the student should identify the part of the record the student wants changed and specify why the student believes it to be inaccurate, misleading, or in violation of the student's privacy or other rights.

B. The custodian may comply with the request or may decide not to comply. If the custodian decides not to comply, the custodian will notify the student of the decision and advise the student of the right to a

hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.

C. Upon request, the custodian will arrange for a hearing and will notify the student reasonably in advance of the date, location, and time of the hearing.
D. The hearing will be conducted by a hearing officer who is a disinterested party appointed by the provost. The hearing officer may be an official of the university. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
E. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
F. If the hearing officer decides that the contested information is not inaccurate, misleading, or in violation of the student's right of privacy, the hearing officer will notify the student that the student has a right to place in the record, a statement commenting on the contested information and/or a statement setting forth reasons for disagreeing with the decision.
G. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If GSU discloses the contested portion of the record, it will also disclose the statement.
H. If the hearing officer decides that the information is inaccurate, misleading, or in violation of the student's right to privacy, the appropriate record custodian will amend the record and notify the student, in writing, that the record has been amended.
I. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C., 20201, concerning alleged failures of GSU to comply with the Act.

Forms

Request to Prevent Disclosure of Directory Information
Consent to Disclose Non-Directory Education Records
Student Request to Inspect and Review Education Records
Request by Parent or Guardian to Review Education Records
Request to Review Education Records by GSU Personnel or an Outside Agency

Contact the Registrar's Office to request the forms.

Residency Status for Academic Purposes

(GSU Board of Trustees Regulations, Sec. IV., Subsection C)

Definitions

For purposes of this regulation, the following definitions pertain.

An "adult student" is a student who is 18 or more years of age.

A "minor student" is a student who is less than 18 years of age.

An "emancipated minor student" is a completely self-supporting student who is less than 18 years of age. Marriage or active military service shall be regarded as affecting the emancipation of minors, whether male or female, for the purposes of this regulation.

"Residence" means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of university attendance nor continued presence in the university community during vacation periods shall be construed to be proof of Illinois residence. Except as otherwise provided in this regulation, no parent or legal or natural guardian will be considered a resident unless the parent or guardian maintains a bona fide and permanent residence in Illinois, except when temporarily absent from Illinois, with no intention of changing his or her legal residence to some other state or country.

Residency Determination

The university shall determine the residency status of each student enrolled in the university for the purpose of determining whether the student is assessed in-state or out-of-state tuition. Each applicant for admission to the university shall submit at the time of application evidence for determination of residency. The office responsible for admissions shall make a determination of residency status.

If a nonresident is classified in error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the erroneous resident classification is caused by false information submitted by the student, a change in tuition charges shall be applicable for each term in which tuition charges were based on such false information. In addition, the student who has submitted false information may be subject to appropriate disciplinary action.

If a resident is classified by error as a nonresident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has filed a written request for review in accordance with this regulation.

Residency Requirements

Adult Students. To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which the individual registers at the university and must continue to maintain a bona fide residence in Illinois. In the case of adult students who reside with their parents (or one of them if only one parent is living or the parents are separated or divorced), the student will be considered a resident if the parents have established and are maintaining a bona fide residence in Illinois.

Minor Students. The residence of a minor student shall be considered to be the same as and change with any of the following:

1. that of the minor's parents if they are living together, or the living parent if one is deceased; or
2. if the parents are separated or divorced, that of the parent to whom custody of the minor has been awarded by court decree or order, or in the absence of a court decree or order, that of the father unless the minor has continuously resided with the mother for a period of at least six consecutive months immediately preceding the minor's registration at the university, in which latter case the minor's residence shall be considered to be that of the mother; or
3. if the minor has been legally adopted, that of the adoptive parents, and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if the parent had been a natural parent; or
4. that of the legally-appointed guardian of the person; or
5. that of a "natural" guardian such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the minor has resided and by whom the minor has been supported for a period of at least six consecutive months immediately preceding the minor's registration at the university for any term if the minor's parents are deceased or have abandoned the minor and if no legal guardian of the minor has been appointed and qualified.

Emancipated Minors. If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois. Emancipated minors who are completely self-supporting shall be considered residents if they have maintained a dwelling place within Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which they register at the university. Emancipated minors who reside with their parents and whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide Illinois residence shall be regarded as residents.

Minor Children of Parents Transferred Outside the United States. The minor children of persons who have resided in Illinois for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the university within five years of the time their parents are transferred by their employer to a location outside the United States.

Married Students. A nonresident student, whether minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these regulations to establish residence status, shall be classified as a resident.

Armed Forces Personnel. Nonresidents of Illinois who are on active duty with one of the services of the Armed Forces of the United States, who are stationed in Illinois, and who submit evidence of such service and station, as well as the spouses and dependent children of such persons, shall be considered residents as long as such persons remain stationed in Illinois and the spouses and/or dependent children of such persons also reside in Illinois. If such persons are transferred to a post outside the continental United States, but such persons remain registered at the university, residency status shall continue until such time as these persons are stationed within a state other than Illinois but within the continental United States.

Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois.

Staff members of the university and of allied agencies and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

Teachers in Public and Private Illinois Schools.

Teachers (which is defined by Illinois statute as an individual holding a valid initial, standard, or master teaching certificate) in public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in which they hold an appointment of at least one-quarter time, including the summer session immediately following the term in which the appointment was effective.

Residency Status Appeal Procedure

Students who take exception to their residency status classification shall pay the tuition assessed but may file a claim in writing to the Registrar's Office, which is responsible for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of initial registration or the student loses all rights to a change of residency status for the term in question. The Registrar's Office, in consultation with the Business Office and the International Services Office, will make the decision on residency status.

If the student is dissatisfied with the ruling in response to the written claim made within said period, the student

may file a written appeal within ten (10) calendar days of receipt of the decision to the Registrar's Office. Such written appeals shall be forwarded to the vice president for administration and planning, who shall consider all evidence submitted in connection with the case and renders a decision which shall be final.

Special Situations

Upon recommendation of the president, the GSU Board of Trustees may, in special situations, grant residency status to categories of persons otherwise classified as nonresidents under this regulation.

Individuals Who Are Not Citizens or Permanent Residents.

In the case of an individual who is not a citizen or a permanent resident of the United States, the Board of Trustees shall deem an individual an Illinois resident, until the individual establishes a residence outside of this State, if all of the following conditions are met:

1. the individual resided with his or her parent or guardian while attending a public or private high school in this State;
2. the individual graduated from a public or private high school or received the equivalent of a high school diploma;
3. the individual attended school in this State for at least 3 years as of the date the individual graduated from high school or received the equivalent high school diploma; and
4. the individual provides the university with an affidavit stating that the individual will file an application to become a permanent resident of the United States at the earliest opportunity the individual is eligible to do so.

Technology Outcomes for Students

Computer and information technologies are integral features of our culture. These technologies are extremely useful in enhancing, supporting, and delivering instruction, and for students to research, prepare, and submit assignments. These technologies are essential for students.

1. In order to support its instructional goals and to assure that its graduates are adequately prepared for the work place, each academic program will incorporate technological competencies into its curricula and assess expected outcomes.

   At minimum, the outcomes will include:

   - ability to use appropriate software for the development of papers, reports, and other assignments;
   - ability to conduct searches on the Internet and to use library databases to access relevant literature; and
   - ability to send and receive electronic mail with attachments.

2. A student's achievement of the required competencies defined in one of the above will be verified on the student's application for graduation by the advisor.

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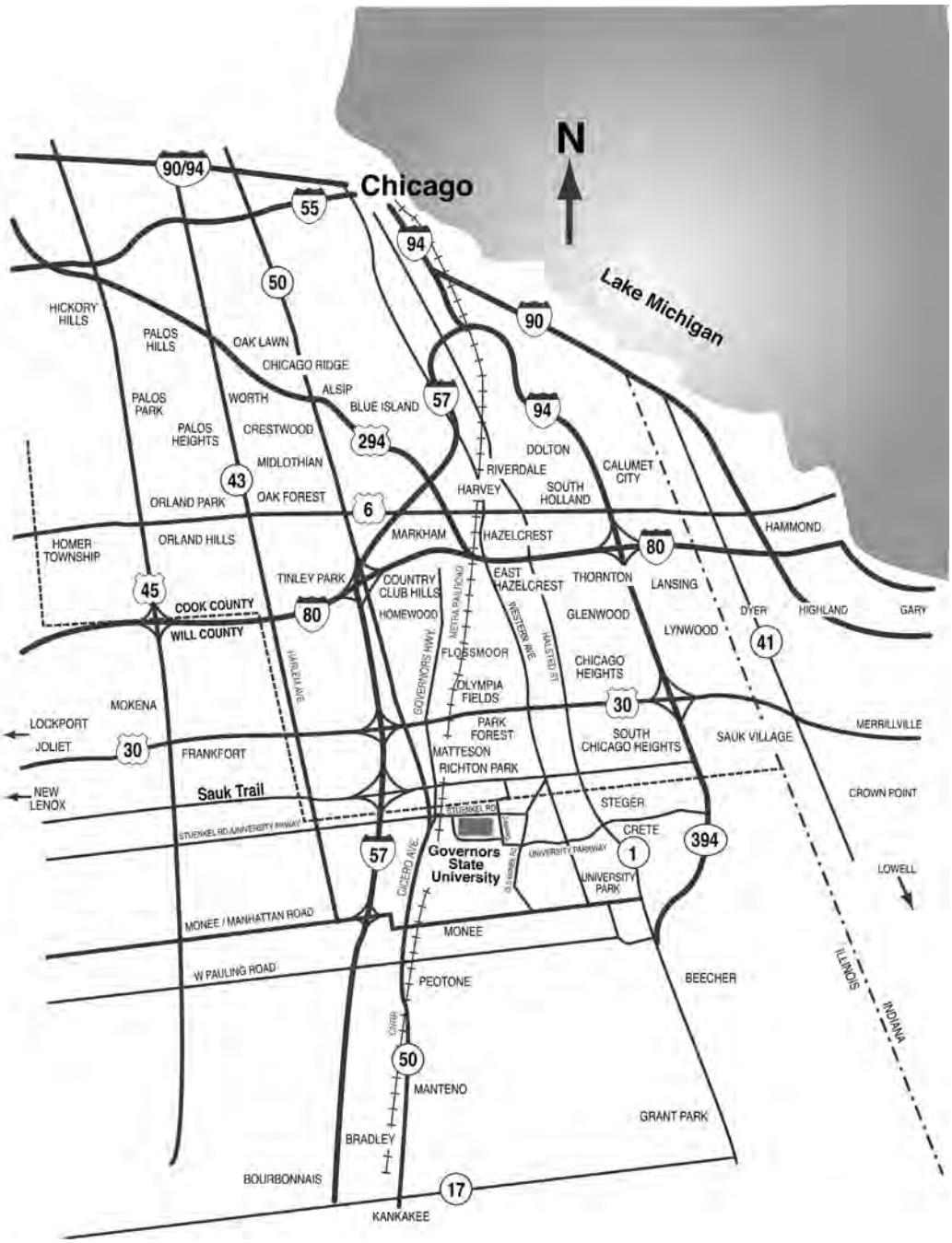
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