SUCCESS BY DEGREES

Governors State
UNIVERSITY
Catalog 2012-2013

Governors State University
2012-2013 Catalog
708.534.5000

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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 2012-2013 academic year. Students should keep the catalog for referral throughout their academic career. Students who first enroll at Governors State University during the 2012-2013 academic year must fulfill the requirements stated in this catalog and its updates, 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 Diversity Officer in the Human Resources Department 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
Accounting, Accelerated Professional
Anthropology and Sociology
Art
Biology
  Teacher Education
Business Administration
  Entrepreneurship
  Finance
  Human Resources Management
  Management
  Management Information System
  Marketing
  Operations and Supply Chain Management
  Public Administration - Admission Suspended
Business and Applied Science
Chemistry
  Teacher Education
Communication Disorders
Communication
  Advertising and Public Relations
  Filmmaking and Multimedia
  Human Communication
  Journalism
Community Health
  Gerontology-Healthy Aging
  Gerontology-Long Term Care
  Health Promotion Education in the Community Setting
  Pre-Occupational Therapy
Computer Science
Criminal Justice
  Corrections and Punishment
  Law Enforcement and Security
  Restorative and Community Justice
Early Childhood Education
Elementary Education
English
  Teacher Education
Entrepreneurship
Health Administration
Interdisciplinary Studies
Management Info Systems - Admission Suspended
  Inclusive Information Systems
  Information Security
  Internet Commerce
  Network Management
Mathematics
  Teacher Education
Nursing
Psychology
  Forensic
  Industrial/Organizational
  Mindfulness Studies
  Pre-Clinical
Social Sciences
Social Work

Master's Degree Programs

Accounting
Accounting, Accelerated Professional
Addictions Studies
  Addictions Counseling
Analytical Chemistry
Art
Business Administration
Communication Disorders
Communication and Training
  Communication Studies
  Media Communication
  Human Performance and Training
Computer Science
Counseling
  Clinical Mental Health
  Marriage and Family
  School Counseling
Criminal Justice
Early Childhood Education
Education
  Computer Education
  Curriculum and Instruction
  Mathematics Education
  Science Education
Educational Administration
  Administrative Endorsement (General)
  Chief School Business Official
  Higher Education Administration
English
Environmental Biology
Health Administration
Independent Film and Digital Imaging
Management Information Systems
Mathematics
Multicategorical Special Education
Nursing
  Clinical Nurse Specialist
  Family Nurse Practitioner
  Forensic Nursing
  Nursing Administration
  Nursing Informatics
Occupational Therapy
Political and Justice Studies
Psychology
  Clinical
  Theoretical
Public Administration
Reading
Social Work
  Practice with Children and Families
  School Social Work
Urban Teacher Education

Doctoral Programs

Counselor Education and Supervision
Nursing Practice
Occupational Therapy
Physical Therapy
Transitional Physical Therapy

ACADEMIC CERTIFICATES
OFFERED BY GOVERNORS STATE UNIVERSITY

Certificates

Principles of Conductive Education
Digital Forensics
Information Security
Long-Term Care Administration
Substance Abuse Intervention in Healthcare

Graduate Only Certificates

Addictions Screening, Assessment, and Referral
Biology Education
Chemistry Education
Early Childhood Education for Currently Certified Teachers
English Education
Family Nurse Practitioner
Health Care Informatics
Health Services Research
Mathematics Education
Nurse Educator
Online Teaching
School Counseling Certification (post master's graduate only)
Reading Teacher Endorsement
Supervisory Endorsement in Reading

2012-2013 ACADEMIC CALENDAR

Contact the Financial Aid Office for final deadlines for each term.

ACTIVITIES	FALL TERM	SPRING TERM	SUMMER TERM
Registration	**M, 4/16 - Sa 8/25**	**M, 10/22 - Sa, 1/26**	**M, 3/25 - Sa, 5/25**
1st Payment Deadline	Th, 7/26 For registrations through 7/28	Th, 12/6 For registrations through 12/1	Th, 4/11 For registrations through 4/12
1st Drop for Non-Payment	F, 7/27 For payments due 7/27	F, 12/7 For payments due 12/7	F, 4/12 For payments due 4/11
Faculty On Campus	Week of 8/8	Week of 1/14	
GSU Closed - Martin Luther King Holiday		**M, 1/21**	
Classes Begin	M, 8/20	Tu, 1/22	M, 5/20
GSU Closed - Memorial Day Holiday			**M, 5/27**
Graduation Applications Due	M, 8/27	F, 2/1	F, 2/1
Final Payment Due Date	Th, 8/30 For registrations 7/27/12-8/25/12	Th, 1/31 For registrations 11/30/12-1/26/13	Th, 5/30 For registrations 4/12/13-5/25/13
Final Drop for Non-Payment Date	F, 8/31 For payments due 8/30	F, 2/1 For payments due 1/31	F, 5/31 For payments due 5/30
GSU Closed - Labor Day Holiday	**M, 9/3**		
100% Refund Deadline	*Please review your class schedule for refund/withdrawal deadline dates for each course.*		
GSU Closed - Lincoln's Birthday Holiday		**Tu, 2/12**	
No classes - Spring Break		**M, 3/18 – Su, 3/24**	
GSU Closed - Independence Day Holiday			**Th, 7/4**
Withdrawal Deadline	*Please review your class schedule for refund/withdrawal deadline dates for each course.*		
Thanksgiving Break	**GSU open but no classes:** **W, 11/21;** **GSU closed Th, 11/22 - Su, 11/25**		
Faculty submit final grades for prior term I, E, and M grades	M, 11/26	Su, 5/12	Su, 8/11
Classes End Faculty submit final grades within seven (7) days after class ends.	Su, 12/2	Su, 5/12	Su, 8/11
GSU Closed	**Sa, 12/22/12 - Tu, 1/11/13**		
Commencement		TBA	

Web Registration Available 24 hours, Monday - Sunday
During the Holiday Break, many of the offices are not open.

GENERAL INFORMATION

History

Governors State University was chartered by the Illinois 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 and Human Services.

Mission

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

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

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604;
Phone: 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 Governors State University academic calendar offers 15-week Fall and Spring terms and a 12-week Summer term. The Fall 2012 term begins August 20, 2012 and ends December 2, 2012. The Spring 2013 term begins January 22, 2013 and ends May 12, 2013. The Spring term includes a one-week Spring Break during which classes will not be in session, though the University will be open for other business.

The Summer 2013 term begins May 20, 2013 and ends August 11, 2013.

For more detailed information about the calendar, visit *www.govst.edu/academiccalendar.*

Alumni Association

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, such as 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. An alumni e-newsletter is emailed monthly. A print newsletter highlighting alumni accomplishments is published once a year. Upcoming alumni events, club activities, as well as university news-related updates are announced in the monthly e-newsletter, the printed newsletter, and on the alumni website at *www.govst.edu/alumni*.

Alumni Membership

All graduates are considered basic members in the Alumni Association. Current students are granted basic membership upon request. Past students who have completed a minimum of 30 credit hours are also considered basic members. Recent graduates receive a one-year free premium membership in the Alumni Association upon graduation. Thereafter, premium membership will be extended to alumni who donate $50 or more to the GSU Foundation earmarked for use by the Alumni Association. Lifetime memberships are granted when donations made after March 2010 for Alumni Association use reach $650. Below is a list of some of the premium benefits:

- Center for Performing Arts - 15 percent ticket price discount on on events sponsored and promoted by GSU's 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.

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 60484-0975

You may call 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 POLICY FOR VETERANS

Veterans who have completed 60 credit hours of college credit may apply to Governors State University. The application fee will be waived upon receipt of an application accompanied by a copy of the form DD 214. Applications, transcripts, and other documentation can be mailed or dropped off in the office of the Coordinator for Veterans and Military Personnel.

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 in which they wish to enroll)van an Associate of Arts (AA), an Associate of Science (AS), an Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution of higher education; or
2. 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 hours (or 90 quarter hours) of the total collegiate hours; or
3. have applied for a dual admission program at both Governors State University and an institution with which GSU has a dual admission agreement and meet all requirements stipulated under that agreement; and
4. have been in good standing at the last institution attended; and

5. have satisfied any collegial and/or major criteria, if applicable, for undergraduate study in a specific major.

Applicants must submit a non-refundable $25 application fee.

To apply: Submit an application, the application fee, credentials, and official transcripts from all post-secondary institutions 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
Health Administration	Health and Human Services
Mathematics Teacher Education	Arts and Sciences
Nursing	Health and Human Services
Psychology	Education
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) a bachelor's degree from a regionally accredited college or university, and
2. have been in good standing at the last institution attended, and
3. have satisfied collegial and/or major criteria, if applicable, for graduate study in a specific major.

Applicants must submit a non-refundable $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 and Training, Communication Disorders, Counseling, Criminal Justice, Health Administration, Independent Film and Digital Imaging, Occupational Therapy, Psychology, and Social Work. 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
Communication and Training	Arts and Sciences
Computer Science	Arts and Sciences
Counseling	Education
Criminal Justice	Arts and Sciences
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.

Governors State University doctoral programs have varied requirements for admission. Programs may have specific deadlines for the submission of applications and required materials. Contact the appropriate department/division for specific admission requirements.

Applicants must submit a non-refundable $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.

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 an advisor in the Academic Resource Center. Undeclared students who have not decided on a career path may receive career counseling that will facilitate the career decision-making process. Once a career decision is made, the student may 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 Arts (AA), an Associate of Science (AS), and Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution of higher education; or
2. have earned (or will have earned by the term in which 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 hours (or 90 quarter hours) of the total collegiate hours; and
3. have been in good standing at the last institution attended.

Applicants must submit a non-refundable $25 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 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 non-refundable $25 application fee.

Requirements-Applicants must:

1. have an Associate of Arts (AA), Associate of Science (AS), Associate of Science and Arts (ASA), or an Associate of Arts in Teaching (AAT) degree from a regionally accredited institution, or
2. have earned at least 60 semester hours (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.

Coursework completed as a non-degree seeking student does not automatically apply to a degree program. The application of such courses to degree requirements is governed by the policies established by the University and the dean and faculty of each college in effect at the time of admission to a degree program. No more than six (6) credit hours earned while in non-degree status may be applied toward the requirements of any graduate degree program. Transfer of credits earned in non-degree seeking status to a degree program requires approval of the appropriate academic dean.

Non-degree seeking students are not eligible for University-administered financial aid.

Requirements-Applicants must have a bachelor's or graduate degree from a regionally accredited institution.

Applicants must submit a $50 non-refundable 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. 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.

Bachelor's-level student applicants must submit a nonrefundable $25 application fee.

Graduate-level student applicants must submit a non-refundable $50 application fee.

To apply: Submit an application, the appropriate application fee, 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 certificate programs listed on page 4 of this catalog have special admission criteria beyond the general university requirements. This could include additional materials and/or application deadlines. Refer to the specific certificate sections in this catalog for the criteria and deadlines of contact the appropriate department/division for specific admission information.

UNDERGRADUATE SPECIAL NON-DEGREE SEEKING STUDENTS

This applies to persons who have not earned 60 semester hours of college credit but who have had equivalent specialized experiences and intend to enroll in a course, workshop, seminar or other university activity for credit are eligible to apply for admission as special non-degree seeking students. Students may earn a maximum of 15 hours of credit in this status.

Credit earned as a special non-degree seeking student will be at the upperdivision level and cannot be used toward meeting criteria for admission as an undergraduate degree-seeking or non-degree seeking student.

Applicants must submit a non-refundable $25 application fee.

To apply: Submit an application and application fee 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 classes begin for the semester 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 nonimmigrant 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 term 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 this option, students must complete through a minimum level of 112; and
3. provide evidence of financial support to meet all financial needs for the duration of their studies at GSU.

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

Type of TOEFL Test	Undergraduate	Graduate
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 20

Type of TOEFL Test	Doctoral
Paper-based	577
Computer-based	233
IBT (internet-based testing)	Reading 20 Writing 24 Listening 21 Speaking 26

HOW TO APPLY FOR ADMISSION

The completed application for admission should be sent to the Office of International Services, Governors State University, University Park, Illinois 60484, U.S.A., with the following documents and academic credentials:

1. An application for admission as a degree-seeking student.
2. Official academic credentials. These may include any or all of the following:
   a. national examination results,
   b. diplomas and/or certificates,
   c. complete records of all college, university, or other post-secondary work;
   d. college or university transcripts, if applicable.
3. Official TOEFL score report.
4. 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.

NOTE: Applicants must submit an evaluation of academic credentials. Official foreign credentials must be evaluated by Educational Credential Evaluators (ECE) in Milwaukee, Wisconsin or by any other NACES (National Association of Credential Evaluation Services) member organization. Applicants who would like transfer credit for prior coursework should request a "course-by-course" evaluation report. Applicants who are seeking graduate program admission with no transfer credit should request a "general" evaluation report. For more information, please contact the Processing Office at 708.534.4510.

Applicants must provide any required additional special admission credentials for the desired major. Refer to other sections of this catalog for any necessary special admission requirements.

Applicants to an undergraduate program must submit a non-refundable $25 application fee.

Applicants to a master's program must submit a nonrefundable $50 application fee.

Applicants to a doctoral program must submit a $75 non-refundable application fee.

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

Deferred Admission/Enrollment

A student may defer his or her admission/enrollment one time per admission application, not to exceed one year from the original admission term. For example, if a student applies for Fall 2012 admission, he/she may update his/her admission one time, to a future term as far in the future as Fall 2013. International students are allowed to defer their enrollment twice per admission application, not to exceed one year from the original term of application. After one year, a new admission application is required.

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-degreeseeking student and is seeking admission to a major or into a certificate program;
3. has lost continuing student status as defined by university policy; or
4. is seeking a level change, i.e., from undergraduate to graduate status or from graduate to undergraduate status.

Commencing Fall 1997 and for any subsequent term, 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.

Students whose enrollment is interrupted for three or more consecutive terms must contact their advisor to be reactivated before enrollment, with the exception of students enrolled in accredited programs where accreditation re-quirements would prohibit reactivation of a student's active status. Any student whose enrollment is interrupted for five or more years (15 or more consecutive terms) must reapply through the Office of Admission and Student Recruitment and will be subject to any new admission and curricular requirements.

With regard to certain accredited programs, the reactivation of a student's status is determined on a program basis. Occupational Therapy requires that students who have not been enrolled for one year (three consecutive terms, including Summer) must apply for readmission to the M.O.T. program. Bachelor and Master of Social Work require that students who have not been enrolled for three years (nine consecutive terms, including Summer) must apply for readmission to the appropriate B.S.W. or M.S.W. program. Master of Arts in Counseling requires that students who have not been enrolled for more than one year (four consecutive terms, including Summer) must apply for readmission to the Counseling program. Doctorate of Physical Therapy requires that students who have not been enrolled for more than one year (four consecutive terms, including Summer) must apply for readmission to the D.P.T. program.

Special Admission (New and Readmission)

Readmission and Special Admission provide for the possible petition for readmission by students, who left on academic probation or who were suspended from the University. The policy also provides for cases of special admission requested by applicants who do not meet the published criteria for admission.

All readmissions involving students who left the university while on academic probation or those suspended from Governors State University and all special admission cases (defined herein) shall be considered by the University Committee on Readmissions and Special Admissions. The committee shall make recommendations to the appropriate division or department chairperson or director, who will make the final decision with input from the program faculty.

The policies on readmissions appear in the Appendix.

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*.

Dual Degree Program

Under special agreement between Governors State University and area community colleges, students may be eligible to participate in a Dual Degree Program. Area community colleges include City Colleges of Chicago, College of DuPage, Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Morton College, Prairie State College, South Suburban College, and Triton College. Dual Degree Program students complete their Associate degree at a partner community college and transfer to GSU for their upper-division courses to complete in their Bachelor's degree program. Students who are interested in participating in the Dual Degree Program are encouraged to contact their counselor at their community college. The benefits of the Dual

Degree Program include working closely with advisors from both institutions, participating in student life at both institutions, and specific tuition and scholarship opportunities. Dual Degree Program students are provided with the services from both institutions to help ensure that they make a seamless transition from their community college to Governors State University. For more information, please contact Jose Reyes, Director of Dual Degree and Transfer Articulation, at 708.534.4494 or go to *www.govst.edu/dualdegree*.

English Language Proficiency Requirement

The university wishes to ensure that applicants have attained sufficient mastery of the English language necessary to achieve academic success. Prior to admission to an undergraduate degree or certificate program, all applicants whose previous degree or diploma is not from an institution where English is the foundational language must provide evidence acceptable to the University of having attained sufficient mastery of the English language. Applicants must attain a minimum acceptable score on the Test of English as a Foreign Language (TOEFL) or have completed a minimum proficiency level of 112 through ELS Education Services Inc.'s Language Centers.

For the TOEFL minimum acceptable scores, see the TOEFL table on page 11.

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.

The completed application for admission should be sent to the Office of International Services, Governors State University, University Park, Illinois 60484, U.S.A., with the following documents and academic credentials:

1. An application for admission as a degree-seeking student.
2. Official academic credentials. These may include any or all of the following:
   a. national examination results,
   b. diplomas and/or certificates,
   c. complete records of all college, university, or other post-secondary work;
   d. college or university transcripts, if applicable.
3. Official TOEFL score report.
4. 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.

For the TOEFL minimum acceptable scores, see the TOEFL table on page 11.

NOTE: Applicants must submit an evaluation of academic credentials. Official foreign credentials must be evaluated by Educational Credential Evaluators (ECE) in Milwaukee, Wisconsin or by any other NACES (National Association of Credential Evaluation Services) member organization. Applicants who would like transfer credit for prior coursework should request a "course-by-course" evaluation report. Applicants who are seeking graduate program admission with no transfer credit should request a "general" evaluation report. For more information, please contact the Processing Office at 708.534.4510.

Applicants must provide any required additional special admission credentials for the desired major. Refer to other sections of this catalog for any necessary special admission requirements.

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 term of enrollment. The self-placement process is completed through the mandatory 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 each term.

Maximum Credit-hour Load. Undergraduate and graduate students may register for up to 18 credits for Fall and Spring terms and 12 credits for Summer term. 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 at the same time as another course. Several courses have prerequisites and/or corequisites. Students should contact their academic advisors for more information.

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 calendar years (15 consecutive terms, including summer terms). 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 and/or drop courses any time during the published periods without penalty. See the online course schedule for registration period details.

Full time Student Status. An undergraduate student is considered to be enrolled full time for any given term if he or she is enrolled in 12 credit hours for that term. A graduate student at the master's level is considered to be enrolled full-time for any given term if he or she is enrolled in nine credit hours for that term. A graduate student at the doctoral level is considered to enrolled full time for a given term if he or she is enrolled in six credit hours for the 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 the website at *www.govst.edu/apply/*

TUITION AND FEE PAYMENT POLICIES

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

- pay all tuition and fees by the payment deadline;
- make an initial payment and have a signed payment plan agreement form on file in the Cashier's Office by the payment due date;
- accept their financial aid award from the GSU financial aid office; or
- sign a Validation/Promissory Note in the GSU Financial Aid Office and have submitted 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 term specific. Information regarding these due dates is available on the website at *www. govst.edu/paymentdates*; 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 $100 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. Students 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 60484-0975

On-Campus Tuition Schedule Per Term

Illinois Resident

Undergraduate Guaranteed Tuition Plan

Under the Guaranteed Tuition Plan, undergraduate students who are Illinois residents are assessed at a per-credit-hour tuition rate during the term they fist register and at that same rate for each of the following eleven terms (fall, spring, or summer). For the next six consecutive terms (fall, spring, or summer), the per-credit-hour tuition rate is assessed at a level slightly higher than that for the first twelve terms.

For the 2012-13 academic year, per-credit-hour tuition rates for undergraduate students who are Illinois residents are as follows:

Year of First Registration at GSU	Tuition per Credit Hour
2012-13	$249
2011-12	$243
2010-11	$237
2009-10	$224
2008-09	$224
2007-08	$204
2006-07 or earlier	$249

Undergraduate Tuition (per credit hour)

	Illinois/Indiana Resident	Non-Resident
Tuition	$249	$498

Master's Degree Tuition (per credit hour)

	Illinois Resident	Non-Resident
Master of Occupational Therapy	$378	$756
All Other Master's programs	$272	$544

Doctoral Degree Tuition (per credit-hour)

Doctor of Nursing Practice	$615	$900
Doctorate in Counseling Education and Supervision	$368	$750
Doctorate in Occupational Therapy	$615	$900
Doctorate in Physical Therapy	$472	$900

Distance Learning Tuition Schedule Per Term

Undergraduate Tuition (per credit hour)

	Illinois/Non-Resident
Tuition	$249

Master's Degree Tuition (per credit hour)

	Illinois/Non-Resident
Master of Occupational Therapy	$378
All Other Master's programs	$272

Doctoral Degree Tuition (per credit-hour)

	Illinois/Non-Resident
Doctor of Nursing Practice	$615
Doctorate in Counseling Education and Supervision	$368
Doctorate in Occupational Therapy	$615
Doctorate in Physical Therapy	$472

Distance Learning Fee. The distance learning tuition and fees apply to courses taught at locations other than the main campus and to media courses, i.e. telecourses, online courses, and correspondence courses. A minimum service fee of $17 per credit-hour is assessed.

Undergraduate Indiana Resident

Undergraduate students who are residents of Indiana pay the same per-credit-hour tuition rate as the one established for that same academic year for students who are new to GSU and who are Illinois residents. Indiana students do not qualify for the Illinois Guaranteed Tuition Program.

Mandatory Fees

STUDENT SUPPORT FEES (On campus)	
	$98 per semester
Student Activity Fee	$36
Student Center Fee	$30
Career Counseling Fee	$32
Parking and Walkway Maintenance	
	$35 per semester (On campus)
Technology Fee	$17 per credit hour
Strategic Initiative Fee	$13 per credit hour
University Facilities Fee	$16 per credit hour
Extended Learning Fee	$17 per credit hour

Fees

The fees listed in this section of the catalog are subject to change for any subsequent term. Please check 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.

Career Counseling Fee. The Career Counseling fee is $32 per term. The fee supports programs that will increase the academic success and retention of all students. This fee assists in the transition process by helping students prepare to 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 non-refundable doctoral student application fee of $75 per application submitted except for the DPT.

Graduation Fee. A non-refundable Graduation Processing Fee is assessed at the time students file their applications to graduate. The fee is $50 for a baccalaureate, master's, or doctoral degree.

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

Parkways Fee. A fee of $35 per term 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 the student learning experience.

Student Activity Fee. The Student Activity fee is $36 per term. The fee supports programs and activities to enrich the extracurricular life of students. Some of the programs and activities receiving funding support are the Family Development 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 term. 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.

Technology Fee. A fee of $17 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.

Transcript Fee. GSU charges a fee of $10 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 a nonrefundable undergraduate student application fee of $25 per application submitted.

PROGRAM AND SERVICE FEES

Amounts are for the 2012-2013 academic year.

Assessment Fee. Fees are based on the current academic year undergraduate extended learning tuition rate. Students at GSU who submit a CEEL portfolio, or Interdisciplinary Studies (IDSS) students who elect to do a portfolio, are charged an assessment fee equivalent to tuition for one 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 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 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 Interdisciplinary Studies Office (IDSS) at 708.534.4092.

Distance Learning Fee. The distance learning fee applies 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 $17 per credit-hour is assessed.

Library Fees. Most University Library services are free. However, copying, printing, and lost or damaged materials have a 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 $10 per transcript.

Payment of Tuition and Fees

Tuition and applicable fees must be paid no later than the date specified 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 $100 late fee will be assessed to all accounts not paid in full by the due date.

Payment Plan

The payment plan option is available to students during the early, regular and late registration periods. A percentage of the students' account balance and a signed payment plan agreement are due by the initial due date. Payment plan forms are available on the GSU website and at the Cashier's Office. 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 term.

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 term 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 who drop from courses on or before the published 100 percent refund deadline are entitled to a full refund of tuition and fees.

Students attending the university for the first time who withdraw from all courses after the conclusion of a term's registration period, or who otherwise fail to complete the term, 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 Financial Aid Office 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 Financial Aid Office 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. In addition, tuition waivers covering in-state tuition for both undergraduate and graduate students are available.

Application Procedures

The Financial Aid Office 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 Financial Aid Office 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 Financial Aid Office.

To determine eligibility for all forms of need-based aid, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is available at *www.fafsa.ed.gov*. Students with completed applications received at the Financial Aid Office by April 1 will receive priority consideration for campus-based financial aid. Students who complete their

applications after April 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

The first financial aid posting for each semester is 10 days prior to the first day of class for students who are enrolled at least half-time, have accepted their financial aid, and are maintaining satisfactory academic progress. Direct deposits and refund checks are completed within two to three days after financial aid is posted to student accounts.

Veterans Assistance

For information concerning veterans benefits, contact the Coordinator for Veterans and Military Personnel.

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

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Federal Pell Grant
Available to undergraduate students based on need. Must be degree-seeking and enrolled for at least one credit hour. Applies to tuition, fees, and other educational expenses. No repayment obligation.
Apply to: Complete the FAFSA form available online at *www.fafsa.ed.gov.*

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 form available online at *www.fafsa.ed.gov.*

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 form available online at *www.fafsa.ed.gov.*

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 form available online at *www.fafsa.ed.gov.*

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 = 6.0 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. Long-term repayment includes partial cancellation of debt under certain specific circumstances. Forms available online at *www.fafsa.ed.gov.*

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. Interest rates for new loans change annually on July 1, not to exceed 8.25 percent (current rate = 5.60 percent). Maximum loan of $5,500 for undergraduates and $8,500 for graduates each academic year. Interest accrues from the time the loan is disbursed. Students may pay the interest while in school, or it will be added to the principal balance when entering repayment. Long-term repayment includes partial cancellation of debt under certain specific conditions.
Apply to: Complete the FAFSA form available online at *www.fafsa.ed.gov.*

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 term 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) form to be eligible and contact the Department. Recipients must be enrolled in nine hours and maintain a 3.0 grade point average.
Selection: The Department Chairperson will notify recipients. Please note that this is a federally funded grant program and parental information is required.

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) form to be eligible and contact the Nursing Department.
Selection: The Department Chairperson will notify recipients.

TEACH Grant
Available to undergraduate and graduate students, who are committed to teach full time in high-need subject areas for at least four years in school districts that serve students from low-income families. Must be enrolled for at least 1 credit hour. Must have at least a 3.25 cumulative grade point average.
Apply to: Complete the FAFSA form online at *www.fafsa.ed.gov.*

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

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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 three credit-hours and a State of Illinois resident. Applies to tuition and fees only. No repayment obligation.
Apply to: Complete the FAFSA forms online at *www.fafsa.ed.gov.*

Illinois Veterans Grant
Available to undergraduate and graduate students. Must be a veteran with an honorable discharge or be serving in a foreign country in a time of hostility and be 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.

Illinois 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.

Golden Apple 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 $5,000 to $10,000 per year, 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, *Collegezone.com.*

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 term for tuition, fees, and other educational expenses.
Apply to: Illinois Student Assistance Commission, *Collegezone.com.*

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.

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 and Human Services.)

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.

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

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 terms. Covers tuition only. No repayment obligation.
Apply to: College deans (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 terms. 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 terms. 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
Must be 65 or older. 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 Financial Aid Office.

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 Financial Aid Office.

Job Location and Development
Available to undergraduate and graduate students who are enrolled for at least six credit-hours 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 terms 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 term 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 terms. The scholarship is renewable for an additional two terms 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 Financial Aid Office.
Selection: The financial aid director will notify recipients by August 15.

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

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GSU FOUNDATION AND ALUMNI SCHOLARSHIPS
Many scholarships are offered by the GSU Foundation and the Alumni Association. Each year the GSU Foundation devotes great effort to raising funds in order to recognize academic excellence and to assist deserving students who need financial help to continue their studies.

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 academic year is posted on the GSU website at *www.govst.edu/scholarships*.

List of Possible Scholarships offered to students in all colleges: Note: Not all scholarships are offered each year.
• GSU Civil Service Employees Endowed Scholarship
• Community College Honors Scholarship
• Community Service Scholarship Honoring Ron Bean
• 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 or Community Service Endowed Award

List of Possible Scholarships offered to CAS students: Note: Not all scholarships are offered each year.
• Dr. Daniel Bernd Endowed Scholarship in English Literature
• David Bernstein Endowed Scholarship in English
• Dr. William E. Engbretson Endowed Scholarship in Art & Sculpture
• The Harry P. McHale Memorial Scholarship
• Joyce E. Gordon Scholarship
• Leo and Margaret Goodman-Malamuth Endowed Scholarship in Media Communications Technology
• Student Teacher Mathematics Scholarship
• Ralph R. Turner and Dolores Turner Endowed Scholarship in Liberal Arts

List of Possible Scholarships offered to CBPA students: Note: Not all scholarships are offered each year.
• 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
• Lorraine Fontana Endowed 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

List of Possible Scholarships offered to CE students: Note: Not all scholarships are offered each year.
• 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
• Great Lakes Bank Endowed Scholarship
• Rev. Tyron & Dora Smith Scholarship in Teacher Education
• William D. McGee Memorial Scholarship

List of Possible Scholarships offered to CHHS students: Note: Not all scholarships are offered each year.
• 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
• Annie L. Lawrence Scholarship for Students of Nursing and Health Sciences
• Monsignor Ignatius D. McDermott Endowed Scholarship
• Psi Iota Xi Scholarship

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

STUDENT SERVICES, ACTIVITIES, AND INFORMATION

University Library

www.govst.edu/library

The Governors State University Library is designed to directly support the active teaching and learning process taking place on campus. Offering a variety of reference and information services, the library is accessible to students both on site and through the library's website 24/7. Library days and hours vary by semester. It is best to check the library's website, *www.govst.edu/library*, for specific information.

REFERENCE AND INFORMATION

Online Catalog

I-Share, the online catalog providing users with access to the library's collection and its holdings by author, title, keyword and subject, allows students to identify and locate books and other pertinent materials. I-Share also provides users with information related to the holdings, now numbering more than thirty-two million volumes, at more than seventy-six member libraries of the Consortium of Academic and Research Libraries in Illinois.

By accessing the I-Share online catalog at Governors State, students can also initiate interlibrary loan requests from the other seventy-six I-Share member libraries. Materials that are requested will be delivered to the Governors State University Library for pickup. In addition, the Governors State Library has cooperative agreements with other academic libraries which allows for students to have access to their collections using their valid GSU I.D.

Databases

With subscriptions to more than sixty electronic databases available, one 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. The library website is a gateway to accessing these databases both on campus and on line. Instructions for accessing the databases can be found on the library homepage or at the reference desk in the library.

Distance education students are also entitled to have total access to the library. There is information for distance learning students on the library homepage. Under the About column, visit the A-Z directory. By accessing D, you will find distance learning which will offer you pertinent information.

Library Collection

The library mission is to provide and maintain an extensive collection of print, audiovisual and electronic materials. These materials, with few exceptions, are available on open shelves, and are very accessible to library users. Print volumes, media items, microfiche/film, journal subscriptions as well as CD-ROMs and DVDs anchor the collection.

As a select depository for both Federal and Illinois government documents, library staff members are able to assist in retrieving government information within the collection as well as via the Internet.

Library Resources

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 and SERVICES

Facilities

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 read-printers, and laser printers.

Services

Library staff members are available to give tours of the library, and library faculty members provide library instruction to individuals and groups upon request. Workshops and training are offered to students, faculty, staff, and community members. The workshop schedule can be found on the library website under Resources. Writing Center tutors are available for APA, MLA and research questions at scheduled times during the day.

Books and journal articles that are not available in the library can be obtained through inter-library loan or cooperative networks.

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

Academic Computing Services

Academic Computing Services (ACS) provides computer facilities for students, faculty, and staff. The ACS complex is comprised of five classrooms and an open lab. All computers are connected to the Internet. Hardware in the ACS lab includes Intel Core 2 Duo Processors, iMacs, laser printers, and a scanner. Operating systems include Windows 7 Professional and Macintosh Lion OS. Software categories include Microsoft Office 2010, 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/ spring), 1 - 9 p.m.; and Sunday (summer), closed. Student lab aides are available to answer questions and assist users. For current information about ACS, please visit *www.govst.edu/acslab.*

Coordinator for Veterans and Military Personnel

The Coordinator for Veterans and Military Personnel is an ombudsperson to veterans, active duty military, and their families. The Coordinator is available to assist incoming students with the application process, registration, transcript evaluation, and navigation of the university and its website. The Coordinator will also refer students to resources within the university such as financial aid, student services, career services, and state and federal veterans' representatives.

The Department of Human Resources and Diversity

The Department of Human Resources 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 Department of Human Resources and Diversity.

Public Act 96-574

Governors State University is in compliance with and enforces the Public Act 96-574 as it pertains to sexual harassment in higher education. Students and employees are encouraged to contact the contact the Department of Human Resources with any related complaints or questions.

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 Director 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/seven days a week.

Testing

Examinations are administered for GSU students for both regular and telecourse classes in the Academic Resource Center. The testing coordinator administers correspondence and telecourse exams for students who are unable to attend the regularly scheduled exam dates. Students requesting a proctor for off-site testing need to complete a Proctor Request Form online. All GSU students can obtain information about and register for any of the 33 CLEP (College Level Examination Program) exams. Students can also take one of 38 DSST exams (formerly DANTES). Both of these exams are arranged by appointment only and require approval by an Academic Advisor. The testing coordinator also provides registration information for the ETS Proficiency Profile exam (formerly MAPP). Students enrolled in the GSU Counseling program can obtain the registration application for the NCE (National

Counselor Exam) offered twice a year on campus. Testing accommodations are available for students with documented disabilities. For more information, call 708.534.4508.

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 goal of the Writing Center is to provide writing and research help for students where and when they most need it. Students can get intensive help with writing at the Writing Center, located in C1320. Visit the office or call 708.235.7337 to make an appointment for a one on one consultation. Writing consultants are also located in the library for help with research papers, including help to narrow a research topic, information about APA, MLA, or other documentation styles, assistance in planning the paper, and any other questions. The consultants in the library are there to answer questions and do not review papers. Writing Consultants are available in the library Monday through Thursday from 3:30 to 7:30 p.m. The Online Writing Center offers both help with papers and resources for documentation, planning, grammar and style at *www.govst.edu/owl*. Also, a paper may be emailed to a consultant who will help identify possible problems and offer revision suggestions. In addition, links to a template that will format APA papers and other documentation help are provided on the online Writing Center website. For more information, call 708.235.7337 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 spring terms, but is closed Sundays during the summer term. For additional information, contact Student Life at 708.534.4550.

Career Services

The Office of Career Services assists students and alumni with all facets of their career development. The office offers individual advising appointments and workshops where students can receive assistance with skills identification, career exploration, developing a job search strategy, resumes, interviewing, networking, negotiating offers, employer research and writing job search correspondence. Career Services maintains an Experience job and internship database, which houses postings from local employers and on campus student employment opportunities. The office hosts four to five career fairs during the academic year, which are targeted career fairs such as the Education or Health and Human Services Career Fairs. For students in online degree programs, services are further provided through telephone appointments and email correspondence. The Career Services website at *www.govst.edu/careerservices* also provides a wealth of career-related resources for all students and alumni.

Child Care and Preschool

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 5 years; 2) State funded preschool for children 3-5 years; 3) after school enrichment for children ages 5 to 12; 4) birth to age 5 parenting support for families with infants, toddlers, and preschool children; and 5) parent and child play groups with home visits. Specific program information is available at 708.235.7300, or *www.govst.edu/children*.

Clubs and Organizations

Students may take advantage of the many clubs and organizations that exist on campus. A majority of organizations are related to academic programs and majors. There are also a variety of social and special interest clubs and organizations. New clubs and organizations can be formed by any group of seven or more GSU students. Club forms are available online at www.govst.edu/studentlife . For assistance, contact the Director of Student Engagement at 708.534.4552. Club mailboxes are located in Room A2140.

Community Service Officers

Community Service Officers provide students, staff, and visitors safe conduct to their cars, especially late at night. Services are available seven days a week. Community Service Officers help motorists with battery problems, frozen locks, empty gas tanks, and tires that are low on air. If a motorist is locked out of his or her car, personnel from the Department of Public Safety will assist in unlocking it. A Community Service Officer can be contacted by dialing the Department of Public Safety at 708.534.4900.

Student Identification Cards

Student photo-identification cards are required to use the Recreation/Fitness Center, the University Library, and academic computing services. The ID card may also entitle students to obtain discounts for services and products on campus or in the community. Photo-ID cards are issued to all registered students with a valid picture ID. ID cards are available at Student Central, Room D1400.

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

The Recreation/Fitness Center includes a 167,000 gallon indoor-heated swimming pool, a cardiovascular resistance-training fitness room, a gymnasium, a racquetball court, and shower and locker facilities. The Recreation/Fitness Center is open seven days a week during the fall and spring semesters; it is closed Sundays during the summer session. Intramural tournaments, recreation, and fitness classes are also offered each semester. Call 708.534.4556 for more information.

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.

Center for Performing Arts

The 1,200-seat Center for Performing Arts 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 serves over 40,000 area 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 tickets, 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 Commons

Located in the Student Center, (A2140), the Student Commons is the place to come and meet with friends, listen to music, watch television, or just relax. Clubs can use this area for activities by reserving it through Student Life at 708.534.4550.

Student Commons Annex

Located in the Student Center, (A2134). Students and clubs can use this area for activities by reserving it through Student Life at 708.534.4550.

Student Gaming Lounge

Recreation/Fitness Center community memberships may be purchased through the sales office. For a facility tour, membership information, or general inquiries, visit Room A1106 or call 708.534.4556.

Student Veteran Center

Located in the A Wing, second floor, (A2106) the center provides a common area for veterans to interact, study and receive updates on veteran resources and programs.

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.*

Student Newspaper

The student newspaper, The Phoenix, is run by students under the direction of a faculty advisor. It has its own office, scanning equipment, and desktop publishing system. There are opportunities for students with all skill levels, from writing to display advertising. The Phoenix office is located in Room E1500. Call 708.534.4517 or e-mail *phoenix@govst.edu* for information on involvement.

Student Governance

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. Positions are open to all students in academic good standing.

Student Life Services

The following service is available from Student Life: Student Lockers-$5.00 per term

Information provided on:
   Housing
   Health Insurance
   Student Governance
   Recreation/Fitness Center Programs
   Clubs and Organizations
   Student Newspaper
   Shuttle Service

Shuttle Service

The Department of Public Safety operates scheduled daily shuttle services to the Metra Station from early morning to late evening at selected times based on Metra train scheduling and ridership demands. Contact the Department of Public Safety for more information at 708.534.4900.

Special Events

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

Student Life Events

Special events are held to celebrate the following:
   Black History Month
   Distinguished Lectures
   Family Day
   Harvest Fest
   Latino Heritage Month
   Martin Luther King, Jr. Celebration
   Salute to Graduates
   Salute to Graduates Celebration
   Welcome Days
   Wellness Workshops
   Women's History Month

Student Travel/Conference Fund

Students presenting at a conference may seek funding for conference travel by completing a request packet available online at *www.govst.edu/studentlife*. Students who seek funding for conference travel must be in academic good standing, be recommended, have or waive health insurance, and complete all required forms. Funding maximums are set each year. Applications are to be submitted to Student Life (A2100) two months in advance (in and out-of-state); awards are subject to availability of funds. Contact the Director of Student Engagement and College Relations at *ssanderson@govst.edu* or call 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 *vpierce@govst.edu*

Governors State University Honor Societies

Alpha Eta Society – Chapter 67
The national honor society for allied health students recognizes the scholastic and educational achievements of its student members (membership is by invitation/ nomination only). Advisor: Nancy Burley, *nburley@govst.edu*.

Alpha Sigma Lambda (National Adult Learners Honor Society)
This association is dedicated to recognizing the academically outstanding undergraduate adult learning students in continuing higher education. Advisor: Latonya Holmes, *lholmes@govst.edu.*

Alpha Upsilon Alpha (Honor Society of the International Reading Association
Dedicated to the recognition and encouragement of scholarship, the development of personal and professional leadership qualities, and service to the field of reading. Advisor: Sandra Gandy, *sgandy@govst.edu.*

Chi Sigma Iota
An international honor society for students, professional counselors, and counselor educators dedicated to scholarship, research, professionalism, leadership, and excellence in counseling, and to recognizing achievements in the pursuit of academic and clinical excellence in counseling. Advisor: Jon Carlson, *jcarlson@govst.edu*.

Criminal Justice Club – Lambda Alpha Epsilon
Dedicated to understanding and promoting the professions related to criminal justice studies. Advisor: Caron Jacobson, *cjacobson@govst.edu.*

Delta Mu Delta – Lambda Delta Chapter
This international honor society for business programs is accredited by ACBSP at the baccalaureate and graduate level. Advisor: Ting Je Wang, *twang@govst.edu.*

Lambda Pi Eta – Kappa Kappa Chapter
Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). Advisor: Tamara Winn, *twin@govst.edu*.

Mu Beta Alpha
Dedicated to the promotion of GSU's MBA program by advancing the reputation, accomplishments, leadership, and visibility of the program. Advisor: Phyllis Anderson, *panderson@govst.edu.*

Phi Alpha Honor Society
The society invites into membership those who have attained excellence in scholarship and achievement in social work. Members support each other, promote humanitarian goals and ideals, and foster high standards of education for social workers. Advisor: Maristela Zell, *mzell@govst.edu.*

Pi Theta Epsilon
The national honor society for occupational therapy supports the development of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. It both serves its members and helps insure quality health care services for the general public. Advisor: Elizabeth Cada, *bcada@govst.edu*.

SALUTE Veterans National Honor Society
SALUTE Veterans National Honor Society, the premier honor society for student veterans! Your membership symbolizes the commitment to recognizing and encouraging the academic success of student veterans at your institution. Advisor: Keith White, *kwhite@govst.edu*.

Tau Sigma National Honor Society—Delta Delta Chapter
Tau Sigma Honor Society is a national honor society designed exclusively for transfer students. Advisor: Sheree Sanderson, *ssanderson@govst.edu.*

GSU Television and Media Production

The Division of Digital Learning and Media Design houses two television studios and multiple video, audio and multimedia production suites. DLMD also co-operates The Educator, a full time cable channel available in most communities in the region on Comcast channel 16. The Division provides opportunities for students to learn in functioning broadcast facilities and to work with our award winning producers and directors on professional productions with national distribution.

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, order of protection status, 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.

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.

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 to be accommodated.

Accommodations considered unreasonable are those which would necessitate the modification of academic standards or create undue hardship on the university or its staff.

If a student feels he/she has been discriminated against, redress can be sought through the Student Grievance Procedure.

This policy must be published in the Student Handbook and the University Catalog.

Unlawful Harassment

Governors State University will not tolerate unlawful harassment of students or employees. If a student believes he/she has been harassed, that student should bring his/her allegations to the attention of the University. Such allegations will be investigated and if appropriate, the University will take action to eliminate the harassment. The university environment must be free of unlawful harassment in work and study. Students who believe they have been victims of unlawful harassment should contact the Department of Human Resources.

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

All students are prohibited from the unlawful possession, use or distribution of illicit drugs and alcohol, or the abuse of alcohol and drugs on university property or in connection with any university activity. Sanctions consistent with local, state, and federal law may be imposed for the violation of the standards of conduct cited above. A complete description of the applicable legal sanctions under state and federal law for unlawful possession or distribution of illicit drugs and alcohol is included in the Student Conduct Policy.

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 responsible for knowing the degree requirements for their major and enrolling in courses that meet those degree requirements. Students are responsible seeking information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Student Grade Reports

Currently enrolled students can access their grades through their portal. 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	
		Student Status Description	
W	=	Student initiated withdrawal	
X	=	Administrative withdrawal	
CO	=	Continuous Registration	
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 credit-hours represented by those courses. Transfer hours and courses in which a "P", "NC", "CO", "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

An instructor may grant an incomplete to a student if, in the judgment of the instructor, the reasons for the non-completion of the coursework are acceptable. The time allowed for completing unfinished coursework will be determined by the instructor but will not exceed two weeks before the end of the subsequent term.

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.

A student may petition the college in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work. An extension on the basis of extenuating circumstances beyond the student's control and/or for valid academic reasons may be contracted with the instructor subject to the dean's approval. The extension shall not exceed two weeks before the end of the subsequent term.

To graduate, all grades of incomplete (I or E) must be removed by the date posted by the Registrar.

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 for Fall term errors by the end of the seventh week of the subsequent spring semester; or for Spring term errors by the end of the fifth week of the subsequent Summer term; or for Summer term errors by the end of the seventh week of the subsequent Fall term.

   In case of a denial, the student may wish to repeat the course so that the original grade becomes an "R." See the information below about repeating courses.

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. 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 term in which the course is offered. Additionally, selected courses are graded only on a pass/no credit basis. Students who wish to change their course grading from traditional grade status to pass/no credit can fill out the pass/no credit from, which is found in the Registrar's Office.

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. The form is also available online.

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 term.

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 this academic year must fulfill the degree requirements stated in this catalog (including any official addendum which may be subsequently published in order to update catalog information), 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 three consecutive terms, including summer term, 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 15 consecutive terms, including summer term (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, dean, or designee prior to enrolling in the course.

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.

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. Students have the right to:

1) 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) 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) 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 that 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, research, or support staff position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4) File a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.

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

The FERPA policy appears in the Appendix.

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 is required by Illinois Statute (110 ILCS 670/15-70) to adopt a program to assess the oral English language proficiency of all instructional staff. If a student has difficulty understanding an instructor, he/she should consult with the instructor first. If the situation is not resolved, the student should submit his/her complaint to the Chair of the department/division in which the instructor teaches. Appeals should be submitted to the Dean of the college in which the instructor teaches. Any subsequent appeals should be submitted to the Provost/Vice President for Academic Affairs.

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 term, 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 higher, 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 have completed a minimum of 24 graded credit hours of Governors State University coursework will receive the following special recognition upon completion of degree:

> G.P.A. of 3.80-3.89 Cum Laude
> G.P.A. of 3.90-3.97 Magna Cum Laude
> G.P.A. of 3.98-4.0 Summa Cum Laude

The achievement of Cum Laude, Magna Cum Laude or Summa Cum Laude will be designated on the eligible 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 $10 per transcript.

Academic Honesty

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the 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. 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 term. If a satisfactory G.P.A. is not achieved by the end of the Probation I term in which the student was enrolled for credit, the student shall be placed on Probation II for the next term. If a satisfactory G.P.A. is not achieved by the end of the Probation II term in which the student was enrolled for credit, the student shall be academically suspended from the university for one year.

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. The committee shall make recommendations to the appropriate division/department chairperson, who will make the final decision with input from program faculty. 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 term 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 suspended/dismissed twice at the post-baccalaureate level for academic reasons from one or more universities will not be considered for readmission to the University at any later date. Undergraduate students twice suspended for academic reasons from the University will not be considered for readmission to the University at any later date unless they meet specific criteria as stated by policy.

The policies on readmission appear in the Appendix.

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 (3) semesters, including summer session, 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 twenty-four (24) graded credit hours after reentry, prior to 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 one time.

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. Specific dates for withdrawal are published in each student's schedule. Students may petition via an established appeal process for exceptions to these deadlines based upon extenuating circumstances. A recommendation from a faculty member in whose course the student is registered or from a division/department chair is required as part of a complete petition for an exception. All appeals must be in writing and must be received in the Registrar's Office no later than the last day of the term 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.

The registrar may administratively 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 Academic Resource Center, 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.

DISTANCE LEARNING ACADEMIC SUPPORT AND SERVICES

Distance Learning

Governors State University provides alternative access to university programs through extended campus courses held at off campus locations, 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.

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 following:

Continuing Education and Professional Development
800.478.8478, ext. 4099

College of Arts and Sciences
800.478.8478, ext. 3983

College of Business and Public Administration
800.478.8478, ext. 4933

College of Education
800.478.8478, ext. 6979

College of Health and Human Services
800.478.8478, ext. 3133

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:

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
Bilingual/ESL Endorsement	Post-baccalaureate approval program leading to Bilingual/ESL approval
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
Post Master's School Counselor Certification	School Service Personnel Certificate endorsed for School Counselor
Early Childhood Education	Initial Early Childhood Certificate (incorporates Early Childhood SpecialEarly Childhood Education for Currently Certified Teachers 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 English program graduates for the initial secondary teaching certificate
Mathematics Education Certificate	Post-baccalaureate certificate program to prepare Mathematics program graduates for the initial secondary teaching certificate
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.
Reading Supervisory Endorsement Certificate	Open to graduates of and current candidates in the MA Reading program to earn the Supervisory Endorsement on the Initial or Standard Special Certificate in Reading

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. EDUC4442 Early Adolescent Educational Psychology and EDUC4443 Curriculum and Methods for Middle Schools are available for undergraduate candidates. EDUC6422 Educational Psychology Applied to Middle School and EDUC6423 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. (Required examinations include the Basic Skills, Content, and Assessment of Professional Teaching tests. See an academic advisor for more information about examinations and requirements for specific programs.).

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 or program requirements 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 a program approved criminal background check prior to their initial field experience placement in schools.

For more information on this requirement, please visit *certifiedbackground.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 below. For Elementary Education, see page 105. For Early Childhood Education, see page 102. For Biology, see page 65; for Chemistry, see page 68; for English, see page 76; for Mathematics, see page 82.

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 168.

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., EDUC4330/6330 and EDUC4340/6340 for science, EDUC4465/6465 and EDUC4420/6420 for English, and EDUC4360/6360 and EDUC4437/6370 for mathematics), in EDUC2310, and in EDUC4999, 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 Biology or Chemistry			Credit Hours
EDUC	2310	Foundations of Education	3
EDUC	4330/6330	Principles of Science Education	3
EDUC	4340/6340	Teaching Secondary School Science	3
EDUC	4440	Educational Psychology in Action	3
EDCP	3101/6101	Introduction to Educational Computing	3
EDUC	4999	Student Teaching (secondary)	12
SPED	4100/6101	Survey of Exceptional Students	3

Initial Secondary Certificate English			Credit Hours
EDUC	2310	Foundations of Education	3
EDUC	4440	Educational Psychology in Action	3
EDUC	4465/6465	Methods of Teaching English	3
EDUC	4420/6420	Developmental Reading in Middle and Secondary Schools	3
EDCP	3101/6101	Introduction to Educational Computing	3
EDUC	4999	Student Teaching (secondary)	12
ENGL	4575/6575	Reading Theory and Practice in Secondary Schools	3
SPED	4100/6101	Survey of Exceptional Students	3

Initial Secondary Certificate Mathematics			Credit Hours
EDUC	2310	Foundations of Education	3
EDUC	4440	Educational Psychology in Action	3
EDUC	4360/6360	Principles of Mathematics Education	3
EDUC	4370/6370	Teaching Secondary School Mathematics	3
EDCP	3101/6101	Introduction to Educational Computing	3
EDUC	4999	Student Teaching (secondary)	12
SPED	4100/6101	Survey of Exceptional Students	3

Candidates earning an Initial Special Certificate with LBSI endorsement 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	2310	Foundations of Education	3
EDUC	4440	Educational Psychology in Action	3
SPED	4100/6101	Survey of Exceptional Students	3
SPED	6999	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., EDEC4999, ELED4999, EDUC4999, or SPED 6999). An application for admission to student teaching must be submitted to the Director of Field Experiences in the Division of Education or, for the Multicategorical Special Education program, to the Program Coordinator. The application must be submitted by December 1 for placement for the following fall term or by January 31 for placement for the following spring term. Except in the Multicategorical Special Education program, student teaching is not offered during the summer term. 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 Test of Academic Proficiency 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 determination of eligibility will not be established until after final grades have been posted at the end of the term 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.

Candidate Knowledge, Skills, and Dispositions

The Professional Education Unit includes all courses and programs that prepare P-12 school personnel and are primarily under the organization and administration of the College of Education. Undergraduate programs include Early Childhood Education, Elementary Education and Secondary Education (English, Biology, Chemistry and Mathematics). Graduate programs include Communication Disorders, School Counseling, Early Childhood Education, Education (with various areas of specialization), Educational Administration, Reading, Special Education and an Alternative Certification program for elementary teachers.

The secondary programs are housed in the College of Arts and Sciences; Communication Disorders is located in the College of Health and Human Services; all other programs are housed with the College of Education.

Consistent with the University's mission, the Professional Education Unit is committed to preparing individuals to be successful in the fields of teaching, school administration, school counseling, and speech-language pathology.

The Professional Education Unit's primary mission is to prepare real-world school professionals through programs of the highest academic quality. Continual assessment of practices and performance insures maintenance and improvement of program quality.

As outlined in its Conceptual Framework, the Professional Education Unit's programs emphasize research-based best practices and engage candidates in processes of guided inquiry and reflective analysis in order to bring about candidates' conceptual development and growth of their professional selves. This emphasis and these processes foster a reasoned eclectic approach, which empowers teachers and other school personnel to make the contextual adjustments necessary for optimizing student learning.

Based on this shared vision, the faculty, staff, and administration of GSU's Professional Education Unit apply the following principles:

- maintain state approval and national accreditation of the unit and all of its programs.
- enhance existing programs as well as creating new programs, including doctoral studies.
- integrate wide-spread use of technology into curricula and into content and modes of instruction.
- maintain a current knowledge base and high ethical and academic standards.
- create and maintain a learning environment that is safe, supportive, and challenging.
- respond to civic and professional responsibilities, including providing access to traditionally underserved candidates in the region.
- foster an understanding and appreciation of the significance of human diversity in ethnicity, socio-economic status, gender, and learning styles.

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

> * "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).

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 section 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 expect that candidates will:

- seek to stimulate and expand student learning as well as their own
- practice inquiry in the area of their subject matters;
- select and use a variety of professional strategies in a way reflective of reasoned eclecticism;
- believe that all children can learn and use strategies to support learning;
- are dedicated lifelong learners, especially in the area of their profession;
- seek, support, and celebrate diversity;
- exhibit academic integrity and high ethical standards;
- employ technology as a tool for teaching and learning;
- practice inquiry in the area of research-based best practices and innovations;
- seek to understand and interact with their communities;
- value and engage in reflection and self-assessment;
- work independently and collaboratively to find solutions to educational challenges; and
- take a reasoned eclectic approach to analyze educational settings and students' needs in making immediate and long-term professional decisions.

Along with the dispositions identified above, the unit's advanced programs expect that their candidates will:
- provide leadership in communicating information about research-based best practices in their school and their professions;
- provide leadership in collaborative efforts to solve educational challenges;
- provide mentoring and support for professional colleagues;
- 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.

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 an upper division 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

A study plan is an agreement developed in collaboration with an academic advisor for a student's degree completion at GSU and informs the student of the recommended sequence of required courses. Every degree-seeking student is required to develop a student study plan for the major during the first term of enrollment. Students who do not complete a study plan during the first term of enrollment may be precluded from further registration as degree seeking students, until a study plan is completed.

The student study plan for the degree sought will detail the requirements which are in effect at the time of admission as a degree-seeking student. These requirements will remain unchanged as long as a student's enrollment in the program has not been interrupted by more than three (3) terms, unless substitutions need to be made due to curriculum change. The study plan will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit-hour requirements for the degree; and required and elective courses.

After admission into a degree program, a new study plan must be developed and approved with the academic advisor when a student applies for acceptance of additional transfer credit from another regionally accredited institution, or seeks modification to the study plan. When a student changes majors or is readmitted, a new study plan must be developed and approved with the new academic advisor.

Study plans are required for minors and certificates.

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

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. Programs may also have required program-specific orientations.

Undergraduate Degree Programs Offered

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

Major/Concentration and College

Majors	College
Accounting	Business and Public Administration
Accounting, Accelerated Professional Program	Business and Public Administration
Anthropology and Sociology	Arts and Sciences
Art	Arts and Sciences
Biology	Arts and Sciences
Teacher Education	
Business Administration	Business and Public Administration
Entrepreneurship	
Finance	
Human Resources Management	
Management	
Management Information Systems	
Marketing	
Operations and Supply Chain Management	
Public Administration (admission suspended)	
Business and Applied Science	Business and Public Administration
Chemistry	Arts and Sciences
Teacher Education	
Communication Disorders	Health and Human Services
Communication	Arts and Sciences
Advertising and Public Relations	
Filmmaking and Multimedia	
Human Communication	
Journalism	
Community Health	Health and Human Services
Gerontology-Long Term Care	
Gerontology-Healthy Aging	
Health Promotion Education	
* in the Community Setting*	
Pre-Occupational Therapy	
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	
Entrepreneurship	Business and Public Administration
Health Administration	Health and Human Services
Interdisciplinary Studies	Arts and Sciences
Management Information Systems (admission suspended)	Business and Public Administration
Inclusive Information Systems	
Information Security	
Internet Commerce	
Network Management	
Mathematics	Arts and Sciences
Teacher Education	
Nursing	Health and Human Services
Psychology	Education
Forensic	
Industrial/Organizational	
Mindfulness Studies	
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 Administration	Business and Public Administration
Chemistry	Arts and Sciences
Computer Science	Arts and Sciences
Criminal Justice	Arts and Sciences
English	Arts and Sciences
Finance	Business and Public Administration
Forensic Psychology	Education
Gender Studies	Arts and Sciences
Global Studies	Arts and Sciences
Human Communication	Arts and Sciences
Industrial/Organizational Psychology	Education
Integrative Studies	Arts and Sciences
Latino Studies	Arts and Sciences
Management	Business and Public Administration
Management Information Systems	Business and Public Administration
Marketing	Business and Public Administration
Mathematics	Arts and Sciences
Psychology	Education
Public Administration (admission suspended)	Business and Public Administration
Social Work	Health and Human Services

Student Responsibility

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

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

Students are responsible for seeking 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. In order to graduate with a bachelor's degree, a student must meet the following minimum university degree requirements:

A. Complete a minimum of 120 credit hours, including lower division credit hours for admission and any transfer credit accepted toward the degree requirements.
B. Complete a minimum of 40 upper division credit hours, including any upper division transfer credit accepted toward the degree requirements. In rare circumstances, a program may have a minimum of fewer than 40 upper division credit hours. Program exceptions must be in compliance with Illinois Board of Higher Education policy, be reviewed and recommended by the appropriate Faculty Senate committees, and be approved by the President.
C. Satisfy Policy 51, University General Education Requirement.
D. Satisfy Policy 28, Residency Requirements Policy.
E. Demonstrate that all degree requirements have been met as defined in the student's study plan approved in the college.
F. Be in academic good standing.
G. Complete all coursework (i.e., remove all I. E, and CO statuses).
H. Satisfy the requirements of Policy 15, Directed Self Placement.
I. Meet all financial obligations to the university.
J. 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:

A. The decision to accept transfer credit toward degree requirements should be made before the student enrolls at GSU, but in any event is to be made no later than the first term of enrollment by the academic advisor when the student study plan is developed, in accordance to the student study plan policy. The student study plan will detail the requirements for the degree, including the number of transfer credits accepted toward the requirements.

B. No more than 75 semester hours of lower division credit will be applied toward degree requirements. 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 of arts or associate of science degree. The credits will be evaluated based on the established articulation agreements, the Illinois Articulation Agreement (IAI), or course-by-course evaluation.

C. Credits earned at the upper division level are applied toward specific degree requirements on a course-by-course basis by the academic advisor. Only work completed with a grade of "C" or better or "P" (Pass) will be considered for upper division transfer credit, satisfactory completion of a course prerequisite, or co-requisite.

D. Transfer credit applied to meet university general education requirements, at the lower division or upper division level, must have a grade of "C" or better, unless the "D" was accepted for the associate of arts or associate of science degree. Refer to the General Education Policy for additional information.

E. Upon approval of the provost, individual degree programs may establish published requirements on transfer credit limiting the time period within which specific course credit must have been earned in order to be applied toward degree requirements.

NOTE: No more than 18 credit-hours earned as an undeclared student may be applied toward degree requirements.

Transfer Credit Earned After Admission

After admission to a degree program, additional transfer credit will not be accepted from another regionally accredited institution unless permission to apply such credit toward degree requirements was obtained from the academic advisor and approved by the dean prior to taking the course(s) at another institution. Only courses with grades of "C" or better will be accepted in transfer after matriculation to a degree program.

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 in the relevant option 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 because they meet the relevant general education requirement at Governors State University. These are:

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

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

   c) **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.

   d) **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.

   e) **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 colleges and universities on the quarter calendar system, three (3) quarter credits equal two (2) semester credits.

Information on specific courses that may be applied to the general education course requirements may be obtained from the Admission Office, the website at *www.govst.edu/gened* 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 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 prior to the award of each degree sought.

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. See Appendix for policy on Technology Outcomes for Students.

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. A Governors State University minor consists of a minimum of 18 credit hours. Colleges may establish additional published requirements beyond those listed for individual minors.

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

1. Meet all university and collegial requirements for the baccalaureate degree.
2. Apply for the minor and develop a study plan with the faculty advisor. Transfer courses should be submitted to the minor advisor for approval prior to the term in which graduation is intended.
3. Complete the specific course requirements for the minor as described in the catalog and detailed in a study plan approved by an advisor in the minor discipline. Credit hours may count toward both a major and a minor, provided they are accepted on both study plans.
4. Earn at least 1/2 of the required credit hours for the minor from Governors State University. Individual programs may require a greater portion of credit hours to be completed at Governors State University.
5. Apply for the completion of the minor at the time of major degree completion by submitting an approved student study plan for each minor with the application for graduation.
6. Be in Academic Good Standing.
7. Remove all grades of incomplete (I or E) by the graduation processing date.
8. Complete the collegial and university procedures which cover implementation of the above requirements.

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. Students must apply for graduation by the published deadline. 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. 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 $50 graduation application fee covers costs of diplomas and commencement.

Commencement

Commencement is held once a year. Participation is optional. Participation is available for students who have completed their degree requirements during August or December of the previous year, as certified by the Registrar. Students on track to complete their requirements in May or August of the current year may apply to participate. Students with any unpaid financial obligation to the university are not eligible to participate. Participation in a commencement ceremony does not constitute certification of degree completion. All participants must be certified by the Registrar before receiving a 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.

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. A graduate degree is a distinction to be earned. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. All students receiving a master's degree [Graduate Degree] must have demonstrated the following outcomes:

1. an in-depth knowledge of significant theories, issues, and findings, and mastery of appropriate skills within their 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 their 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

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

A study plan is an agreement developed in collaboration with an academic advisor for a student's degree completion at GSU and informs the student of the recommended sequence of required courses. Every degree-seeking student is required to develop a student study plan for the major during the first term of enrollment. Students who do not complete a study plan during the first term of enrollment may be precluded from further registration as degree seeking students, until a study plan is completed.

The student study plan for the degree sought will detail the requirements which are in effect at the time of admission as a degree-seeking student. These requirements will remain unchanged as long as a student's enrollment in the program has not been interrupted by more than three (3) terms, unless substitutions need to be made due to curriculum change. The study plan will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit-hour requirements for the degree; and required and elective courses.

After admission into a degree program, a new study plan must be developed and approved with the academic advisor when a student applies for acceptance of additional transfer credit from another regionally accredited institution, or seeks modification to the study plan. When a student changes majors or is readmitted, a new study plan must be developed and approved with the new academic advisor.

Study plans are required for minors and certificates.

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

Students choosing to take courses 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
Accounting, Accelerated Professional Program	Business and Public Administration
Addictions Studies	Health and Human Services
Addictions Counseling	
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	
Criminal Justice	Arts and Sciences
Early Childhood Education	Education
Education	Education
Computer Education	
Curriculum and Instruction	
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
Mathematics	Arts and Sciences
Multicategorical Special Education	Education
Nursing	Health and Human Services
Clinical Nurse Specialist	
Family Nurse Practitioner	
Nursing Administration	
Occupational Therapy	Health and Human Services
Political and Justice Studies	Arts and Sciences
Psychology	Education
Clinical	
Theoretical	
Public Administration	Business and Public Administration
Reading	Education
Social Work	Health and Human Services
Practice with Children and Families	
School Social Work	
Urban Teacher Education	Education

Student Responsibility

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

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

Students are responsible for seeking information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Master's Degree Candidacy

 All programs must establish written requirements for degree candidacy. Minimum program degree candidacy requirements must include: admission to the program through which the student intends to earn a degree; a completed and approved Graduate Study Plan; successful completion of designated pre-candidacy coursework, and an application and admission to candidacy process.

Admission to candidacy is a pre-requisite to enrollment in the capstone experience designated for the program. Candidacy must be attained at least one term prior to the term during which the degree is to be awarded.

An oral, written, or combination examination meant to test a student's proficiency in some special field of knowledge may be used to determine a student's eligibility to enter a program, continue in the program, become a degree candidate, and/or graduate.

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.

1. Students seeking the Master's Degree shall complete at least thirty-two (32) credit hours beyond the baccalaureate degree. Those seeking the Specialist Degree shall complete at least sixty (60) post-baccalaureate hours. Those seeking the Doctoral Degree shall complete at least seventy-five (75) post-baccalaureate hours. Any graduate program must include a Graduate Capstone Experience of at least three (3) credit hours.
2. A minimum of sixty-seven (67) percent of the graduate program coursework must be in graduate-only courses, numbered 6000 – 9999.
3. A maximum of fifty (50) percent of the credit hours, counted toward graduate degree requirements, may be earned from the same faculty member, unless there is an approved exception by the dean for a degree program.
4. A maximum of twenty-five (25) percent of credit hours may be earned in elective independent study or elective internship, unless there is an approved exception by the dean.
5. All graduate students shall maintain grades in accordance with the established University grading policy (Policy 26); however, in no case shall a grade of "D" or "F" be acceptable toward meeting degree requirements.

6. All graduate students must be in Academic Good Standing in accordance with University's academic standing policy (Policy 14G) to be admitted to or to remain in the Graduate Degree Candidate status.
7. To graduate, all grades of incomplete (I or E) or continuing registration (CO) must be removed by the graduation processing date.
8. All requirements for the degree must be completed in a maximum of eight (8) academic calendar years, the equivalent to sixteen (16) consecutive semesters (excluding summer terms) of a student's acceptance into the program
9. Graduate degree programs may allow students to use the CO (Continued Registration) status to extend the time to complete their Capstone experience.
10. If there are extenuating circumstances, the student may petition the dean of the College to request an exception to these time limits. The dean of the college will consult with program faculty and chair prior to decision.

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.

Graduate Capstone Experience

A master's degree candidate participates in a capstone experience. Capstones provide intensive experiences in critical analysis, research, and/or evaluation and provide an opportunity for integration of previous courses in the major. Graduate capstone experiences require graduate degree candidates to examine complex issues in substantial pieces of writing or other products as well as demonstrate synthesis of program content and mastery of program learning outcomes. Program faculty must designate at least one course in the program as a capstone course. Successful completion of this course is required for graduation.

Capstone experiences follow completion of other parts of the core curriculum and are, therefore, restricted to degree candidates. Registration for any graduate capstone experience requires degree candidacy as a prerequisite.

Student work in a capstone must be evaluated and accepted by a committee of at least three qualified members and chaired by a Governors State University tenured or tenure-track graduate faculty member. No faculty member may serve as a member or advisor for a Master's, Specialist, or Professional Doctorate capstone if there is a potential or perceived conflict of interest, such as being former classmates.

Capstone alternatives are described below. Each program shall provide students a copy of detailed procedures and specify appropriate manuals of style for the capstone alternatives required in the program. Regardless of the alternative chosen, the evaluating committee must always be chaired by a tenured or tenure-track graduate faculty member.

These alternatives may vary from one program to another; however, each program shall determine and require one or more of the following:

a. **Major Research Course:** A major research/project course is an individually registered course in which the candidate must present evidence of (a) a thorough review and understanding of the literature germane to the subject, (b) the ability to do independent research, and (c) the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline. Common examples are a thesis or a dissertation.

b. **Portfolio Course:** As a discipline standard for evaluating student mastery of graduate work in the creative arts, students in this kind of capstone develop a large portfolio of projects or pieces. For the degree, either a single piece is selected for evaluation or the entire portfolio of work is reviewed.

c. **Project Course:** This type of capstone may feature individual or small-group projects developed to demonstrate the student's mastery of given domain. Examples of this alternative include but are not limited to directed readings, master's projects, graduate culminating seminars, software or educational program design and evaluation, case studies, simulations, or action research projects.

d. **Fieldwork or Internship Course:** In an internship-style capstone course, the student participates in an internship, or works in the field, supervised by a Governors State University tenured or tenure-track graduate faculty member or appropriately credentialed member, as well as field supervisor.

e. **Comprehensive Examination:** A comprehensive examination may be used in combination with one or more of the above alternatives. However, examinations alone may not be used as the total graduate (capstone) requirement.

Transfer Credit for Master's Degree Students

The following requirements apply to courses being transferred from colleges and universities accredited by regional accrediting agencies. Some 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. This applies only to credits being transferred from regionally accredited institutions to any Governors State University graduate major.

The decision to accept transfer credits toward degree requirements is made by the academic advisor during the first term of enrollment when the student study plan is developed. The student study plan will detail the requirements for the degree including the number of transfer credits accepted toward the requirements.

Transfer of graduate credit hours shall not exceed twenty-five (25) percent of the total number of credit hours required in any major. Only work from regionally accredited institutions completed with a grade of "B" or better or "P" or equivalent will be considered for transfer credit.

Transfer credits earned ten (10) or more years prior to the student's acceptance into a degree program will not be accepted toward the degree requirements unless approved by the respective academic dean.

Undergraduate students in the last term of their studies may elect to enroll for graduate credit but are limited to a maximum of nine (9) credit hours beyond the baccalaureate degree requirements which may be applied toward graduate degree requirements.

Undergraduate students may enroll in graduate only courses only with written permission of the course instructor and the dean of the college in which the course is offered.

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.

NOTE: No more than six credit hours earned as a master's level non-degree seeking student may be applied toward degree requirements.

Transfer Credits Earned After Admission. After admission to a degree program, additional credit will not be accepted from another institution unless permission to apply such credits toward degree requirements was obtained from the Dean prior to taking courses at another institution. Only courses with grades of "B" or better will be accepted in transfer after matriculation to a graduate degree program.

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.

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. 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. A student who wishes to earn a second master's degree should contact the appropriate department/division for information.

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. Students must apply for graduation by the published deadline. 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. 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 $50 graduation application fee covers costs of diplomas and commencement.

Commencement

Commencement is held once a year. Participation is optional. Participation is available for students who have completed their degree requirements during August or December of the previous year, as certified by the Registrar. Students on track to complete their requirements in May or August of the current year may apply to participate. Students with any unpaid financial obligation to the university are not eligible to participate. Participation in a commencement ceremony does not constitute certification of degree completion. All participants must be certified by the Registrar before receiving a 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.

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

Students are responsible for seeking information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

Student Learning Outcomes

A student receiving a doctoral 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.

These general learning outcomes are in addition to program-specific learning outcomes.

Student Study Plan

A study plan is an agreement developed in collaboration with an academic advisor for a student's degree completion at GSU and informs the student of the recommended sequence of required courses. Every degree-seeking student is required to develop a student study plan for the major during the first term of enrollment. Students who do not complete a study plan during the first term of enrollment may be precluded from further registration as degree seeking students, until a study plan is completed.

The student study plan for the degree sought will detail the requirements which are in effect at the time of admission as a degree-seeking student. These requirements will remain unchanged as long as a student's enrollment in the program has not been interrupted by more than three (3) terms, unless substitutions need to be made due to curriculum change. The study plan will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit-hour requirements for the degree; and required and elective courses.

After admission into a degree program, a new study plan must be developed and approved with the academic advisor when a student applies for acceptance of additional transfer credit from another regionally accredited institution, or seeks modification to the study plan. When a student changes majors or is readmitted, a new study plan must be developed and approved with the new academic advisor.

Students are encouraged to contact faculty members in specific discipline areas in which they have interests for additional academic advisement. Students choosing to take courses not specified in their study plan may find that such credit may not apply toward the degree requirements.

Doctoral Programs Offered

Program	College
Counselor Education and Supervision	Education
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 a minimum of 24 credit-hours of course work from Governors State University before the award of the doctoral degree. In addition, all doctoral students must meet program residency requirements, which are more stringent, 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. Students must apply for graduation by the published deadline. 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. 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 $50 graduation application fee covers costs of diplomas and commencement.

Commencement

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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.

COLLEGE OF ARTS AND SCIENCES

Reinhold Hill, Dean

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

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

In all these endeavors, the college seeks to:

* foster critical thinking and problem-solving abilities in professional, public, and private spheres;
* advance literacy skills inclusive of reading, writing, speaking, numeric literacy, and visual literacy; and
* promote the facile use of technology for life-long knowledge acquisition and engagement.

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 and information technologies. It also strives to discover the interconnections between local, national, and global structures and processes. 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 identification of the concerns of our time.

"IAI" course designations refer to the statewide Illinois Articulation Initiative discussed on page 14 of this catalog and found at website *www.itransfer. org*.

Undergraduate Programs

Anthropology and Sociology (B.A.)
Art (B.F.A.)
Biology (B.S.)
   Biology Teacher Education
Chemistry (B.S.)
   Chemistry Teacher Education
Communication (B.A.)
   Advertising and Public Relations
   Filmmaking and MultiMedia
   Human Communication
   Journalism
Computer Science (B.S.)
Criminal Justice (B.A.)
   Corrections and Punishment
   Law Enforcement and Security
   Restorative and Community Justice
English (B.A.)
   English Teacher Education
Interdisciplinary Studies (B.A.)
Mathematics (B.A.)
   Mathematics Teacher Education
Social Sciences (B.A.)

Minors

Art
American Studies (Social Science)
Biology
Chemistry
Computer Science
Criminal Justice
English
Gender Studies
Global Studies (Social Science)
Human Communication
Integrative Studies
Latino Studies
Mathematics

Certificates

Digital Forensics
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 Communication, Visual and Performing Arts
Lorie Montalbano, Chairperson

Professors
Emmanuel Alozie
Jane Rhoades Hudak

Associate Professors
Javier Chavira
Mary Lanigan
Sang Hoon Lee
Dan Nearing
Beth Parin

Assistant Professors
Leanne Cambrie
Deborah James
David Rhea
Patrick Santoro
Jason Zingsheim

Lecturers
Stephen Dunson
Anthony Edison
Alexander Glumac
Mike Hart
Sharon Hudson
Michele McMaster
Jeff Stevenson
Marilyn Yirku

Division of Humanities and Social Sciences
Andrae Marak, Chairperson

Professors
James R. "Chip" Coldren, Jr.
Frances Kostarelos
Larry Levinson
Jagan Lingamneni
Rashidah Jaami' Muhammad

Associate Professors
Donald Culverson
Rosemary Johnsen
Kerri Morris
Bruce Wilson

Assistant Professors
Daniel Cortese
David Golland
Chelsea Haring
Elizabeth Johnson
Vincent Jones
Christopher T. White

Visiting Professor
Matthew Thiele

Lecturers
Laura Casal
Harold Frossard
Cheryl Hague
Steven Hein
William Kelley
Caron Jacobson
Milan Panic
Michael Ruth
Christina Sintic
Robin Thompson

Division of Science
Yun-Yau (Steve) Shih , Chairperson

Professors
Karen D'Arcy
Timothy Gsell
Phyllis Klingensmith
Shailendra Kumar
Soon-Ok Park
Xueqing (Clare) Tang
Kong-Cheng Wong
John Yunger

Associate Professors
Mary Carrington
Xiaoyong Chen
Dianne Galante
Pamela Guimond
Dingbang Xu

Assistant Professors
Angela Renee Thompson
Patricia Fu-Giles
Walter Henne
Joong-Won Shin
Andrius Tamulis

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

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 Anthropology and Sociology

The Bachelor of Arts in Degree in Anthropology and Sociology at Governors State University is grounded in the history of ideas, theory, and methods common to both disciplines. In this program, students share a set of core courses that enable students to master the shared concepts, theoretical approaches and methodological practices of both disciplines. Students then choose either an Anthropology or Sociology concentration that comprise of the core courses of their major. Students complete their degree with a capstone experience that comprises of original research under the advisement of a faculty mentor, which grounds their understanding of social life in the discipline of their choice. At the end of the program, students earn a degree in Anthropology and Sociology, with a choice of concentration in anthropology or sociology through consultation with their academic adviser.

A degree in Anthropology and Sociology provides students strong problem solving and communication skills and knowledge about people, their cultures, and the institutions and organizations that they create. These skill and knowledge prepare students to succeed in careers that deal with the social problems and issues that they studied in their major. Students who earn a degree in either Anthropology or Sociology find career opportunities in social and governmental services; administrative support and management in organizations; professional researchers and evaluators for social, governmental, corporate, or world organizations; public relations and human resource departments; or, continue onto graduate degree programs in anthropology, sociology, public policy, social work, museum studies, library science, and law.

Degree Requirements

Students must meet all university requirements for a bachelor's degree. In addition, students must complete Core, Concentration Core, and Selective courses with a "C" or better. Students considering the anthropology concentration must have completed six hours of introductory level anthropology courses normally taught at the lower-division with a minimum of a "C" grade. Students considering the sociology concentration must have completed an introductory sociology course and a social problems course normally taught at the lower-division with a minimum of a "C" grade.

I. **General Education Requirement (37 – 41 Hours)**
    The general education requirements are the same as the university requirements (see front of the catalog) except for the Social and Behavioral Science area where the following courses must be completed:

    For the Anthropology Concentration:
    6 hours of Anthropology courses (IAI S1 900, S1 901, S1 902)
    3 hours of non-anthropology courses

For the Sociology Concentration:
Introduction to Sociology (IAI S7 900)
Social Problems (IAI S7 901)
3 hours of non-sociology courses

II. **Core Courses for All Majors (18 Hours)**
    ANSO 3100 Gender and Sexuality (3)
    ANSO 3200 Race and Class (3)
    ANSO 3600 Data Analysis in the Social Sciences (3)
    ANSO 4200 Sociology of Organizations (3)
    ANSO 4400 Foundations of Social Sciences (3)
    ANSO 4900 Capstone Experience (3)

III. **Concentration Core Courses (24 Hours)**
    A. Anthropology Concentration
    ANTH 3100 Trends in Cross-Cultural Analysis (3)
    ANTH 3300 Ecology, Environment, and Culture (3)
    ANTH 3600 Methods and Skills in Cross-Cultural Understanding (3)
    ANTH 3800 Visual Anthropology (3)
    ANTH 4300 Food, Culture, and Society (3)
    ANTH 4400 Language and Culture (3)
    ANTH 4500 Applied Anthropology (3)
    BIOL 3108 Human Evolution (3)

    B. Sociology Concentration (24 Hours)
    ANSO 4100 Anthropology and Sociology of Religion (3)
    SOC 3200 Social Inequalities (3)
    SOC 3500 Population Studies (3)
    SOC 3600 Methods and Skills in Sociological Inquiries (3)
    SOC 4100 Microsociology (3)
    CJUS 4111 Theories of Crime & Deviance (3)

    Any ANSO or ANTH course with a cultural focus, as recommended by academic adviser (6).

IV. **Career Selectives (21 Hours)**
    Students, with the assistance of their advisor, will select an additional 21 hours of courses in a social science or liberal arts course, with at least 15 hours from their selected concentration. In addition, students may choose language courses to meet selective courses. Please consult course catalog for courses, and academic advisers for more information. Language study is highly recommended for students concentrating in Anthropology seeking graduate level anthropology training.

    The following are recommended Selectives:
    ANSO 3400 Material Culture (3)
    ANSO 3500 Music and Society (3)
    ANSO 4100 Anthropology and Sociology of Religion (3)
    ANTH 3200 Belief and Believers (3)
    ANTH 3500 Archeology (3)
    ANTH 4000 Topics in Anthropology (3)
    ANTH 4100 Urban Anthropology (3)
    ANTH 4300 Food, Culture, and Society (3)
    ANTH 4500 Applied Anthropology (3)
    ANTH 4600 Anthropology in Film (3)
    ART 3307 Art of Social Justice Movements (3)
    BIOL 4465 Evolution (3)
    COMS 4710 Culture and Communication (3)
    GEOG 4470 Human Geography (3)
    SOC 3100 Studies in American Society (3)
    SOC 3300 Principles of Urban Studies (3)
    SOC 4641 Work and Family Life (3)
    SOC 4000 Topics in Sociology (3)
    SOC 4200 Sociology of Sports (3)
    SOC 4300 Social Gerontology (3)
    SOC 4400 Social Movements (3)
    SOC 4500 Sociology of Health & Healing (3)

ANSO   5251   Community (3)
SOSC   5410   Ethnicity, Culture, and Politics (3)
HONS   4900   Honors Seminar (3)

V.   Electives (20 Hours)

VI.   Total – 120 Hours

Bachelor of Fine Arts in Art

The undergraduate major in Art offers a wide range of courses. Studio courses in ceramics, design, digital imaging, drawing, painting, photography, printmaking, 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 participate in an interview with the faculty at which time the student must submit a portfolio of his or her work. The format for the portfolio can be found on the College of Arts and Sciences website at *www.govst.edu/cas*.

Degree Requirements

Students must meet all university and program requirements for a bachelor's degree.

I.   General Education Requirements (37-41 Hours)
The following courses must be taken to meet major and general education requirements:
Art History I and II (6)

II.   Required Lower-Division Preparation (15-18 Hours)
The following courses should be taken at the lower-division level:

Art History Concentration (15 hours)
3 Hours in Art History III
12 Hours in related fields: history, literature, anthropology, philosophy, or art

Art Studio Concentration (15 hours)
6 Hours Drawing
3 Hours 2-D Design
3 Hours 3-D Design
3 Hours of Studio Art

Photography and Digital Imaging Concentration (18 Hours)
6 Hours Photography
3 Hours 2-D Design
3 Hours 3-D Design
6 Hours Drawing
Art courses up to 75 hours may be transferred based on portfolio review only.

III.   Core Art Requirements (18 Hours)
The following courses must be taken at the upper-division level:
ART   3305   Drawing: Life Study (3)
ART   3306   Digital Photography (3)
ART   3325   Advanced Problems in Design (3)
ART   3360   Art Seminar: Concepts and Methods (3)
ART   4980   Senior Project (3)
ART   4515   20th Century Art: Europe and the Americas (3)

IV.   Non-Western Art Requirement: (3 Hours)
Select one of the following:
ART   4505   Worlds of Art (3)
ART   4521   Art and Cultures of the South Pacific (3)
ART   4523   Pre-Columbian Art and Cultures (3)
ART   4525   Native American Art and Societies (3)
ART   4527   African Art and Cultures (3)
ART   4530   Asian Art and Thought (3)

V.   Western Art Requirement: (3 Hours)
Select one of the following:
ART   4514   American Art:... (3)
ART   4516   Great Artists:... (3)
ART   4518   Images of Gender (3)
ART   4520   Art in Context: ... (3)
ART   4542   History of Photography (3)

VI.   Selective Requirement: (27-30 Hours)
Select one of the following groupings of courses:

Art History (27 Hours)
ART   4442   Advanced Art History Seminar (3)
ART   4505   Worlds of Art (3)

Select an additional 21 hours of art history courses with the approval of the advisor.

Ceramics (30 Hours)
ART   3310   Ceramics (3)
ART   4413   Ceramics: Wheel Throwing (3)
ART   4414   Ceramics: Low Fire (3)
ART   4543   Ceramic Sculpture (3)
ART   4552   Ceramics: Methods and Materials (3)
ART   4556   Ceramics: Multiples (3)
ART   4562   Advanced Wheel Throwing (3)
ART   4564   Ceramics: Activating the Object (3)
ART   4568   Combined Media (3)
ART   4700   Independent Study:... . (3)

Painting (27-30 Hours)
ART   3371   Intermediate Drawing (3)
ART   4501   Drawing: Advanced Life Study (3)
ART   4502   Drawing: Combined media (3)
ART   4555   Painting Composition (3)
ART   4558   Painting and Drawing Composition (3)
ART   4561   Painting: Development of a Theme (3)
ART   4563   Painting: Multi-Level (3)
ART   4700   Independent Study (6-9)*

Photography and Digital Imaging (30 Hours)
ART   3361   Non Traditional Photography (3)
ART   4435   Photographic Imaging Methods (3)

Select 24 Hours from the following:
ART   4000   Topics in Art (0-9)
ART   4509   Electronic Drawing and Design (3)
ART   4528   Digital Motion Graphics (3)
ART   4534   Design for Electronic Publishing (3)
ART   4549   Photography: Combined Color Processes (3)
ART   4542   History of Photography (3)
ART   4554   Documentary Photography (3)
ART   4700   Independent Study (0-6)*

Printmaking (27-30 Hours)
ART   3511   Introduction to Printmaking (3) or
ART   3512   Textile Printing (3)
ART   4585   Printmaking: Computer Applications (3)
ART   4589   Intermediate Printmaking (3)

Select two of the following courses:
ART   4529   Multi-Level Printmaking (3)
ART   4557   Printmaking: Combined Media (3)
ART   4567   Printmaking: New Media (3)
ART   4574   Printmaking: Intaglio (3)
ART   4573   Printmaking: Relief (3)
ART   4570   Intro to Non-Toxic Printmaking (3)
ART   4585   Printmaking: Computer Applications (3)
ART   4581   Printmaking: Advanced Studio
ART   4589   Intermediate Printmaking (3)
ART   4599   Advanced Printmaking (3)
ART   4800   Internship: Printmaking (3-9)

Select an additional four to five of the following courses:
ART   3312   Textile Printing (3)
ART   3313   Hand Made Books (3)
ART   4000   Topics in Art: . . . (3)
ART   4700   Independent Study: . . . (0-6)
ART   5502   Drawing: Combined Media (3)
ART   5529   Multi-level Printmaking (3)
ART   5557   Printmaking: Combined Media (3)
ART   5567   Printmaking: New Media (3)
ART   4571   Lithography (3)
ART   4572   Printmaking: Screen Printing (3)
ART   4585   Printmaking: Computer Applications (3)
ART   4581   Printmaking: Advanced Studio (3)
ART   4599   Advanced Printmaking (3)

Sculpture (27 Hours)
ART   4415   Sculpture Methods and Materials (3)

Select two of the following:
ART   4441   Wood Sculpture I (3)
ART   4445   Figure Sculpture (3)

Select at least 18 hours of the following:
ART   4503   Sculpture Parks and Public Art
ART   4532   Advanced Topics in Sculpture (3)
ART   4533   Mixed Media Sculpture (3)
ART   4535   Metal Fabrication II (3)
ART   4536   Sculpture: Metal II (3)
ART   4541   Wood Sculpture II (3)
ART   4544   Figure Sculpture II (3)
ART   4551   Advanced Topics in Figure Sculpture (3)

Mixed Media (30 Hours)
Mixed-media students will work with two advisors from varying concentrations. Students will complete 15 hours from each concentration, including any required course for each concentration.
  * Independent Studies must be selected with their advisors and must be a different topic if used multiple times to meet degree requirements.

VII.   **Electives (11-17 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   3304   Drawing: Studio 3
                   (or upon advisement, ART3305 Drawing: Life
                   Study (3), for students with an extensive
                   drawing background)
ART   3325   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 2281 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 3360 Comparative Anatomy (3)
     BIOL 3361 Comparative Anatomy Laboratory (1)
     BIOL 4430 Microbiology (3)
     BIOL 4431 Microbiology Laboratory (1)
     PHYS 3141 Intermediate Physics I (3)
     PHYS 3142 Intermediate Physics I Laboratory (1)
     PHYS 3143 Intermediate Physics II (3)
     PHYS 3144 Intermediate Physics II Laboratory (1)

     The following courses must be taken at the upper-division level:
     BIOL 3322 Ecology (3)
     BIOL 3323 Ecology Laboratory (1)
     BIOL 3340 Genetics (3)
     BIOL 3370 Cell Biology (3)
     BIOL 3371 Cell Biology Laboratory (1)
     BIOL 4450 Animal Physiology (3)
     BIOL 4451 Animal Physiology Laboratory (1)
     BIOL 4460 Plant Physiology (3)
     BIOL 4461 Plant Physiology Laboratory (1)
     BIOL 4465 Evolution (3)
     BIOL 4990 Undergraduate Research I (1)
     BIOL 4992 Undergraduate Research II (1)
     STAT 4219 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 2005 Introduction to Computer Technology (3)
     CPSC 3120 Computer Programming: Visual BASIC (3)

IV. **Upper-Division Applications Selectives (9 Hours)**
     Select nine hours from the following courses:
     BIOL 5510 Biological Literature (1)
     BIOL 5522 Ornithology (1)
     BIOL 5523 Ornithology Laboratory (2)
     BIOL 5530 Biotechnology (2)
     BIOL 5531 Biotechnology Laboratory (1)
     BIOL 5555 Mammalogy (2)
     BIOL 5556 Mammalogy Laboratory (1)
     BIOL 5560 Plant Systematics (2)
     BIOL 5561 Plant Systematics Laboratory (1)
     BIOL 5570 Immunology (3)
     BIOL 5580 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 (CHEM3233/3234) and Biochemistry (CHEM5331/5332) 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 semester 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 3316 Plant Diversity Lecture (2)
     BIOL 3317 Plant Diversity Laboratory (1)
         or lower-division Botany with Lab
     BIOL 3320 Animal Diversity (2)
     BIOL 3321 Animal Diversity Laboratory (1)
         or lower-division Zoology with Lab

II. **Selective (6 Hours or more)**
BIOL   3108   Human Evolution (3)
BIOL   3112   Human Genetics (3)
BIOL   3322   Ecology (3)
BIOL   3323   Ecology Laboratory (1)
BIOL   3360   Comparative Anatomy (3)
BIOL   3361   Comparative Anatomy Laboratory (1)
BIOL   5380   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 ETS Proficiency Profile; and
5. complete EDUC2310 (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 term, 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 November 30 for the fall term and January 31 for the spring term proceeding the academic year in which the student intends to teach. Student teaching is not offered in the summer term. 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,
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 EDUC4330 and EDUC4340 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;
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 EDCP3101, EDUC4440, and SPED4100, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC4330, and EDUC4340;
7. earn a grade of "B" or better in EDUC4999;
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 nonwestern or third world cultures;
11. complete the following course work with a grade of "B" 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 2281 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 3360 Comparative Anatomy (3)
BIOL 3361 Comparative Anatomy Laboratory (1)
BIOL 4430 Microbiology (3)
BIOL 4431 Microbiology Laboratory (1)
EDUC 2310 Foundations of Education (3)
PHYS 3141 Intermediate Physics I (3)
PHYS 3142 Intermediate Physics I Laboratory (1)
PHYS 3143 Intermediate Physics II (3)
PHYS 3144 Intermediate Physics II Laboratory (1)
SPED 4100 Survey of Exceptional Students (3)

The following courses must be taken at the upper-division level:
BIOL 3322 Ecology (3)
BIOL 3323 Ecology Laboratory (1)
BIOL 3340 Genetics (3)
BIOL 3370 Cell Biology (3)
BIOL 3371 Cell Biology Laboratory (1)
BIOL 4450 Animal Physiology (3)
BIOL 4451 Animal Physiology Laboratory (1)
BIOL 4460 Plant Physiology (3)
BIOL 4461 Plant Physiology Laboratory (1)
BIOL 4491 Undergraduate Research I (1)
BIOL 4492 Undergraduate Research II (1)
EDCP 3101 Introduction to Educational Technology (3)
EDUC 4330 Principles of Science Education (3)
EDUC 4340 Teaching Secondary School Science (3)
EDUC 4440 Educational Psychology in Action (3)
EDUC 4999 Student Teaching: Secondary Biology (12)
PHYS 3211 Earth and Space Science (3)
STAT 4129 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 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 3233 Analytical Chemistry (3)
CHEM 3234 Analytical Chemistry Laboratory (1)
MATH 3271 Differential Equations (3)

The following courses must be taken at the upper-division level:
CHEM 3135 Chemical Safety (1)
CHEM 3145 Chemistry and Ethics (1)
CHEM 3641 Physical Chemistry I: Lecture (3)
CHEM 3642 Physical Chemistry I: Laboratory (1)
CHEM 3643 Physical Chemistry II: Lecture (3)
CHEM 3644 Physical Chemistry II: Laboratory (1) (1)
CHEM 4743 Instrumental Analysis (3)
CHEM 4744 Instrumental Analysis Laboratory (1)
CHEM 4443 Advanced Inorganic Chemistry (3)
CHEM 4444 Advanced Inorganic Chemistry Laboratory (1)
CHEM 4552 Introduction to Chemistry Software and Molecular Modeling (1)
CHEM 4155 Chemical Literature (1)
CHEM 5331 Biochemistry: Lecture I (3)
CHEM 5332 Biochemistry: Laboratory (1)
STAT 4219 Statistical Methods (3)

III.   Advanced Laboratory Selective (2 Hours)
CHEM 4952 Organic Synthesis and Structural Methods (2)
CHEM 4962 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 2005 Introduction to Computer Technology (3)
CPSC 3120 Computer Programming: Visual BASIC (3)
CPSC 3130 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 4990 Chemistry Research (1-3)
CHEM 5145 Environmental Chemistry Lecture (3)
CHEM 5146 Environmental Chemistry Laboratory (1)
CHEM 5167 Industrial Chemistry (3)
CHEM 5333 Biochemistry: Lecture II (3)
CHEM 5157 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 term 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 3531 Organic Chemistry I Lecture (3)
CHEM 3532 Organic Chemistry I Laboratory (1)
CHEM 3533 Organic Chemistry II Lecture (3)
CHEM 3534 Organic Chemistry II Laboratory (1)

II.   Selective (4 or more Hours)
Select one course with its corresponding lab:
CHEM 3233 Analytical Chemistry (3)
CHEM 3234 Analytical Chemistry Laboratory (1) or
CHEM 5331 Biochemistry (3)
CHEM 5332 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 ETS Proficiency Profile; and
5. complete EDUC2310 (or equivalent) with a grade of "B" or better.
6. Attend Secondary Education Orientation.

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 term, 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 EDUC4999: 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 November 30 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach. Student teaching is not offered in the summer term. 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 EDUC4330 and EDUC4340 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;
4. have a grade of "B" or better in all chemistry, biology, and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP3101, EDUC4440, and SPED4100 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC4330 and EDUC4340;
7. have earned a grade of "B" or better in EDUC4999;
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 "B" or better: eight hours of general chemistry with laboratory, eight hours of organic chemistry with labora-tory, eight hours of physics with laboratory, and eight hours of calculus with a grade of "C" or better;
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 (3)

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 3233 Analytical Chemistry (3)
    CHEM 3234 Analytical Chemistry Laboratory (1)
    EDUC 2310 Foundations of Education (3)
    SPED 4100 Survey of Exceptional Students (3)

    The following courses must be taken at the upper-division level:
    CHEM 3135 Chemical Safety (1)
    CHEM 3641 Physical Chemistry I: Lecture (3)
    CHEM 3642 Physical Chemistry I: Laboratory (1)

CHEM 3643 Physical Chemistry II: Lecture (3)
CHEM 3644 Physical Chemistry II: Laboratory (1)
CHEM 5145 Environmental Chemistry Lecture (3)
CHEM 5146 Environmental Chemistry Laboratory (1)
CHEM 5331 Biochemistry: Lecture (3)
CHEM 5332 Biochemistry: Laboratory (1)
EDCP 3101 Introduction to Educational Technology (3)
EDUC 4330 Principles of Science Education (3)
EDUC 4340 Teaching Secondary School Science (3)
EDUC 4440 Educational Psychology in Action (3)
EDUC 4999 Student Teaching: Secondary Chemistry (12)
PHYS 3211 Earth and Space Science (3)
STAT 4219 Statistical Methods (3)

III. **Chemistry Selective (1 Hour)**
     Select one of the following which may be taken at the upper-division level:
     CHEM 4962 Undergraduate Research Experience (2)
     CHEM 4990 Chemistry Research (1-4)

IV. **Total - 126 Hours**

Bachelor of Arts in Communication

Students in the undergraduate major in Communication develop a practical and theoretical understanding of the pro-cesses and impact of human and media communication. The curriculum is designed to assist students in developing their abilities to communicate effectively and ethically in written, verbal, and visual forms within shifting technological, socio-cultural, political, leadership, and economic environments. Students are prepared to exemplify professional communica-tion practices that promote human relations as informed and engaged global citizens.

In addition to a core of communication courses, students majoring in Communication choose a sequence of courses in advertising and public relations; journalism; filmmaking and multimedia, or human communication. Each sequence includes practical skills as well as the applied understanding necessary for career development. To gain real world experi-ence, students may apply for internships in commercial and not-for-profit organizations, as well as Chicago media, or in the university's division of Digital Learning and Media Design that creates media and learning tools, university publica-tions, and multimedia courseware.

A concentration in advertising and public relations offers students a broad foundation in the theory and skills neces-sary for a career in these forms of strategic communication. Students interested in the field of journalism will explore the practices and theories of both traditional and contemporary forms of reporting in applied contexts throughout the jour-nalism concentration. The undergraduate concentration in filmmaking and multimedia is designed for the student who wishes to pursue creative development and applied experi-ence in media conception, writing, production, editing, and cinema studies. The human communication concentration explores multiple aspects of human interaction providing a foundation for students to communicate effectively and with integrity as informed and engaged global citizens. Students in any concentration are also encouraged to choose a minor, such as American Studies, Gender Studies, or Latino Studies.

Graduates of the program have careers in professions such as advertising, public relations, consulting, mentoring, customer service, sales, human resources and training, media management, media writing, public affairs, and TV production/directing in network and cable systems. The Communication program offers instruction with computer and multimedia technology that is annually augmented and always contemporary, if not ahead of the curve.

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 Communication courses. Students not receiving a "C" or higher are 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. No more than three credit hours of COMS 5050 may be applied to the degree. COMS3100 should be taken in the first term.

I.   **General Education Requirement (37-41 Hours)**
     See front of catalog for general education requirements.

II. **Foundation Courses (9 Hours)**
     The following courses can be taken at either the lower- or upper-division level:
             Communication Skills (including speech, TV production, and media writing) (6)
     COMS 3101   Concept of Human Communication (3)

III. **Core Courses (21 Hours)**
     The following courses must be taken at the upper-division level:
     COMS 3100   Introduction to Communication (3)
     COMS 3160   Public Address and Interpretation (3)
     COMS 4110   Communication Research (3)
     COMS 4850   Communication Ethics (3)
     MCOM 4968   Senior Seminar (3)

     Select one of the following:
     COMS 4705   Intercultural Communication (3)
     COMS 4710   Culture and Communication (3)
     COMS 4750   Critical Gender and Sexualities (3)
     COMS 5350   Gender and Communication (3)

     Select one of the following:
     Advanced Writing, choose one:
     ENGL 4100   Advanced Composition (3)
     ENGL 4626   Technical Writing (3)
     MCOM 4230   Reporting, Writing, and Editing (3)
     MCOM 4731   Screenwriting (3)

IV. **Concentrations (15-25 Hours)**
     Select one of the following four concentrations:
     Advertising and Public Relations
     Required Courses (23-25 Hours)
     MCOM 4230   Reporting, Writing, and Editing (3)
     MCOM 4451   Introduction to Public Relations (3)
     MCOM 4361   Advertising and Society (3)
     MCOM 4800   Internship: . . . (2-4)

Select one of the following:
MCOM 4210   Theory and History of a Free Press (3)
MCOM 4512   Media Communications Law (3)

Select one of the following:
MCOM 4379   Creative Strategies in Advertising and Public Relations (3)
MCOM 4715   Layout, Design, and Production (3)

Select two courses from the following:
COMS 4452   Communicating with Clients and Customers (3)
MCOM 4070   Media Workshop: . . . (3)
MCOM 4275   Media Planning and Management (3)
MCOM 4452   Public Relations Case Studies (3)

Journalism
Required Courses (21 Hours)
MCOM 4230   Reporting, Writing, and Editing (3)
MCOM 4361   Advertising and Society (3)
MCOM 4451   Public Relations (3)
MCOM 4800   Internship: . . . (3)

Select one of the following:
MCOM 4210   Theory and History of a Free Press (3)
MCOM 4512   Media Communications Law (3)

Select two of the following:
MCOM 4070   Media Workshop: . . . (3)
MCOM 4255   Broadcast Journalism (3)
MCOM 4260   Newswriting and Reporting (3)
MCOM 4715   Layout, Design, and Production (3)
MCOM 4725   Desktop Publishing (3)

Filmmaking and Multimedia
Required Courses (18 Hours)
Select a minimum of six classes (18 credit hours or more) from among the following selections:
ART   4544   Digital Photographic Imaging (3)
MCOM 4040   Film Seminar: . . . (3)
MCOM 4070   Media Workshop: . . . (3)
MCOM 4731   Screenwriting (3)
MCOM 4734   Video Production Editing (3)
MCOM 4735   Documentary Filmmaking (3)
MCOM 4740   Television Production (3)
MCOM 4746   Advanced Video Editing (3)
MCOM 4777 Cinematography (3)
MCOM 4800   Internship: . . . (3)
MCOM 5702   Digital Film Production (3)

Human Communications
Required Courses (15 Hours)
COMS 4100 Communication Theory (3)

Select four classes, with at least one class from each of the following categories:

Interpersonal Communication
COMS 4130   Interpersonal Skills (3)
COMS 5125   Listening (3)

Business and Organizational Communication
COMS 4400   Corporate and Community Communication Systems (3)
COMS 4425   Group Communication Processes and Leadership (3)
COMS 4435   Conflict Management (3)

Public Communication
Select one of the following:
COMS 4160 Persuasive Theory and Practice (3)
COMS 4500 Political Communication (3)
COMS 4780 Rhetoric and Popular Culture (3)

V. **Communications Electives (6-9 Hours)**
Select six to nine hours of communications courses with advisor approval.

VI. **Electives (16-33 Hours)**

VII. **Total - 120 Hours**

Human Communication Minor

An undergraduate minor in Human Communication 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 3101 Concept of Human Communication (3)
COMS 3160 Public Address and Interpretation (3)
COMS 4130 Interpersonal Skills (3)

Nine hours from communication courses 4999-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, CPSC3145, CPSC4190, CPSC4205, CPSC3415, and MATH3137.

I. **General Education Requirement (38-41 Hours)**
The following courses must be taken to meet major and general education requirements:
MATH 2281 Applied Calculus (3)

II. **Required Courses (30 Hours)**
The following courses may be taken at the lower-division level. If CPSC3142 is taken at the lower-division level, a one credit hour lab course CPSC3143 must be taken at GSU.
CPSC 3142 Computer Programming: Introduction to C++ (3)
CPSC 3145 Computer Programming: C++ (3)

The following courses must be taken at the upper-division level:
CPSC 3415 Data Structures (3)
CPSC 4190 Introduction to Software Engineering (3)
CPSC 4205 Computer Organization (3)
CPSC 4335 Operating Systems (3)
CPSC 4338 Discrete Structures (3)
CPSC 4342 Introduction to Computer Networks (3)
CPSC 4345 Database Systems (3)
CPSC 4350 Introduction to Algorithms (3)

III. **Additional Requirements (6 Hours)**
MATH 3137 Discrete Mathematics (3)
STAT 4219 Statistical Methods (3)

IV. **Advanced Selective (18 Hours)**
Select from the following:
CPSC 3148 Computer Programming: Java (3)
CPSC 4137 Web Applications (3)
CPSC 4255 Organization of Programming Languages (3)
CPSC 4520 Windows Programming: Visual Basic.NET II (3)
CPSC 4535 Introduction to the UNIX System (3)
CPSC 4540 Digital Forensics (3)
CPSC 4562 Numerical Algorithms (3)
CPSC 4570 Windows Systems (3)
CPSC 4572 Advanced Windows Administration (3)
CPSC 4576 Database Design and Administration on SQL Servers (3)
CPSC 4580 Information Security (3)
CPSC 4581 Information Security Policy and Management (3)
CPSC 4582 Cryptography and Network Security (3)
CPSC 4583 Laboratory in Information Security (3)
CPSC 4584 Special Topics in Information Security (3)
CPSC 4800 Internship: . . . (1-4)
CPSC 4890 Computer Science Research (1-3)
MATH 4133 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 term of intended graduation.

I.   **Required Courses (22 Hours)**
CPSC   2005   Introduction to Computer Technology (3)
CPSC   3142   Computer Programming: Introduction
                       to C++ (3)
CPSC   3143   Computer Programming: Introduction to C++
                       Laboratory (1)
CPSC   3145   Computer Programming: C++ (3)
CPSC   3415   Data Structures (3)
CPSC   4190   Introduction to Software Engineering (3)
CPSC   4205   Computer Organization (3)
MATH   3137   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 historical and social traditions, values, politics, economics, and legal structures that necessarily impact on policy questions in a democratic society. The Criminal Justice major focuses on the social problems of crime and delinquency and 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 number of different perspectives important to the understanding of crime;
- the processes, contingencies, and policy issues relevant to each component of the criminal justice system;
- crime prevention; constitutional rights and restraints; and
- development of writing and analytical skills through research and computer applications.

Theory meets practice 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 or those with military experience pursuing their baccalaureate degrees).

This major examines various aspects of criminal and juvenile justice from a broad perspective developed primarily from the social and behavioral sciences. In this process, emphasis is placed on critical thinking throughout the program, particularly in analyzing current problems, completing an internship, and carrying out a research project. Special attention 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 necessary to pursue graduate work in criminal justice and related social science disciplines or the professional education currently demanded in law and 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 and Selective 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. (Substitutions are allowed with the permission of the student's advisor):
CJUS   3100   Criminal Justice Organization and Process (3)
CJUS   3200   Correctional Process (3)
CJUS   3300   Juvenile Justice (3)
CJUS   3550   Law Enforcement and the Community (3)
CJUS   3600   Criminal Law and Procedure (3)

II.   **Core Courses (27 Hours)***
       The following courses must be taken at the upper-division level:
CJUS   3090   Junior Seminar (1)
CJUS   3100   Foundations of Social Justice (3)
CJUS   3530   Computer Applications for Criminal Justice (3)
CJUS   3600   Judicial Process and Constitutional Issues
                       in Criminal Justice (3)
CJUS   4411   Theories of Crime and Deviance (3)
CJUS   4415   Justice System Research Design (3)
CJUS   4440   Exploring Ethics in the Justice System (3)
CJUS   4565   Comparative International Criminal
                       Justice Systems (3)
CJUS   4800   Internship: . . . (3)
CJUS   4990   Senior Seminar in Criminal Justice (2)

III. **Selectives (15 Hours)**
       Students must also take 15 credits of selective courses in any of the following concentrations. Students may take courses in different concentrations.

       A. Law Enforcement and Information Security Concentration:
CJUS   3550   Computer Security, Law, and Justice (3)
CJUS   4120   Policing and the Community (3)
CJUS   4500   Race, Gender, and the Justice System (3)
CJUS   4545   White Collar Crime (3)
CJUS   4616   Quantitative Research Applications in Law
                       Enforcement (3)
CJUS   4770   Management of Criminal Justice Organizations (3)
CJUS 5300/CPSC 4540 Digital Forensics (3)

       B. Corrections and Punishment Concentration:
CJUS   3200   Corrections Policy and Practice (3)
CJUS   3300   Juvenile Justice, Policy and Practice (3)
CJUS   4130   History of Corrections and Punishment (3)

CJUS 4210 Alternatives to Institutional Corrections (3)
CJUS 4220 Institutional Corrections (3)
CJUS 4230 Health Issues in Corrections Systems (3)
CJUS 4250 Death Penalty in America (3)

C. Restorative and Community Justice Concentration:
CJUS 4140 Restorative Justice (3)
CJUS 4350 Victims and the Justice System (3)
CJUS 4360 Mediation and Conferencing (3)
CJUS 4361 Mediation and Conferencing Lab (1)
CJUS 4380 International Peace Initiatives (3)
CJUS 4520 Substance Abuse in the Criminal Justice System (3)
CJUS 4750 Justice Systems Planning (3)
SOCW 3300 Diversity and Social Justice (3)

IV.   **Elective Credits (22-27 Hours)**
       In addition to the core and selective credits required, students must take an additional 22-27 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, Gender Studies, Public 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, Selective and Core courses. Criminal Justice majors may have CJUS4800 - 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 (CJUS3110, CJUS4411, CJUS4120, CJUS4130, CJUS4140, CJUS4415, CJUS 4400, CJUS3600, CJUS 4565, or CJUS 4800), each with the grade of "C" or better; and
2. submit up to nine hours of transfer courses (each with a grade of "C" or better) from the list of IAI equivalent transfer courses (CRJ910, CRJ911, CRJ912, CRJ913, CRJ914) to the minor advisor for approval prior to the deadline for filing graduation applications in the term of intended graduation, or complete up to nine additional hours of Criminal Justice Core or Selective courses at Governors State University.

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 (36 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)

       The following courses must be taken at the upper-division level:
       ENGL 4100 Advanced Composition (3)
       ENGL 4110 Linguistics (3)
                   or
       ENGL 4205 Modern English Grammar (3)

       ENGL 4200 Literary Criticism (3)
       ENGL 4505 Major English Authors: . . (3)
       ENGL 4515 Major Black Authors: . . (3)
       ENGL 4510 Major American Authors: . . (3)
       ENGL 4520 Contemporary Literature (3)
       ENGL 4550 Shakespeare's Plays (3)

III.   **Selectives (9 Hours)**
       Must be taken at the upper-division level:

IV.   **Take three 4000 level literature courses. Electives (38 Hours)**

V.   **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 123 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 2.75 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 ETS Proficiency Profile; and
5. complete EDUC2310 (Foundations of Education, or equivalent) with a grade of "B" or better.
6. Attend Secondary Education Orientation.

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 term, 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 EDUC4999: 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 November 30 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). 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;
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, ENGL4580, ENGL4570, and ENGL4575 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.;
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 EDUC4440, EDCP3101 and SPED4100 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC4465, ENGL4100, ENGL4205, ENGL4580, ENGL4570 and ENGL4575;
7. earn a grade of "B" or better in EDUC4999: 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   3330   Studies in Literature (3)
ENGL   4002   Literary Criticism (3)
ENGL   4100   Advanced Composition (3)
ENGL   4205   Modern English Grammar (3)
ENGL   4505   Major English Authors: . . . (3)
ENGL   4515   Major Black Authors: . . . (3)
ENGL   4510   Major American Authors: . . . (3)
ENGL   4520   Contemporary Literature (3)
ENGL   4550   Shakespeare's Plays (3)
ENGL   4600   Rhetorical Theory and Practice (3)

III. **Professional Education (27 Hours)**
      The following courses can be taken at either the lower-division or upper-division level:
      EDUC   2310   Foundations of Education (3)
      SPED   4100   Survey of Students with Exceptionalities (3)

      The following courses must be taken at the upper-division level:
      EDCP   3101   Introduction to Educational Technology (3)
      EDUC   4440   Educational Psychology in Action (3)
      EDUC   4465   Methods of Teaching English (3)
      ENGL   4570   Writing Theory and Practice in the Secondary Classroom (3)
      ENGL   4575   Reading Theory and Practice in Secondary Schools (3)
      ENGL   4580   Read & Rap: Literature for Young Adult Readers (3)
      EDUC   4999   Student Teaching (12)

V.   **Total - 123 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 term 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 3111 English Literature I (3)
        or
        ENGL 3112 English Literature II (3)

     B. ENGL 3121 American Literature I (3) or
        ENGL 3122 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   3330   Studies in Literature (3)

Writing Specialization:
ENGL   2910   Writing Principles (3)

II.   Selectives (9 Hours)

Literature Specialization:
Select nine hours (three courses) from the following upper-division literature courses:
ENGL   4121   Advanced Survey of Black Literature (3)
ENGL   4141   American Poets (3)
ENGL   4172   Contemporary Native American Authors (3)
ENGL   4483   Literature of the Environment (3)
ENGL   4505   Major English Authors: . . . (3)
ENGL   4510   Major American Authors: . . . (3)
ENGL   4515   Major Black Authors: . . . (3)
ENGL   4520   Contemporary Literature (3)
ENGL   4550   Shakespeare's Plays (3)

Writing Specialization:
Select nine hours (three courses) from the following upper-division writing courses:
ENGL   4100   Advanced Composition (3)
ENGL   4205   Modern English Grammar (3)
ENGL   4600   Rhetorical Theory and Practice (3)
ENGL   4625   Advanced Writing (3)
ENGL   4626   Technical Writing I (3)

III.   Total - 18 Hours

Gender Studies Minor

The minor in Gender Studies seeks to provide students with an understanding of gender's centrality to culture using interdisciplinary approaches. Gender Studies examines gender across cultures and historical periods while inquiring into the ways these concepts are represented in various forms, including popular culture, the media, literature, and the arts. A minor in Gender Studies can serve as a useful basis for students in Criminal Justice, Social Sciences, English, Business and Public Administration, Social Work, and Interdisciplinary Studies.

Requirements for the Minor Students Must:

1. meet with the minor advisor to determine course selection and complete a study plan; and
2. complete all of the courses with a grade of "C" or better.

I.   Required Courses (3 Hours)
GNSX   4610   Introduction to Gender Studies (3)

II.   Selectives (15 Hours)
Students must select with the assistance of the minor advisor five courses from the following:
ART   4518   Women Artists (3)
COMS   4750   Critical Gender and Sexualities (3)
COMS   5350   Gender and Communication (3)
CJUS   4500   Race, Gender, and the Justice System (3)
ENGL   4387   Exploding the Barriers in Race, Class, and
                    Gender (3)
HIST   4410   Black Women in American History (3)
HIST   4500   Women in American History (3)
MCOM   4560   Women in the Media (3)
SOCS   4575   Women and Social Action (3)

In addition to the above, relevant offerings of the following Special Topics Courses may be used for the selectives with the minor advisor's approval: COMS4090, CJUS5500, ENGL4080, MCOM4070, POLS5000, and SOC4000.

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 term of intended graduation.

Path A - 18 Hours

I.   Required Courses (3 Hours)
Students must take:
INST 3100/SOSC3150 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 3110/ENGL 3105 Writing, Information and
                    Technology across the Disciplines (3)
INST 3500/ENGL 4483 Literature of the Environment (3)
INST   4000   Special Topics: . . . (3)
INST 4110/ART 5505 World of Arts (3)

Area II: Social Sciences (3 Hours)
INST 3200/ANTH 3200 Humanity and Human Dynamics: A
                    Comparative Study (3)
INST   3600   Examining the Barriers: Studies in Race, Class,
                    and Gender (3)
INST   4000   Special Topics: . . . (3)
INST 4300/SOSC 4300 Global Political Transformation and
                    Economic Integration (3)

Area III: Sciences (3 Hours)
INST 3110/BIOL 3116 Perspectives on the Physical and Natural
                    Sciences (3)
INST 3650/BIOL 3118 Environmental Studies: A Case Studies
                    Approach (3)
INST   4000   Special Topics: . . (3)

Area IV: Research (3 Hours)
INST 3330/SOSC 4510 The Measure of Knowledge: Quantitative
                    Research Methods (3)
INST   4000   Special Topics: . . . (3)

INST 4100/CPSC 3112 Computer-Assisted Applications for
 Problem Solving (3)
INST 5103/BIOL 5516 Integrative Studies: Tropical Biology (3)

Area V: Technology (3 Hours)
INST 3400/CPSC 3110 New Technology and Us (3)
INST   4200   Communication Technology and Culture (3)
INST   4450   Computer Languages for Business
 Programming (3)

Total - 18 Hours

Path B - 18 Hours

I.   Required Courses (3 Hours)
 Students must take:
 INST   3100   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:
SPAN   3250   Spanish Language and Culture I (3)
SPAN   3251   Spanish Language and Culture II (3)
SPAN   4250   Spanish Language and Culture III (3)
SPAN   4251   Spanish Language, Culture and Literary Studies (3)
JAPN   3350   Japanese Language and Culture I (3)
JAPN   3351   Japanese Language and Culture II (3)
JAPN   4350   Japanese Language and Culture III (3)
ICS   3400   Chinese Language and Culture I (3)
ICS   3401   Chinese Language and Culture II (3)
ICS   4400   Chinese Language and Culture III (3)

III.   Total - 18 Hours

Bachelor of Arts in Interdisciplinary Studies

The Interdisciplinary Studies Program (IDSS) in the College of Arts and Sciences offers adult learners a flexible program for degree completion. 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 the program 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 Interdisciplinary studies program 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 B.A. in Interdisciplinary Studies is a learner-centered degree program that allows students maximum flexibility to select and tailor courses to their individual career goals. Students may select a broad, interdisciplinary set of courses for a well-rounded education. Students can earn a minor in the disciplines of the GSU colleges. (Students who want a bachelor's degree in a specific field of study should apply directly to the appropriate GSU college rather than through

this program.) Students may concentrate their course work in one college, perhaps to obtain the qualifications to enroll in a master's degree program. Individualized study plans are one of the hallmarks of the program, which makes it ideal for adult learners. Students work with the IDSS advisors to develop the student study plan based on their previous coursework, non-traditional course work, and career goals. 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.

Alternative Options for Credit

The IDSS 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

The Interdisciplinary Studies Program requires that students have 60 hours of college credit and be in good academic standing for admission or at least 45 credit hours and good academic standing 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 this program.

Official transcripts for military experience, proficiency test results, and ACE (American Council on Education) certified training credits should be sent directly to the of Interdisciplinary Studies Program. Contact the program advisors at 708.534.4092, *idss@govst.edu* for more information about the program.

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 requires a minimum of 24 hours be taken as courses offered by GSU.

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 completed with a "C" or better:
 IDSS   3100   Perspectives on Interdisciplinary Studies (3)
 IDSS   4900   Interdisciplinary Studies Appraisal (3)
 Interdisciplinary Requirement (6)

(Students must take upper division courses in at least two different disciplines.)

Technology Intensive Course (3)
This course can be taken at either the lower division or the upper division level.

III. Electives (64-68)
Students may not exceed a maximum of 80 hours of lower-division credit between Sections I - III. Students must complete a minimum of 28 hours of upper-division hours, if Section I is complete through course work taken at the lower-division level.

IV. Total - 120 Hours

Latino Studies Minor

The minor in Latino Studies seeks to provide students with an understanding of the history, cultures, and contemporary issues of Latin Americans and Latinos in the U.S. using interdisciplinary approaches. Comparative and diverse developmental perspectives illuminate linkages among the countries and peoples of the Americas.

A minor in Latino Studies can serve as a useful basis for students in Criminal Justice, Social Sciences, English, Business and Public Administration, Psychology, Health Administration, Social Work, and Interdisciplinary Studies.

Requirements for the Minor

Students must:

1. meet with the minor advisor to determine course selection and complete a study plan; and
2. complete all of the courses with a grade of "C" or better.

I. Required Courses (3 Hours)
ICS   5500   Perspectives in Latino Studies (3)

II. Selectives (15 Hours)
Students must select with the assistance of the minor advisor 5 courses from the following:
ART   5523   Pre-Columbian Art and Cultures: . . . (3)
COMS 4705   Intercultural Communication (3)
ENGL   4131   Comparative Latin American Literature (3)
HIST   4470   Latin American History (3)
ICS   4630   Hispanic Experience in the U.S. (3)
ICS   4650   Latin America: Culture and Society (3)
POLS   4480   Politics of Latin America (3)

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)
                   Physics I with Laboratory (4)
MATH 3290   Calculus I (4)

II. Required Courses: (44 hours)
The following courses can be taken at either the lower-division or upper-division level:
MATH 3137   Discrete Mathematics (3)
MATH 3229   Calculus II (4)
MATH 3259   Calculus III (4)
MATH 3271   Differential Equations (3)
MATH 3449   Linear Algebra (3)
MATH 4337   Euclidean and Non-Euclidean Geometry (3)
MATH 4451   Modern Algebra (3)
PHYS   3143   Intermediate Physics II (3)
PHYS   3144   Intermediate Physics II Laboratory (1)

The following courses must be taken at the upper-division level:
MATH 4133   Number Theory (3)
MATH 4171   History of Mathematics (3)
MATH 4241   Analysis I: Real Variables (3)
MATH 4243   Analysis II: Complex Variables (3)
MATH 4457   Introduction to Probability (3)
MATH 4637   Mathematics Laboratory (2)

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   2005   Introduction to Computer Technology (3)
CPSC   3120   Computer Programming: Visual BASIC (3)
CPSC   3142   Computer Programming: Introduction to C++ (3)
CPSC   3143   Computer Programming: Introduction to C++ Laboratory (1)

IV. Selective Hours (6)
Select 6 hours (2 courses) from the following upper-division mathematics and statistics courses:
MATH 4229   Advanced Calculus (3) MATH 4373 Topology (3)
STAT   4219   Statistics Methods (3)

Or other courses approved by the academic advisor.

Elective (25-30 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 MATH2281 as part of the calculus requirement. A full Calculus I (MATH3290) and Calculus II (MATH3229) 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 3290 Calculus I (4)
MATH 3229 Calculus II (4)
MATH 3137 Discrete Mathematics (3)
MATH 3449 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 4337 Euclidean and Non-Euclidean Geometry (3)
MATH 3259 Calculus III (4)
MATH 4637 Mathematics Laboratory (2)
MATH 3271 Differential Equations (3)
MATH 4451 Modern Algebra (3)
MATH 4133 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 their academic advisor 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 ETS Proficiency Profile; and
5. complete EDUC2310 (or equivalent) with a grade of "B" or better.
6. Attend Secondary Education Orientation.

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 term, 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 EDUC4999: 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 November 30 for the following fall term and January 31 for the following spring term. Student teaching is not offered in the summer term. 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;
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 EDUC4360 and EDUC4437 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;
4. have a G.P.A. of 3.0 or higher in math and statistics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP3101, EDUC4440, and SPED4100, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC3320, EDUC4360 and EDUC4437;
7. earn a grade of "B" or better in EDUC4999;
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 3290	Calculus I (4)
	General Biology with Lab (4)
	University Physics with Lab (4)

II. **Required Courses (78 Hours)**
     The following courses can be taken at either the lower-division or upper-division level: (36 Hours)

MATH 3137	Discrete Mathematics (3)
MATH 3229	Calculus II (4)
MATH 3259	Calculus III (4)
MATH 3271	Differential Equations (3)
MATH 3449	Linear Algebra (3)
MATH 4337	Euclidean and Non-Euclidean Geometry (3)
MATH 4451	Modern Algebra (3)

PHYS 3143 Intermediate Physics II (3)
PHYS 3144 Intermediate Physics II Laboratory (1)
EDUC 2310 Foundations of Education (3)
SPED 4100 Survey of Students with Exceptionalities (3)
STAT 4219 Statistical Methods (3)

The following courses must be taken at the upper-division level:
(42 Hours)
MATH 4133 Number Theory (3)
MATH 4171 History of Mathematics (3)
MATH 4241 Analysis I: Real Variables (3)
MATH 4243 Analysis II: Complex variables (3)
MATH 4457 Introduction to Probability (3)
MATH 4637 Mathematics Laboratory (3)
EDCP 3101 Introduction to Educational Technology (3)
EDUC 4360 Principles of Secondary Mathematics Education (3)
EDUC 4437 Teaching Secondary School Mathematics (3)
EDUC 4440 Educational Psychology in Action (3)
EDUC 4999 Student Teaching: Secondary Mathematics (12)

III.   **Electives (1 Hour)**

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 (39 Hours)**
Courses with an "*" may be substituted with a lower-division course.

A. American Studies Core (12 Hours)
HIST 3100 U.S. Economic History (3) *
HIST 4160 Issues in Modern U.S. History: . . (3)
POLS 2100 Foundations of U.S. Democracy (3) *
SOC   3100 Studies in American Society (3)*

B. Global Studies Core (15 Hours)
ANTH 3100 Trends in Cross-Cultural Analysis (3)
GEOG 4470 Human Geography (3)
HIST 4675 World History: Concepts and Interpretations (3)
POLS 3110 Transformation of the Global System (3)
SOSC 3250 International Political Economy (3)

C. Foundations and Research Core (9 Hours)
SOSC 4110 Foundations in Social Sciences (3)
SOSC 4200 Methods and Skills in Cross-Cultural
            Understanding (3)
SOSC 4500 Research Methods in the Social Sciences (3)

D. Capstone Core (3 Hours)
SOSC 4900 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 3501 Beliefs and Believers (3)
ANTH 4100 Urban Anthropology (3)
ANTH 4600 Anthropology in Film (3)
HIST 4100 Beyond the Dream: Current Black Social Issues (3)
HIST 4115 Modern African History (3)
HIST 4200 American Urban History (3)
HIST 4300 Modern Middle Eastern History (3)
HIST 4340 Modern Chinese History (3)
HIST 4400 Black Experience in the U.S. (3)
HIST 4420 Caribbean History (3)
HIST 4440 History of Civil Rights (3)
HIST 4470 Latin American History (3)
HIST 4500 Women in American History (3)
HIST 4670 Russia in the Twentieth Century (3)
ICS   3400 Chinese Language and Culture I (3)
ICS   4610 Introduction to Gender Studies (3)
ICS   4620 African Politics (3)
ICS   4630 Hispanic Experience in the U.S. (3)
ICS   4650 Latin America: Culture and Society (3)
INST 3600 Examining the Barriers: Studies in Race, Class,
            and Gender (3)

JAPN   3350   Japanese Language and Culture I (3)
POLS   3600   International Organization (3)
POLS   4400   Constitutional Law: Civil Liberties (3)
POLS   4401   Political Economy of Urban Development (3)
POLS   4480   Politics of Latin America (3)
SOC   4250   Community Organization (3)
SOC   4500   Sociology of Health (3)
SOSC   2100   Survey of Social Science (3)
SOSC   4101   Cultures of Labor in the Modern World (3)
SOSC   4305   Urban Studies: Introduction to the City (3)
SOSC   4410   Ethnicity, Culture, and Politics (3)
SOSC   4575   Women and Social Action (3)
SOSC   4600   Social Movements (3)
SPAN   3250   Spanish Language and Culture I (3)

Note: Several are available via the Internet.

IV.   **Electives (20 Hours)**

V.   **Total - 120 Hours**

Minor in American Studies (Social Science)

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   3100   U.S. Economic History (3) *
HIST   4160   Issues in Modern History (3)
POLS   2100   Foundations of U.S. Democracy (3) *
SOC   3100   Studies in American Society (3) *
  * May be substituted by a lower-division course.

II.   **Selective (6 Hours)**
Select two of the following courses:
HIST   4100   Beyond the Dream: Current Black Social Issues (3)
HIST   4200   American Urban History (3)
HIST   4400   Black Experience in the U.S. (3)
HIST   4440   History of Civil Rights (3)
HIST   4500   Women in American History (3)
POLS   4400   Constitutional Law: Civil Liberties (3)
POLS   4400   Political Economy of Urban Development (3)
SOC   4250   Community Organization (3)
SOSC   4305   Urban Studies: Introduction to the City (3)
SOSC   5401   Ethnicity, Culture, and Politics (3)
SOSC   4575   Women and Social Action (3)

III.   **Total Credit-hours - 18 Hours**

Minor in Global Studies (Social Science)

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   3100   Trends in Cross-Cultural Analysis (3)
GEOG   4470   Human Geography (3)
HIST   4701   World History: Concepts and Interpretations (3)
POLS   3110   Transformation of the Global System (3)
SOSC   3250   International Political Economy (3)

II.   **Selective (3 Hours)**
HIST   4115   Modern African History (3)
HIST   4300   Modern Middle Eastern History (3)
HIST   4340   Modern Chinese History (3)
HIST   4420   Caribbean History (3)
HIST   4470   Latin American History (3)
HIST   4670   Russia in the Twentieth Century (3)

III.   **Total Credit-hours - 18 Hours**

Certificate in Digital Forensics

To address the increasing threat from computer crimes and cybercrime, digital forensics is necessary. Law enforcement and government agencies, organizations, and companies all need digital forensics professionals to better protect digital assets, or investigate cybercrime. The Digital Forensics Certificate is offered to students who wish to obtain theoretical and practical knowledge in digital forensics. The Center for Law Enforcement and Technology Collaboration, which incorporates the programs of Computer Science, Criminal Justices, and Management Information Systems at GSU, is also involved in offering this certificate.

This certificate is open to both upper-division undergraduate and graduate students. Both full-time and part-time students are eligible to enroll in this certificate program.

Among the four courses required by this certificate program (CPSC4540/CJUS5300, CPSC4542/CJUS5540, 4, and CPSC6622), CPSC4540/CJUS5300 serves as an entry-level course. Two courses are offered per semester. A student should be able to complete all required courses within two terms after fulfilling the prerequisite.

Admission Requirements

In addition to meeting the university requirements for certificate admission, applicants must have completed the following course:

CPSC   5000   Computer Science Workshop: Digital Forensics Preparation or its equivalent.

Certificate Requirements

In order to receive the Digital Forensics Certificate, both undergraduate and graduate students must complete each required course with a grade of "B" or better and submit the application for award of certificate to their faculty advisor.

*Note: If an undergraduate student gets a "C" in a required course for the certificate program, this course may be counted as an elective course for his/her degree requirements.

Required Courses (12 Hours)
CPSC4540/CJUS5300 Digital Forensics (3)
CPSC4542/CJUS553 Contemporary Issues in Digital Forensics (3)
CJUS   4584   Special Topics in Information Security (3)
CPSC   6622   Special Topics in Digital Forensics (3)

Total - 12 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 Law Enforcement and 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 4205, CPSC 4335, and CPSC 4342 or their equivalents; or

Category 2 - CPSC 5000, Information Security Preparation, 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 4580/MIS 4580 Information Security (3)
CPSC 4581/MIS 4801 Information Security Policy and
          Management (3)
CPSC   4582   Cryptography and Network Security (3)
CPSC   4583   Laboratory in Information Security (3)
CPSC   4584   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; the critical professional knowledge, skills, competencies, values, and initiative for effective initial employment, and 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.

Faculty, students, and staff are encouraged to make meaningful contributions as citizens, professionals, and scholars to the university community, the region and the state, and 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 that imparts current practice;
- content that is consistent with the needs and standards of business, industry, government, and community organizations that employ our graduates;
- strong theoretical foundations in knowledge of the field, with development and application of practical skills, supported by liberal learning;
- instruction, that 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 that 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 14 of this catalog and found at website *www.itransfer.org*.

Undergraduate Programs

Accounting (B.S.)
Accounting, Accelerated Professional (BS/MS)
Business Administration (B.A.)
    Entrepreneurship
    Finance
    Human Resource Management
    Management
    Management Information Systems
    Marketing
    Operations and Supply Chain Management
    Public Administration (admission suspended)
Business and Applied Science (B.A.)
Entrepreneurship (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 (Admission Suspended)

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems
David Green, Interim Chairperson

Professor
Aida Shekib

Associate Professors
Anthony Andrews
Dalsang Chung
David Green
Susan Ji
Brian McKenna
TJ Wang

Assistant Professors
Carlos Ferran
Yonghong Jia
Evelina Mengova
Michael Williams

Instructors
Xinghua Gao
Jun Zhan

Lecturers
Jeffrey Alfano
Michael Trendell

Division of Management/Marketing/Public Administration
Jun Zhao, Interim Chairperson

Professors
Akkanad Isaac
Farouk Shaaban
Jun Zhao

Associate Professors
Christopher Ann Robinson-Easley
John Simon

Assistant Professors
Chun-Wei Chang
Olumide Ijose
Changyue Luo
Praggyan Mohanty
Gokce Sargut
Robert Sinclair
Feng Tian
Stephen Wagner

Lecturers
Phyllis Anderson
Sidney Barsuk

Public Administration Program
Susan Gaffney, Interim Program Coordinator

Professor
John Swain

Associate Professors
Mary Bruce
Susan Gaffney

Instructor
Natalia Ermasova

Announcements

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

DEGREE REQUIREMENTS FOR 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 term 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. All undergraduate students in the College of Business and Public Administration must complete the MIS competency exams with a grade of 70 percent or higher (or successfully complete the corresponding coursework) prior to enrolling for their second semester at GSU.
5. 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.
6. A student who has enrolled in the same course two times without receiving a passing grade must receive permission from the dean to register for that class a third time.

7. 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.
8. All electives which may be applied to a degree must be approved by the dean or designee.
9. A maximum of six credit-hours of graduate course work earned in the last term 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.
10. All students in business degree programs will be required to take a standardized assessment test as part of their capstone course to complete the degree. A fee of $30 will be charged at the time of registration for the course.

Requirements for specific degree programs follow.

Accelerated Professional Accounting Program

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

Special Admission Requirements

*   An associate degree with a GPA of 3.00 or better from a regionally accredited school; and
*   Have taken and are able to transfer a maximum of 63 course credits (or only need to take 57 credit hours to complete a Bachelor's degree in Accounting) with a "C" or above.

Students in the program will apply for continuation to the graduate program at the beginning of the second year.

Continuing (Graduate) Student Admission Criteria

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

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	2301	Principles of Microeconomics (3)
ECON	2302	Principles of Macroeconomics (3)
MIS	2101	Basics of Information Technology (3)
STAT	2700	Statistics for Management I (3)
STAT	3700	Statistics for Management II (3)

II. **Business Core Courses (36 Hours)**

ACCT	2110	Financial Accounting (3)
ACCT	2111	Managerial Accounting (3)
BLAW	2100	Business Law I (3)
BLAW	3100	Business Law II (3)
FIN	3110	Principles of Financial Management (3)
MKTG	3100	Introduction to Marketing Management (3)
MGMT	3100	Introduction to Management Strategies (3)
MGMT	3200	Business Communications (3)
MGMT	3210	Business Ethics and Social Responsibility (3)
MGMT	4500	Organizational Behavior (3)
MGMT	4600	International Business (3)
MGMT	4900	Strategic Management (3)

III. **Accounting Core Courses (18 Hours)**

ACCT	3111	Cost Accounting I (3)
ACCT	3151	Intermediate Accounting I (3)
ACCT	3152	Intermediate Accounting II (3)
ACCT	3252	Accounting Information Systems (3)
ACCT	4251	Tax I (3)
ACCT	4354	Auditing I (3)

IV. **Accounting Selectives (9 Hours)**
     Select three of the following courses:

ACCT	4112	Cost Accounting II (3)
ACCT	4154	Advanced Accounting (3)
ACCT	4252	Tax II (3)
ACCT	4355	Auditing II (3)
ACCT	4461	Governmental and Non-profit Accounting (3)
ACCT	4805	Internship: . . . (3)

V.   **Electives (8 Hours)**

VI. **Total - 120 Hours**
     NOTE: Students preparing for professional certifications should choose electives as follows:
     C.I.A. Examination - ACCT4355 is recommended.
     C.M.A. Examination - ACCT4112, ECON3404, and MGMT3400 are recommended.
     C.P.A. Examination - ACCT4154, ACCT4252, and ACCT4355 are recommended.

Bachelor of Arts in Business Administration with an Entrepreneurship Concentration

The undergraduate major in Business Administration with an Entrepreneurship concentration is designed for students who are pursuing a career in business but hope one day to have their own business. The concentration provides students with the knowledge to start and operate a business. Students learn what it takes to face the personal challenges that accompany entrepreneurship and how to identify, evaluate and exploit entrepreneurial opportunities.

Degree Requirements

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

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

I.   **General Education Requirements (49 Hours)**
     NOTE: This includes the following program requirements:
     College Algebra or Finite Math (IAI M1 906) (3)
     Calculus (3)
     ECON 2301 Principles of Microeconomics (3)
     ECON 2302 Principles of Macroeconomics (3)
     MIS   2101 Basics of Information Technology (3)
     STAT 2700 Statistics for Management I (3)
     STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
     ACCT 2110 Financial Accounting (3)
     ACCT 2111 Managerial Accounting (3)
     BLAW 2100 Business Law I (3)
     ECON 3404 Managerial Economics: The Economics
                 of the Firm (3)
     FIN   3110 Principles of Financial Management (3)
     MIS   3101 Management Information Systems (3)
     MKTG 3100 Introduction to Marketing Management (3)
     MGMT 3100 Introduction to Management Strategies (3)
     MGMT 3200 Business Communications (3)
     MGMT 3400 Production and Operations Management (3)
     MGMT 4500 Organizational Behavior (3)
     MGMT 4600 International Business (3)
     MGMT 4900 Strategic Management (3)

III. **Concentration Courses (18 Hours)**
     ENTR 3100 Principles of Entrepreneurship (3)
     ENTR 4100 Entrepreneurial Opportunity (3)
     ENTR 4200 Entrepreneurial Accounting (3)
     ENTR 4900 Entrepreneurial Project (3)

     Select two of the following four courses:
     ENTR 4300 Entrepreneurial Ethics & the Law (3)
     ENTR 4400 Entrepreneurial Finance (3)
     ENTR 4500 Entrepreneurial Leadership (3)
     ENTR 4600 Entrepreneurial Marketing (3)

IV. **Electives (14 hours)**

V.   **Total 120 Hours**

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 2301 Principles of Microeconomics (3)
     ECON 2302 Principles of Macroeconomics (3)
     MIS   2101 Basics of Information Technology (3)
     STAT 2700 Statistics for Management I (3)
     STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
     ACCT 2110 Financial Accounting (3)
     ACCT 2111 Managerial Accounting (3)
     BLAW 2100 Business Law I (3)
     ECON 3404 Managerial Economics: The Economics
                 of the Firm (3)
     FIN   3110 Principles of Financial Management (3)
     MIS   3101 Management Information Systems (3)
     MKTG 3100 Introduction to Marketing Management (3)
     MGMT 3100 Introduction to Management Strategies (3)
     MGMT 3200 Business Communications (3)
     MGMT 3400 Production and Operations Management (3)
     MGMT 4500 Organizational Behavior (3)
     MGMT 4600 International Business (3)
     MGMT 4900 Strategic Management (3)

III. **Concentration Courses (15 Hours)**
     FIN   3501 Investments (3)
     FIN   4110 Advanced Corporate Finance (3)
     FIN   4350 International Financial Management (3)
     FIN   4530 Financial Institutions and Markets (3)

     Select one of the following:
     FIN   4201 Insurance and Risk Management (3)
     FIN   4502 Advanced Investments (3)
     FIN   4501 Financial Options and Futures (3)

IV. **Electives (17 Hours)**

V.   **Total - 120 Hours**

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 2301 Principles of Microeconomics (3)
    ECON 2302 Principles of Macroeconomics (3)
    MIS 2101 Basics of Information Technology (3)
    STAT 2700 Statistics for Management I (3)
    STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
    ACCT 2110 Financial Accounting (3)
    ACCT 2111 Managerial Accounting (3)
    BLAW 2100 Business Law I (3)
    ECON 3404 Managerial Economics: The Economics of the Firm (3)
    FIN 3110 Principles of Financial Management (3)
    MIS 3101 Management Information Systems (3)
    MKTG 3100 Introduction to Marketing Management (3)
    MGMT 3100 Introduction to Management Strategies (3)
    MGMT 3200 Business Communications (3)
    MGMT 3400 Production and Operations Management (3)
    MGMT 4500 Organizational Behavior (3)
    MGMT 4600 International Business (3)
    MGMT 4900 Strategic Management (3)

III. **Concentration Courses (15 Hours)**
    MGMT 3300 Human Resource Management (3)
    MGMT 4300 Labor Relations (3)
    MGMT 4310 Compensation and Incentive Systems (3)

    Select two of the following courses:
    MGMT 4330 Human Resource Training and Management Development (3)
    MGMT 4410 Quality Management (3)
    MGMT 5000 Topics in Management: .. . (3)

IV. **Electives (17 Hours)**

V. **Total - 120 Hours**

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 management.

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 2301 Principles of Microeconomics (3)
    ECON 2302 Principles of Macroeconomics (3)
    MIS 2101 Basics of Information Technology (3)
    STAT 2700 Statistics for Management I (3)
    STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
    ACCT 2110 Financial Accounting (3)
    ACCT 2111 Managerial Accounting (3)
    BLAW 2100 Business Law I (3)
    ECON 3404 Managerial Economics: The Economics of the Firm (3)
    FIN 3110 Principles of Financial Management (3)
    MIS 3101 Management Information Systems (3)
    MKTG 3100 Introduction to Marketing Management (3)
    MGMT 3100 Introduction to Management Strategies (3)
    MGMT 3200 Business Communications (3)
    MGMT 3400 Production and Operations Management (3)
    MGMT 4500 Organizational Behavior (3)
    MGMT 4600 International Business (3)
    MGMT 4900 Strategic Management (3)

III. **Concentration Courses (15 Hours)**
    MGMT 4300 Labor Relations (3)
    MGMT 4410 Quality Management (3)
    Three courses from the college to be selected with an advisor (9)

IV. **Electives (17 Hours)**

V. **Total - 120 Hours**

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 2301 Principles of Microeconomics (3)
    ECON 2302 Principles of Macroeconomics (3)
    MIS   2101 Basics of Information Technology (3)
    STAT 2700 Statistics for Management I (3)
    STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
    ACCT   2110 Financial Accounting (3)
    ACCT   2111 Managerial Accounting (3)
    BLAW 2100 Business Law I (3)
    ECON 3404 Managerial Economics: The Economics
                of the Firm (3)
    FIN   3110 Principles of Financial Management (3)
    MIS   3101 Management Information Systems (3)
    MKTG 3100 Introduction to Marketing Management (3)
    MGMT 3100 Introduction to Management Strategies (3)
    MGMT 3200 Business Communications (3)
    MGMT 3400 Production and Operations Management (3)
    MGMT 4500 Organizational Behavior (3)
    MGMT 4600 International Business (3)
    MGMT 4900 Strategic Management (3)

III. **Concentration Courses (18 Hours)**
    High level computer language other than BASIC (3)
    MIS   3201 Business Systems Analysis (3)
    MIS   3401 Business Information Retrieval and
                Database Management (3)
    MIS   3501 Microcomputer Development and Diagnosis (3)
    MIS   3601 Telecommunications and Distributed
                Data Systems (3)
    MIS   4999 Information Systems Project Management (3)

IV. **Electives (14 Hours)**

V. **Total - 120 Hours**

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 2301 Principles of Microeconomics (3)
    ECON 2302 Principles of Macroeconomics (3)
    MIS   2101 Basics of Information Technology (3)
    STAT 2700 Statistics for Management I (3)
    STAT 3700 Statistics for Management II (3)

II. **Program Requirements (39 Hours)**
    ACCT   2110 Financial Accounting (3)
    ACCT   2111 Managerial Accounting (3)
    BLAW 2100 Business Law I (3)
    ECON 3404 Managerial Economics: The Economics
                of the Firm (3)
    FIN   3110 Principles of Financial Management (3)
    MIS   3101 Management Information Systems (3)
    MKTG 3100 Introduction to Marketing Management (3)
    MGMT 3100 Introduction to Management Strategies (3)
    MGMT 3200 Business Communications (3)
    MGMT 3400 Production and Operations Management (3)
    MGMT 4500 Organizational Behavior (3)
    MGMT 4600 International Business (3)
    MGMT 4900 Strategic Management (3)

III. **Concentration Courses (18 Hours)**
    MKTG 3200 Consumer Behavior (3)
    MKTG 4200 Promotional Strategies (3)
    MKTG 4300 Marketing Research (3)
    MKTG 4400 Marketing Logistics and Distribution (3)
    MKTG 4500 Managing Marketing Strategies (3)
    MKTG 4600 International Marketing Strategies (3)

IV. **Electives (14 Hours)**

V. **Total - 120 Hours**

Bachelor of Arts in Business Administration with an Operations and Supply Chain 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   2301   Principles of Microeconomics (3)
      ECON   2302   Principles of Macroeconomics (3)
      MIS   2101   Basics of Information Technology (3)
      STAT   2700   Statistics for Management I (3)
      STAT   3700   Statistics for Management II (3)

II.   **Program Requirements (39 Hours)**
      ACCT   2110   Financial Accounting (3)
      ACCT   2111   Managerial Accounting (3)
      BLAW   2100   Business Law I (3)
      ECON   3404   Managerial Economics: The Economics of the Firm (3)
      FIN   3110   Principles of Financial Management (3)
      MIS   3101   Management Information Systems (3)
      MKTG   3100   Introduction to Marketing Management (3)
      MGMT   3100   Introduction to Management Strategies (3)
      MGMT   3200   Business Communications (3)
      MGMT   3400   Production and Operations Management (3)
      MGMT   4500   Organizational Behavior (3)
      MGMT   4600   International Business (3)
      MGMT   4900   Strategic Management (3)

III. **Concentration Courses (15 Hours)**
      MGMT   4400   Supply Chain Management (3)
      MGMT   4410   Quality Management (3)
      MGMT   4420   Production and Inventory Control Systems (3)
      MGMT   4430   Service Operations Management (3)
      MKTG   4400   Marketing Logistics and Distribution (3)

IV.   **Electives (17 Hours)**

V.   **Total - 120 Hours**

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   2301   Principles of Microeconomics (3)
      ECON   2302   Principles of Macroeconomics (3)
      MIS   2101   Basics of Information Technology (3)
      STAT   2700   Statistics for Management I (3)
      STAT   3700   Statistics for Management II (3)

II.   **Program Requirements (39 Hours)**
      ACCT   2110   Financial Accounting (3)
      ACCT   2111   Managerial Accounting (3)
      BLAW   2100   Business Law I (3)
      ECON   3404   Managerial Economics: The Economics of the Firm (3)
      FIN   3110   Principles of Financial Management (3)
      MIS   3101   Management Information Systems (3)
      MKTG   3100   Introduction to Marketing Management (3)
      MGMT   3100   Introduction to Management Strategies (3)
      MGMT   3200   Business Communications (3)
      MGMT   3400   Production and Operations Management (3)
      MGMT   4500   Organizational Behavior (3)
      MGMT   4600   International Business (3)
      MGMT   4900   Strategic Management (3)

III. **Concentration Courses (18 Hours)**
      PADM   2100   Introduction to Public Administration (3)
      PADM   4100   Public Policy Analysis (3)
      PADM   4500   Public Finance and Budgeting (3)
      POLS   2100   American National Government (3)
                    or
      POLS   2200   Local Government Systems (3)
      POLS   4400   Constitutional Law: Civil Liberties (3)
      MGMT   3300   Human Resource Management (3)

IV.   **Electives (14 Hours)**

V.   **Total - 120 Hours**

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 2301 Principles of Microeconomics (3)
     ECON 2302 Principles of Macroeconomics (3)
     MIS   2101 Basics of Information Technology (3)
     MGMT 3210 Business Ethics and Social Responsibility (3)
     STAT 2700 Statistics for Management I (3)
     STAT 3700 Statistics for Management II (3)

II. **Program Requirements (36 Hours)**
     ACCT 2110 Financial Accounting (3)
     ACCT 2111 Managerial Accounting (3)
     BLAW 2100 Business Law I (3)
     FIN   3110 Principles of Financial Management (3)
     MIS   3101 Management Information Systems (3)
     MKTG 3100 Introduction to Marketing Management (3)
     MGMT 3100 Introduction to Management Strategies (3)
     MGMT 3200 Business Communications (3)
     MGMT 3400 Production and Operations Management (3)
     MGMT 4500 Organizational Behavior (3)
     MGMT 4600 International Business (3)
     MGMT 4900 Strategic Management (3)

III. **Applied Science Courses (27 Hours)**

IV. **Electives (8 Hours)**

V.   **Total - 120 Hours**

Bachelor of Arts in Entrepreneurship

The Bachelor of Arts in Entrepreneurship degree is a capstone program to the many varied academic and applied programs offered at community colleges. The degree prepares and/or assists the student with the formation of a new business venture within the context of other academic - or applied competencies. It is ideal for arts and sciences, applied sciences, health and human services, or education program graduates interested in transferring their knowledge, skill and ability to self-employment.

Admission Requirements

Completion of 60 or more hours from a regionally accredited institution of, higher education, specialized or technical course work with a GPA of 2.0 or higher

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 (43 Hours)**
     NOTE: This includes the following program requirements:
        College Algebra or Finite Math (WM1906) (3)
     ECON 2301 Principles of Microeconomics (3)
     ECON 2302 Principles of Macroeconomics (3)
     MIS   2101 Basics of Information Technology (3)
     STAT 2700 Statistics for Management (3)

II. **Specialized or Technical Core Requirements (30 Hours)**
     Specialized or Technical Courses (12)
     ACCT 2110 Financial Accounting (3)
     ACCT 2111 Managerial Accounting (3)
     FIN   3110 Principles of Financial Management (3)
     MKTG 3100 Introduction to Marketing Management (3)
     MGMT 3200 Business Communication (3)
     MGMT 4600 International Business (3)

II. **Entrepreneurship Core Requirements (24 Hours)**
     ENTR 3100 Principles of Entrepreneurship (3)
     ENTR 4100 Entrepreneurial Opportunity (3)
     ENTR 4200 Entrepreneurial Accounting (3)
     ENTR 4300 Entrepreneurial Ethics & the Law (3)
     ENTR 4400 Entrepreneurial Finance (3)
     ENTR 4500 Entrepreneurial Leadership (3)
     ENTR 4600 Entrepreneurial Marketing (3)
     ENTR 4900 Entrepreneurial Project (3)

IV. **Electives (23 Hours)**

V.   **Total- 120 Hours**

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 2301 Principles of Microeconomics (3)
ECON 2302 Principles of Macroeconomics (3)
MIS   2101 Basics of Information Technology (3)
STAT 2700 Statistics for Management I (3)
STAT 3700 Statistics for Management II (3)

II.   Business Core Courses (30 Hours)
ACCT 2110 Financial Accounting (3)
ACCT 2111 Managerial Accounting (3)
BLAW 2100 Business Law (3)
FIN   3110 Principles of Financial Management (3)
MIS   3101 Management Information Systems (3)
MKTG 3100 Introduction to Marketing Management (3)
MGMT 3100 Introduction to Management Strategies (3)*
MGMT 3200 Business Communications (3)
MGMT 3400 Production and Operations Management (3)
        or
MGMT 4500 Organizational Behavior (3)
MGMT 4900 Strategic Management (3)

III.   Information Technology Core Courses (27 Hours):
MIS   3401 Business Information Retrieval
        and Database Management (3)
MIS   3501 Microcomputer Development and Diagnosis (3)
MIS   3601 Telecommunications and Distributed Data
        Systems (3)
MIS   3602 Fundamentals of Networking
        Hardware and Operating Systems (3)
MGMT 3210 Business Ethics and Social Responsibility (3)

Programming Selective (6 Hours)
Any two approved programming courses (6)
Analysis and Design Selective (6 Hours)
MIS   3201 Business Systems Analysis (3)
        and
MIS   3202 Business Systems Design and Prototyping (3) or
CPSC 4190 Introduction to Software Engineering (3)
        and
Approved MIS or CPSC elective (3)

Capstone Selective (3 Hours)
MIS   4800 Internship: . . . (3)
        or
MIS   4999 Information Systems Project Mgmt. (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 4580/6580 Information Security (3)
MIS4801/CPSC4581 Information Security Policy
        and Management (3)
CPSC 4582/6582 Cryptography and Network Security (3)
CPSC 4583/6583 Laboratory in Information Security (3)
CPSC 4584/6584 Special Topics in Information Security (3)

Internet Commerce Concentration:
MIS   4701 Commerce on the Internet (3)
ART   5509 Electronic Drawing and Design (3)
Any two approved electives (6)

The student should choose one of the following:
MKTG 4500 Managing Market Strategies (3)
MKTG 4400 Marketing Logistics and Distribution (3)
MKTG 4200 Promotional Strategies (3)

Network Management Concentration:
CPSC 4570/6570 Windows Systems (3)
CPSC 4572/6572 Advanced Windows Administration (3)
CPSC 4576/6576 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
    MGMT4600: 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 semester of intended graduation.

Minor in Accounting

I. **Required Courses**
ACCT 2110 Financial Accounting (3)
ACCT 2111 Managerial Accounting (3)
ACCT 3111 Cost Accounting I (3)
ACCT 3151 Intermediate Accounting I (3)
ACCT 3152 Intermediate Accounting II (3)

Plus six hours from: ACCT4112, Cost Acct. II; ACCT4251, Tax. I; ACCT4252, Tax. II; ACCT4354, Auditing I; ACCT3252, Acct. Info. Systems; or BLAW3100, Business Law II.

II. **Total - 21 Hours**

Minor in Business Administration

I. **Required Courses**
ACCT 2110 Financial Accounting (3)
ECON 2301 Principles of Microeconomics (3)
MGMT 3100 Introduction to Management Strategies (3)
MGMT 4500 Organizational Behavior (3)
MIS 3101 Management Information Systems (3)
MKTG 3100 Introduction to Marketing Management (3)

II. **Total - 18 Hours**

Minor in Finance

I. **Required Courses**
FIN 3110 Principles of Financial Management (3)
FIN 3501 Investments (3)
FIN 4110 Advanced Corporate Finance (3)
FIN 4530 Financial Institutions and Markets (3)

Select two of the following courses:
FIN 4201 Insurance and Risk Management (3)
FIN 4350 International Financial Management (3)
FIN 4501 Financial Options and Futures (3)
FIN 4502 Advanced Investments (3)

II. **Total - 18 Hours**

Minor in Management

I. **Required Courses**
MGMT 3100 Introduction to Management Strategies (3)
MGMT 3200 Business Communications (3)
MGMT 3300 Human Resource Management (3)
MGMT 4410 Quality Management (3)
MGMT 4500 Organizational Behavior (3)
MGMT 4600 International Business (3)

II. **Total - 18 Hours**

Minor in Management Information Systems

I. **Required Courses**
MIS 2101 Basics of Information Technology (3)
MIS 3101 Management Information Systems (3)
MIS 3201 Business Systems Analysis (3)
MIS 3401 Business Information Retrieval and Database Management (3)
MIS 3501 Microcomputer Development and Diagnosis (3)
MIS 3601 Telecommunications and Distributed Data Systems (3)
MIS/CPSC 4580 Information Security (3)

II. **Total - 21 Hours**

Minor in Marketing

I. **Required Courses**
MKTG 3100 Introduction to Marketing Management 3
MKTG 3200 Consumer Behavior..3
MKTG 4200 Promotional Strategies 3
MKTG 4300 Marketing Research 3
MKTG 4400 Marketing Logistics and Distribution.................3
MKTG 4500 Managing Marketing Strategies 3

II. Total - 18 Hours

Minor in Public Administration (Admission Suspended)

I. **Required Courses PADM 2100 Introduction to Public Administration (3)**
POLS 2100 American National Government (3)
or
POLS 2200 Local Governmental Systems (3)
MGMT 3300 Human Resource Management (3)
PADM 4100 Public Policy Analysis (3)
PADM 4500 Public Finance and Budgeting (3)
POLS 4400 Constitutional Law: Civil Liberties (3)

II. Total - 18 Hours

COLLEGE OF EDUCATION

Deborah Bordelon, 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 and Counseling 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 15 of this catalog and found at website *www.itransfer.org*.

Undergraduate Programs

Early Childhood Education (B.A.)
Elementary Education (B.A.)
Psychology (B.A.)
 Forensic Psychology
 Industrial/Organization Psychology
 Mindfulness
 Pre-Clinical Psychology

Minors

Forensic Psychology
Industrial/Organization Psychology
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
Colleen Sexton, Chairperson

Professors
Diane Alexander
Lisa Chang
Maribeth Montgomery Kasik
Marian Marion
Steven Russell
Colleen Sexton

Associate Professors
Larry Cross
Sondra Estep
Sandra Gandy
Glenna Howell
Taida Kelly
Jeannine Klomes
Joe Matula
Barbara Winicki

Assistant Professors
John Cook
Lorenzo Flores
Daniel Hechenberger
Tywanda Jiles
Vickie Person
Xiaobo She

Lecturers
Thomas Bierdz
Phillip Boudreau
Lucianne Brown
Susan Burke
James Cunneen
Mary Fischer
Michael Gordon
Judy Hannigan
Raquel Herrara-Byrne
Sharon Neste
Morven Ngaiyaye
Evie Plofsky
Ellen Silver-Horrell
Veronica Zalewski

Division of Psychology and Counseling
Shannon Dermer, Chairperson

Professors
Jon Carlson
Julia Yang

Associate Professors
Linda Buyer
Shannon Dermer
Christopher Dyslin
Cyrus Ellis
E. Jean Johnson
Pat Robey
Elizabeth Ruiz
Catherine Sori
Albert Tuskenis
Byron Waller
Darlene Wright

Assistant Professors
Shaalein Carroll-Lopez
Shea Dunham
Barbara Gormley
Larry Maucieri

Lecturers
Crystal Blount
Matthew Covic
Kim Jaroszewski
Richard Lencki
David Lewandowski
Kevin Nicolei
Kim Snow
Rosanne Tadsen

Visiting Professor
Terri Christiansen

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: EDEC3380, EDEC4440/4441, EDEC4450/4451, and EDEC4430. To be recommended for certification by Governors State University, candidates 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. Candidates must earn a grade of "B" or better in EDEC4999: Student Teaching.

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

Candidates 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 or Test of Academic Proficiency of the Illinois Certification Testing System;
- complete the ETS Proficiency Profile;

- earn a grade of "B" or better in the following courses taken at GSU: EDEC3371: Effective Teaching and Laboratory for Early Childhood Majors**; EDEC3310: Foundations of Early Childhood Education; and EDEC3320: Growth and Development of Young Children; and
- receive a positive recommendation from the Early Childhood Education faculty to continue in the program.

** Note: Candidates must provide proof of passing the ICTS Basic Skills Test or Test of Academic Proficiency before enrolling in EDEC3371

All candidates for Illinois teacher certification at Governors State University are required to submit the GSU approved criminal background check prior to their initial field experience in the schools. Also, some assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as a fingerprint background check. For more information, please consult with your advisor.

Conditional Continuation

The faculty may permit a candidate to continue conditionally. In such cases, faculty review of the candidate's records identifies evidence that the student will likely be successful in the program. The status of all candidates allowed to continue under conditions is reviewed by the appropriate professional (i.e. advisor, program coordinator, chair of student progress committee, etc.) each semester, and the candidates are informed accordingly of the conditions necessary for them to be transferred to good standing status. When conditions are met, the candidate is transferred back to good standing status.

A candidate may not be admitted to student teaching without being in "good standing" status. Continual continuation is not applicable to meeting state requirements. Candidates neglecting to meet state requirements for teacher certification are not eligible to progress.

Candidate 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 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 at www.govst.edu/education.

Admission to Lab Courses

Before enrolling in lab courses EDEC4441, EDEC4451, EDEC4481, or EDEC4491 students must:

1. submit to their advisor verification of a passing score on the Illinois Basic Skills or Test of Academic Proficiency Exam;
2. before entering labs 3 (EDEC4481) and 4 (EDEC4491), complete the general education requirements of

ENGL2910, MCOM 4250, MATH2131, and MATH2141 (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 a student's study plan;
4. maintain a cumulative 2.75 general education G.P.A.; and
5. continue to maintain 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 EDEC3371, EDEC3310, and EDEC3320 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 Certification Testing 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, Physical, and Earth Sciences (including 3 hours of biology, a 3 hour physical science course (chemistry or physics), 3 hours of earth/space science [astronomy, geology, or meteorology] and a 1 hour lab course with one of these) (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 should be taken at the upper-division level:
      EDEC   3310   Foundations of Early Childhood Education (3)
      EDEC   3320   Growth and Development of Young Children (3)
      EDEC   3371   Effective Teaching and Laboratory (4)
      EDEC   3380   Typical and Atypical Speech and Language Development (3)

EDEC 4440 Child and Family with and without Special Needs
in the Community (3)
EDEC 4441 Lab 1: Infants and Toddler Methods (1)
EDEC 4430 Observation and Assessment of Young
Children with and without Special Needs (3)
SPED 4100/6101 Survey of Students with Exceptionalities (3)
EDCP 6101/3101 Introduction to Educational Technology (3)
EDEC 4450 Preprimary and Special Education Methods (3)
EDEC 4451 Lab 2: Preprimary (1)
EDEC 4481 Lab 3: Literacy in Early Childhood Education (1)
EDEC 4480 Literacy Methods in Early Childhood Education (3)
EDEC 4490 Methods of Teaching Primary Math, Science,
and Social Studies (3)
EDEC 4491 Lab 4: Teaching Primary Math, Science, and
Social Studies (1)
EDEC 4420 Methods of Teaching in the Arts (2)
EDEC 4460 Integrating Instruction in Early Childhood
Education (3)
EDEC 4999 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. Identified below are GSU courses that meet
concentration requirements. All prerequisites are applied ac-
cordingly. Other than the "non-Western course" requirement
for teacher certification, no course can be double counted.
Thus, if any course listed below is applied toward a general
education requirement, it cannot be selected to meet specializa-
tion requirements. For some courses, transfer equivalents are
acceptable. See your academic advisor for further clarification.

Art
Drawing (Select 3 hours)
ART 3304 Drawing: Studio (3)
ART 3305 Drawing: Life Study (3)
ART 5509 Digital Drawing and Design (3)

Studio (Select 3 hours)
ART 3301 Photographic Foundations (3)
ART 3302 Black and White Photography II (3)
ART 3309 Stained Glass (3)
ART 3310 Ceramics (3)
ART 3319 Basic Sculpture Principles (3)

Principles of Design (Select 3 hours)
ART 3303 Studio Practices (3)
ART 3325 Advanced Problems in Design (3)
ART 3360 Art Seminar: Concepts and Methods (3)
ART 4000/6000 Web Design for Visual Artists (3)

Mixed Media (Select 3 hours)
ART 5501 Drawing: Advanced Life Study (3)
ART 5502 Drawing: Combined Media (3)
ART 5533 Mixed Media Sculpture (3)
ART 5543 Ceramic Sculpture (3)
ART 5557 Printmaking: Combined Media (3),
ART 5568 Combined Media (3)

Art history (Select 3 hours)
ART 3314 American Art: Diverse Views (3)
ART 5505 Worlds of Art (3)
ART 5515 20th Century Art: Europe & Americas (3)

Non-Western Art (Select 3 hours)
ART 5523 Pre-Columbian Art and Cultures (3)
ART 5525 Native American Art and Societies (3)
ART 5527 African Art and Cultures (3)
ART 5530 Asian Art and Thought (3)

Total - 18 hours

Biology
BIOL 2104 Biological Science Foundations II (3)
BIOL 3316 Plant Diversity (2)
BIOL 3317 Plant Diversity Laboratory (1)
BIOL 3320 Animal Diversity (2)
BIOL 3321 Animal Diversity Laboratory (1)
BIOL 3322 Ecology (3)
BIOL 3323 Ecology Laboratory (1)
LAS 4125 Investigations in Scientific Thought (3)

Biology Selective (Select 3 hours)
BIOL 3108 Human Evolution (3)
BIOL 3112 Human Genetics: Concepts and Technology (3)
BIOL 4430 Microbiology (3)
BIOL 4431 Microbiology Laboratory (1)
BIOL 6112 Human Genetics (3) (grads only)
BIOL 5522/5523 Ornithology (1 & 2)

Total - 19 hours

English
English Literature (Select 3 hours)
ENGL 3111 English Literature I (3)
ENGL 3112 English Literature II (3)

American Literature (Select 3 hours)
ENGL 3121 American Literature I (3)
ENGL 3122 American Literature II (3)

Multicultural Literature (Select 3 hours)
ENGL 5112 Advanced Survey of Black Literature (3)
ENGL 5131 Comparative Latin American Literature (3)
ENGL 5161 Chinese Literature and Culture (3)
ENGL 5171 Native American Literature (3)
ENGL 5475 The Short Story: Crossing Cultures (3)

Advanced Composition
ENGL 4100 Advanced Composition (3)

Literature Selectives (Select 6 hours)
ENGL 3115 Studies in Mythology (3)
ENGL 3330 Studies in Literature (3)
ENGL 3123 Modern American Poetry:
Voices and Visions (3)
ENGL 5625 Advanced Writing (3)
ENGL 5151 Literature of Immigrant Children (3)
ENGL 5435 Literature and History (3)
ENGL 4550/6550 Shakespeare's Plays (3)

Total - 18 hours

History
American History (Select 3 hours)
HIST 3110 U.S. History I (3)
HIST 3120 U.S. History II (3)

European History
HIST 5650 Modern European History (3)

Non-Western History (Select 3 hours)
HIST   5115   Modern African History (3)
HIST   5300   Modern Middle Eastern History (3)
HIST   5330   Ancient Chinese History (3)
HIST   5340   Modern Chinese History (3)
HIST   5420   Caribbean History (3)
HIST   5470   Latin American History (3)
HIST   5670   Russia in the 20th Century (3)

Investigations
LAS   4100   Investigations in the Social Sciences (3)

History Selective (Select 6 hours)
HIST   3101   Key Issues in State and Fed Const. Govt. (1)
HIST   3100   American Economic History (3)
HIST   5100   Beyond the Dream: Current Black Social Issues (3)
HIST   5110   The History of Illinois and Its Constitution (3)
HIST   5100   Ascent of Man (3)
HIST   5150   Modern U.S. History: 1900-1945 (3)
HIST   5160   Issues in Modern U.S. History (3)
HIST   5200   American Urban History (3)
HIST   5250   Readings in American History (3)
HIST   5400   Black Experience in the U.S. (3)
HIST   5410   Black Women in Am Hist (3)
HIST   5440   History of Civil Rights (3)
HIST   5450   African Slavery in America (3)
HIST   5500   Women in American History (3)
HIST   5701   World History: Concepts and Interpretations (3)

Total - 18 hours

Mathematics
Calculus (Select 3-6 hours)
MATH 2281   Applied Calculus (3)
              and/or
MATH 3290   Calculus I (4)

Geometry
MATH 3331   Geometry (3)

Probability and Statistics
STAT   4720   Probability and Statistics (3)

Investigations
LAS   4127   Investigations in Mathematical Thought (3)

Math Selective (Select 3-6 hours)
MATH 1423   College Algebra (3)
MATH 3137   Discrete Mathematics (3)
MATH 2221   Precalculus (4)
MATH 3449   Linear Algebra (3)
MATH 4451/6451 Modern Algebra (3)
MATH 4133   Number Theory (3)
MATH 5171   History of Mathematics (3)
A CPSC Computer Programming Course
(no more than three hours)

Total - 18 hours

Social Science
Anthropology (Select 3 hours)
ANTH 3100   Trends in Cross-Cultural Analysis (3)
ANTH 3200   Humanity and Human Dynamics:
              A Comparative Study (3)
ANTH 3501   Beliefs and Believers (3)
ANTH 4100   Urban Anthropology (3)
ANTH 4600   Anthropology in Film (3)

Economics (Select 3 hours)
ECON   2301   Principles of Microeconomics (3)
ECON   2302   Macroeconomics (3)
ECON   3311   Consumer Economics (3)
ECON   3501   Money and Banking (3)
ECON   3701   Comparative Economic Systems (3)

Geography (Select 3 hours)
GEOG 2100   Physical geography (3)
GEOG 2200   North American Geography (3)
GEOG 2500   World Regional Geography (3)

Political Science (Select 3 hours)
POLS   2101   Principles of Political Science (3)
POLS   2100   American National Government (3)
POLS   3600   International Organizations (3)
POLS   3110   Transformation of the Global System (3)
POLS   2200   Local Governmental Systems (3)

Sociology (Select 3 hours)
SOC   3100   Studies in American Society (3)
SOC   3300   Principles of Urban Studies (3)
SOC   4000   Topics in Sociology: . . . (3)
SOC   4220   Family History: Legacies (3)
SOC   4250   Community Organization (3)
SOC   4540   Sociology of the Family (3)
SOC   4551   Sociology of Ethnic Relations (3)
SOC   3400   Work and Family Life (3)

World History
HIST   5701   World History Concepts and Interpretation (3)

Total - 18 hours

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 candidates' 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;
- complete the ETS Proficiency Profile;
- earn a grade of "B" or better in the following two courses taken at Governors State University: EDUC3320: Future of American Education and EDUC3321: Effective Teaching and Laboratory; and
- receive a positive recommendation from the Elementary Education faculty to continue in the program.

   Note: Candidates must provide proof of passing the ICTS Basic Skills or Test of Academic Proficiency before enrolling in EDUC3321.

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

Candidate 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 Elementary Education faculty is available in the Elementary Education 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 term, 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.

Candidate Handbook

The Elementary Education Candidate 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, candidates 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. Candidates must earn a grade of "B" or better in ELED4999: Student Teaching.

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

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 candidate work (artifacts) that is organized according to the Illinois Professional Teaching Standards and the 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 student teaching, candidates 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, candidates must:

1. complete the required course work with a grade of "B" or better in EDUC3320 and EDUC3321 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 EDUC3320 and EDUC3321;
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.;

8. verify successful completion of the Elementary Content Exam of the Illinois Certification Testing System.

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 spring terms. Student teaching is not offered during the summer term.

In addition, candidates must pass the Elementary Content Test before student teaching.

Degree Requirements

Candidates must meet all university requirements for a bachelor's degree, except candidates must complete the 72-73 hour General Education Requirement for Teacher Certification (Initial Elementary Certificate) below instead of the University General Education Requirement.

Candidates 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 candidate progress as defined in the Elementary Education Candidate Handbook; and

7. receive a positive recommendation from the Elementary Education faculty.

I. **General Education Requirement for Teacher Certification, Initial Elementary Certificate (69-70 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 MATH3331 MATH3137, MATH 3290, MATH4133, LAS4127) (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 meteorology) 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 (2-3)
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 (61-62 hours)**
The following courses may be taken at the lower-division level:
EDUC 2310 Foundations of Education (3)
EDUC 2330 Educational Psychology: Child Growth and Development (2-3)

The following courses must be taken at the upper-division level:
EDCP 3101/6101 Introduction to Educational Technology (3)
EDUC 3320 Future of American Education (3)
EDUC 3321 Effective Teaching and Laboratory (4)
EDUC 4440 Educational Psychology in Action (3)
ELED 3301 Teaching Laboratory I (1)
ELED 3302 Teaching Language Arts in Elementary Schools (3)
ELED 3303 Developmental Reading in Elementary Schools (3)
ELED 4401 Teaching Laboratory II (1)
ELED 4420 Teaching Creative Arts, P-5 (3)
ELED 4430 Teaching Elementary Health and Physical Education (2)
ELED 4450 Corrective Reading (3)
ELED 4460 Teaching Science in Elementary Schools (3)
ELED 4463 Teaching Mathematics in Elementary Schools (3)
ELED 4466 Teaching Social Studies in Elementary Schools (3)
SPED 4100/6101 Survey of Students with Exceptionalities (3)

Choose one of the following four 3 hour professional education selectives:
EDUC 4442   Early Adolescent Educational Psychology (3)
EDEC 4460 Integrating Instruction in Early Childhood (3)
EDUC 5530 Multicultural Children's Literature (3)
ELED 4999 Student Teaching (12)
ELED 5500 Teaching in the Inclusive Classroom (3)

Additional credits will be required for students seeking middle-grades endorsement (see your advisor).

III. **Total - 130-132 Hours**

IV. **Teaching Specializations**
In consultation with a program advisor, candidates will select at least 18 hours (except for biology which may require 19) of course work within one of the following teaching specializations. At least nine hours must carry upper- division credit.

General Science
BIOL 2104 Biological Science Foundations II (3)
BIOL 2107 Biological Science Foundations Laboratory (1)
CHEM 1111 Chemical Science Foundations I (3)
CHEM 1112 Chemical Science Foundations Laboratory (1)
(CHEM 1113 Chemical Science Foundations II (3)
             if CHEM 1111 has been used to satisfy
             a General Education requirement.)
PHYS 3141 Intermediate Physics I (3)
PHYS 3142 Intermediate Physics I Laboratory (1)
(PHYS 3143 Intermediate Physics II (3) and PHYS 3144

Intermediate Physics II Laboratory (1) if PHYS 3141 and PHYS 3142 have been used to satisfy a General Education requirement.)
PHYS 3211 Earth and Space Science (3)
Elective Science course(s) (3-4)

Total - 18 Hours

Biology
BIOL 2102 Biological Science Foundations I (3)
BIOL 2104 Biological Science Foundations II (3)
BIOL 3316 Plant Diversity (2)
BIOL 3317 Plant Diversity Laboratory (1)
BIOL 3320 Animal Diversity (2)
BIOL 3321 Animal Diversity Laboratory (1)
LAS   4125 Investigations in Scientific Thought (3)

Select at least three hours from the following:
BIOL 3108 Human Evolution (3)
BIOL 3112 Human Genetics: Concepts and Technology (3)
BIOL 3322 Ecology (3)
BIOL 3323 Ecology Laboratory (1)
BIOL 4430 Microbiology (3)
BIOL 4431 Microbiology Laboratory (1)

Total - 18 - 19 Hours

English
American Literature (3 Hours)
ENGL 3121 American Literature I (3)
ENGL 3122 American Literature II (3)

English Literature (3 Hours)
ENGL 3111 English Literature I (3)
ENGL 3112 English Literature II (3)

Multicultural Literature (3 Hours)
ENGL 5121 Advanced Survey of Black Literature (3)
ENGL 5131 Comparative Latin American Literature (3)
ENGL 5161 Chinese Literature and Culture (3)
ENGL 5171 Native American Literature (3)
ENGL 5475 The Short Story: Crossing Cultures (3)

Advanced Composition (3 Hours)
ENGL 4100 Advanced Composition (3)

Two of the following (6 Hours)
ENGL 3115 Studies in Mythology (3)
ENGL 3123 Modern American Poetry: Voices and Visions (3)
ENGL 3330 Studies in Literature (3)
ENGL 4200 Literary Criticism (3)
ENGL 4550/6550 Shakespeare's Plays (3)
ENGL 5460 Philosophical Themes in Contemporary
              Literature (3)

History
U.S. History (6 Hours)
HIST 3110 U.S. History I (3)
HIST 3120 U.S. History II (3)

European History (3 Hours)
HIST 5650 Modern European History (3)
HIST 5670 Russia in the Twentieth Century (3)

Non-Western History (3 Hours)
HIST 5115 Modern African History (3)
HIST 5300 Modern Middle Eastern History (3)
HIST 5340 Modern Chinese History (3)
HIST 5470 Latin American History (3)
LAS   4110 Investigations in the Social Sciences (3)

Select one of the following:
HIST 3100 American Economic History (3)
HIST 5100 Ascent of Man (3)
HIST 5200 American Urban History (3)
HIST 5400 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 3290 Calculus I (4)
MATH 3331 Geometry (3)
LAS   4127 Investigations in Mathematical Thought (3)

Probability and Statistics (3)
Select from the following to total 18 hours:
MATH 1423 College Algebra (3)
MATH 3137 Discrete Mathematics (3)
MATH 3229 Calculus II (4)
MATH 4133 Number Theory (3)
             Computer Programming (no more than three
             semester hours)

Total - 18 Hours

Social Science
GEOG 2100 Physical geography (3)
ECON 2302 Macroeconomics (3)
HIST 3110 U.S. History I (3)
HIST 3120 U.S. History II (3)

Select 6 hours from the following, including at most one 3-hour history course:
ANTH 3100 Trends in Cross-Cultural Analysis (3)
HIST 5115 Modern African History (3)
HIST 5400 Black Experience in the U.S. (3)
HIST 5470 Latin American History (3)
HIST 5701 World History Concepts and Interpretation (3)
HIST 3100 U.S. Economic History (3)
POLS 2101 Principles of Political Science (3)
SOC   3100 Studies in American Society (3)

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 to view themselves along the scientist-practitioner model. The program strives to prepare students for graduate training in psychology and counseling or 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 will be made on a case-by-case basis.

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   3101   Principles of Psychology (3)
    PSYC   3345   Social Psychology (3)
    STAT   4720   Statistics (3)

II. **Required Courses (30 Hour**s**)**
    The following courses can be taken at either the lower-division or upper-division level:
    PSYC   3102   Thinking and Writing in Psychology (3)
    PSYC   3310   Personality Theories (3)
    PSYC   3201   Developmental Psychology (3)
    PSYC   3430   Abnormal Psychology (3)

The following courses must be taken at the upper-division level:
PSYC   3520   Cognitive Psychology (3)
PSYC   4840   History and Systems of Psychology (3)
PSYC   4524   Principles of Learning and Behavior (3)
PSYC   4130   Professional Standards in Human
                Service and Research (3)
PSYC   4950   Psychological Issues and Social Values (3)
PSYC   4770   Research Methodology (3)

III. **Biological Psychology Selective (3 Hours)**
     Select one of the following:
     PSYC   3602   Health Psychology (3)
     PSYC   3675   Psychophysiology (3)

IV. **Developmental Psychology Selective (3 Hours)**
    Select one of the following:
    EDEC   3320   Early Childhood Development (3)
    PSYC   5210   Adolescence (3)
    PSYC   5215   Adulthood (3)
    PSYC   5219   Geropsychology (3)
    PSYC   5523   Cognitive Development (3)

V. **Applied Psychology Selective (2-3 Hours)**
    Select one of the following:
    COUN   5510   Physical and Sexual Abuse of Children (3)
    COUN   5544   Introduction to Family Dynamics (3)
    PSYC   3840   Industrial Psychology (3)
    PSYC   4880   Field Experience in Psychology (2)
    PSYC   5444   Introduction to Clinical Psychology (3)
    PSYC   4780   Principles of Psychological Testing (3)

VI. **Personal Growth Selective (1-3 Hours)**
    Select one of the following:
    PSYC   3605   LOVE: What Everyone Needs to Know (3)
    PSYC   5610   Laboratory in Stress Management (2)
    PSYC   3650   Creating a Healthy Lifestyle (3)
    PSYC   5620   Lab in Personal Growth (2)
    PSYC   5829   Psychology of Women (3)
    PSYC   4070   Topics in Personal and Professional Growth (1-3)

VII. **Electives (41-50 Hours)**

VIII. **Total - 120 Hours**

Bachelor of Arts in Psychology with a Forensic Psychology Concentration

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 in terms of 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 in the knowledge base, methods, values, and skills related to psychology, including applications in psychology, technological literacy, communication skills, socio-cultural and international awareness, and personal and professional growth.

Students with an interest in the area of forensic psychology may pursue the undergraduate major in Psychology with a Concentration in Forensic Psychology. The forensic psychology concentration is aligned with the same 2006 APA learning goals as the general B.A. in psychology curriculum, with additional opportunities for acquiring knowledge and skills specific to forensic psychology. The forensic psychology concentration focuses on application of the science and profession of psychology to the criminal justice and legal systems. Forensic psychologists conduct research and consult on psychological issues in the legal process, such as eyewitness testimony, jury selection, psychological assessment, and children's testimony. Forensic psychologists also consult with lawmakers and law enforcement personnel on public policy, criminal justice, and correctional systems issues with psychological implications.

Although employment as a forensic psychologist requires specialized graduate training at the master's or doctoral level, a bachelor's-level concentration in forensic psychology introduces the knowledge base, skills, and professional practices that prepare the student for graduate study in forensic psychology and related fields. The forensic psychology concentration also contributes to bachelor's level preparation for careers such as law enforcement, corrections, probation and parole, and juvenile detention.

Undergraduate students who expect to do graduate study in forensic psychology or other areas 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 3101 Principles of Psychology (3)
PSYC 3345 Social Psychology (3)
STAT 4720 Statistics (3)

II. **Required Courses (30 Hours)**
The following courses can be taken at either the lower-division or upper-division level:
PSYC 3102 Thinking and Writing in Psychology (3)
PSYC 3201 Developmental Psychology (3)
PSYC 3310 Personality Theories (3)
PSYC 3430 Abnormal Psychology (3)

The following courses must be taken at the upper-division level:
PSYC 3520 Cognitive Psychology (3)
PSYC 4130 Professional Standards in Human Service and Research (3)
PSYC 4524 Principles of Learning and Behavior (3)
PSYC 4770 Research Methodology (3)
PSYC 4840 History and Systems of Psychology (3)
PSYC 4950 Psychological Issues and Social Values (3)

III. **Biological Psychology Selective (3 Hours)**
Select one of the following:
PSYC 3602 Health Psychology (3)
PSYC 3675 Psychophysiology (3)

IV. **Developmental Psychology Selective (3 Hours)**
Select one of the following:
EDEC 3320 Early Childhood Development (3)
PSYC 5210 Adolescence (3)
PSYC 5215 Adulthood (3)
PSYC 5219 Geropsychology (3)
PSYC 5523 Cognitive Development (3)

V. **Personal Growth Selective (1-3 Hours)**
Select one of the following:
PSYC 3605 LOVE: What Everyone Needs to Know (3)
PSYC 3650 Creating a Healthy Lifestyle (3)
PSYC 4070 Topics in Personal and Professional Growth (1-3)
PSYC 5610 Laboratory in Stress Management (2)
PSYC 5620 Lab in Personal Growth (2)
PSYC 5829 Psychology of Women (3)

VI. **Forensic Psychology Concentration (15 Hours)**
Required Courses (9 Hours)
PSYC 3820 Forensic Psychology (3)
CJUS 3100 Foundations of Social Justice (3)
CJUS 4411 Theories of Crime and Deviance (3)

Selectives (6 Hours)
Select two of the following:
PSYC   4780   Principles of Psychological Testing (3)
COUN   5510   Physical and Sexual Abuse of Children (3)
CJUS   3600   Judicial Process and Constitutional Issues in
                       Criminal Justice (3)
CJUS   4230   Health Issues in the Corrections System (3)
CJUS   4545   White Collar Crime (3)

VII.   Electives (29-31 Hours)

VIII.   Total - 120 Hours

Bachelor of Arts in Psychology with an Industrial/Organizational Psychology Concentration

Students with an interest in the area of industrial/organizational psychology may pursue the undergraduate major in Psychology with a concentration in industrial/organizational (I/O) psychology. The I/O concentration adds a focus upon the application of psychological principles in business settings. Graduates are prepared for employment in a variety of workplaces as well as for graduate study in I/O psychology. 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   3101   Principles of Psychology (3)
PSYC   3345   Social Psychology (3)
STAT   4720   Statistics (3)

II.   Required Courses (30 Hours)
The following courses can be taken at either the lower-division or upper-division level:
PSYC   3102   Thinking and Writing in Psychology (3)
PSYC   3201   Developmental Psychology (3)
PSYC   3310   Personality Theories (3)
PSYC   3430   Abnormal Psychology (3)

The following courses must be taken at the upper-division level:
PSYC   3520   Cognitive Psychology (3)
PSYC   4130   Professional Standards in Human Service
                       and Research (3)
PSYC   4524   Principles of Learning and Behavior (3)
PSYC   4770   Research Methodology (3)
PSYC   4840   History and Systems of Psychology (3)
PSYC   4950   Psychological Issues and Social Values (3)

III.   Biological Psychology Selective (3 Hours)
Select one of the following:
PSYC   3602   Health Psychology (3)
PSYC   3675   Psychophysiology (3)

IV.   Developmental Psychology Selective (3 Hours)
Select one of the following:
EDEC   3320   Early Childhood Development (3)
PSYC   5210   Adolescence (3)
PSYC   5215   Adulthood (3)
PSYC   5219   Geropsychology (3)
PSYC   5523   Cognitive Development (3)

V.   Personal Growth Selective (1-3 Hours)
Select one of the following:
PSYC   3605   LOVE: What Everyone Needs to Know (3)
PSYC   3650   Creating a Healthy Lifestyle (3)
PSYC   4070   Topics in Personal and Professional Growth (1-3)
PSYC   5610   Laboratory in Stress Management (2)
PSYC   5620   Lab in Personal Growth (2)
PSYC   5829   Psychology of Women (3)

VI.   I/O Psychology Concentration (15 Hours)
PSYC   3840   Industrial Psychology (3)
PSYC   4780   Principles of Psychological Testing (3)
MGMT 3100   Introduction to Management Strategies (3)
MGMT 3300   Human Resource Management (3)
MGMT 4500   Organizational Behavior (3)

VII.   Electives (29-31 Hours)

VIII.   Total - 120 Hours

Bachelor of Arts in Psychology with a Mindfulness Studies Concentration

Students with an interest in the area of mindfulness meditation may pursue the undergraduate major in Psychology with a concentration in mindfulness studies. The mindfulness studies concentration focuses on recent trends in research and practice that utilize mindfulness as an approach to understand the human mind and to help people solve their problems. The program strives to prepare students for graduate training in psychology and related fields or a baccalaureate-level career that draws on an understanding of mindfulness-related approaches to problem solving. 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 will be made on a case-by-case basis.

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   3101   Principles of Psychology (3)
     PSYC   3345   Social Psychology (3)
     STAT   4720   Statistics (3)

II. **Required Courses (30 Hours)**
     The following courses can be taken at either the lower-division or upper-division level:
     PSYC   3102   Thinking and Writing in Psychology (3)
     PSYC   3201   Developmental Psychology (3)
     PSYC   3310   Personality Theories (3)
     PSYC   3430   Abnormal Psychology (3)

     The following courses must be taken at the upper-division level:
     PSYC   3520   Cognitive Psychology (3)
     PSYC   4130   Professional Standards in Human Service and Research (3)

PSYC   4524   Principles of Learning and Behavior (3)
PSYC   4770   Research Methodology (3)
PSYC   4840   History and Systems of Psychology (3)
PSYC   4950   Psychological Issues and Social Values (3)

III.   **Biological Psychology (3 Hours)**
       PSYC   3602   Health Psychology (3)

IV.   **Developmental Psychology Selective (3 Hours)**
       Select one of the following:
       PSYC   5210   Adolescence (3)
       PSYC   5215   Adulthood (3)
       PSYC   5219   Geropsychology (3)
       PSYC   5523   Cognitive Development (3)

V.   **Mindfulness Studies (10 Hours)**
       PSYC   4070   Topics in Personal and Professional Growth (6)
       [Mindfulness Studies (3) & Spiritual Development (3)]
       PSYC   5610   Laboratory in Stress Management (2)
       PSYC   5620   Lab in Personal Growth (2)

VI.   **Electives (37 Hours)**

VII.   **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 of 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-bycase 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   3101   Principles of Psychology (3)
     PSYC   3345   Social Psychology (3)
     STAT   4720   Statistics (3)

     Required Courses (30 Hours)
     The following courses can be taken at either the lower-division or upper-division level:
     PSYC   3102   Thinking and Writing in Psychology (3)
     PSYC   3201   Developmental Psychology (3)
     PSYC   3310   Personality Theories (3)
     PSYC   3430   Abnormal Psychology (3)

     The following courses must be taken at the upper-division level:
     PSYC   3520   Cognitive Psychology (3)
     PSYC   4130   Professional Standards in Human Service and Research (3)
     PSYC   4524   Principles of Learning and Behavior (3)
     PSYC   4770   Research Methodology (3)
     PSYC   4840   History and Systems of Psychology (3)
     PSYC   4950   Psychological Issues and Social Values (3)

II. **Biological Psychology Selective (3 Hours)**
     Select one of the following:
     PSYC   3602   Health Psychology (3)
     PSYC   3675   Psychophysiology (3)

III. **Developmental Psychology Selective (3 Hours)**
     Select one of the following:
     EDEC   3320   Early Childhood Development (3)
     PSYC   5210   Adolescence (3)
     PSYC   5215   Adulthood (3)
     PSYC   5219   Geropsychology (3)
     PSYC   5523   Cognitive Development (3)

IV. **Pre-Clinical Psychology (8 Hours)**
     PSYC   4780   Principles of Psychological Testing (3)
     PSYC   4880   Field Experience in Psychology (2)
     PSYC   5444   Introduction to Clinical Psychology (3)

V.   **Personal Growth Selective (1-3 Hours)**
     Select one of the following:
     PSYC   3605   LOVE: What Everyone Needs to Know (3)
     PSYC   3650   Creating a Healthy Lifestyle (3)
     PSYC   4070   Topics in Personal and Professional Growth (1-3)
     PSYC   5610   Laboratory in Stress Management (2)
     PSYC   5620   Lab in Personal Growth (2)
     PSYC   5829   Psychology of Women (3)

VI. **Electives (36-38 Hours)**

VII. **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 term of intended graduation.
3. Complete the minimum number of hours identified in each of the four areas; and
4. complete all coursework applied toward the minor with grades of a C or better.

I.   **Required Courses (3 Hours)**
     PSYC   3101   Principles of Psychology (3) *

II. **Personality Selective (6 Hours)**
     Select two courses:
     PSYC   3310   Personality Theories (3)*
     PSYC   3430   Abnormal Psychology (3)*
     PSYC   3345   Social Psychology (3)*

III. **Developmental/Cognitive Selective (6 Hours)**
     Select two courses
     PSYC   3201   Developmental Psychology (3)*
     PSYC   3520   Cognitive Psychology (3)*
     PSYC   4524   Principles of Learning and Behavior (3)*
     PSYC   5210   Adolescence (3)*
     PSYC   5215   Adulthood (3)*
     PSYC   5219   Geropsychology (3)
     PSYC   5523   Cognitive Development (3)*

IV. **Applied Psychology Selective (3 Hours)**
     Select one course:
     PSYC   3102   Thinking and Writing in Psychology (3)*
     PSYC   3602   Health Psychology (3)*
     PSYC   3605   LOVE: What Everyone Needs to Know (3)*
     PSYC   3650   Creating a Healthy Lifestyle (3)
     PSYC   4770   Research Methodology (3)
     PSYC   4840   History and Systems of Psychology (3)*
     PSYC   5444   Introduction to Clinical Psychology (3)
     STAT   4720   Statistics (3)*

V.   **Substitutions for those who completed more than nine hours elsewhere (9 Hours)**
     Students who have completed the required courses or any selective may choose from the selective areas above for additional courses to meet the requirements of nine hours of course work completed at Governors State University.

     *   Available as telecourse or online.

VI. **Total - 18 Hours**

Forensic Psychology Minor

An undergraduate minor in forensic psychology is offered to students majoring in other fields. This minor is particularly appropriate for students whose area of study relies on knowledge in psychology and criminal justice, including those majoring in criminal justice as well as other social science and human service related fields (e.g., social work). The forensic psychology minor contributes to preparation for graduate study in criminal justice, psychology, and related areas such as addiction studies, counseling, and law.

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 semester of intended graduation.

I.   Required Core courses (18 Hours)**
  PSYC 3101 Principles of Psychology (3)
  PSYC 3430 Abnormal Psychology (3)
  PSYC 3820 Forensic Psychology (3)
  CJUS 3100 Foundations of Social Justice (3)
  CJUS 4411 Theories of Crime and Deviance (3)

II. Selective courses (3 Hours)**
  Select one course of the following :
  PSYC 3201 Developmental Psychology (3)
  PSYC 5210 Adolescence (3)
  COUN 5510 Physical and Sexual Abuse of Children (3)
  CJUS 3600 Judicial Process and Constitutional Issues
               in Criminal Justice (3)
  CJUS 4230 Health Issues in the Corrections System (3)
  CJUS 4545 White Collar Crime (3)

  ** Students completing one or more of the required courses as part of their major will need to select additional courses from the selective courses list above in replacement to apply to the minor. A minimum of three Psychology or Counseling courses is required for the minor. Substitutions require the approval of the minor advisor.

Total - 18 Hours

Industrial/Organizational Psychology Minor

An undergraduate minor in industrial/organizational psychology is offered to students majoring in fields other than psychology. Offering a combination of psychology and management courses, this minor is particularly appropriate for students majoring in management and administration related fields who seek to complement their primary area of study with the study of psychology as it relates to workplace, management, and organizational issues. Thus, this minor is appropriate for students majoring in management and related areas such as human resource management, health administration, and public administration. The industrial/organizational psychology minor contributes to preparation for graduate study in management and administration-related fields as well as industrial/organizational psychology.

Requirements for the Minor

  PSYC 3101 Principles of Psychology (3)
  PSYC 3345 Social Psychology (3)
  PSYC 3840 Industrial Psychology (3)
  MGMT 3100 Introduction to Management Strategies (3)
  MGMT 3300 Human Resource Management (3)
  MGMT 4500 Organizational Behavior (3)

  ** Students completing one or more of the required courses as part of their major will need to select courses from the list below in replacement to apply to the minor. A minimum of three Psychology courses is required for the minor. Substitutions require the approval of the minor advisor.

  HLAD 3101 Introduction to Healthcare Management
               Strategies (3)
  MGMT 4300 Labor Relations (3)
  PSYC 3520 Cognitive Psychology (3)
  PSYC 4524 Principles of Learning and Behavior (3)
  PADM 2100 Introduction to Public Administration (3)
  PADM 4300 Public Personnel Administration (3)

Total - 18 Hours

COLLEGE OF HEALTH AND HUMAN SERVICES

Beth Cada, 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 15 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 visit *www.govst.edu/chhs* for current information about the college and its programs.

Undergraduate Programs

Community Health (B.H.S)
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 Healthcare

Accreditations

The undergraduate Nursing major is accredited by the National League for Nursing Accrediting Commission (NLNAC).

The Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) has approved the undergraduate minor in Addictions Counseling.

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

Cheryl L. Mejta, Department Chairperson

Professor
Cheryl Mejta

Assistant Professors
Darrin Aase
Mark Blagen
Raven James
Serena Wadhwa

Lecturers
James Golding
David O'Donnell
Peter Palanca

Community Health Program

Assistant Professor
Joseph Day

Lecturer
Carolyn Estes-Rodgers

Department of Communication Disorders

William S. Yacullo, Department Chairperson

Professors
Sandra Mayfield
William S. Yacullo

Associate Professors
Catherine Balthazar
Jessica Bonner
Ravi Nigam

Assistant Professors
Jennifer Armstrong
Stephanie Hughes

Director of Clinical Education
Judith Platt

University Lecturers
Lidia Huerta
Kim Prokes
Claire Thompson
M. Eileen Truszkowski

Department of Health Administration

Rupert M. Evans, Sr., Department Chairperson

Professor
Linda Samson

Associate Professors
Rupert M. Evans, Sr.
Ning Lu

Assistant Professors
Nadene Chambers
DeLawnia Comer Habans
Jennifer Groebner
Zo Ramamorijiarivelo

Lecturers
Dwayne Mitchell
James Munz
Caren Rosso

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor
Martha Libster
Linda Samson

Associate Professors
Nancy MacMullen
Georgianna Thomas
Catherine Tymkow

Assistant Professors
Dianne Jamison
Patricia Martin
Shirley Spencer

University Lecturer
Shirley Comer

Program Coordinator, Community Health
Dianne Jamison

Department of Occupational Therapy

Catherine P. Brady, Interim Department Chairperson

Professor
Elizabeth Cada

Associate Professors
Catherine P. Brady
Cynthia Carr
Melanie Ellexson

Assistant Professors
Danila Cepa
Divya Sood
Renee Theiss

University Lecturers
Patti Kalvelage, Senior Lecturer
Caren Schranz

Department of Physical Therapy

Becky Wojcik, Department Chairperson

Professor
Ann Vendrely

Associate Professors
David Diers
Roberta O'Shea
Dale Schuit
Rebecca Wojcik

Assistant Professor
Renee Theiss

University Lecturers
Joyce Sligar, Senior Lecturer

Department of Social Work

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

Undergraduate Program Coordinator
Lori Glass

Professors
Paul Keys
Gerri Outlaw

Associate Professors
Elizabeth Essex
Adelle Sanders
Maristela Zell

Assistant Professors
Judy Berglund
Kim Boland-Prom
Lydia Falconnier
Lorri Glass

University Lecturers
Levi Glass
Juan Reed
Asabi Yakini
Phyllis West

Director, Field Education 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 term of intended graduation.

I.	Required Courses (18 Hours)	
ADDS	5100	Substance Abuse: Current Concepts or
ADDS	5500	Substance Abuse Issues in Health Care (3)
ADDS	5520	Disparity and Diversity in Substance Abuse (3)
ADDS	5150	Addictions: Recovery Process or
ADDS	5260	The Adolescent Substance Abuser (3)
ADDS	5180	Substance Abuse: A Systems Approach or
ADDS	5400	Society and Drugs: Controversial Issues (3)
ADDS	5200	Screening, Referral, and Treatment Planning or
ADDS	5510	Substance Abuse Screening in Health Care (3)
ADDS	5220	Clinical Skills in Substance Abuse or
ADDS	5512	Changing Health Behaviors (3)

II.   Total - 18 Hours

Bachelor of Health Science in Community Health

The undergraduate program in Community Health provides students a broad-based community health education that will prepare them for a variety of career opportunities in health and human services fields. The mission of the Community Health program is to enable students to promote health and wellness for the betterment of older adults and the community. The program prepares students to design and implement programs that increase the quality, availability, and effectiveness of educational and community-based programs to prevent disease and improve health and quality of life.

After completing a twenty four-credit program core curriculum, students will have an opportunity to select from four tracks for the customization of the program. The four tracks are: Gerontology-Long Term Care, Gerontology-Healthy Aging, Health Education in the Community Setting and Pre-Occupational Therapy.

Special Admissions Requirements

Prospective students are required to have a minimum GPA of 2.25 in 60 hours of transferable credit from a regionally accredited institution for admission to all tracks in the program.

Program Outcomes

Upon completion of this program, graduates will be able to:

- plan, develop, and implement community health education programs using a variety of strategies to improve the health status of the community as an aggregate population.
- conduct assessments of health needs and resources at both the individual and community level, including an analysis of social and political barriers that may impede health promotion efforts;
- identify, analyze, and interpret factors influencing people's health status through a strong grounding in social and behavioral theory;
- demonstrate competency in working with diverse cultures and communities;
- identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies;
- develop, analyze, and interpret factors influencing people's health status through a strong grounding in social and behavioral theory and organizational management;
- demonstrate competency in working with diverse cultures and communities;
- evaluate the process and outcome of communnitybased health education programs and long-term care programs;
- articulate the ethical and legal principles informing health education practice; and
- meet admission requirements for selected health and human services professional programs.

Curriculum

Program Core Curriculum (24)
HLSC 3100 Contemporary Isues in Health (3)
HLSC 3150 Introduction to Community Health (3)
HLAD 3104 Health Statistics (3)
HLAD 3105 Healthcare Organizations (3)
HLAD 3106 Introduction to Epidemiology (3)
HLAD 3107 Medical Sociology (3)
HLAD 4108 Health Planning and Research (3)
PHIL   3333 Ethics in Healthcare

Gerontology-Long Term Care (30)
HLAD 3101 Health Care Management Strategies (3)
HLAD 4101 Health Care Organizational Behavior (3)
HLAD 4105 Management in the Healthcare Setting (3)
HLAD 4103 Legal Aspects of Healthcare (3)
HLAD 4901 Institutional Management for
                      Healthcare Organizations (3)
HLAD 4106 Management Accounting for
                      Healthcare Organizations (3)
HLAD 4107 Human Resource Management (3)
HLAD 5101 Introduction to Long Term Care (3)
HLAD 5102 Nursing Home Administration (3)
HLSC 4890 Internship (3)

Suggested Electives (6) - Students electing to take this track will take 6 credit hours of suggested electives and satisfy course pre-requisites if not previously satisfied.

Gerontology - Healthy Aging (27)
HLAD 3101 Health Care Management Strategies (3)
HLSC 5100 Nutritional Pathways (3)
SOCW 3101 Aging: Policies, Problems, and Services (3)
HLSC 4200 Alternative & Complementary Healthcare (3)
HLSC 3400 Principles of Aging and Physical Activity (3)
HLSC 3300 Cultural Attunement in American Healthcare (3)
HLSC 4300 Health and Wellness Programs in the
                      Community Setting (3)
HLSC 5001 Special Topics (3) HLSC 4890 Internship (3)

Suggested Electives (9) - Students electing to take this track will take 9 credit hours of suggested electives and satisfy course pre-requisites if not previously satisfied.

Health Promotion Education in the Community (27)
HLSC 3200 Introduction to Environmental Health (3)
HLSC 4200 Alternative & Complementary Healthcare (3)
HLSC 3300   Cultural Attunement in American Healthcare (3)
HLSC 4300 Health & Welllness Programs in the
                      Community Setting (3)
HLSC 5100 Nutritional Pathways (3)
HLSC 5101 HIV: The Epidemic (3)
HLSC 4100 Intro Health Promotion (3)
HLSC 4890 Internship (3)
See advisor for final course selection (3)

Suggested Electives (9) - Students electing to take the Health Promotion education in the Community Setting track will take 9 credit hours of suggested electives and satisfy course pre-requisites if not previously satisfied.

Pre-Occupational Therapy (31)
BIOL 3320/3321 Animal Diversity (2/1)
BIOL 3360/3361 Comparative Anatomy (3/1)
CHEM 1111/1112 Chemical Science Foundation (3/1)
CHEM 3513/3514 Introduction to Organic Chemistry (3/1)
PHYS 3141/3142 Intermediate Physics I with Lab (3/1)
ART   3310 Ceramics (3)

OCCT 4500 Introduction to Occupational Therapy (2)
SOCW 3103 Aging: Policies, Problems, and Services (3)
HLSC 4400 Medical Terminology (1)
                      or
OCCT 4400 Medical Terminology (1)
HLSC 4890 Internship (3)

Suggested Electives - Students electing to take this track will take 5 credit hours of suggested electives and satisfy course pre-requisites if not previously satisfied. Please note - the COTA may have taken several of the track courses, i.e. Introduction to OT. In that case, courses from the list of electives will be chosen as substitutes.

Selected Electives
HLSC 4400 Medical Terminology (1) or
OCCT 4400 Medical Terminology (1)
COMS 3101 Concepts of Human Communication (3)
PADM 2100 Public Finance and Budgeting (3)
PSYC 3602 Health Psychology (3)
HLAD 4103 Legal Aspects of Healthcare (3)
PSYC 5219 Geropsychology (3)

Total - 120

Graduation Requirements

Graduation requirements shall consist of a minimum 2.0 GPA in upper division course work with a total of 120 credit hours as described in the program and must satisfy the State of Illinois general education requirements.

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.

Program Outcomes

Upon completion of the undergraduate program in communication disorders, students will be able to:

1. Describe and explain the anatomy, physiology, and neurology of the normal processes of speech, language, hearing and swallowing.
2. Describe and explain the acoustic and psychoacoustic bases and characteristics of normal speech production and perception.
3. Phonetically transcribe American English, including its regional and cultural variations.
4. Explain the roles of linguistic, psycholinguistic, and sociolinguistic (including dialectal, cultural, and economic) factors that influence stages and characteristics of normal communication development and behavior.

5. Explain the effects of dialectal, social, economic, ethnic, and cultural influences on communication behavior.
6. Describe the major communicative characteristics of individuals with disorders of articulation, language, voice, fluency, and hearing.
7. Assess, at a fundamental level, communication behaviors of individuals with disorders of speech, language, and hearing.
8. Design elementary intervention strategies, using a variety of input modalities, for individuals with com¬munication disorders.

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 non-teaching 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 both part-time and full-time students.

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 Hours)**
Students intending to apply for the School Service Personnel Certificate, Type 73, must meet University General Education Requirements (see requirements).

II.   **Core Requirements (54 Hours)**
The following courses or their equivalents may be taken at either the lower-division or upper-division level:
CDIS   3400   Phonetics (3)
CDIS   2100   Introduction to Sign Language (3)
CDIS   3300   Introduction to Communication Disorders (3)
CDIS   3500   Speech and Hearing Science (3)
CDIS   3600   Anatomy and Physiology of Speech and Hearing (3)
CDIS   4400   Introduction to Audiology (3)
CDIS   4200   Sociolinguistics (3)
CDIS   4500   Introduction to Assessment and Intervention in Communication Disorders (3)
CDIS   4100   Language Development: Early Stages (3)
CDIS   4150   Language Development: Later Stages (3)
CDIS   4600   Augmentative and Alternative Communication (3)

CDIS   4300   Neuroscience for the Study of Communication Disorders (3)
EDUC   2310   Foundations of Education (3)
EDUC   4440   Educational Psychology in Action (3)
PSYC   3101   Principles of Psychology (3)
PSYC   3201   Developmental Psychology (3)
SPED   6101/4100 Survey of Students with Exceptionalities (3)
STAT   4720   Statistics (3)

III.   **Electives (25-29 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.

Program Outcomes

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

1. Take entry level administrative positions in health care delivery systems, health care product development organizations, or both public and private healthcare organizations;
2. Explain various frameworks of viewing health, healthcare systems, delivery systems, and health policy.
3. Demonstrate abilities to collect, analyze data and communicate findings effectively.
4. Explain the conceptual models of healthcare organizational processes and outcomes.
5. Demonstrate the capacity to make sound, thoughtful and ethical decisions related to health administration.
6. Apply available tools to assess and measure organization-specific environment and outcomes.
7. Value organizational diversity and population differences.
8. Demonstrate commitment to health equity and patient-centered healthcare.
9. Engage in life-long learning.

Special Admission Requirements

In addition to meeting university criteria, applicants must have obtained a minimum of 2.50 GPA for the last 60 hours.

Admission occurs twice a year. Completed applications must be received by May 1 for fall semester and October 1 for the spring semester.

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 Hours)**

II. **Health Administration Application (54 Hours)**
HLAD 3101 Introduction to Health Care
Management Strategies (3)
HLAD 3102 Principles of Health Care Microeconomics (3)
HLAD 3103 Basics of Health Care Informatics (3)
HLAD 3104 Health Care Statistics (3)
HLAD 3105 Health Care Organization (3)
HLAD 3106 Introduction to Epidemiology (3)
HLAD 3107 Medical Sociology (3)
HLAD 3108 Policy and Politics in Healthcare (3)
HLAD 3109 Ethics in Healthcare Administration (3)
HLAD 4099 Health Administration Practicum (3)
HLAD 4101 Health Care Organizational Behavior (3)
HLAD 4103 Legal Aspects of Health Care (3)
HLAD 4104 Health Care Economics (3)
HLAD 4105 Management in Health Care Setting (3)
HLAD 4106 Health Care Accounting (3)
HLAD 4107 Health Care Human Resource Management (3)
HLAD 4108 Health Planning (3)
HLAD 4901 Institutional Management for Health
Care Organizations (3)

III. **Optional Electives (6 Hours)**
Students who wish to pursue a Long-Term Care Certificate must take HLAD 5101 and 5102, grade "C" or higher required.
HLAD 5101 Introduction to Long-Term Care (3)
HLAD 5102 Nursing Home Administration (3)

IV. **Total - 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.

Program Outcomes

1. Practice nursing within a dynamic wellness-illness framework in the care of culturally diverse individuals, groups, families, and communities.
2. Demonstrate clinical judgment and decision-making skills.
3. Utilize nursing and other appropriate theories and models in clinical practice.
4. Apply research-based knowledge from nursing and other sciences as the basis for practice.
5. Partner with clients and colleagues in planning, implementing, and evaluating health care delivery.
6. Promote changes from improvement and delivery of healthcare services and practices.
7. Assist individuals and families in making quality-of-life and end-of-life decisions in order to achieve a peaceful death.
8. Use technology to enhance healthcare delivery.

Accreditation

This major is accredited by the:
National League for Nursing Accrediting Commission (NLNAC)
3343 Peachtree Road. NE
Suite 500
Atlanta, GA 30326
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;
2. and 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 a Registered Professional Nurse License may be admitted conditionally, with the provision that licensure shall be obtained by the end of the first term 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, but a minimum of 35 credits must be completed at the upper-division level; up to 85 lower-division credits may be transferred to GSU.
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 are required at the lower-division level unless specified by *:
      Nursing Courses (30 Hours)
      (Granted for the associate degree nursing coursework as a block)
      General Education and Other Courses (55 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)*
      Writing Intensive Elective (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)*
      Fine Arts Elective (3)*
      Free Elective (3)
    * These twelve 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 (35 Hours)
      The following courses must be taken at the upper-division level:
      NURS 3140 Conceptual Basis for Professional Nursing (3)
      NURS 3150 Pathophysiology (3)
      NURS 3160 Gerontological Nursing (3)
      NURS 3170 Basic Nursing Informatics (3)
      NURS 3300 Health Assessment (3)
      NURS 4110 Evidence Based Research (3)
      NURS 4120 Public Health Promotion (3)
      NURS 4130 Public Health Practicum (3)
      NURS 4501 Leadership and Patient Safety (3)
                  Fine Arts Elective (3)**
                  Humanities Elective (3)**
                  Free Electives (3)**

** If the Humanities Elective and Fine Arts Elective have already been taken at the lower division, these credits may be replaced by Free Electives.

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, and to make positive decisions on their own and others behalf, as well as 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.

Program Outcomes

After completing the foundation curriculum at Governors State University, the graduates will:

1. Apply knowledge of the relationship bewteen individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
4. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies.
10. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
11. Use communication skills differentially across client populations, colleagues, and communities to enhance human well-being, and prevent social injustice, and alleviate human suffering.
12. Use supervision and consultation appropriate to social work practice.
13. Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change.
14. Be committed to personal growth, including the professional use of self.

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 15 of the catalog and found at *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 2100 Introduction to Social Work (3)

The following courses must be taken at the upper-division level:
ADDS 5500 Substance Abuse Issues in Health Care (3)
SOCW 3100 Social Welfare Policy I (3)
SOCW 3200 Interviewing Skills (3)
SOCW 3300 Diversity and Social Justice (3)
SOCW 3400 Human Behavior in the Social Environment (3)
SOCW 3500 Human Behavior in the Social Environment II (3)
SOCW 3600 Generalist Social Work Practice I (3)
SOCW 3700 Generalist Social Work Practice II (3)
SOCW 4200 Social Welfare Policy II (3)
SOCW 4300 Social Work Research (3)
SOCW 4500 Field Practicum I (3)
SOCW 4501 Field Integrative Seminar I (3)
SOCW 4600 Field Practicum II (3)
SOCW 4601 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 3101 Interprofessional Teamwork in Health and Human Services (3)
SOCW 3102 Children and Families: Problems, Issues, and Services (3)
SOCW 3103 Aging: Policies, Problems, and Services (3)
SOCW 4001 Topics in Social Work: . . . (Taken 3 times) (3)
SOCW 4100 Social Work and the Law (3)
SOCW 4101 Urban Dynamics (3)
SOCW 4102 Social Work in Health Care (3)
SOCW 4103 Management and Supervision in the Human Services (3)
SOCW 4104 Child Welfare Practice: Knowledge, Skills and Values (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 BSW 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 3102 Children and Families: Problems, Issues, and Services (3)
SOCW 4102 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 2100   Introduction to Social Work (3)
SOCW 3100   Social Welfare Policy I (3)
SOCW 3101   Interprofessional Teamwork in Health and Human Services (3)
SOCW 3300   Diversity and Social Justice (3)

II.   Elective Courses (6 Hours)
SOCW 3102   Children and Families: Problems, Issues, and Services (3)
SOCW 4100   Law for Human Service Professionals (3)
SOCW 4101   Urban Dynamics (3)
SOCW 4103   Management and Supervision in the Human Services (3)
SOCW 4104   Social Work in Health Care (3)
SOCW 5000   Topics in Social Work:... (Taken 3 times) (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, Parkinson's, 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 resume; 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 5510/OCCT 5510 Principles of Conductive Education (3)
PHYT 5520/OCCT 5520 Disease Process Relevant to Conductive Education (3)
PHYT 5530/OCCT 5530 Advances in Motor Control and Motor Learning (3)
PHYT 5550/OCCT 5500 Research in Conductive Education (3)
PHYT 5560/OCCT 5560 Practicum in Conductive Education (3)
PHYT 5570/OCCT 5570 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 5560/OCCT 5560). 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 Financial and 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 3101   Introduction to Healthcare Management Strategies (3)
HLAD 3105   Health Care Organization (3)

Requirements for the Certificate

HLAD 4106   Management Accounting for Health Care Organizations (3)
HLAD 4107   Human Resource Management (3)
HLAD 5101   Introduction to Long-Term Care (3)
HLAD 5102   Nursing Home Administration (3)

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 5500 Substance Abuse Issues in Healthcare (3)
NURS 5510 Substance Abuse Screening in Healthcare (3)
NURS 5520 Disparity and Diversity in
            Substance Abuse (3)
NURS 5530 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.

  * 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

Reinhold Hill, Dean

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

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

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

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

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

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

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

Graduate Programs

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

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

Faculty of the College of Arts and Sciences

Division of Communication, Visual and Performing Arts

Lori Montalbano, Chairperson

Professors
Emmanuel Alozie
Jane Rhoades Hudak

Associate Professors
Javier Chavira
Mary Lanigan
Sang Hoon Lee
Dan Nearing
Beth Parin

Assistant Professors
Leanne Cambric
Deborah James
David Rhea
Patrick Michael Santoro
Jason Zingsheim

Lecturers
Stephen Dunson
Anthony Edison
Alexander Glumac
Mike Hart
Sharon Hudson
Michele McMaster
Marilyn Yirku

Division Humanities and Social Sciences

Andrae Marak, Chairperson

Professors

James "Chip" R. Coldren, Jr.
Frances Kostarelos
Larry Levinson
Jagan Lingamneni
Rashidah Jaami' Muhammad

Associate Professors

Javier Chavira
Donald Culverson
Rosemary Johnsen
Kerri Morris
Bruce Wilson

Assistant Professors

Daniel Cortese
David Golland
Chelsea Haring
Elizabeth Johnson
Vincent Jones
Christopher T. White

Visiting Professor

Matthew Thiele

Lecturers

Laura Casal
Harold Frossard
Cheryl Hague
Steven Hein
William Kelley
Caron Jacobson
Milan Panic
Michael Ruth
Christina Sintic
Robin Thompson

Division of Science

Yun-Yau (Steve) Shih, Chairperson

Professors

Karen D'Arcy
Timothy Gsell
Phyllis Klingensmith
Shailendra Kumar
Soon-Ok Park
Xueqing (Clare) Tang
Kong-Cheng Wong
John Yunger

Associate Professors

Mary Carrington
Xiaoyong Chen
Dianne Galante
Pamela Guimond
Dingbang Xu

Assistant Professors

Angela Renee Thompson
Patricia Fu-Giles
Walter Henne
Joong-Won Shin
Andrius Tamulis

Lecturers

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

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Master of Science in Analytical Chemistry

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

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

Required Preparation

Before admission, applicants should have completed the following course work with a grade of "B" or better in each course: at least four hours of analytical chemistry with lab (CHEM3233, CHEM3234); eight hours of physical chemistry with lab (CHEM3641, CHEM3642, CHEM3643, CHEM3644); eight hours of organic chemistry with lab (CHEM3413531, CHEM3532, CHEM3533, CHEM3534); three hours of biochemistry (CHEM5331); three hours of advanced inorganic chemistry (CHEM4443); three hours of statistical methods (STAT4219/6219); three hours of computer science; and one hour of chemical literature (equivalent to CHEM4155). Students lacking one or more of these courses or having less than a "C" in a course may be admitted to the program. However, they will have to complete or repeat the appropriate course(s) at Governors State University. All students are conditionally admitted until course review is completed and placement exam requirements are satisfied.

Placement Exams

All conditionally admitted students enrolled in the M.S. Analytical Chemistry program will be required to take placement exams in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry. These multiple choice exams were developed by the American Chemical Society to assess entering graduate students and cover the course content in the various fields of chemistry at the undergraduate level. Students who show a deficiency in these areas will be required to take and earn a minimum grade of B in the respective undergraduate course(s): Organic Chemistry Lecture and Laboratory I and II (CHEM 35313532, 3533, 3534); physical chemistry: Physical Chemistry Lecture and Laboratory I & II (CHEM 3641, 3642, 3643, 3644); analytical chemistry: Analytical Chemistry Lecture and Laboratory (CHEM 3233, 3234); and either inorganic chemistry: Advanced

Inorganic Chemistry (CHEM 4443) or biochemistry: Biochemistry (CHEM5331). The deficiency courses should be taken within the five terms of initial registration. Students who do not receive the grades of "B" in the deficiency courses within the prescribed time may be dropped from the program. The new students who have earned a bachelor's degree in chemistry and who have received the grades of "B" or better in organic chemistry, physical chemistry, analytical chemistry, inorganic chemistry, and biochemistry may opt to not participate in the respective exam(s).

Thesis/Project/Internship Option

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

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry out a formal research study under the supervision of the faculty member and a degree committee, prepare a final manuscript, and make a presentation in CHEM8997: 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 CHEM8997: Research Presentation in Chemistry.

In the chemistry literature project option, students identify a chemistry project related to the one or more courses of the master's degree study in analytical chemistry, do an in depth current literature inquiry, and prepare a final report with discussions including their own conclusions including future developments. The minimum time for the research project is one term. The chemistry literature project students make a presentation of the relevant literature in CHEM8997: Research and Presentation in Chemistry.

In the internship option, students identify an internship sponsor, complete an internship application and proposal, and, once accepted, complete the internship under the joint guidance of the site supervisor and GSU faculty sponsor. A final written report and presentation in CHEM8997 Research Presentation in Chemistry is required.

Admission to Candidacy

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

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

Degree Requirements

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

I.   **Required Courses (13 Hours)**
   CHEM 6443   Inorganic Spectroscopy (2)
   CHEM 6444   Inorganic Spectroscopy Laboratory (1)
   CHEM 6543   Organic Spectroscopy (2)
   CHEM 6544   Organic Spectroscopy Laboratory (1)
   CHEM 6733   Chromatography (3)
   CHEM 6734   Chromatography Laboratory (1)
   CHEM 8157   Methods Development and SPC (3)

II. **Chemistry Selectives (10 to 15 Hours)**
   CHEM 6752   Practical Chemistry Instrumentation (1)
   CHEM 7333   Analytical Biochemistry (2)
   CHEM 7334   Analytical Biochemistry Laboratory (1)
   CHEM 8733   Mass Spectrometry (3)
   CHEM 8734   Mass Spectrometry Laboratory (1)
   CHEM 8753   Electrochemistry (3)
   CHEM 8754   Electrochemistry Laboratory (1)
   CHEM 8763   NMR Spectroscopy (2)
   CHEM 8764   NMR Spectroscopy Laboratory (1)

III. **Advanced Selectives (4 to 9 Hours)**
   Select at least 4 hours from the following courses:
   CHEM 6552   Chemistry Software and Molecular Modeling (1)
   CHEM 7537   Advanced Organic Chemistry (3)
   CHEM 7557   Chemistry of Biomolecules (3)
   CHEM 7667   Photochemistry(3)
   CHEM 8057   Special Topics (3)
   BIOL   6641   Toxicology (3)

   Other graduate-level science courses as approved by the academic advisor. Students may not take more than one credit hour towards CHEM 5035: Chemistry Workshop.

IV. **Thesis/Project/Internship Option (4 -7 Hours)**
   Students in the thesis option take 7 hours from this section, and select a minimum of 16 hours from Sections II and III above. All other students take 4 hours from this section and select a minimum of 19 hours from Sections II and III above.

   CHEM 8930   Graduate Chemistry Literature Project (3)
   CHEM 8950   Graduate Research Project (3)
   CHEM 8959   Graduate Thesis Literature Search (1)
   CHEM 8960   Graduate Thesis (3)
   CHEM 8997   Research Presentation in Chemistry (1)
            or
   CHEM 8997   Research Presentation in Chemistry (1)
            or
   CHEM 8997   Research Presentation in Chemistry (1)
            or
   CHEM 8940   Chemistry Internship: . . . (3)
   CHEM 8997   Research Presentation in Chemistry (1)

Total - 36 Hours

Master of Arts in Art

The graduate major in art stresses intellectual curiosity, self-discipline, and technical proficiency. With course work in painting, printmaking, photography, digital imaging, sculpture, or ceramics, the art studio student is directed to become a mature artist in command of the medium and capable of expressing an individual view.

Students are encouraged to develop perception and imagination, combined with an awareness of visual elements, principles of design, artistic statement, and criticism.

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

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

Special Admission Requirements

In addition to meeting university criteria, applicants must:

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

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

Thesis Requirement

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

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

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I. **Required Courses (15 Hours)**
   ART   6615   Contemporary American Ideas and Cultures (3)
   ART   8805   Art and Society (3)
   ART   8810   Studies in Art: . . . (3)
   ART   8820   Art Seminar: . . . (3)
   ART   8990   Graduate Thesis (3)

II. **Non-Western Art Selective (3 Hours)**
   Select one of the following:
   ART   6521   Art and Cultures of the South Pacific (3)
   ART   6523   Pre-Columbian Art and Cultures: . . . (3)
   ART   6525   Native American Art and Societies (3)
   ART   6527   African Art and Cultures: . . . (3)
   ART   6530   Asian Art and Thought: . . . (3)

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

IV. **Total - 32 Hours**

Master of Arts in Communication and Training

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

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

The Communication Studies graduate sequence offers students the ability to understand themselves and the world they live in from the perspective of communication. It explores multiple aspects of human interaction in both private and public realms, assisting students to become effective citizens and leaders who exemplify ethical and professional communication practices. The graduate sequence in Media Communication facilitates advanced creative development and exposure to professional practices for students interested in the fields of television and cinema studies as well as multimedia writing, producing and directing. The Human Performance and Training sequence develops practitioners' skills in assessing employees' performances, determining performance gaps, designing and delivering training and non-training interventions and evaluating results.

It achieves these performance objectives by keeping up with corporate trends, such as delivering classes online using the latest technologies, in order to sustain the marketability of graduate students. HPT graduates work in all types of organizations, focusing on Performance Technology.

Recommended Preparation

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

Special Admissions Requirements

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

1. have completed the following prerequisites (or equivalent) with a grade of "C" or better:
   a. Students pursuing the Communication Studies sequence - COMS3101.

b. Students pursuing the Media Communication sequence
- MCOM4520
MCOM4740 or MCOM5702; and MCOM4230
or MCOM4731.
2. have earned a GPA of 2.75 or higher in the last 60 hours
of undergraduate course work. Applicants who do not
meet the GPA requirements or who have graduated from
non-grade baccalaureate programs may be conditionally
admitted. A GPA of 3.0 must be maintained for the first
nine credit hours of work completed. If a 3.0 GPA is not
maintained, the student must petition the Communication
and Training program for continued enrollment.
3. submit a Personal Statement. In this two-page essay,
students should consider which of the three tracks
(COMS; MCOM; HPT) they will be focusing on
in their studies in the graduate Communication and Train-
ing program, and discuss their reasons for enrolling in
the program and how they see completing the degree as
beneficial to their life.

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

Admission to Candidacy

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

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

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

Capstone Requirement: Internship, Thesis, or Project Options

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

In the Communication Studies and Media Communication in-
ternship option, students select an internship and develop an
internship agreement (similar to a thesis or project proposal).
The internship agreement must be approved by the student's
committee (composed of the student's internship director,
site supervisor, and a faculty member). Upon committee ap-
proval of the internship agreement, the student may register
for COMS8800 or MCOM8800. After successful completion
of the internship hours, students register for COMS8995 or
MCOM8995 to complete the internship report.

In the thesis option, students develop a thesis proposal,
carry out a formal research study under the supervision of
the faculty member and a degree committee, and prepare
a final manuscript. The thesis option is strongly encouraged
for students who have focused research interests or who
intend to pursue doctoral studies. Student may register for
COMS8990/8995 or MCOM8995 once the proposal has been
approved by the student's thesis committee.

In the project option, students develop a master's proj-
ect proposal, design and complete the project under the
direction of a faculty member and a degree commit-
tee, and prepare a final report. Students may register for
COMS8980/8995, MCOM8995, or HPT 8981/8982 once the
proposal has been approved by the student's project
committee.

Degree Requirements

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

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

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

Introduction courses should be taken in the student's first
term (HPT6100 for HPT students; COMS6100 for COMS
and MCOM students). No more than three credit hours of
COMS5050 may be applied to the degree.

I. **Required Courses (7-12 Hours)**
HPT6100/COMS6100 Introduction to Graduate
Communications and Training (2-3)
COMS 7110   Research Methods I (3)
COMS, MCOM, or HPT Capstone (4-6)

II. **Sequence Courses (15-18 Hours)**
Select one of the following sequences:
Communication Studies Sequence
*In consultation with an advisor, student select at least 15 hours
from the areas below. Of those 15 hours:*
1. at least nine hours must be COMS Courses;
2. six hours must be at the 8000 level;
3. and no more than six hours may be taken at the 5000 level.

The following courses are suggestive of those that will fulfill
this requirement.
A. Humanistic Communication
COMS 5090   Topics in Communication: ... (3)
COMS 6125   Listening (3)
COMS 6135   Nonverbal Communication (3)
COMS 6140   Family Communication (3)
COMS 6300   Humanistic Communication (3)
COMS 6330   Intrapersonal Communication (3)
COMS 6350   Gender Communication (3)
COMS 6425   Group and Leadership (3)
COMS 6435   Conflict Management (3)
COMS 6452   Clients and Customers (3)
COMS 8130   Interpersonal Communication (3)
COMS 8330   Communication and Consciousness (3)
COMS 8400   Organizational Communication (3)
COMS 8440   Interdisciplinary Team Process (3)
COMS 8460   Communication Training (3)

B. Political Communication
COMS 5090   Topics in Communication: ... (3)
COMS 6500   Political Communication (3)
COMS 8060   Seminar in Political Communication: . . . (3)
COMS 8110   Research Methods II (3)

C. Critical/Cultural Communication
COMS 5090   Topics in Communication: . . . (3)
COMS 6705   Intercultural Communication (3)
COMS 6710   Culture and Communication (3)
COMS 6720   Communication and Identity (3)
COMS 6750   Critical Gender and Sexualities (3)
COMS 6780   Rhetoric and Popular Culture (3)
COMS 8070   Seminar in Critical/Cultural
             Communication: . . . (3)
COMS 8110   Research Methods II (3)
COMS 8190   Philosophy of Communication (3)
COMS 8790   Teaching Communication and Critical
             Pedagogy (3)
ICS   6610   Introduction to Gender Studies (3)
IFDI   8400   Film Seminar: . . . (3)
MCOM 6040   Film Seminar: . . . (3)
MCOM 6560   Women and the Media (3)
MCOM 6742   Film and TV Documentary (3)

Media Communication Sequence
In consultation with an advisor, students select at least 18 hours from the following:
COMS 8480   International Communications (3)
MCOM 6040   Film Seminar: . . . (3)
MCOM 6070   Media Workshop: . . . (3)
MCOM 6355   Seminar in Advertising and Public Relations (3)
MCOM 6361   Advertising and Society (3)
MCOM 6730   Directing (3)
MCOM 6742   Film and TV Documentary (3)
MCOM 6746   Advanced Editing (3)
MCOM 6760   Non-Broadcast TV Operations (3)
MCOM 7455   Media Management (3)
MCOM 7501   Journalism Seminar: . . . (3)
MCOM 7540   Trends in Communications Techonologies (3)
MCOM 7725   Advanced Producing for Film/TV (3)
MCOM 8003   Contemporary Issues: . . . (3)
MCOM 8030   Graduate Seminars in Media Communications (3)
MCOM 8800   Internship: . . . (3)

Human Performance and Training Sequence:***
HPT   6150   Introduction to Human Performance
             and Training Technologies (3)*
HPT   6200   Training Product Design (3)*
HPT   7200   Needs/Task Analysis in Human Performance
             and Training (3)
HPT   7300   Evaluation/Cost Benefit Analysis in Human
             Performance and Training (3)
HPT   8200   Consulting and Teamwork in Human
             Performance and Training (3)

Select one credit hour from the following:
HPT   8600   Advanced Field Project (1)
HPT   8800   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 8400   Organizational Communication (3)
    HPT   5100   Training Topics (1-3)*
    HPT   7100   Principles of Message Design (3)
    HPT   7150   Project Management in Human
                  Performance and Training (3)*

HPT   7190   Training Techniques (3)
HPT   7260   Scriptwriting for Instruction and Training (3)
HPT   7300   Evaluation/Cost Benefit Analysis in
             Human Performance and Training (3)
HPT   7400   Solving Performance Problems (3)
HPT   7450   Performance in Organizations (3)
HPT   8250   Research in Human Performance and Training (3)
HPT   8800   Internship: . . . (1-4)

III.   **Electives (9-12 Hours)**
       *(If a student chooses the Human Performance and Training
       Sequence, the selectives listed above must be taken in place
       of electives.)*
       *In consultation with the advisor, select 9 to 12 hours of
       graduate credit appropriate to the student's career interest(s).
       At least six hours must be taken within the Communications
       and Training program. Students must complete at least one
       8000-level course as an elective.*

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

IV.   **Total - 36 Hours**

Master of Science in Computer Science

The graduate major in Computer Science is an applications-focused program with a software engineering orientation. It is designed to prepare students for employment as software engineering professionals in a wide range of business, industrial, and government settings.

It includes the theoretical base necessary to provide flexibility for meeting future professional needs, as well as enabling students to pursue doctoral studies at another institution should they wish to do so.

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

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

Special Admissions Requirements

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

Program Prerequisites

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

CPSC	3142	Computer Programming: Introduction to C++ (3)
CPSC	3145	Computer Programming: C++ (3)
CPSC	3415	Data Structures (3)
CPSC	4190	Introduction to Software Engineering (3)
CPSC	4205	Computer Organization (3)
CPSC	4335	Operating Systems (3)
CPSC	4338	Discrete Structures (3)
CPSC	4342	Introduction to Computer Networks (3)
CPSC	4345	Database Systems (3)
CPSC	4350	Algorithms (3)
MATH	3137	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 technology workplace.

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I. **Required Courses (15 Hours)**

CPSC	8720	Internet Programming (3)
CPSC	8735	Advanced Operating Systems (3)
CPSC	8810	Formal Languages and Applications (3)
CPSC	8820	Planning and Management of Software Projects (3)
CPSC	8845	Advanced Database Concepts (3)

II. **Graduate Seminar/Thesis Option (3 or 6 Hours)**
Select one of the following options:
Thesis Option (6 Hours):

CPSC	8900	Graduate Thesis (5)
CPSC	8990	Thesis Presentation in Computer Science (1)

Graduate Seminar Option (3 Hours):

CPSC	8985	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 Criminal Justice

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

Admissions Requirements and Recommended Preparation

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

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

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

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

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

Transfer Credits

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

Statement of Expectations

The Criminal Justice MA seeks to develop students who are well prepared to work effectively and ethically in diverse professional settings. In order to fulfill this responsibility, program faculty must evaluate students based on their academic, professional, and personal/behavioral qualities. A student's progress in the program may be interrupted for failure to comply with academic standards, or if a student's interpersonal or emotional behavior interferes and/or demonstrates an inability to work humanely, effectively, and ethically in a variety of work settings, including one-on-one and group interactions. For example, in order to demonstrate sound behavioral qualities, a criminal justice graduate student must abide by relevant ethical codes, demonstrate professional and technical knowledge, and demonstrate positive, pro-social interpersonal skills, professional attitudes, and professional character. Criminal Justice program faculty evaluate these factors based on a student's academic performance and ability to convey warmth, respect, honesty, and empathy in interactions with the public, classmates, staff, and faculty. Student should demonstrate the ability to accept and integrate critical feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Remediation Plan

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

Admission to Candidacy

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

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

Graduation Requirement

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

1. Master's Thesis – a traditional master's thesis including thesis statement, theory and hypotheses, literature review, research design, data collection and analysis, findings, conclusions, limitations, and bibliography; or

2. Directed Readings – selection of two specific areas of interest (each completed in a separate 3-credit course), development of readings lists in each, a semester-long dialogue with the lead professor, and a 72-hour take-home examination based on the readings; students must complete two independent directed readings projects, with two different lead professors; or
3. Problem-Solving Practicum – the student selects an issue or problem in the community or workplace, organizes individuals and stakeholders, conducts a needs assessment, develops and implements solutions to the problem, measures the early outcomes of the problem-solving initiative, and prepares a practicum report explaining the development, implementation, and outcomes of the project.

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

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

Curriculum

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

Curriculum listing

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

I. **Required Courses (16 hours)**
    CJUS   6010   MA Seminar (1)
    CJUS   7020   Leadership Theory (1)
    CJUS   7030   Assessing Leadership (1)
    CJUS   7040   Building Leadership (1)
    CJUS   8100   Theories of Crime and Deviance (3)
    CJUS   8200   Research Applications (3)
    CJUS   8300   Criminal Justice System Organization
                  Finances and Admin. (3)
    CJUS   8400   Justice and the Community (3)

II. **Electives (15 credits)**
    Students must also complete 15 hours of electives in any of the following areas. Students may also take courses in the different areas with program coordinators' approval.

Understanding Crime and Deviance
CJUS   6130   Gangs, Guns, and Drugs (3)
CJUS   6150   Juvenile Delinquency (3)
CJUS   7110   Inductive Theory Building (3)
CJUS   7220   Theory and Crime Prevention (3)
CJUS   8170   Social Location and Prejudice in the
              Justice System (3)

Policy and Crime
CJUS   7210   Evaluation Research and Policy Analysis (3)
CJUS   7230   Special Topics in Crime Policy (1-3)
CJUS   7430   Terrorism and the Justice System (3
CJUS   8210   Justice System Reform and Change (3)
CJUS   8280   Independent Research (1-3)
CJUS   8700   Graduate Research (3)

Administration, Planning, and System Change Management
CJUS   6510   Contemporary Issues in Criminal Law (3)
CJUS   7240   Crime Problem-Solving Approaches (3)
CJUS   8220   Community and Restorative Justice (3)
CJUS   8370   Special Topics in Organization Management (3)
CJUS   8800   Justice System Internship:... (1-3)

Digital Forensics and Computer Security
CJUS   5300   Digital Forensics (3)
CJUS   5530   Advanced Technological Applications
              in Criminal Justice (3)
CJUS   5540   Contemporary Issues in Digital Forensics (3)
CPSC   6580   Information Security (3)
CPSC   6584   Special Topics in Information Security:... (3)

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

III. **Thesis/Directed Readings/Practicum (6 hours)**
     Select one of the following options:
     A. Master's Thesis Option (3 Hours):
     The Master's Thesis requires the student to develop an original research idea resulting in a research project entailing a description of the topic, issue, or problem, a literature review, development of a research hypothesis and questions, data collection and analysis, findings, conclusions, and limitations.

     The thesis must be approved by three faculty members, one of which is the thesis director.
     CJUS   8990   Master's Thesis (3)

     B. Directed Readings Option (6 Hours)
     The directed readings option requires the student to take the directed readings course twice (each directed readings includes a 3-credit course), covering two distinct areas of study. Readings are selected from the following areas: Understanding Crime and Deviance; Policy and Crime; Administration, Planning, and Systems Change Management; and Digital Forensics and Computer Security (one different area may be selected with approval from the student's graduate committee). A Criminal Justice faculty member must serve as the director of each directed readings project, and each directed readings project must be reviewed and graded by a committee of three faculty members (one may be from a program other than Criminal Justice). Students must successfully pass two 72-hour take home examinations covering the two areas selected.
     CJUS   8891   Directed Readings In:...
                   (6, two 3-credit directed readings courses)

C. Problem-Solving Practicum (6 hours)
Working with a committee of three faculty members (the practicum director must be a Criminal Justice faculty member, and one member may be from another faculty), the student selects an issue or problem in the community or workplace, develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project.
CJUS   8880   Problem-Solving Practicum (6)

IV.   **Total with Thesis/Project -37 Hours**

Master of Arts in English

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

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

Special Admission Requirements

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

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

Required Preparation

1. Students without the following undergraduate prerequisite course work will be granted conditional admission and be required to complete all prerequisites before full admission to the M.A. in English program: three hours in English (or British) Literature I or II, three hours in American Literature I or II, three hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.
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. To receive approval for the thesis option, a student must propose a thesis project after 18 credit hours have been completed to the English program tenure-stream faculty. At least two of the faculty members must vote 'yes' for the student to receive approval. In the thesis option, a student completes research and prepares a formal thesis manuscripts. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral studies. In the non-thesis option, a student takes ENGL 8950 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 term in which the student expects to fulfill the candidacy requirements (successful completion of ENGL 8950 for non-thesis students; after 18 credit hours are earned for thesis students). Application forms are available in the college office. To qualify for degree candidacy for the thesis option, a student must do the following:

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; the primary thesis advisor must be from the tenure-stream faculty.

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

Degree Requirements Thesis Option

I.   **Required Courses (21 Hours)**
  * ENGL   7100   Introduction to Graduate Studies (3)
    ENGL   7200   Seminar: Rhetorical and Critical Theory (3)
    ENGL   8700   Graduate Research (3)
 ** ENGL   8900   Graduate Thesis (3)

  Select three of the following courses:
    ENGL   7500   College Composition: Theory and Practice (3)
    ENGL   8540   Seminar: English Literature (3)
    ENGL   8550   Seminar: American Literature (3)
    ENGL   8560   Seminar: Women's Literature (3)
    ENGL   8570   Seminar: World Literature (3)

  * Must be taken as early as possible in the graduate student's career, preferably within the first two terms.
 ** ENGL8900 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 5000-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 ENGL6580: Read and Rap: Literature for Young Adult Readers, ENGL6172: Contemporary Native American Authors.)

III. Total - 33 Hours

Degree Requirements Non-Thesis Option

I.   Required Courses (21 Hours)
* ENGL 7100   Intro to Graduate Studies (3)
  ENGL 7200   Seminar: Rhetorical and Critical Theory (3)
  ENGL 7500   College Composition: Theory and Practice (3)
  ENGL 8540   Seminar: English Literature (3)
  ENGL 8550   Seminar: American Literature (3)
  ENGL 8560   Seminar: Women's Literature (3)
  ENGL 8570   Seminar: World Literature (3)

  * Must be taken as early as possible in the graduate student's career, preferably within the first two terms.

II. Additional Requirements (12 Hours)
With the advisor's approval, students will select at least four 5000-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 ENGL6580: Read and Rap: Literature for Young Adult Readers, ENGL6172: Contemporary Native American Author.)

III. Exam (1 Hour)
ENGL 8950   Comprehensive Exam in English

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 (STAT4219/6219), 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 CPSC2005 or equivalent will be required with a grade of "C" or better. A second course in organic chemistry is strongly recommended.

Thesis/Project Option

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

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

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

Admission to Candidacy

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

1. Required Preparation: Complete the required preparation course work listed above with a grade of "C" or better in each course.
2. Degree Plan: Meet during the first term 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 state-

ment of the student's intended thesis/project research and must be approved by a committee of the research advisor and a minimum of two other faculty. Approved research proposals must be filed with the program academic advisor at least one year before the student's expected date of graduation.

4. Grade Point Average: Maintain a G.P.A. of 3.0 or better to sustain candidacy.

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

Degree Requirements

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

I.   **Required Courses (14 Hours)**
    BIOL   6657   Ecological Methods: Populations (2)
    BIOL   6660   Ecological Methods: Communities (2)
    BIOL   8840   Microbial Ecology (2)
    BIOL   8841   Microbial Ecology Laboratory (1)
    BIOL   8860   Ecosystem Ecology (2)
    BIOL   8861   Ecosystem Ecology Lab (1)
    STAT   8820   Experimental Design for the Natural
                    Sciences (4)

II.   **Thesis/Project Option (3-7 Hours)**
    Select one of the following options:
    Thesis Option (7 Hours)
    BIOL   8990   Graduate Thesis (6)
    BIOL   8998   Research Presentation (1)
                    or
    Project Option (3 Hours)
    BIOL   8990   Graduate Project (2)
    BIOL   8998   Research Presentation (1)

III.   **Selectives (11-21 Hours)**
    Students in the Thesis Option select a minimum of 11 hours.
    Students in the Project Option select a minimum of 21 hours.
    BIOL   5522   Ornithology (1)
    BIOL   5523   Ornithology Laboratory (2)
    BIOL   5530   Biotechnology (2)
    BIOL   5531   Biotechnology Laboratory (1)
    BIOL   5536   Environmental Hydrology (2)
    BIOL   5555   Mammalogy (2)
    BIOL   5556   Mammology Laboratory (1)
    BIOL   5560   Plant Systematics (2)
    BIOL   5561   Plant Systematics Laboratory (1)
    BIOL   5590   Aquatic Ecology (2)
    BIOL   5591   Aquatic Ecology Laboratory (2)
    BIOL   6615   Geographical Information Systems (3)
    BIOL   6622   Natural Areas Ecology (3)
    BIOL   6641   Toxicology (3)
    BIOL   8000   Special Topics in: . . . (1-4)
    BIOL   8850   Environmental Physiology (2)
    BIOL   8851   Environmental Physiology Laboratory (1)

    Other graduate-level science courses as approved by the academic advisor.

IV.   **Total for Thesis Option - 32 Hours**
       Total for Project Option- 38 Hours

Master of Fine Arts in Independent Film and Digital Imaging

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

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

Special Admissions Requirements

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

In addition to meeting university admission criteria, applicants must:

A. Submit to the Office of Admission:

1. provide evidence of an undergraduate major in media, multimedia, communications, English, speech, or liberal arts.
2. have a minimum cumulative undergraduate G.P.A. of 3.5 on a 4.0 scale. Graduate courses can be substituted but the cumulative G.P.A. must be a 3.5 or better;
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in credit-hours) or their equivalents are minimum prerequisites for entry into the M.F.A. program;
   a. English composition (3)
   b. Speech course or oral communication (3)
   c. Applied digital technology (3)
4. submit a supplementary application packet which includes:
   a. supplemental information form;
   b. a current resume;
   c. three letters of recommendation; and
5. provide official TOEFL scores (if applicable); and
6. submit the payment of the $50 application fee.

B. Submit to the IFDI Program Coordinator:
1. a portfolio: for students in digital imaging, this entails a CD-ROM of stills; for students in digital filmmaking, this entails a sample of a prior production on DVD, tape, or URL for streaming video; and
2. a personal essay or statement of intent with respect to goals for the degree, and artistic philosophy. Note: Applicants may, at the discretion of the M.F.A. Admissions Committee, also be requested to participate in personal interviews.

Recommended Preparation

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

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

Admission to Candidacy

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

1. completion of the following core courses ART 5544, IFDI 8100, IFDI 8400, IFDI 8420, and MCOM 5735 with a grade of "B" or better;
2. completion of 12 hours from the selective sequences with a grade point average of 3.5 or better; and
3. completion of an approved proposal for both a thesis project and internship.

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

Internship and Thesis/Project

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

The student independently pursues a field-related internship and develops an agreement with the assistance of the internship site coordinator. Upon approval of the coordinator, the student may register for IFDI8800 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 8990 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	3325	Advanced Problems in Design or equivalent determined by advisor
MCOM	4740	Television Production or equivalent determined by advisor

II. Common Core - Required Courses: (21-27 hours)

IFDI	5702	Digital Film Production (3)
IFDI	5444	Digital Photographic Imaging (3)
IFDI	8100	Survey of Independent Film and Digital Imaging (3)
IFDI	8800	Internship: (6-9)
IFDI	8990	Masters Thesis Project: (6-9)

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

III. Ethics, Theory and Aesthetics Selectives (9-15 hours)
Select Two to Four of the Following:

IFDI5410 /ART5542		History of Photography (3)
IFDI	5420	Film and TV Documentary (3)
IFDI	8400	Graduate Film Seminar (3)
IFDI	8420	Clinical Practices in Contemporary Photography (3)
IFDI	8850	Digital Imaging Thesis Development Seminar (3)
ART	5520	Art in Context: . . . (3)
ART	8810	Studies in Art (3)
ENGL	5485	Film: Analysis, Criticism, Ideologies (3)
ENGL	7300	Seminar: Philosophy in Literature (3)
COMS	5010	Communication Ethics (3)
MCOM	5040	Film Seminar (3)

IV. Applied Courses Selectives (21-31 hours)
Select Five to Eight of the following:

ART	5528	Digital Motion Graphics (3)
ART	6605	Digital Mixed Media Techniques (3)
ART	8830	Graduate Photography and Digital Imaging (3)
MCOM	5005	Media Symposium: . . . (1)
MCOM	5725	Desktop Publishing (3)
MCOM	5739	Advanced Studio Production (4)
MCOM	6760	Non-Broadcast TV Operations (3)
IFDI	5000	Topics in Art:... (1-3)
IFDI	5070	Media Workshop: ... (1-4)
IFDI	5460	Advanced Video Editing (3)
IFDI	5490	Photography: Combined Color Processes (3)
IFDI	5540	Documentary Photography (3)
IFDI	5709	Electronic Drawing and Design (3)
IFDI	5720	Audio Production (3)
IFDI	5731	Screenwriting (3)
IFDI	5734	Video Production Editing (3)
IFDI	5735	Documentary Filmmaking (3)
IFDI	5777	Cinematography (3)
IFDI	6709	Advanced Electronic Drawing and Design (3)
IFDI	6730	Directing Drama for TV /Film (3)
IFDI	6744	Advanced Photographic Digital Imaging (3)
IFDI	7725	Advanced Producing for Film-TV (3)
IFDI	7730	The Screenplay Project (3)

V.   Electives (0-9 hours)
Up to 9 (nine) credit hours taken at Governors State University, drawn from the Liberal Arts and at the 5000 level and higher, may be counted toward total credit hours allowable for graduation.

VI.   Total: 60 Hours

Master of Science in Mathematics

The graduate major in Mathematics prepares students as professional mathematicians with an emphasis on problem solving and mathematical inquiry. Coursework will cover a wide range of mathematics including abstract algebra, probability and statistics, combinatorics, advanced calculus, the history of mathematics, financial mathematics, and mathematical modeling, while emphasizing both the applied and theoretical aspects of these disciplines. The use of the most current mathematics technology will help students analyze and solve problems like experienced mathematicians.

Several processes central to the preparation of outstanding mathematicians will be incorporated into the curriculum and monitored throughout the program. These include the ability to use a broad range of strategies and representations when solving problems and creating models, to use logic and reasoning for the analysis and development of mathematical proof, to identify connections within mathematics and to other disciplines, and to correctly communicate mathematical ideas precisely using the language of mathematics.

Special Admissions Requirement

In addition to the university admissions requirements, students must have:

1. a cumulative undergraduate grade point average of 2.75 (out of a possible 4.0). Students seeking admission to the GSU Master of Science in Mathematics program with a GPA lower than 2.75 may petition to the graduate program coordinator for admission.
2. submit a letter of application including a statement of personal interest in pursuing a master's degree in mathematics,
3. submit three professional or academic letters of reference

Students may apply for the Master of Science in Mathematics program at Governors State University with a baccalaureate degree in any field from an accredited university. An undergraduate major in mathematics, actuarial science, engineering, business, science, or computer science is recommended. Students must have completed, with a grade of "C" or higher, a three-semester sequence in calculus, a course in modern algebra, a course in linear algebra, and a course in analysis. Students may be conditionally admitted if they do not meet the undergraduate prerequisites for the graduate core courses.

Admission to Candidacy

As a benchmark toward graduation, students must apply for and be accepted to candidacy for the Master of Science degree in Mathematics. Mathematics students must ap-

ply for candidacy upon completion of 18 credit hours (6 of these credit hours must be in the Required Core Courses). Students applying for candidacy to graduate with the Master of Science degree in Mathematics must meet the following requirements:

1. Completion of a minimum of 6 hours in the required core, with a grade of "B" or better in each course;
2. Completion of a minimum of 12 additional hours of core or electives course work with a grade average of "B" or better, and no more than one course with a grade of "C" will be accepted; and
3. Establish a Graduate Committee. The Graduate Committee must include a project advisor (must be a tenured/tenure track Mathematics Faculty) and two other graduate faculty (one of which must be a faculty member from a graduate program in a related discipline or graduate program at Governors State University). A Graduate Committee may contain one outside member, who must be a tenured or tenure-track professor from a graduate program at an accredited university. Students apply for candidacy by completing a "Master of Science in Mathematics Program Application for Candidacy" form, including the student's courses and grades to date, date of intended graduate thesis/project/seminar, and a statement from the student's advisor regarding the student's prospects for completion within four years. The Master of Science in Mathematics Program faculty will review the application and vote on whether the student is admitted to candidacy, if additional coursework is required, or if the student will not be admitted to candidacy. Students who are denied admission to candidacy may appeal this decision to the College of Arts and Sciences Dean's Office.

Minimum Degree Requirements

In addition to the requirements for candidacy outlined above, Master of Science in Mathematics students must complete the following requirement in order to attain the Master's degree:

1. the remaining elective courses such that the grade average for all elective courses is a "B" (3.00 of 4.00) or better, no more than one course with a grade of "C" will be accepted, and no grades below a "C" will be accepted; and
2. the graduate thesis/project (MATH8900) or graduate seminar (MATH8950) and presentation (MATH8990) with a Pass ("P") grade, which is determined by a vote of the three-member graduate project committee.

I.   Required core courses (15)
Students must complete the following
MATH 6449   Linear Algebra II (3)
MATH 6451   Modern Algebra II (3)
MATH 8117   History of Mathematical Ideas (3)
MATH 8505   Advanced Probability (3)
MATH 8623   Mathematical Modeling (3)

II. Electives (15)

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

MATH	6229	Advanced Calculus (3)
MATH	6337	Modern Geometry (3)
MATH	6373	Topology (3)
MATH	6637	Mathematical Computing (3)
MATH	7121	Combinatorics and Graph Theory (3)
MATH	7211	Advanced Calculus for Educators (3)
MATH	7369	Differential Geometry (3)
MATH	8219	Topics in Analysis (3)
MATH	8243	Partial Differential Equations (3)
MATH	8523	Financial Mathematics (3)

Up to 6 hours of courses from related disciplines may be substituted for the elective courses with approval of the program coordinator including the courses below:

CPSC	6562	Numerical Algorithms (3)
CPSC	6660	Artificial Intelligence (3)
CPSC	8810	Formal Languages and Automata (3)
CPSC	8815	Natural Language Processing (3)
		Finance
		Economics

III. Required graduate thesis/project/seminar (4)

Students must complete a graduate thesis, project or seminar as part of a capstone course and present their work to the mathematics community at Governors State University. Students can select one of the following options:

Master's Thesis/Project Option – A paper describing and synthesizing material from several papers on a selected topic of interest from mathematics, including, but not limited to, pure or applied mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or financial mathematics. The thesis/project must be approved by three faculty members, one of which is the project director. A tenured/tenure track mathematics faculty member must serve as the director of each thesis/project, and each thesis/project must be reviewed and graded by a committee of three faculty members (one may be from a program other than mathematics). In addition, students will be required to present their work to the mathematics community at GSU.

Master's Graduate Seminar Option – Students participate in a seminar class, deeply investigating a topic in mathematics, mathematics education, statistics, history of mathematics, mathematical computing, or history of mathematics. The seminar topic will provide evidence of the ability to understand and synthesize the chosen topic. A Student Study Plan must be submitted to a tenured/tenure track faculty member who will serve as the supervisor of the seminar. This Student Study Plan must be reviewed and approved by a committee of three faculty members (one may be from a program other than mathematics). The seminar must be open to the mathematical community at GSU, and seminar documentation must be submitted to the supervisor.

MATH	8900	Graduate Thesis/Project (3) or
MATH	8950	Graduate Seminar Option (3) and
MATH	8990	Graduate Presentation (1)

IV. Total graduate coursework with thesis/project/seminar - 34 credits

Master of Arts in Political and Justice Studies

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

Admission Requirements and Recommended Preparation

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

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

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

An undergraduate major or minor in political science, or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Foundations of U.S. Democracy (POLS2100) and a research methods course such as SOSC4500. These courses must be completed with a grade

of "B" or better and are required in addition to the degree requirements listed below.

It is also highly recommended that students enroll in POJS6100 Theoretical Foundations to Political and Justice Studies and POJS6120 Research Methods, as well as attend a program orientation at the earliest opportunity.

Transfer Credits

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I.   **Required Courses (15 Hours)**
POJS   6100   Political and Justice Studies (3)
POJS   6120   Research Methods (3)
POJS   8200   The Presidency, Congress, and the Courts (3)
POJS   8210   Public Policy and Politics (3)
POJS   8300   Comparative Political and Justice Systems I (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 and Public Policy
POJS   6100   Race, Class, Politics, and Justice (3)
POJS   6200   Community Conflict Resolution (3)
POJS   6300   Corporate Influence in Politics (3)
POJS   6320   Political Sociology (3)
POJS   7150   Law, Society, and Public Policy (3)
POJS   7190   Gender, Political Culture, and the Law (3)
POJS   7200   Non-Profit Organizations and Social Justice (3)
POJS   7250   American Political Behavior (3)
POJS   8200   The Presidency, Congress, and the Courts (3)
POJS   8240   Intergovernmental Relations (3)

POJS   7035   Topics in American Politics and Public Policy (3)
HIST   8400   Research in African-American History (3)
POLS   5380   Urban Politics (3)

B. Social Justice and Public Policy
ICS   5100   Introduction to Gender Studies (3)
POJS   6100   Race, Class, Politics, and Justice (3)
POJS   6150   Civil and Human Rights (3)
POJS   6250   Community Justice (3)
POJS   7037   Topics in Social Justice and Public Policy (3)
POJS   7101   Constitutional Law: Process and Change (3)
POJS   7150   Law, Society, and Public Policy (3)
POJS   7190   Gender, Political Culture, and the Law (3)
POJS   7220   Global and US Justice Movements (3)
POJS   7300   Social Origins of Violence (3)
POJS   7400   Sexual Politics (3)
POJS   8100   Labor, Workforce and Social Change (3)
POJS   8110   Wealth, Power and Inequality (3)
POJS   8150   Contemporary Theories of Social Justice (3)
POJS   8500   Victimology (3)

C. Comparative and Global Politics
POJS   6150   Civil and Human Rights (3)
POJS   6200   Theories of Conflict Resolution (3)
POJS   7036   Topics in Comparative & Global Politics (3)
POJS   7220   Global and US Justice Movement (3)
POJS   7330   U.S. Foreign Policy (3)
POJS   7350   Third World in Global Development (3)
POJS   8390   Challenges of Globalization (3)
POJS   8450   International Law and Organization (3)
ECON   7200   Current Global Economic Problems (3)
HIST   5115   Modern African History (3)
HIST   5300   Modern Middle Eastern History (3)
HIST   5470   Latin American History (3)
HIST   5650   Europe in the 20th Century (3)
ICS   5320   African Politics (3)
POLS   5360   Problems in International Politics (3)
POLS   5480   Politics of Latin America (3)

III.   **Thesis/Internship Paper/Practicum/Directed Readings Options (3 or 6 Hours)**
Students must be in Candidacy Status before registering for the thesis, internship, practicum, or directed readings options. This includes having completed all core courses with a grade of "B" or better and an overall grade point average of B or higher.

Select one of the following options:
A. Thesis/Project Option (3 Hours):
A panel of three faculty members, one of which is the thesis director who is faculty from Political and Justice Studies, must approve the thesis. Students must also present their thesis to invited faculty members in a public forum. It is highly recom-mended that student enroll in POJS 8700 Graduate Research prior to registering for thesis hours in order to allow the stu-dent the requisite time to complete the readings and research needed for a quality thesis. The student is also responsible for circulating the paperwork so that all three readers (one main reader from Political and Justice Studies faculty and at least two secondary readers, with one of the secondary readers be-ing a faculty member from Political and Justice Studies) sign the appropriate paperwork for a timely registration. POJS 8700 and POJS 8990 must be completed with at least a "B" grade.
POJS   8700   Graduate Research (1-4)
POJS   8990   Graduate Thesis/Project (3)

B. Directed Readings Option (6 Hours):
The directed readings option requires students to take the directed readings course twice covering two distinct areas of

study. Readings are selected from the following
areas: American Politics and Public Policy, Social Justice and
Public Policy, and Comparative and Global Politics.
Students must successfully pass two comprehensive examina-
tions covering the two areas selected with a "B" or higher.
Directed Readings (POJS8981 & 8982) must be taken in two dif-
ferent fields and they must be taken with two different faculty
members as the main readers, with at least two secondary read-
ers, with one of the secondary readers being a faculty member
from Political and Justice Studies.

POJS   8981   Directed Readings in. . . (3)
POJS   8982   Directed Readings in: . . . (3)

C. Internship/Practicum Project and Paper Option (6 Hours):
Students may select the internship project for a total of six
credits and will have completed 300 hours at the internship/
practicum experience. The analytical internship paper option
involves the application of the student's knowledge and skills in
a culminating experience approved by a main faculty supervisor
in consultation with a panel of two additional faculty read-
ers, with at least one of the secondary readers being a faculty
member from Political and Justice Studies who will also read
and evaluate the culminating major analytical paper. POJS8970
must be completed with at least a "B" grade.

POJS   8970   Internship/Practicum Project (6)

 D. Directed Scholarship I
If the Thesis/Internship/Practicum/Directed readings Options
(graduate capstone) is not completed in the term the student is
enrolled in the graduate capstone course, students may, under
the supervision of the graduate faculty member, register for
POJS8999 Directed Scholarship to maintain active enrolment
in their graduate program while completing the requirements
for their degree. To receive this option, students must have
received a grade of "CO" in the graduate capstone course and
completed a Student Contract that is signed by the student,
thesis director, and department/division chair that clearly
specifies how the student will demonstrate significant progress
towards or completion of the graduate capstone designate for
which they are registered (hold the "CO" in). NOTE: This course
is variable (1-2) in credit hours, repeatable (not replaceable) for
a maximum of three times in a degree program, and is a P/NC
option.

IV.   **Total with Thesis/Project (33 Hours)**
    Total with Directed Readings/Internship /Practicum
    Project - 36 Hours

Certificate in Biology Education

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

Teacher Certification

This sequence of courses is approved by the Illinois State
Board of Education and leads to the Initial Secondary High
School Certificate in Biology. To be recommended for certi-
fication by Governors State University, students must earn a
grade "B" or better in EDUC4999 Student Teaching: Biology.

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

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

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

Admission to Biology Education

In addition to meeting all university admissions requirements
for certificate students, applicants must meet the follow-
ing 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 EDUC2310 (or equivalent) with a grade of "B" or
   better;
2. submit evidence of having passed the Basic Skills Test of
   the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

Some schools and/or school districts require criminal back-
ground checks in advance of any field experience undertaken
by teacher preparation candidates in school settings. Candi-
dates 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 continu-
ally. The section, Teacher Education and Certification, in this
catalog provides a general description of the standards used
to evaluate student progress. A more detailed statement of
the standards and processes followed by the secondary
education faculty is available in the Secondary Education
Undergraduate Student Handbook found on the web at
www.govst.edu/uploadedFiles/ secedstudenthandbook.pdf.

Conditional Continuation

The faculty may permit a student to continue conditionally.
In such cases, faculty reviews of the student's records identify
evidence that the student will likely be successful in the pro-
gram. The status of all students allowed to continue under
conditions is reviewed by the faculty each term, and the
students are informed in writing of the conditions necessary
for them to be transferred to good standing status. When

conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

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

Admission to Student Teaching

Before enrolling in EDUC4999: 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 term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). 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 EDUC6330 and EDUC6340 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;
4. have a G.P.A. of 3.0 or higher in all biology, chemistry, and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440,

and SPED6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC6330, and EDUC6340;
7. earn a grade of "B" or better in EDUC4999;
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 nonwestern 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 at GSU)**
     The following courses can be taken at either the lower-division or upper-division level:
     EDUC   2310   Foundations of Education (3)
     SPED   6101   Survey of Students with Exceptionalities (3)

     The following courses must be taken at the upper-division level:
     EDCP   6101   Introduction to Educational Technology (3)
     EDUC   4440   Educational Psychology in Action (3)
     EDUC   4999   Student Teaching: Secondary Biology (12)
     EDUC   6330   Principles of Science Education (3)
     EDUC   6340   Teaching Secondary School Science (3)

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

III. **Minimum Total - 24 Hours**

Certificate in Chemistry Education

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

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in Chemistry. To be recommended for certification by Governors State University, students must earn a grade of "B" or better in EDUC4999 Student Teaching: Chemistry.

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

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

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

Admission to Chemistry Education

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

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

Continuation in the Certificate

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

1. complete EDUC 2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile.

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

Student Progress

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

Conditional Continuation

The faculty may permit a student to continue conditionally. In such cases, faculty reviews of the student's records identify evidence that the student will likely be successful in the program. The status of all students

allowed to continue under conditions is reviewed by the faculty each semester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is informed in writing of the transfer to good standing status. A student may not be admitted to student teaching without being in good standing status.

Student Handbook

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

Admission to Student Teaching

Before enrolling in EDUC4999: 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 term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). 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 EDUC4465, ENGL6570 and ENGL6575 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;
4. have a G.P.A. of 3.0 or higher in chemistry and physics courses;
5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440, and SPED6101, with a grade of "C" or better in each course;

6. earn a grade of "B" or better in EDUC2310, EDUC6330, and EDUC6340;
7. earn a grade of "B" or better in EDUC4999;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I.   Professional Education (minimum of 30 Hours)
The following courses can be taken at either the lower-division or upper-division level:
EDUC   2310   Foundations of Education (3)
SPED   6101   Survey of Students with Exceptionalities (3)

The following courses must be taken at the upper-division level:
EDCP   6101   Introduction to Educational Technology (3)
EDUC   4440   Educational Psychology in Action (3)
EDUC   4999   Student Teaching: Secondary Chemistry (12)
EDUC   6330   Principles of Science Education (3)
EDUC   6340   Teaching Secondary School Science (3)

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

III.   Minimum Total of 30 Hours (Minimum of 24 hours at GSU)

Certificate in Digital Forensics

To address the increasing threat from computer crimes and cybercrime, digital forensics is necessary. Law enforcement and government agencies, organizations, and companies all need digital forensics professionals to better protect digital assets, or investigate cybercrime. The Digital Forensics Certificate is offered to students who wish to obtain theoretical and practical knowledge in digital forensics. The Center for Law Enforcement and Technology Collaboration, which incorporates the programs of Computer Science, Criminal Justices, and Management Information Systems at GSU, is also involved in offering this certificate.

This certificate is open to both upper-division undergraduate and graduate students. Both full-time and part-time students are eligible to enroll in this certificate program.

Among the four courses required by this certificate program (CPSC6540/CJUS5300, CPSC6542/CJUS5540, and CPSC6622), CPSC6540/CJUS5300 serves as an entry-level course. Two courses are offered per se¬mester. A student should be able to complete all required courses within two terms after fulfilling the prerequisite.

Admission Requirements

In addition to meeting the university requirements for certificate admission, applicants must have completed the following course:

CPSC   5000   Computer Science Workshop: Digital Forensics Preparation or its equivalent.

Certificate Requirements

In order to receive the Digital Forensics Certificate, both undergraduate and graduate students must complete each required course with a grade of "B" or better and submit the application for award of certificate to their faculty advisor.

*Note: If an undergraduate student gets a "C" in a required course for the certificate program, this course may be counted as an elective course for his/her degree requirements.

Required Courses (12 Hours)

CPSC6540/CJUS5300 Digital Forensics (3)
CPSC6542/CJUS553 Contemporary Issues in Digital Forensics (3)
CJUS   6584   Special Topics in Information Security (3)
CPSC   6622   Special Topics in Digital Forensics (3)

Certificate in English Education

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

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in English Language Arts. To be recommended for certification by Governors State University, students must earn a grade of "B" or better in EDUC4999: Student Teaching: English.

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

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

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

Admission to English Education

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

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

Continuation in the Certificate

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

1. complete EDUC2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passes the Basic Skills Test of the Illinois Certification Testing system; and
3. submit scores from the ETS Proficiency Profile.

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

Student Progress

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

Conditional Continuation

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

Student Handbook

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

Admission to Student Teaching

Before enrolling in EDUC4999: 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 term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). 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 EDUC4465, ENGL6570 and ENGL6575 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, 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 EDUC4440, EDCP6101 and SPED6101 with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC2310, EDUC4465, ENGL 6580, ENGL 6570 and ENGL6575;
7. earn a grade of "B" or better in EDUC4999: 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 nonwestern 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   2310   Foundations of Education (3)
     SPED   6101   Survey of Students with Exceptionalities (3)

     The following courses must be taken at the upper-division level:
     EDCP   6101   Introduction to Educational Technology (3)
     EDUC   4440   Educational Psychology in Action (3)
     EDUC   4465   Methods of Teaching English (3)
     EDUC   4999   Student Teaching (12)

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

III. **Minimum Total - 24 Hours at GSU**

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 4205, CPSC 4335, and CPSC 4342 or their equivalents; or

Category 2 - CPSC 5000 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 6580/MIS 6580 Information Security (3)
     CPSC 6581/MIS 6801 Information Security Policy and
                  Management (3)
     CPSC   6582   Cryptography and Network Security (3)
     CPSC   6583   Laboratory in Information Security (3)
     CPSC   6584   Special Topics in Information Security (3)

II. **Total - 15 Hours at GSU**

Certificate in Mathematics Secondary Education

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

Teacher Certification

This sequence of courses is approved by the Illinois State Board of Education and leads to the Initial Secondary Certificate in mathematics. To be recommended for certification by Governors State university, students must earn a grade of "B" or better in EDUC 4999: Student Teaching: Mathematics.

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

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

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

Admission to Mathematics Education

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

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

Continuation in the Certificate

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

1. complete EDUC2310 (Foundations of Education, or equivalent) with a grade of "B" or better;
2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the ETS Proficiency Profile; and Some schools and/or school districts require criminal background checks in advance of any field experience undertaken by teacher preparation candidates in school settings. Candidates may be required to comply with these requirements. Consult with your advisor for information concerning the related GSU policies and procedures.

Student progress

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

of the standards and processes followed by the secondary education faculty is available in the Secondary Education Undergraduate Handbook at *www.govst.edu/ uploadedfiles/ secedstudenthandbook.pdf.*

Conditional Continuation

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

Student Handbook

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

Admission to Student Teaching

Before enrolling in EDUC4999 Student Teaching, an application for admission to student teaching must be submitted of the director of Field Experiences in the College of Education. The application must be submitted by December 1 for the fall term and January 31 for the spring term preceding the academic year in which the student intends to teach (student teaching is not offered in the summer term). This application for student teaching will verify that the student applying has or will have met the following requirements:

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course, and EDUC 6360 and EDUC 6370 with a grade of "B" or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the certificate in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a "C" or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submit evidence of having passed the Mathematics content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Second-art Education Student progress Committee.

Certificate Requirements

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

In addition, students must:
1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of "C" or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses;
4. have a G.P.A. of 3.0 or higher in mathematics courses with a grade of "C" or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP6101, EDUC4440, and SPED6101, with a grade of "C" or better in each course;
6. earn a grade of "B" or better in EDUC 2310, EDUC 6360, and EDUC 6370;
7. earn a grade of "B" or better in EDUC 4999;
8. complete a minimum of 100 clock hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. show evidence of having passed the Assessment of Professional Teaching;
11. meet any additional requirements listed in the Teacher Certification section of this catalog; and
12. receive a positive recommendation from the Secondary Education Student progress Committee.

I. **Professional Education (minimum of 24 hours)**
   The following courses can be taken at either the lower-division or upper-division level:
   EDUC 2310 Foundations of Education (3)
   SPED 6101 Survey of Students with Exceptionalities (3)

   The following courses must be taken at the upper-division level:
   EDCP 6101 Introduction to Educational Technology (3)
   EDUC 6360 Principles of Secondary Mathematics Education (3)
   EDUC 6370 Teaching Secondary School Mathematics (3)
   EDUC 4440 Educational Psychology in Action (3)
   EDUC 4999 Student Teaching: Secondary Mathematics (12)

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

III. **Minimum Total - 24 Hours at GSU**

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.)
Accounting, Accelerated Professional (B.S/ M.S.)
Business Administration (M.B.A.)
Management Information Systems (M.S.)
Public Administration (M.P.A.)

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems
David Green, Interim Chairperson

Professor
Aida Shekib

Associate Professors
Anthony Andrews
Dalsang Chung
David Green
Susan Ji
Brian McKenna
T J Wang

Assistant Professors
Carlos Ferran
Yonghong Jia
Evelina Mengova
Michael Williams

Instructors
Xinghua Gao
Jun Zhan

Lecturers
Jeffrey Alfano
Michael Trendell

Division of Management/Marketing/Public Administration
Jun Zhao, Interim Chairperson

Professors
Akkanad Isaac
Farouk Shaaban
Jun Zhao

Associate Professors
Christopher Ann Robinson-Easley
John Simon

Assistant Professors
Chun-Wei Chang
Olumide Ijose
Changyue Luo
Praggyan Mohanty
Gokce Sargut
Robert Sinclair
Feng Tian
Stephen Wagner

Lecturers
Phyllis Anderson
Sidney Barsuk

Public Administration Program
Susan Gaffney, Interim Program Coordinator

Professor
John Swain

Associate Professors
Mary Bruce
Susan Gaffney

Instructor
Natalia Ermasova

Announcements

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

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

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

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the initial semester of enrollment in the degree program.
2. Students must earn an overall G.P.A. of 3.0 or higher in all course work required for the degree with no more than two grades of "C".
3. Only credits earned with a grade of "B" or higher will be considered for transfer credit.
4. Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
5. Transfer credits can be applied toward required courses only with the permission of the Dean.
6. Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the Dean.
7. A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the Dean.
8. The total number of credits applied toward degree requirements earned in independent studies, internships, and practica cannot exceed six hours, unless approved by the Dean. A maximum of three hours in internships can be counted toward this total.
9. A student who has enrolled in the same course two times without receiving a passing grade must receive permission from the dean to register for that class a third time.
10. A maximum of six credit-hours of graduate course work earned in the last term of an undergraduate program and before official acceptance in the graduate program may be applied toward graduation requirements, with permission of the division chair and the Dean.
11. All graduate students within the College of Business and Public Administration will be required to demonstrate competency in the field of MIS/personal productivity tools by achieving a score of 80% or higher on all appropriate competency exams prior to their second semester of enrollment. Students who fail to achieve the 80% minimum will be required to enroll in the corresponding zero level course(s) and complete with an 80% score or higher. (Students who achieve an 80% on any undergraduate MIS/productivity tools competency exam(s) in the three (3) years prior to enrollment in a graduate program may use this/these undergraduate score(s) and will only be required to meet this requirement on any outstanding area or areas in which they do not meet the 80% criteria.)

Requirements for specific degree programs follow.

Student Course Load

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

Accelerated Professional Accounting Program (B.S./M.S.)

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

Special Admission Requirements

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

Continuing (Graduate) Student Admission Criteria
* 3.25 cumulative GPA on GSU coursework
* Completion of all university and college graduate admission requirements. Note: GMAT requirement may be waived for students meeting these requirements.

Master of Science in Accounting

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

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

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

Special Admission Requirements

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

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

from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MS in Accounting; and

4. A current resume.

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

Required Preparation

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

ACCT	2110	Financial Accounting
ACCT	2111	Managerial Accounting
ACCT	3111	Cost Accounting I
ACCT	3151	Intermediate Accounting I
ACCT	3152	Intermediate Accounting II
ACCT	3252	Accounting Information Systems
ACCT	4251	Tax I
ACCT	4354	Auditing I
BLAW	2100	Business Law I
BLAW	3100	Business Law II

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

Candidacy Requirements

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

1. satisfy all conditions of admission;
2. maintain an overall G.P.A. of at least 3.0 (on a 4.0 scale) for all course work completed at Governors State University as a graduate student with no more than two grades of C.
3. complete all prerequisite courses with a grade of "B" or higher in each course;
4. apply for candidacy after earning a minimum of 9 and a maximum of 12 graduate credit-hours (beyond prerequisite coursework). Students who complete more than 15 hours of degree requirements before attaining candidacy status may be required to complete up to 18 additional hours, approved by the Dean, as a candidate before being approved for graduation by the college.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate course work in the following areas with a grade "B" or higher:

1) calculus;
2) students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
3) written communication and college algebra.

Degree Requirements

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

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

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

I. **Business Courses (6 Hours)**
    Select two of the following courses:
ECON	7500	Managerial Economics and Forecasting (3)
FIN	7101	Financial Management (3)
MGMT	7400	Operations Management: Strategies and Techniques (3)
MGMT	7500	Organizational Behavior in the Global Context (3)
MGMT	7600	International Business (3)
MKTG	7100	Strategic Marketing (3)

II. **Accounting Core Courses (12 Hours)**
ACCT	6201	Seminar in Financial Accounting Theory and Practice (3)
ACCT	6252	Advanced Taxation of Individuals (3)
ACCT	6331	Accounting Information Technology and Systems (3)
ACCT	6355	Seminar in Auditing Standards and Applications (3)

III. **Master's Final Project (3 Hours)**
ACCT	8965	Integrative Perspective on Accounting Issues (3)

IV. **Accounting Selective Courses (6 Hours)**
    Select two of the following courses:
ACCT	6253	Federal Income Taxation of Partnerships and Corporations (3)
ACCT	6461	Governmental and Nonprofit Accounting (3)
ACCT	7111	Managerial Accounting Theory and Applications (3)
ACCT	7254	Advanced Tax Research (3)
ACCT	7815	Financial Statement Analysis (3)
ACCT	8260	Estate Planning (3)
ACCT	8265	Employee Benefits and Retirement Planning (3)

V. **Career Selectives (6 Hours)**
    Select six hours from any CPBA courses numbered 7000 or above.

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 submit the following documents as part of their application package:

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

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

Master's Final Project

MGMT 8900: Strategic Management in the Global Context 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 MGMT 8900 are required and available in the CBPA Academic Advising Office.

Thesis Option

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

Candidacy Requirement

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

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

Degree Requirements

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

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

Students will be required to take a standardized assessment test as a part of their capstone course to complete their degree. A fee of $35 will be charged at the time of registration for the course.

Prerequisite Competencies

Students will be expected to show evidence of completion of appropriate coursework in the following areas with a grade "B" or higher:

1) calculus;
2) students must successfully complete collegial proficiency exams with a grade of 80% or higher (or equivalent courses) in MIS prior to enrolling in their second semester of coursework; and
3) written communications.

Foundation Courses (15 Hours):
MGMT 6100 Foundations of Management and Marketing (3)
(Equivalent: MGMT 3100 and MKTG 3100)*
ECON 6100 Foundations of Economics (3)
(Equivalent: ECON 2301 and ECON 2302)*
MGMT 6700 Foundations of Managerial Statistics (3)
(Equivalent: STAT 2700 and STAT 3700)*
ACCT 6100 Foundations of Accounting and Finance (3)
(Equivalent: ACCT 2110 , ACCT 2111 , and FIN 3110)*

*Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business

completed within five years prior to application from a nationally or regionally accredited school, with a grade of "B" or higher have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

I.   **Required Courses (24 Hours)**
      ACCT   7101   Strategic Management Accounting (3)
      ECON   7500   Managerial Economics and Forecasting (3)
      FIN   7101   Financial Management (3)
      MGMT 7400   Operations Management: Strategies and
                          Techniques (3)
      MGMT 7500   Organizational Behavior in the Global Context (3)
      MGMT 7600   International Business (3)
      MKTG 7100   Strategic Marketing (3)
      MIS   7101   Information Systems and Technology (3)

II.   **Master's Final Project (3 Hours)**
      MGMT 8900   Strategic Management in the Global Context(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 7000 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

      Specialization Options:

      a. Corporate Entrepreneurship
      ENTR   7100   Principles of Corporate Entrepreneurship (3)
      ENTR   8100   Corporate Entrepreneurial Opportunity (3)
      ENTR   8500   Corporate Entrepreneurial Leadership (3)

      b. Finance
      Select three of the following courses:
      FIN   7501   Investments (3)
      FIN   8101   Advanced Financial Management (3)
      FIN   8350   International Finance (3)
      FIN   8501   Derivatives (3)

      c. Human Resource Management
      MGMT 7300   Human Resource Management Strategies (3)
      MGMT 8300   Labor Management Relations (3)

      Select one of the following courses:
      MGMT 7200   Problems in Business Ethics (3)
      MGMT 8310   Human Resource Selection and Compensation (3)
      MGMT 8500   Leadership Dynamics (3)

      d. International Business
      Select three of the following courses:
      ACCT   6254   Seminar in International Accounting (3)
      FIN   8350   International Finance (3)
      MKTG 8600   International Marketing (3)
      MGMT 8610   Globalization Issues: Challenges, Opportunities,
                          and Policy Implications (3)

      e. Management Information Systems
      MIS   7201   Systems Analysis and Design (3)
      MIS   7401   Database Development and Implementation (3)
      MIS   7601   Distributed and Network Systems (3)
      MIS   7700   ERP Systems(3)

      f. Marketing
      Select three of the following courses:
      MKTG 8000   Selected Contemporary Issues in Marketing (3)
      MKTG 8200   Buyer Behavior (3)
      MKTG 8300   Marketing Information: Methods and Analysis (3)
      MKTG 8600   International Marketing (3)

g. Supply Chain Management
MGMT 8400   Global Supply Chain Management (3)
MGMT 8410   Logistics, Transportation, and Warehouse
                    Management (3)

Select one of the following courses:
MGMT 8420   Decision Models in Supply Chain Management (3)
MGMT 8430   Strategic Procurement and Materials
                    Management (3)
MGMT 8460   Project Management (3)

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

Master of Science in Management Information Systems

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

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

Special Admission Requirements

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

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

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

Required Preparation

Applicants should have completed coursework in the following areas with grade "B" or higher:

Programming Course

Statistics Course
(Equivalent: MGMT 6700 or STAT 2700 and STAT 3700)
Calculus (Equivalent: MATH 2281)
MIS Competency exam with a score of 80% or higher

Management Course
(Equivalent: MGMT 6100 or MGMT 3100 and MKTG 3100)

Accounting Course
(Equivalent: ACCT 6100 or ACCT 2110 and
ACCT 2111 and FIN 3110)

Organization Behavior Course
(Equivalent: MGMT 4500)

Operations Management Course
(Equivalent: MGMT 3400)

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

Candidacy Requirements

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

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

Degree Requirements

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

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

I. **MIS Core Courses (15 Hours)**
MIS   6580   Information Security (3)
MIS   7201   Systems Analysis and Design (3)
MIS   7401   Database Development and Implementation (3)
MIS   7601   IT Infrastructure (3)
MIS   7700   ERP Systems (3)

II. **Business Courses (9 Hours)**
MIS   7101   Information Systems and Technology (3)

Select two of the following:
ACCT 7101   Strategic Management Accounting (3)
ECON 7500   Managerial Economics and Forecasting (3)
FIN   7101   Financial Management (3)
MGMT 7400   Operations Management: Strategies
                      and Techniques (3)
MGMT 7500   Organizational Behavior in the Global Context (3)
MKTG 7100   Strategic Marketing (3)

III. **Career Sequence (9 Hours)**
The career sequence component is based on individual career goals. Students select 9 elective graduate credit hours from their career area, to be approved by their advisor. Student career sequence courses may be in disciplines such as business, logistics and supply chain management, management information systems, information security, computer science, and accounting. Students with a non-technical background are encouraged to pursue work in MIS or CPSC, while those students with technical backgrounds will be encouraged to purse course work in business, management, supply chain management and logistics, accounting.

Students may choose any 9 hours of approved electives. The following courses have been approved. Courses not listed require approval of the MIS faculty:

a.   Information Security
CPSC 6581/ MIS 6801 Information Security (3)
CPSC   6582   Cryptography and Network Security (3)
CPSC   6583   Laboratory in Information Security   (3)
CPSC   6584   Special Topics in Information Security (3)

b. Logistics and Supply Chain Management
MGMT 8400   Global Supply Chain Management (3)
MGMT 8410   Logistics, Transportation and Warehouse
                      Management (3)
MGMT 8420   Decision Models in Supply Chain Management (3)
MGMT 8440   Project Management (3)

c. Business
7000 or higher level courses in MGMT, MKTG, ACCT, ECON, FIN, MIS from the College of Business and Public Administration are acceptable if the student has met the necessary perquisites for the course.

  * Three credit-hours may be waived in the Career Sequence if the graduate research thesis (MIS 8999) is done as the final project.

IV. **Master's Final Project Selective (3-6 Hours)**
Select one of the following:
MIS   8979   Advanced Management Information Systems (3)
MIS   8989   Graduate Project (3)
MIS   8999   MIS Graduate Research Thesis (6)

V. **Total - 36 Hours**

Master of Public Administration

The College of Business and Public Administration offers graduate study in public administration leading to the degree of Master of Public Administration (M.P.A.). The MPA program prepares students to serve as effective managers in nonprofit, local, county, state, and federal organizations. The MPA program provides a high quality education to a diverse student body while engaging in scholarly activities and community service. We empower our students with an ethical perspective and with the critical thinking and decision making skills to effectively manage a public entity.

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

Special Admission Requirements

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

1. Normally, applicants will be expected to have a 3.0 cumulative G.P.A. (on a 4.0 scale) in their last 60 credit hours;
2. Two confidential letters of recommendation from professional references (e.g. current or former college faculty member, current or former work supervisor, or community leader;
3. A two page, double spaced statement of intent which discusses personal short and long term career goals and reasons for pursuing a MPA degree at this time and what about this particular program is going to help reach those goals. Please give specific personal examples of leadership and provide other pertinent information to help the committee select candidates who can benefit from and contribute to the program. The statement of intent offers applicants the opportunity to demonstrate writing and communication skills and supports your candidacy for the MPA; and
4. A current resume.

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

As part of this degree program, students must choose one of the following options to complete the MPA program (grade "B" or higher required):

PADM 8900   Problems in Applied Public Management
                      OR
PADM 8990   Master's Research Paper

In the Capstone Course PADM8900, students demonstrate their cumulative knowledge and skills through the completion of case studies and a research paper.

Before registering for PADM 8900 students must:

1. complete 39 hours of required courses including PADM 8600 ;
2. be in final term of program; and
3. obtain permission from the CBPA Advising Office.

The Master's Research Paper PADM8990 involves a demonstration of the student's knowledge and skills through the development of a major research paper approved by a committee of three faculty members

Before registering for PADM8990 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.

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

Candidacy Requirement

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

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

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.

I.   **Required Courses (33 Hours)**
    MGMT 7500   Organizational Behavior in the Global Context (3)
    MIS   7650   Public Sector Information Management (3)
    PADM 7100   Political and Legal Frameworks for Public Administration (3)
    PADM 7200   Economic Analysis in Public Administration (3)
    PADM 7300   Seminar in Public Human Resource Administration (3)
    PADM 7500   Seminar in Public Budgeting (3)
    PADM 7700   Data Analysis for Public and Nonprofit Administration (3)
    PADM 8200   Ethics for Pubic Administrators (3)
    PADM 8300   Public Finance (3)
    PADM 8400   Seminar in Public Planning (3)
    PADM 8600   Seminar in Research Methods (3)

II.   Select three of the following courses (9 hours)
        Note: at least one course chosen must be a PADM course:*
        MGMT 8300   Labor Management Relations (3)
        PADM 8000   Advanced Topics in Public Administration (3)
        PADM 8100   Seminar in Urban Government (3)
        PADM 8500   Seminar in Public Policy (3)
        PADM 8880   Internship (3)
        POLS   8240   Intergovernmental Relations (3)

    * Other appropriate graduate classes may be approved by
       MPA Program Coordinator

III.   Master's Final Project (3 Hours)
        Select one of the following:
        PADM 8990   Master's Research Paper (3)
        PADM 8900   Problems in Applied Public Management (3)*

    * Students must earn a B or higher grade in their Master's
       Research Paper or PADM8900 in order to successfully complete
       the MPA program.

IV. Total - 45 Hours

COLLEGE OF EDUCATION

Deborah Bordelon, Dean

The College of Education prepares counselors, psychologists, teachers, and school administrators to function effectively in a variety of instructional, guidance and counseling, and leadership roles. The graduate programs in Reading, Early Childhood, Multicategorical Special Education and Urban Teacher 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, Urban Teacher Education, 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.

Masters 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.)
Urban Teacher Education (M.A.)

Certificates

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

These do not typically lead to initial teacher certification.

Doctoral Program

Counselor Education and Supervision (Ed.D.)

Certifications and Accreditations

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

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

Faculty of the College of Education

Division of Education

Colleen Sexton, Chairperson

Professors

Diane Alexander
Lisa Chang
Maribeth Montgomery Kasik
Marian Marion
Steven Russell
Colleen Sexton

Associate Professors

Larry Cross
Sondra Estep
Sandra Gandy
Glenna Howell
Taida Kelly
Jeannine Klomes
Joe Matula
Barbara Winicki

Assistant Professors

John Cook
Lorenzo Flores
Daniel Hechenberger
Tywanda Jiles
Vickie Person
Xiaobo She
Cathy Toll

Lecturers

- Thomas Bierdz
- Phillip Boudreau
- Lucianne Brown
- Susan Burke
- James Cunneen
- Mary Fischer
- Raquel Herrera-Byrne
- Michael Gordon
- Judith Hannigan
- Sharon Neste
- Morven Ngaiyaye
- Evie Plofsky
- Ellen Silver-Horrell
- Veronica Zalewski

Division of Psychology and Counseling

Shannon Dermer, Chairperson

Professors

- Jon Carlson
- Julia Yang

Associate Professors

- Linda Buyer
- Shannon Dermer
- Christopher Dyslin
- Cyrus Ellis
- E. Jean Johnson
- Patricia Robey
- Elizabeth Ruiz
- Catherine Sori
- Albert Tuskenis
- Byron Waller
- Darlene Wright

Assistant Professors

- Shaalein Carroll-Lopez
- Shea Dunham
- Barbara Gormley
- Larry Maucieri

Lecturers

- Crystal Blount
- Matthew Covic
- Kim Jaroszewski
- Richard Lencki
- David Lewandowski
- Kevin Nicolei
- Kim Snow
- Rosanne Tadsen

Visiting Professor

- Terri Christiansen

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Arts in Counseling

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

Accreditation and ISBE Certification

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

The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel Certificate with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for a school personnel certificate endorsed for school counseling shall either (1) hold or be qualified to hold a teaching certificate, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD7713, COUN7620, COUN6622, and SPED6101).

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 peti-

tion 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 term. Failure to do so will result in dismissal from the program.

Admission Criteria

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

1a have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or

1b have a G.P.A. of 3.0 for the last 60 hours of bachelors degree; or

1c have a G.P.A. of 2.74 or below for all undergraduate course work attempted and

   a. attain a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination - General Test; or

b. take COUN6600, COUN6630 and COUN6609 (writing course) and complete with "B's" or better. (NOTE: completion of these courses does not guarantee admission.); and

2. have recommendation of the faculty based on the submission of supplementary application packet which includes:
   a. official transcripts of all previous college work;
   b. counseling application form;
   c. three Personal Reference Forms; and
   d. Statement of Character form.

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

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

3. have completed all prerequisite courses with a G.P.A. of 3.0 or higher. If these are not completed at the time of admission, they must be completed prior to attaining candidacy. Prerequisite courses for the Community Counseling and Marriage and Family Counseling sequences include statistics (STAT4720), a course in research methodology (PSYC4770), a course in abnormal psychology (PSYC3430), and course work in Addictions Studies at the 5000 level (Marriage and Family sequence must complete ADDS6300) or above totaling three credit hours; applicants for the School Counseling sequence must have completed a course in statistics (STAT4720), a course in research methodology (PSYC4770), and course work in Addictions Studies at the 5000-level or above totaling three credit hours.

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

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

Admission to Candidacy

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

1. be admitted to the program;
2. complete COUN6600, COUN7720, COUN7810, and COUN7847with a grade of "B" or better in each course;
3. show proof of professional liability insurance; and
4. show proof of LiveText account (School Counseling only)

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

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

Degree Requirements

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

Enrollment in COUN8842, COUN8844, COUN8845, COUN8852, and COUN8856 requires prior admission to candidacy and completion of course prerequisites.

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

I.   Required Courses (33 Hours)

PSYC	6110	Measurements and Evaluation (3)
COUN	6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN	6630	Counseling Theories (3)
COUN	7620	Life Span Developmental Issues (3)
COUN	7720	Social and Cultural Foundations (3)
COUN	7725	Family Systems: Theory and Practice (3)
COUN	7730	Life Style and Career Development (3)
COUN	7810	Beginning Counseling and Human Relations Skills (3)
COUN	7847	Group Dynamics and Intervention (3)
COUN	7855	Assessment and Treatment Planning (3)
COUN	8811	Interventions with Children and Adolescents (3)

II.   Counseling Sequences
Select one of the following sequences:

Clinical Mental Health Counseling Sequence (27 Hours)

COUN	7633	Community Counseling (3)
COUN	8842	Practicum 1: Individual and Vocational Counseling (3)
COUN	8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN	8848	Crisis Intervention and Trauma Counseling (3)
COUN	8849	Psychopharmacology and Substance Abuse Counseling (3)
COUN	8856	Practicum in Group Counseling: Adult (3)
COUN	8859	Family Counseling Techniques (3)
COUN	8871	Counseling Internship I: Clinical Mental Health Counseling (3)
COUN	8872	Counseling Internship II: Clinical Mental Health Counseling (3)

Marriage and Family Counseling Sequence (27 Hours)

COUN	7633	Community Counseling (3)
COUN	8825	Advanced Family Systems Theory (3)
COUN	8842	Practicum 1: Individual and Vocational Counseling (3)
COUN	8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN	8856	Practicum in Group Counseling: Adult (3)
COUN	8859	Family and Couples Counseling (3)
COUN	8860	Applied Systems Theory (3)
COUN	8881	Counseling Internship I: Marriage and Family Counseling (3)
COUN	8882	Counseling Internship II: Marriage and Family Counseling (3)

School Counseling Sequence (24 Hours)

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

Teaching Competency Classes for Non-Certified School Counseling Students

EDAD 7713   Leadership and Organizational Behavior (3)*
COUN 6622   Applied Learning Theory for School
                       Personnel (3)*
COUN 7620   Lifespan Developmental Issues (3)*
SPED   6101   Survey of Students with Exceptionalities (3)*

* or equivalent courses

Required Sequence Courses

COUN 6638   Introduction to School Counseling (3)
COUN 7851   Consultation and School Staff
                       Development (3)
COUN 7853   Parent Education: Prevention and
                       Intervention (3)
COUN 8844   Practicum: School Counseling (K-12) (3)
COUN 8852   School Counselor Academy (3)
COUN 8858   Development of School Counseling Programs (3)
COUN 8868   Counseling Internship I: School Counseling (3)
COUN 8869   Counseling Internship II: School Counseling (3)

III.   **Total - 60, 60, or 57 Hours**

Master of Arts in Early Childhood Education

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

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood Certificate by entitlement, as well as the Early Childhood Special Education Approval. Four courses required for EC SPED approval are offered in this program: EDEC7780, EDEC6641/6640, EDEC6650/6651, and EDEC8830. To be recommended for certification by Governors State University, students must complete the requirements listed under Option I or Option II and meet the requirements listed in the Teacher Certification section of this catalog.

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

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

Upper Level Coursework Requirements:

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

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

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

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

Students who do not hold Illinois elementary or special education certificates must complete EDEC4999 Student Teaching in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. Please see an education advisor for further details.

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

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

Program Requirements

In order to continue in the program after meeting university admission requirements and before completing nine hours of graduate course work which must include EDUC6100 and EDEC8810 or 8820.

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

*   transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and a grade of "B" or better in current graduate course-work;.
*   scores from the Graduate Record Examination (GRE) (General Test); and
*   if seeking the Early Childhood Education certificate, evidence of having passed the Basic Skills or Test of Academic Proficiency of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test.
*   if seeking the Early Childhood Education certificate, complete the GSU approved criminal background check prior to enrolling in any field experience courses. Also, some

assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as finger print background check. For more information, please consult with your advisor.

After the student has completed EDUC6100 and EDEC8810 or 8820, 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 EDUC6100 and in either EDEC8810 or 8820.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the appropriate professional (i.e. advisor, program coordinator, chair of student progress, etc.) each trimester, and students are informed accordingly of the conditions necessary for them to be transferred to good standing status. When conditions are met, the students are transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status. Conditional continuation is n 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 or Test of Academic Proficiency;
2. verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course before entering labs 3 and 4;
3. complete all prerequisite coursework successfully; and
4. maintain a cumulative 3.0 G.P.A. with a grade of "C" or better in all coursework, having no more than two core or professional courses with a grade of "C".

Admission to Student Teaching Students required to student teach must:

1. if seeking teacher certification for the first time, verify completion of any undergraduate general education requirements as well as documentation of an 18-19 credit hour in as teaching specialization area;
2. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";
3. have no more than a total of nine approved general education/specialization hours outstanding; and
4. verify successful completion of the early childhood content area state examination.

Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC6100 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 term that they expect to have completed nine credit-hours in graduate EDEC courses or 15 hours in the program by the following date: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at *www.govst.edu/education.*

To qualify for candidacy, a student must:

1. attain a score of "4" or higher on the GRE Writing Exam; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate preparatory courses, SPED6101, EDEC3320, and EDCP6101with 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 EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other courses having no more than two core or professional courses with a grade of "C";
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Teacher Education and Certification; and
5. be recommended for candidacy by the Early Childhood Education program faculty.

Degree Requirements

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

In addition, students:

1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and either EDEC8810 or 8820,

and a grade of "C" or better in all other course-work, having no more than two core or professional courses with a grade of "C";

4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

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

Core Courses (18 Hours)
EDEC 7740 Issues and Methods for At Risk/Special Needs (3)
EDEC 8810 History and Philosophy of Early Childhood Education (3)
EDEC 8820 Advanced Early Childhood Development (3)
EDEC 8968 Culminating Experience: . . (3)
EDUC 6100 Issues in Education (3)
EDUC 8114 Teacher as Researcher (3)

(Note: This experience consists of writing a thesis, completing a research project, preparing a portfolio, completing an internship or other experience approved and supervised by a committee of three faculty members.

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

Additional Required Courses
Option I: Students seeking the Early Childhood Certificate who hold an Illinois Elementary or Special Education Certificate* (22-30 hours; 34-42 hours with student teaching, plus the 18 hour core)
EDEC 4510 Beginning Reading and Writing Instruction (3)
EDEC 6620 Methods of Teaching in the Arts (2)
EDEC 6640 Child with and without Special Needs and Family in the Community (3)
EDEC 6641 Lab 1: Infant and Toddler (1)
EDEC 6650 Preprimary and Special Education Curriculum Development in Early Childhood (3)
EDEC 6651 Lab 2: Preprimary (1)
EDEC 7780 Psycholinguistics (3)
EDEC 8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC 8860 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 6680 Literacy Methods in Early Childhood Education (3)
EDEC 6681 Lab 3: Literacy in Early Childhood Education (1)
EDEC 6690 Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC 6691 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 4999 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 4999 Student Teaching (12)
EDEC 6620 Methods of Teaching in the Arts (2)
EDEC 6641 Lab 1: Infant and Toddler (1)
EDEC 6640 Children with and without Special Needs and Family in the Community (3)
EDEC 6650 Preprimary and Special Education Curriculum Development in Early Childhood Education (3)
EDEC 6651 Lab 2: Preprimary (1)
EDEC 6680 Literacy Methods in Early Childhood Education (3)
EDEC 6681 Lab 3: Literacy in Early Childhood Education (1)
EDEC 6690 Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC 6691 Lab 4: Primary Math, Science, and Social Studies (1)
EDEC 7780 Psycholinguistics (3)
EDEC 8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC 8860 Integrating Instruction in Early Childhood Education (3)

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

Total - 57-76 Hours

Option III: Students with a BA degree and/or teaching certificate in Early Childhood Education (15-19 Hours)
Students in this option must complete an additional preparatory course:
STAT 4720 Statistics (or an equivalent course) (3)

The following professional advancement courses:
PSYC 4770 Research Methodology (3)
PSYC 6110 Measurement and Evaluation (3)
PSYC 8653 Human Neuropsychology I: Brain Function (3)

Select 3 or 4 credit-hours from the following electives:
EDEC 6640 Children with and without Special Needs and Family in the Community (co-requisite EDEC6641) (3)
EDEC 6641 Infant/Toddler Laboratory (co-requisite EDEC6640) (1)

EDEC 7780 Psycholinguistics (3)
EDEC 8860 Integrating Instruction in Early Childhood Education (3)
SPED 8619 Psychological Diagnosis of Learners with Exceptionalities (3)

Total - 33-37 Hours

Master of Arts in Education

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

Teacher Certification

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

Program Requirements

After meeting the university admission requirements, in order to continue in the program, candidates must, before completing nine hours of course work which must include EDUC6100 and EDUC8244, 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 EDUC6100 and EDUC8244, 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 EDUC6100 and EDUC8244, 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 term, 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 EDUC6100, EDUC8244, EDUC8105, 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 term that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at *www.govst. edu/education.*

To qualify for candidacy, a student must:

1. 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 EDUC6100 and EDUC8244 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section "Teacher Certification"; and
5. be recommended for candidacy by the M.A. in Education program faculty.

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

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

Student Progress

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

Student Handbook

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

Degree Requirements

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

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDUC8244and 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 6100   Issues in Education (3)
EDUC 8105   Student Learning and Assessment (3)
EDUC 8114   Teacher as Researcher (3)
EDUC 8244   Academic Evaluation and Assessment (3)
EDUC 8999   Culminating Experience (3)

(Note: This experience consists of writing a thesis or completing a research project approved by a committee of three faculty members.)
Further information is available in the M.A. in Education Student Handbook at *www.govst.edu/education*.)

II.   Electives (6 Hours)
With advisor's approval, candidates will select six hours of graduate education courses. A graduate course from related disciplines may be included with the approval of the advisor.

III.   Sequences (18 - 21 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 6610   Evaluating Software for Instruction (3)
EDCP 7320   Educational Applications of the Microcomputer: Mathematics (3)
EDCP 8100   Multimedia in Education (3)
EDCP 8200   Telecommunications in Education (3)
EDCP 8500   Coordinating Educational Technology (3)

Electives for Computer Education
Select two of the following courses:
EDCP 7320   Educational Applications of the Microsomputer: Mathematics (3)
EDCP 7350   Educational Applications of the Microcomputer: Reading and Writing Development (3)
EDCP 7360   Educational Applications of the Microcomputer: Science (3)
EDCP 7370   Educational Applications of the Microcomputer: Special Education (3)
EDCP 7700   Administrative Uses of Microcomputers (3)

Curriculum and Instruction
EDUC 8257   Curriculum Development (3)

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

Mathematics Education
EDUC 5640   Teaching Math in Intermediate and Mid Grades (3)
EDUC 6400   Teaching and Learning Mathematics (3)
EDUC 8180   Teaching Mathematical Problem Solving and Critical Thinking (3)
EDUC 8310   Strategies for Teaching Geometry (3)
EDUC 8330   Teaching Mathematics to Mathematically Able Students (3)

Electives for Mathematics Education
Select one of the following:
EDUC 6320   Teaching Mathematics to Low-Achieving Students (3)
EDUC 7732   Issues in Math Curriculum and Instruction (3)
EDCP 7320   Educational Applications of the Microcomputer: Mathematics (3)

Science Education
EDUC 6625   Models and Strategies for Science Education (3)

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

IV.   Total - 36 Hours

Master of Arts in Educational Administration

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

Certification/Endorsement

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

Note: Holders of an M.B.A., a Masters Degree in Finance, or a Masters Degree in Accounting from a regionally accredited institution may wish to complete the school finance sequence (EDAD8839, EDAD8840, and EDAD8845) 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 EDAD6621 and EDAD7729.

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

- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest;
- for Sequence in General Administrative and Chief School Business Official, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Type 75 Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;
- for Sequence in Higher Education Administration, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a university administrator and submitted in a sealed format;
- for Sequence in General Administrative, a copy of a valid Illinois or comparable out-of-state initial, standard, or master teaching or a school service or administrative certificate;
- for Sequence in General Administrative and Chief School Business Official, evidence of having passed the Basic Skills or Test of Academic Proficiency of the Illinois Certification Testing System;

- for Sequence in General Administrative evidence of two years full-time teaching experience in a recognized public or private school as directed in the application materials;
- for Sequence in Chief School Business Official, evidence of two years full-time of administrative experience in school business management is required before applying for state certification; and
- for Sequence in Higher Education, evidence of two years of full-time experience in a higher education setting.

After the student has completed EDAD6621 (for General Administration or Chief School Business Official) or HEAD6621 (for Higher Education Administration) and EDAD7729, 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 EDAD6621 or HEAD6621 and EDAD7729.

Conditional Continuation

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

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 EDAD6621 or HEAD6621, EDAD7729, 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 term that they expect to have completed 12 credit-hours in courses required in the program: September 15 for fall term, January 15 for spring term, or June 15 for summer term. Application forms are available on the Division of Education website at *www.govst.edu/edad.*

To qualify for candidacy, a student must

- have completed the four courses referred to above with a grade point average of 3.0;
- 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 6621 Foundations of School Administration and Organization (3)
EDAD 6661 Curriculum Development and Learning Theories (3)
EDAD 7713 Leadership and Organizational Behavior (3)
EDAD 7724 School Supervision (3)
EDAD 7729 Research in Educational Administration (3)
EDAD 7731 Community Relations (3)
EDAD 8822 Elementary and Secondary School Administration (3)
EDAD 8832 School Finance (3)
EDAD 8833 School Law (3)
EDAD 8834 Practicum in Instructional Leadership and School Management I (3)
EDAD 8835 Practicum in Instructional Leadership and School Management II (3)

II. **Selectives - 3 Hours**
With advisor's approval, select three hours from the following courses:
EDAD 6618 The Adult Learner (3)
EDAD 8836 Administration of School Personnel (3)
EDAD 8838 Collective Negotiations (3)
EDAD 8850 Seminar: Educational Policies and Issues (3)
EDAD 8865 Information Technology for School Administrators (3)
SPED   8805 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 6621 Foundations of School Administration and Organization (3)
EDAD 7729 Research in Educational Administration (3)
EDAD 7731 Community Relations (3)
EDAD 8832 School Finance (3)
EDAD 8833 School Law (3)
EDAD 8836 Administration of School Personnel (3)
EDAD 8838 Collective Negotiations (3)
EDAD 8839 School Finance II: Advanced Concepts/ Chief School Business Official (3)
EDAD 8840 School Finance III: Applications/Chief School Business Official (3)
EDAD 8845 School Business Internship (3)
EDAD 8865 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 7729 Research in Educational Administration (3)
HEAD 6618 The Adult Learner (3)
HEAD 6621 Foundations of Higher Education Administration and Organization (3)
HEAD 6625 Institutions of Higher Education (3)
HEAD 7713 Leadership and Organizational Behavior in Higher Education (3)
HEAD 7731 Community Relations and Higher Education (3)
HEAD 8823 Higher Education Administration (3)
HEAD 8833 Higher Education Law (3)
HEAD 8834 Practicum in Higher Education Administration I (3)
HEAD 8835 Practicum in Higher Education Administration II (3)

II. **Selectives - 6 Hours**
With advisor's approval, select six hours from the following courses:
EDAD 6661 Curriculum Development and Learning Theories (3)
EDAD 7724 School Supervision (3)
EDAD 8836 Administration of School Personnel (3)
EDAD 8838 Collective Negotiations (3)
EDAD 8865 Information Technology for School Administrators (3)
HEAD 8832 Higher Education Finance (3)
HEAD 8850 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 SPED6999: 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 SPED8619 and SPED8200:

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 or Test of Academic Proficiency 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 SPED8619 and SPED8200, 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 SPED8619 and SPED8200 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,
2. have passed the Special Education General Curriculum Test (163) and the Learning Behavior Specialist I Test (155) of the Illinois Certification Testing System, and
3. 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 SPED8619, SPED8200, 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 term, January 31 for spring term, or May 31 for summer term. Application forms are available on the Division of Education website at *www.govst.edu/education.*

To qualify for candidacy, a student must:

1. 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 SPED8619 and SPED8200 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 SPED8619 and SPED8200 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)

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical 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)

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	6999	Special Education Student Teaching (9)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical Special Education (4)

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 as well as skills in assessment and research. Both sequences are designed to prepare students to pursue advanced graduate degrees in Psychology.

Clinical Sequence

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

Theoretical Sequence

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

Required Preparation

While an undergraduate major in Psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having completed the following prerequisites (or their equivalent): Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC3201), Research Methodology (PSYC4750), and Statistics (STAT4720). These courses may not be used to fulfill degree requirements for the M.A. in Psychology and may be taken at another institution.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed, with an overall G.P.A. of 3.0 or higher, no grade lower than a "C" and no more than two grades of "C," undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC 3201), Research Methodology (PSYC4750), and Statistics (STAT4720). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at another institution; **
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; **
3. have a combined score (Verbal and Quantitative) of at least 302 on the Graduate Record Exam (GRE). general test if the GRE is taken after August 2011, or a combined score (Verbal and Quantitative) of 1050 if taken prior to August 2011; **
4. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC3102 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or higher on the Analytical Writing section of the GRE General Test**
5. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term goals (applicants should be aware that faculty also evaluate this statement as a professional writing sample);
6. ask three professionals/professors who can speak to the applicant's academic and/or professional capabilities in the field of Psychology to complete and submit a Personal Reference Form available on the M.A. Psychology website at *www.govst.edu/coe/t_coe_ pgm_mapsy_clinical. aspx?id+4222*; and
7. Complete a "Statement of Character" Form available on the Admissions Office website at *www.govst.edu/admissions/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.

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

** Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter, include discussion of the factors contributing to the academic achievement and why those factors could be judged by the faculty as

successfully remediated. Faculty reserve the right to require additional coursework (for example, PSYC3102 or other undergraduate psychology courses) as a condition of admission.

Admission to Candidacy

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

1. complete all preparatory courses listed above with the minimum grades required; and
2. complete PSYC6110 , PSYC6160, PSYC6221, and PSYC6229 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 PSYC7240, PSYC8549, and STAT8260;

3. receive a passing score on the program comprehensive examination; and

4. receive positive endorsement from the faculty.

I.   Required Courses (21 Hours)

PSYC	6110	Measurements and Evaluation (3)
PSYC	6160	Ethical and Legal Issues in Psychology (3)
PSYC	6221	Psychopathology (3)
PSYC	6229	Seminar in Human Development (3)
PSYC	7240	Topics in Multicultural Psychology (3)
PSYC	8549	Advanced Research Seminar (3)
STAT	8260	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	5200	Screening, Referral, and Treatment Planning (3)
COUN	7725	Family Systems: Theory and Practice (3)
COUN	7730	Life Style and Career Development (3)
PSYC	7325	Introduction to Child Therapy (2)
PSYC	7320	Theories of Psychotherapy (3)
PSYC	7430	Psychotherapy Techniques I(2)
PSYC	7431	Psychotherapy Techniques II (3)
PSYC	8440	Group Psychotherapy (3)
PSYC	8463	Practicum in Psychotherapy (3)
PSYC	8920	Internship Program I (3)
PSYC	8921	Internship Program II (3)

Theoretical Psychology Sequence (13 hours)

PSYC	6070	Topics in Psychology: . . . (3)
PSYC	8950	Graduate Thesis/Project: . . . (4)

6 hours of electives selected with advisor (6)

III. Total - 52 or 34 Hours

Master of Arts in Reading

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

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

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

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

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

Program Admissions

Starting in Fall 2011, the Reading Teacher Endorsement program will be offered in an on-campus cohort format. Admission to the M.A. in Reading program is available at two points each year: summer term and fall term.

Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet, before completing their first term's course work (READ6210 or READ6220). These are due by August 1 for those students beginning the program during the summer term and by November 1 for those students beginning the program during the fall term. The complete application packet includes:

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

vevidence of two years teaching experience in a recognized public or private school as directed in the application materials prior to candidacy (READ7240).

After the student has completed six hours in READ course work the faculty will review this information and recommend that the student be permitted to continue in the program,

continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must meet the knowledge, skills, and dispositions standards outlined in the Teacher Education and Certification Section of this catalog, as well as earn a grade of "B" or better in each READ class.

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

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each term, 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 READ8260, READ8270, READ8828, or the culminating project (EDUC8999) 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 hours of graduate course work that must include the following four courses: READ6200, READ6210, READ6220 and one additional READ course listed on the student study plan. Candidacy must be attained prior to enrollment in READ7240, which in most cases will be taken during the student's third term in the program.

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

To qualify for candidacy, a student must:

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

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

Student Progress

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

Student Handbook

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

Program Requirements

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

1. must earn "B" or better in each course;
2. may apply a maximum of nine hours of course credit from other accredited institutions toward the degree requirements, subject to approval by the faculty of the M.A. in Reading program;
3. must complete all required course work, including transfer credits, within eight calendar years;
4. must display the dispositions expected of graduate students as listed in the Teacher Education and Certification section of this catalog;
5. must have candidacy before being admitted to READ7240;
6. must take the required comprehensive examination for the program during the term immediately following completion of READ8260 or READ8270, 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 READ8260; and
8. be recommended by the M.A. in Reading program faculty.

Course Requirements for M.A. in Reading

READ	6190	Narrative and Expository Writing Instruction, K-12 (3)
READ	6200	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ	6210	Survey of Reading: Theory and Practice (3)
READ	6220	Teaching Reading in Content Areas (3)
READ	6230	Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ	7240	Reading Diagnosis (3)
READ	7250	Reading Remediation (3)
READ	7300	Developing and Supervising Reading Programs (3)
READ	8260	Reading Practicum I: Elementary School Reading (3)
READ	8270	Reading Practicum II: Middle and Secondary School Reading (3)
READ	8828	Seminar in Reading (3)
EDUC	8999	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 (READ6190, 6200, 6220, and 6230) will be considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program. No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

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

Master of Arts in Teaching in Urban Teacher Education

Alternative Teacher Certification

The Master of Arts in Teaching in Urban Teacher Education prepares candidates to become an elementary or secondary Mathematics, Biology, or Chemistry teacher. Professional education courses provide preparation for teaching, and general education courses expand upon the candidate's knowledge of elementary school or secondary Mathematics, Biology or Chemistry curriculum. This program offers a combination of classroom instruction, field experiences, and a year-long residency in an elementary or secondary school..

Eligibility

This program is designed for individuals who have obtained their bachelor's degree. Individuals must be willing to complete their residency and work in one of the program's partner school districts for a period of at least three years after completing the program.

Program Admissions Requirements

Admission to the program is on a competitive basis. Requirements include:

1. A complete Alternative Certification application:
   - Complete set of official higher education transcripts
   - 300-word typed essay expressing interest in the program and a career in education
   - Letter(s) of reference which document your experience working with children and/or young adults
   - Documentation of work experience from employer(s) - five (5) years preferred
   - Transcripted general education credits of sufficient scope to allow satisfaction of program requirements by the time this program is completed (nine to twelve additional credits may be earned within the scope of this program)
   - Current resume
   - Illinois Certification Test of Academic Proficiency Exam results indicating a passing score on all sections

2. Holistic assessments including, but not limited to:
   GRE scores, including Writing test
   Interview
   Group problem solving activity
   Presentation

Candidate Progress

The Alternative Certification Assessment Committee made up of faculty and school district personnel evaluates candidates progress continually, and specifically at four check-points: (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.

Admission to Teaching Residency

Before beginning the teaching residency, candidates must:

1. Pass the Illinois Basic Skills or Test of Academic Proficiency and the Illinois Elementary/Middle Content Area Test or Secondary Content Area Test (Chemistry, Biology, or Mathematics Exam)
2. apply for and receive an Illinois Type 23 Elementary Provisional Teaching or Type25 Secondary Provisional Teaching Certificate; and
3. have a signed agreement 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 and required additional coursework.

Professional Teaching Standards and Standards for Certification in Elementary and Secondary Education are emphasized throughout the program.

Teacher Certification

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary or Initial Secondary Certificate by entitlement. To be recommended for certification by Governors State University,

elementary and secondary 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 MAT 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.

II. **Professional Course Work Requirement (33-34 Hours)**
    A grade of "B" or higher must be earned in all professional courses.

    Prerequisite for ALL candidates:
    EDUC 3320 Future of American Education (3)
    EDUC 3321 Effective Teaching and Laboratory (4)

    All Candidates:
    ACA 6110 Initial Field Experience (1)
    ACA 6230 Field Experience I (1)
    ACA 6340 Field Experience II (1)
    ACA 6420 Theory to Practice (3)
    ACA 7110 Research Based Reading Instruction (3)
    ACA 7220 Teaching English as a Second Language (3)
    ACA 8110 Student Learning and Assessment (3)
    ACA 8220 Action Research in Schools (3)
    ACA 8990 Best Practice in Urban Setting (3)

    Elementary Certification:
    ACE 6130 Teaching in the Content Area (3)
    ACE 7230 Reflective Teaching I (3)
    ACE 8330 Reflective Teaching II (3)

    Mathematics Certification:
    ACM 6140 Methods of Teaching Math 1 (3)
    ACM 7240 Methods of Teaching Math II (3)
    ACS 8345 Advanced Methods Secondary Teaching (3)

    Science:
    ACS 6150 Methods of Teaching Science I (3)
    ACS 7250 Methods of Teaching Science II (3)
    ACS 8345 Advanced Methods Secondary Teaching (3)

Total - minimum of 33-34 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 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 or Test of Academic Proficiency 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 EDEC8820 and EDEC7740. 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 8820 Advanced Early Childhood Development (3)
EDEC 7740 Issues and Methods for At Risk/
            Special Needs (3)
EDEC 7780 Psycholinguistics (3)
EDEC 6650 Preprimary and SPED Curriculum
            Development in EC (3)
EDEC 6641 Lab 1: Infant and Toddler (1)
EDEC 6640 Child W/WO Special Needs and
            Family in the Community (3)

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

Additional Requirements:
Candidates whose elementary education student teaching experience or minimum one-year full time teaching experience was not at the kindergarten, first, second or third grade level, must also take:
15 additional credit hours
EDEC 4510 Beginning Writing and Reading Instruction (3)
            prior to or concurrently with EDEC8820; and
EDEC 4999 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:

EDEC 8830 Adv Assess Techniques for Child w/wo SPED in EC (3)
SPED 6101 Survey of Students with Exceptionalities (3)

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

Certificate in Reading Teacher Endorsement

(GSU Post-B.A. Certificate Program)

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

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

Special Admission Requirements

In addition to meeting the university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special Teaching Certificate. They should either have completed at least two years of appropriate teaching experience or will have completed two years of teaching experience before being enrolled in READ7240 Reading Diagnosis. Formal application to this certificate program is necessary.

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

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet before completing the first term's coursework (READ6210 and READ6220). The complete application packet includes:

• the certificate in Reading Teacher Endorsement application;
• an additional set of transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
• syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit, if applicable;
• a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
• evidence of having passed the Basic Skills or Test of Academic Proficiency of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching certificate that required passing this test; and
• evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

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

Faculty Monitoring of Student Progress

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

Required Courses (24 Hours)
READ 6190 Narrative and Expository Writing Instruction, K-12 (3)
READ 6200 Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 6210 Survey of Reading: Theory and Practice (3)
READ 6220 Teaching Reading in Content Areas (3)
READ 6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 7240 Reading Diagnosis (3)
READ 7250 Reading Remediation (3)

Select the practicum appropriate to original certificate:
READ 8260 Reading Practicum I: Elementary School Reading (3) or
READ 8270 Reading Practicum II: Middle and Secondary School Reading (3)

Total - 24 hours

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ6190, 6200, 6220, or 6230) will be considered. Courses must have been completed no longer than six years prior to application to the certificate in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application to the RDTE certificate program. No courses taken at another institution after admission to the certificate may be applied. All petitions for transfer of coursework will be evaluated by the MA in Reading program faculty. Under no circumstances will previous coursework that does not closely match one of the above GSU READ courses be applied for credit to the GSU RDTE certificate program.

Post Master's School Counseling 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. EDAD7713, COUN7620, COUN6622 and SPED6101).

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 or Test of Academic Proficiency of the Illinois Certification Testing System; and
3. have a graduate GPA of 3.0 or higher.

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

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 term, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the student is transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status.

I. **Required Preparation/Prerequisite Courses (30 Hours)**
   Counseling Course Prerequisites
   COUN 6630   Counseling Theories (3)*
   COUN 7720   Social and Cultural Foundations (3)*
   COUN 7725   Family Systems: Theory and Practice (3)*
   COUN 7730   Lifestyle and Career Development (3)*
   COUN 7847   Group Dynamics (3)*
   PSYC 6110   Measurements and Evaluation (3)*

   Teacher Competency Prerequisites
   COUN 6622   Applied Learning Theory for School Personnel (3)*
   COUN 7620   Life Span Development Issues (3)*
   EDAD 7713   Leadership and Organizational Behavior (3)*
   SPED 6101   Survey of Students with Exceptionalities (3)**
                 or equivalent courses

II. **School Counseling Required Certificate Courses (24 Hours)**
   COUN 6638   Introduction to School Counseling (3)
   COUN 7851   Consultation and School Staff Development (3)
   COUN 7853   Parent Education: Prevention and Intervention (3)
   COUN 8844   Practicum: School Counseling (K-12) (3)
   COUN 8852   School Counselor Academy (3)
   COUN 8858   Development of School Counseling Programs (3)
   COUN 8868   Counseling Internship I: School Counseling (3)
   COUN 8869   Counseling Internship II School Counseling (3)

III. **Total - minimum of 24 hours**

Certificate Requirements

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

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

Certificate in Supervisory Endorsement in Reading

(GSU Post-M.A. Certificate)

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

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

Special Admission Requirements

In addition to the university admission requirements, students must apply to this certificate before enrolling in EDAD6621 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 term. No credits from other institutions may be applied to this certificate.

Required Courses

Taken during the M.A. in Reading Program:
READ   7300   Developing and Supervising
Reading Programs (3)

Taken after completion of the M.A. in Reading Program or during the last term of enrollment:

EDAD   6621   Foundations of School Administration and
Organization (3)
EDAD   7724   School Supervision (3)

Total for Supervisory Endorsement in Reading - 9 Hours

Ed.D. in Counselor Education and Supervision

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

Admission Requirements

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

In addition to meeting university admission criteria, applicants must:

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

Academic advisor and Faculty advisor

Upon admission to the Ed.D. program in Counselor Education and Supervision, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary

paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. Together, the academic advisor and faculty advisor work together to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. The faculty advisor is in charge of mentoring the doctoral student and facilitating the comprehensive exam, oral defense, internship, and capstone/dissertation project process. As the student's specialized interest(s) develop, the faculty advisor may be changed by following the procedures outlined in the Program Handbook.

Continuous Enrollment Requirement

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

Time Limit

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

Credits

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

Transfer Credits

Up to 25 percent (12 Credit Hours) post-masters work may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

Comprehensive Exam and Oral Defense

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

Candidacy

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

Teaching Experience

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

Practica and Internship

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

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

Capstone/Dissertation project

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

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

Graduation

In order to graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.0; been advanced to candidacy, passed the comprehensive exam, passed the oral defense, completed internship, passed the capstone/dissertation project defense, applied for graduation, and paid all fees.

Ed.D. in Counselor Education and Supervision Requirements:

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

Core Coursework:

COUN	6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN	6630	Counseling Theories (3)
COUN	7620	Life Span Developmental Issues (3)
COUN	7720	Social and Cultural Foundations (3)
COUN	7725	Family Systems: Theory and Practice (3)
COUN	7730	Life Style and Career Development (3)
COUN	7810	Beginning Counseling and Human Relations Skills (3)
COUN	7847	Group Dynamics and Intervention (3)
COUN	7855	Assessment and Treatment Planning (3)
COUN	8811	Interventions with Children and Adolescents (3)
PSYC	6110	Measurements and Evaluation (3)

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours) The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

Curriculum Plan: Ed.D. in Counselor Education and Supervision
Total - 48 hours
Prerequisite: 48 hour CACREP master's degree or equivalent as determined through transcript review

Professional Identity, Roles and Ethics (12)

COUN	9301	Professional Identity in Counselor Education and Supervision (3)
COUN	9330	Advanced Counseling Theory (3)
COUN	9365	Supervision (3)
PSYC	8501	Teaching in Psychology and Counseling (3)

Practicum (6)

COUN	9360	Advanced Counseling Skills Practicum I (3)
COUN	9361	Advanced Counseling Skills Practicum II (3)

Human Development and Biological Bases of Behavior (3)

PSYC	6229	Advanced Human Development (3)

Multicultural (3)

COUN	9320	Advanced Issues in Diversity (3)

Research (9)

COUN	8826	Research Literature in Counseling and Psychotherapy (3)
PSYC	8549	Advanced Research Seminar (3)
STAT	8260	Advanced Statistics (3)

Internship (6)

COUN	9990	Internship I (3)
COUN	9991	Internship II (3)

Capstone/Dissertation Project (9)

COUN	9999	Capstone/dissertation project (3 credit hours—repeatable)

COLLEGE OF HEALTH AND HUMAN SERVICES

Beth Cada, Dean

The graduate degree programs in the College of Health and Human Services prepare students for a variety

of employment opportunities in the health and social services fields, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research and service activities through a vast network

of hospitals, medical centers, ambulatory-care facilities, long-term care facilities, private practices, schools, and social services agencies in the Chicago region. Courses using both traditional and innovative teaching strategies provide the theoretical bases for clinical and research experiences. The college also provides credit and noncredit continuing education courses and workshops for health and human service professionals at many off-campus locations throughout the country.

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

ACCREDITATION

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

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

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

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

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

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

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

Masters Programs

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

Certificates

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

Doctoral Programs

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

Faculty of the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Cheryl L Mejta, Department Chair

Professors
Cheryl Mejta

Assistant Professors
Darrin Aase
Mark Blagen
Raven James
Serena Wadhwa

Lecturers
James Golding
David O'Donnell
Peter Palanca

Community Health Program

Assistant Professor
Joseph Day

Lecturer
Carolyn Estes-Rodgers

Department of Communication Disorders

William Yacullo, Department Chairperson

Professors
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William Yacullo

Associate Professors
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Jessica Bonner
Ravi Nigam

Assistant Professors
Jennifer Armstrong
Stephanie Hughes

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Claire Thompson
M. Eileen Truszkowski

Director, Clinical Education
Judith Platt

Department of Health Administration

Rupert M. Evans, Sr., Department Chairperson

Professor
Linda Samson

Associate Professors
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Ning Lu

Assistant Professors
DeLawnia Comer-HaGans
Zo Ramamonjiarivelo
Nadene Chambers
Jennifer Groebner

Lecturers
Caren Rosso
James Munz
Dwayne Mitchell

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor
Martha Libster
Linda Samson

Associate Professors
Nancy MacMullen
Georgianna Thomas
Catherine Tymkow

Assistant Professors
Dianne Jamison
Patricia Martin
Shirley Spencer

University Lecturers
Shirley Comerr

Department of Occupational Therapy

Catherine Brady, Interim Department Chairperson

Professor
Elizabeth A. Cada

Associate Professors
Catherine Brady
Cynthia Carr
Melanie Ellexson

Assistant Professors
Danila Cepa
Divya Sood
Reneé Theiss

University Lecturers
Patti Kalvelage, Senior Lecturer
Caren Schranz

Department of Physical Therapy

Becky Wojik, Department Chairperson

Professors
Ann Vendrely

Associate Professors
David Diers
Roberta O'Shea
Dale Schuit
Rebecca Wojcik

Assistant Professor
Renee Theiss

University Lecturer
Joyce Sligar, Senior Lecturer

Department of Social Work

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

Undergraduate Program Coordinator
Lori Glass

Professors
Paul Keys
Gerri Outlaw

Associate Professors
Elizabeth Essex
Adelle Sanders
Maristela Zell

Assistant Professors
Judy Berglund
Kim Boland-Prom
Lydia Falconnier
Lorri Glass

University Lecturers
Levi Glass
Juan Reed
Phyllis West
Asabi Yakini

Director, Field Education 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 for information about this option.

Program Outcomes

Graduates of the program are expected to:

1. Identify the behavioral, psychological, physical, and social effect of psychoactive substances on the user and significant others.
2. Recognize the social, political, economic, and cultural context within which substance use exists, including risk and resiliency factors that characterize individuals, groups, and living environments.
3. Describe the interaction between substance use disorder and other medical and mental health conditions.
4. Describe the philosophies, practices, policies, and outcomes of evidence-based models of treatment, recovery, relapse prevention, and continuing care for substance use disorders and related problems.
5. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
6. Understand established screening and assessment criteria for substance use disorders, treatment modalities, and placement criteria within the continuum of care.
7. Adapt helping strategies and treatment modalities to the client's stage of use, dependence, change, or recovery.
8. Incorporate the relevant needs of culturally diverse groups and people with disabilities into clinical practice.
9. Gather and organize data systematically from the client and other sources using a variety of methods that are sensitive to age, developmental level, culture, and gender that can be used for screening and assessment, treatment planning, referral, service coordination, provision of services, and consultation.
10. Adhere to established professional codes of ethics, Federal and State laws, and agency regulations that define the professional context and standards of the counselor and safeguard the client.
11. Recognize and utilize evidence-based practices in their professional activities.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

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

Prerequisites: nine credit-hours of addiction-related course work, including three credits in 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 term in which the student expects to fulfill the candidacy requirements. Until degree candidacy status is attained, a student will not be permitted to enroll ADDS8300, or ADDS8800. 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: ADDS6100, ADDS6600, ADDS7200, ADDS7400, ADDS6900, ADDS6500, ADDS7500, and ADDS8200.

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 6100   Psychopharmacology (3)
  ADDS 6500   Planning, Managing, and Evaluating Substance Abuse Programs (3)
  ADDS 6600   Substance Abuse Prevention (3)
  ADDS 6900   Etiology and Epidemiology of Substance Abuse (3)
  ADDS 7200   Substance Abuse Counseling (3)
  ADDS 7400   Group Techniques (3)
  ADDS 7500   Clinical Models of Addiction (3)
  ADDS 7600   Treating Coexisting Disorders (3)
        or
  ADDS 8200   Seminar in Substance Abuse (3)
  ADDS 8300   Comprehensive Examination (1)
  ADDS 865   Internship Seminar (1)
  ADDS 8800   Internship: . . . (4)

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 Addictions Studies – Addictions Counseling Concentration

The Master of Health Science in Addictions Studies-Addictions Counseling Concentration is designed to meet the increased professional expectations for addictions counselors as detailed in, Center for Substance Abuse Treatment (2009), Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice*. The intent of the Addictions Counseling Concentration is to expand the professional opportunities of addictions studies graduate majors and to provide the community with specialized addictions counselors who are educated to address the persistent problems of addictions and related issues.

 * Center for Substance Abuse Treatment (2009). Addictions Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice. Technical Assistance Publication (TAP) 21. HHS Publication No. (SMA) 08-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Additional Program Outcomes

In addition to the program outcomes for the MHS in Addictions Studies specified above, graduates of the Addictions Counseling Concentration are expected to:

1. Differentiate substance use disorders from other psychopathologies.
2. Identify developmental factors in substance abuse diagnosis and treatment across the lifespan.
3. Incorporate evidenced-based family interventions into clinical work.
4. Apply career theories as related to lifestyle, education, decision-making, and development in substance abuse treatment.
5. Evaluate different models of supervising counselors.

Special Admissions Requirements

You are eligible to apply for the MHS in Addictions Studies- Addictions Counseling Concentration if you meet the following criteria:

1. Current student in the MHS in Addictions Studies Program.
2. Have achieved candidacy.
3. Have no grade of "C" or less in any core courses; and
4. Have a G.P.A. of 3.5 or higher in all completed core courses.
5. Complete the Application Packet for the Addictions Counseling Concentration.

Degree Requirements

Students must meet all university requirements for a master's degree. Students also must have met all requirements for candidacy status in the MHS in Addictions Studies Program.

I.   Required Courses (35 Hours)

Fall Semester
ADDS   6140   Professional Practice (3)
ADDS   7100   Screening, Motivation & Referral (3)
ADDS   7700   Clinical Supervision (3)

Spring Semester
ADDS   6400   Behavioral Health Across the Lifespan (3)
ADDS   7300   Career Development (3)
ADDS   8700   Practicum in Addictions Screening (3)

Summer Semester
ADDS   5520   Disparity & Diversity in Substance Abuse (3)
ADDS   6300   Families & Addictions (3)
ADDS   8200   Seminar in Substance Abuse
                          or
ADDS   7600   Treating Coexisting Disorders (3)

Fall Semester
ADDS   8800   Internship (4)
ADDS   8810   Advanced Internship (4)

Subtotal for Addictions Studies Candidacy – 25 Hours
Subtotal for Addictions Counseling Concentration - 35 Hours

Total - 60 Hours

Master of Health Science in Communication Disorders

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

Program Outcomes

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

1. Assess the communication and relevant behaviors of individuals with disorders of fluency, articulation/ phonology, voice, oral language, hearing, and feeding/swallowing.
2. Develop individualized intervention goals consistent with the requirements of federal and state laws.
3. Design individualized intervention plans for individuals with disorders of fluency, articulation/phonology, voice, oral language, and feeding/swallowing.
4. Provide appropriate speech-language pathology services to culturally diverse client populations.
5. Develop, select, and prescribe multimodal augmentative and alternative communication systems.
6. Apply scientific principles to evaluate the effectiveness of services.
7. Behave in a manner consistent with the ASHA code of ethics and the ASHA Scope of Practice in Speech-Language Pathology.

8. Integrate and apply clinical knowledge by successfully completing the national written certification examination (Praxis) of the American Speech-Language-Hearing Association (ASHA) and the Illinois State Board of Education (ISBE) examinations for the school service personnel certificate (Type 73) endorsed for non-teaching speech-language pathology.

Graduate Accreditation/Certification

The graduate program is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800.498.2071 or 301.296.5700. The period of accreditation extends through October 31, 2015. Graduates meet all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). This major also meets the academic requirements for licensure in speech-language pathology in Illinois.

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

The program in Communication Disorders is designed to serve both part-time and fulltime students.

Special Admission Requirements

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

In addition to meeting university criteria, applicants must:

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

Application to the graduate program in Communication Disorders at Governors State University is made through a centralized application service: CSDCAS. To apply to our program, you should access the Communication Sciences and Disorders Centralized Application Service at http://www.csdcas.org/. All application materials are due by January 15th of the year you wish to begin graduate school.

Additional information about the application process to the graduate program is available on the department's website.

Recommended Preparation

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

Thesis/Non-Thesis Option

In the non-thesis option, a student enrolls in a least 1-credit hour of CDIS 805 Current Topics. The course explores current clinical and scientific issues in communication disorders. Topics will vary and may be repeated for credit.

With faculty approval, students may choose the 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 is designed for students who have focused research interests or who intend to pursue doctoral study. The thesis proposal must be approved before starting the practicum sequence.

More information about these options is available in the Communication Disorders Graduate Student Handbook[4].[5]

Admission to Candidacy

After completion of nine graduate credit-hours in Communication Disorders courses, a student must apply

for candidacy. Application forms are available in the program office.

To qualify for degree candidacy, a student must:

1. apply for candidacy in the term after completing nine graduate credit-hours in Communication Disorders courses;
2. have an approved study plan;
3. complete all undergraduate requirements in the approved study plan;
4. achieve a passing score on Test of Academic Proficiency (TAP).
5. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
6. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
7. earn no more than one grade of "C" in graduate Communication Disorder courses;
8. demonstrate acceptable speech, language, and hearing abilities; and
9. demonstrate interpersonal skills appropriate for the profession.

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

Degree Requirements

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

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

I.   **Required Courses (54 Hours)**

CDIS	6100	Professional and Scientific Foundations of Communication Disorders (3)
CDIS	6200	Advanced Assessment and Intervention in Speech-Language Pathology (3)
CDIS	7100	Fluency Disorders: Evaluation and Treatment (3)
CDIS	7200	Voice and Resonance Disorders (3)
CDIS	7300	Aural Rehabilitation: Principles and Procedures (3)
CDIS	7400	Speech Sound Disorders in Children (3)
CDIS	7500	Child Language Disorders: Early Stages (3)
CDIS	7550	Child Language Disorders: Later Stages (3)
CDIS	7600	Adult Language and Cognitive Disorders (3)
CDIS	7700	Motor Speech Disorders: Differential Diagnosis and Treatment (3)
CDIS	7800	Dysphagia in Adults and Children (3)
CDIS	8100	Professional Issues Seminar (1)
CDIS	8200	Foundations of Clinical Practice (1)
CDIS	8810	Practicum in Speech-Language Pathology: Special Populations (6)
CDIS	8820	Practicum in Speech-Language Pathology: Public School (6)
CDIS	8830	Practicum in Speech-Language Pathology: Medical Setting (6)

II. **Thesis/Non-Thesis Option (1 or 4 Hours)**
     Select one of the following options:

Thesis Option:

CDIS	8700	Independent Study (1)
CDIS	8900	Graduate Thesis/Project (3)

Non-Thesis Option:

CDIS	8000	Current Topics (1)

III. **Total Required with Thesis Option - 57 Hours**
     Total Required with Non-Thesis Option 58 Hours

Master of Health Administration

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

Program Outcomes

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

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

Accreditation

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

Special Admission Requirements

In addition to meeting university criteria, applicants must:

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

Required Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, public administration, allied health disciplines, or social/behavioral sciences. Students should have completed the following prerequisite coursework within the last five years: three hours in Health Care Accounting (HLAD4106); three hours in statistics (HLAD3104); three hours in economics (HLAD3102); three hours of basic management (HLAD3101); and three hours in political science Policy and Politics (HLAD 3108) (POLS355). Students are also expected to be computer literate and may be required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent coursework may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisite courses. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first semester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application forms are available from the student's advisor. Application for candidacy should be made during the term 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: HLAD7101, HLAD7102, HLAD7105, HLAD7107, HLAD7108, HLAD7109, HLAD7110, HLAD7111, and HLAD7112;
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 (HLAD8902, HLAD8110, or HLAD8111);
3. repeat a course only once to meet degree requirements; and
4. complete a pre-graduation survey.

I.   Required Courses (51 Hours)
HLAD 7101   Introduction to Healthcare Organization (3)
HLAD 7102   Community Health and Managerial Epidemiology (3)
HLAD 7105   Applied Research Methods for Health Administration (3)
HLAD 7107   Economics of Health Administration (3)
HLAD 7108   Health Care Policy (3)
HLAD 7109   Health Care Informatics (3)
HLAD 7110   Health Care Financial Management I (3)
HLAD 7111   Organizational Theories in Health Administration (3)
HLAD 7112   Healthcare Management I (3)
HLAD 8101   Quantitative Decision-Making for Health Administration (3)
HLAD 8102   Healthcare Program Planning and Evaluation (3)
HLAD 8103   Integrated Performance Improvement for Healthcare Organizations (3)
HLAD 8105   Healthcare Human Resource Management (3)
HLAD 8106   Healthcare Law (3)
HLAD 8107   Healthcare Financial Management II (3)
HLAD 8108   Strategic Planning and Marketing for Health Administration (3)
HLAD 8901   Healthcare Management II (3)

II.   Capstone/Culminating Course Option (3 Hours)
Select three hours:
HLAD 8110   Internship: Residency (multi-trimester, minimum of six months) (3)
HLAD 8111   Graduate Thesis/Project (3)
HLAD 8902   Health Administration Field Experience (3)

III. Total - 54 Hours

Master of Science in Nursing

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

The Clinical Nurse Specialist concentration prepares the advanced practice nurses to serve the health needs of adults in a variety of settings. The graduate will be able to synthesize advanced knowledge of health-illness states of clients; integrate research-based problem solving and decision making in designing care for clients, families, and communities; use advanced therapeutic intervention skills in one's clinical practice; and implement effective communication strategies in collective management of client care. The graduate will be prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate will also be prepared to apply for certification as a clinical nurse specialist. The program consists of core courses at the 7000 level designed to provide the knowledge and skills required of any advance practice nurse. Specialty courses at the 8000 level provide preparation for role as clinical specialist in adult health.

The sequence in the Family Nurse Practitioner concentration prepares the advanced practice nurse to serve the health needs of clients across the life span in a variety of primary care settings. The graduate will be able to synthesize theoretical and evidence-based clinical knowledge to provide professional comprehensive primary and specialty client care across the domains of client health and illness management; client-practitioner relationship; teaching and coaching; managing and negotiating health care delivery systems; monitoring and ensuring quality of health care practice, and culture competence. The graduate will be prepared to assume the role of Family Nurse Practitioner as reflected by contemporary advanced practice nursing standards. The graduate will also be prepared to apply for national certification examination as a Family Nurse Practitioner. The program consists of core courses at the 7000 level designed to provide the knowledge/skills required of any advanced practice nurse. Specialty courses at the 8000 level provide didactic and practicum preparation for the role as Family Nurse Practitioner.

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

The Nursing Administration concentration prepares advanced practice nurses to assume roles in middle nursing management, and after appropriate years of experience, to assume chief nurse executive positions in health care institutions. The graduate will be able to synthesize advanced knowledge of management within complex health care organizations; integrate research-based problem solving and decision making in designing integrated nursing care modalities; and use advanced management strategies to promote state of the art nursing interventions, health promotion and disease prevention. The program is comprised of core nursing courses designed to provide a theoretical framework for

advanced practice and nursing management courses which provide preparation for the role of nurse administrator. The graduate will be prepared to seek national certification as a Nurse Administrator once work or consultative hour requirements are met.

The Advanced Practice Nursing Forensics concentration prepares the advanced practice nurse to assume various nursing roles such as sexual assault nurse examiner (SANE), violence intervention, partnering with law enforcement to gather and preserve potential evidence, accident/death investigation, testifying as fact and expert witness in legal proceedings, forensic mental health interventions and investigations, ethics of forensic nursing and global issues for the Advanced Forensic Nurse. The graduates will be prepared to seek national certification as an Advanced Practice Forensic Nurse, a Sexual Assault Nurse Examiner and optional certification as a Legal Nurse Consultant..

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

Accreditation

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

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

For further information, or an appointment with an advisor, call the Program Office at 708.534.4040.

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

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

and
5. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from non-graded baccalaureate programs will be conditionally admitted. A GPA of 3.0 must be maintained for the first nine hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Nursing program for continued enrollment.

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

Applicants must assume all responsibility for fees associated with testing.

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

Other Requirements

Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first term 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: NURS6145, 7180, and 7182.

Degree Requirements

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

1. pass, during the last term 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   6145   Theoretical Perspectives for Advanced
                    Practice Nursing (3)
NURS   6150   Advanced Clinical Pathophysiology (3)
NURS   7180   Advanced Health Assessment (4)
NURS   7181   Pharmacotherapy in Nursing (3)
NURS   7182   Health Care Policy and Nursing (3)
NURS   8102   Clinical Issues in Adult Health (3)
NURS   8103   Research in Adult Health (3)
NURS   8107   Adult Health and Illness I (5)
NURS   8108   Adult Health and Illness II (5)
NURS   8210   Clinical Specialist in Adult Health (5)
NURS   8946   Adult Health Internship and Project (5)

II. **Required Courses Nursing Administration (42 Hours)**

HLAD 7101 Introduction to Healthcare Organization (3)
HLAD 7109 Healthcare/Nursing Informatics (3)
HLAD 8102 Healthcare Program Planning and Evaluation (3)
HLAD 8103 Integrated Performance Improvement for Healthcare Organizations (3)
HLAD 8105 Healthcare Human Resource Management (3)
NURS 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 7182 Healthcare Policy and Nursing (3)
NURS 8102 Clinical Issues in Adult Health (3)
NURS 8103 Research in Adult Health (3)
NURS 8350 Nursing Administration I (3)
NURS 8400 Nursing Financial Management (3)
NURS 8550 Nursing Administration II Seminar (3)
NURS 8956 Nursing Administration II Practicum (3)
ONTL 5101 Introduction to Online Learning (2)

Select elective workshop (1) from one of the following:
Health Sciences
Communication Studies
Addictions Studies
Management Information Systems

III. **Required Courses for the Family Nurse Practitioner Sequence (42 Hours)**

NURS 6145 Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 6150 Advanced Clinical Pathophysiology (3)
NURS 7180 Advanced Health Assessment (4)
NURS 7181 Pharmacotherapy in Nursing (3)
NURS 7182 Health Care Policy and Nursing (3)
NURS 8102 Clinical Issues in Adult Health (3)
NURS 8103 Research in Adult Health (3)
NURS 8109 Young Family in Health and Illness (5)
NURS 8110 Aging Family in Health and Illness (5)
NURS 8220 Seminar and Practicum In Family Nurse Practitioner Role (5)
NURS 8470 Family Nurse Practitioner Internship and Project (5)

IV. **Thesis Option (3 Hours)**

NURS 8900 Graduate Thesis/Project (1-8)
Students who have focused research interests or who intend to pursue doctoral study may wish to conduct formal thesis/project research. Students may begin in the sixth semester by registering for NURS8900 for one hour. A minimum of three hours is required. More information about this option is available from the academic advisor.

V. **Total Required - 42 Hours and with Thesis - 45 Hours**

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

The graduate professional degree in Occupational Therapy (Master of Occupational Therapy-M.O.T.) prepares students to assume general practice positions in occupational therapy in a variety of health, education, and social service delivery systems. This is an entry-level graduate degree. This curriculum is designed for the student who has a bachelor's degree (any major), required prerequisite course work, and a strong commitment to pursuing a rigorous program of study in Occupational Therapy.

Program Outcomes

Students who have completed all the academic and field-work education in the Master of Occupational Therapy (MOT) program will be able to:

1. Demonstrate entry-level competence of an occupational therapist through a combination of critical reasoning, comprehensive skills and knowledge and effective communication.
2. Articulate and apply occupational therapy theory and science based evidence in occupational therapy service across the life span and in multiple areas of health and human service.
3. Uphold the ethical standards and values of the occupational therapy profession and embrace a commitment to life-long learning.
4. Promote health, wellness, and participation in life roles for those with illness, injury or disability.
5. Advocate for occupational therapy services and those served to enable people of all ages to live life to their fullest.

Accreditation

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is 301.652.AOTA.

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Caution: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must have successfully completed the following prerequisites in addition to, or in conjunction with a baccalaureate degree:

- Social and Behavioral Sciences (9 hours total) to include General Psychology (3 hours). The following courses are strongly recommended: abnormal psychology, developmental psychology, or other related sociology or anthropology courses.
- Natural Sciences; (16 credit-hours) to include 4 credits of general physics I with lab, 8 credits of anatomy and physiology with lab; 4 credits of general chemistry II with lab which includes organic chemistry or 4 credits of organic chemistry with lab.
- Arts/or related disciplines; Expressive arts/media (3 hours). For example course work in the following areas: art, theater, music, dance, photography, industrial arts, or home economics.
- Other course work:
  Medical Terminology (1 hour)
  Orientation to Occupational Therapy (2 hours)
  Survey of Research or Statistics course (3 hours)

Applicants must have a minimum undergraduate cumulative GPA of 2.75 and a minimum prerequisite GPA of 3.00. The Graduate Record Exam (GRE) is a prerequisite requirement for the MOT program. An essay and three letters of recommendation are required in the application process.

Application to the MOT program is through an occupational therapy centralized application service: OTCAS (*http://www.otcas.org*) Admission is by application and is competitive. Review the program website (*http://www.govst.edu/mot*) for current information regarding application procedures and timelines.

Recommended Preparation

Students planning to pursue application to the M.O.T. program should complete a baccalaureate degree in any field of study and complete the above-stated prerequisite courses.

Admission to Candidacy

Following acceptance and progression in the MOT program, a student must apply for candidacy. Application must be made when a student has completed at least 75 credit-hours and maintained a G.P.A. of 3.0 or higher for all courses in the MOT program.

Degree Requirements

I.   Required Courses (98 Hours)

Degree Requirements (98 Hours)

BIOL	7706	Physiology of Disease I (3)
BIOL	7707	Physiology of Disease I Lab (1)
BIOL	7716	Physiology of Disease II (4)
OCCT	6601	Gross Anatomy I (3)
OCCT	6602	Gross Anatomy I Lab (1)
OCCT	6611	Gross Anatomy II (3)
OCCT	6612	Gross Anatomy II Lab (1)
OCCT	6626	Neuroscience (4)
OCCT	6710	Ethics, Policy, and Leadership in Occupational Therapy (3)
OCCT	6720	Occupational Therapy Process (3)
OCCT	6730	Theories of Occupation (3)

OCCT	7000	Seminar in Occupational Therapy (2)
OCCT	7210	Level I Fieldwork A (1)
OCCT	7220	Level I Fieldwork B (1)
OCCT	7230	Level I Fieldwork C (1)
OCCT	7705	Movement Analysis I Lab (1)
OCCT	7716	Movement Analysis II Lab (1)
OCCT	7740	Psychosocial Knowledge (3)
OCCT	7742	Psychosocial Knowledge Lab (1)
OCCT	7750	Human Development and Performance I (3)
OCCT	7760	Human Development and Performance II (3)
OCCT	7780	Models of Health (3)
OCCT	7790	Research Methods for Occupational Therapy (3)
OCCT	7810	Occupational Therapy Assessment and Intervention I (3)
OCCT	7811	Occupational Therapy Assessment and Intervention I Lab (1)
OCCT	7820	Occupational Therapy Assessment and Intervention II (3)
OCCT	7821	Occupational Therapy Assessment and Intervention II Lab (1)
OCCT	7830	Assistive Technology Method and Tools (3)
OCCT	7835	Methods and Tools for Promoting Performance (2)
OCCT	7836	Advanced Assistive Technology (optional) (4)
OCCT	7840	Managing Occupational Therapy Services (3)
OCCT	7850	Exploring Interdisciplinary Team Process and Leadership (3)
OCCT	8900	Independent Research Study (1-8)
OCCT	8910	Occupational Therapy Level II Fieldwork A (10)*
OCCT	8920	Occupational Therapy Level II Fieldwork B (10)*
OCCT	8930	Occupational Therapy Specialty Fieldwork (optional) (5)
PHYT	6705	Movement Analysis I (2)
PHYT	6715	Movement Analysis II (2)

* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of achieving candidacy.

Master of Social Work (M.S.W.)

The Master of Social Work program prepares advanced social work professionals to provide services to at-risk socially and economically diverse children and families. Graduates are prepared for employment in social service agencies serving children, adolescents, and families in the southern urban/suburban/rural region of metropolitan Chicago. The primary goal of the GSU M.S.W. program is to prepare highly qualified, competent advanced social work professionals to engage in critical practice.

The Master of Social Work degree has two programs:

1) The Full M.S.W. Program degree consisting of 60 credit-hours in the foundation and advanced curriculum for students who have not earned the baccalaureate social work degree. 2) The Advanced Standing Degree program consisting of 32 credit-hours in the advanced curriculum. This option is available for students who have a baccalaureate social work degree within seven years of the date of application to the M.S.W. program from a Council on Social Work Education accredited program.

Both a full-time and a part-time option are available for the completion of the M.S.W. degree. The full-time program is

offered over a two-year period for students employed less than full-time. The part-time program is designed to be accessible to students who are employed full-time and who cannot complete their education on a full-time basis. The part-time program is offered over four years.

Program Outcomes

After completing the concentration curriculum at Governors State University the student will:

1. Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children and families.
2. Integrate knowledge of social work values and ethics into an autonomous practice with children and families.
3. Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques.
4. Conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors.
5. Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents.
6. Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients.
7. Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families.
8. Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.
9. Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families.
10. Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce.
11. Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts.

Accreditation

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

Admission to the M.S.W. Program

Applicants to the Master of Social Work degree program must submit an application to the M.S.W. program office, three letters of recommendation, essay responses to questions posed by the M.S.W. program faculty, and transcripts from all post-secondary institutions from which the applicant completed course work. Students are admitted to

the Full M.S.W. Program and the Advanced Standing Degree Program in the Fall term.

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.

Master of Social Work (M.S.W.)
M.S.W. Curriculum
Full Program Degree Requirements

Foundation Curriculum
SOCW 6100   The Social Work Profession in a Diverse Society (3)
SOCW 6200   Human Behavior in the Social Environment I (3)
SOCW 6300   Human Behavior in the Social Environment II (3)
SOCW 6400   Social Welfare Policies and Provisions (3)
SOCW 6500   Social Work Research (3)
SOCW 7200   Social Work Practice I (3)
SOCW 7100   Social Work Practice II (3)
SOCW 7500   Field Practicum I (3)
SOCW 7501   Field Practicum I Integrative Seminar (3)
SOCW 7600   Field Practicum II (3)
SOCW 7601   Field Practicum II Integrative Seminar (3)
SOCW   Foundation Elective (3)

Total - 32 Credit-Hours

Practice with Children and Families
Advanced Curriculum
SOCW 8100   Theoretical Contexts of Practice
             with Children and Families (3)
SOCW 8200   Social Work Practice with Families (3)
SOCW 8300   Social Work Practice with Children
             and Adolescents (3)
SOCW 8400   Practice Evaluation (3)
SOCW 8500   Policy Practice with Children and Families (3)
SOCW 8600   Field Practicum III (3)3
SOCW 8601   Field Practicum III Integrative Seminar (2)
SOCW 8700   Field Practicum IV (3)
SOCW 8701   Field Practicum IV Integrative Seminar (2)
SOCW   Advanced Elective (3)

Total Advanced Credit-Hours - 28
Total Foundation and Advanced - 60 Hours

School Social Work Concentration Curriculum
SPED   6101   Survey of Students with Exceptionalities (3)
SOCW 8100   Theoretical Contexts of Practice with
             Children and Families (3)
SOCW 8300   Social Work Practice with Children and
             Adolescents (3)
SOCW 8400   Practice Evaluation (3)
SOCW 8200   Social Work Practice in Schools (3)
SOCW 8500   Policy for School Social Workers (3)
SOCW 8600   Field Practicum 111 (3)
SOCW 8601   Field Practicwn III Integrative Seminar (2)
SOCW 8700   Field Practicwn IV (2)
SOCW 8701   Field Practicwn IV Integrative Seminar (2)
SOCW 8702   Field Practicwn V (1)

Total Concentration Credit-Hours - 28
Total Foundation and Concentration - 60 Hours

M.S.W. Advanced Standing Degree Requirements
SOCW 8003   Transition to Advanced Social Work (3)
SOCW 8060   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 term 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 (SOCW8600 and 8700) 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 supervised social work practice experiences at the foundation and advanced levels. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practicum experiences concurrent with classroom experiences in the form of integrative seminars. Field Practicum I and its concurrent integrative seminar take place during the 15-week winter term, and Field Practicum II and its concurrent integrative seminar occur over the 15-week spring term. 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 terms beginning with the fall term and ending with the spring 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 5100 Substance Abuse Current Concepts (3)
ADDS 5512 Changing Health Behaviors (3)
ADDS 5520 Disparity and Diversity in Substance Abuse (3)
ADDS 7100 Substance Abuse Screening, Motivation, and Referral (3)

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, Parkinson's, 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 5510/OCCT 5510 Principles of Conductive Education (3)
PHYT 5520/OCCT 5520 Disease Process Relevant to Conductive Education (2)
PHYT 5530/OCCT 5530 Advances in Motor Control and Motor Learning (3)
PHYT 5550/OCCT 5500 Research in Conductive Education (2)
PHYT 5560/OCCT 5560 Practicum in Conductive Education (3)
PHYT 5570/OCCT 5570 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 (PHYT5560/OCCT5560). The Practicum will take place at the Center of Independence through Conductive Education.

Total - 16 Hours

Family Nurse Practitioner Certificate

The Department of Nursing offers a Certificate to prepare nurses with Master of Science in Nursing CNS concentration to meet the requirements for licensure as a Family Nurse Practitioner. The program is intended for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a nurse practitioner in an advanced practice setting.

Admission Requirements

1. A master's or doctoral degree in nursing with current Illinois Advanced Practice Nursing (APN) Licensure and/or a current Specialty Certification in an Adult Clinical Focus qualifying the applicant for state APN licensure.
   OR
   A master's or doctoral degree in nursing with a clinical focus and a minimum of 500 hours of documented clinical activity that would qualify the applicant to apply for an Adult Specialty Certification and APN state licensure. Transcripts and adequate, appropriate clinical activity hours will be reviewed on an individual basis.
2. Transcripts must support advanced pharmacology, pathophysiology and physical assessment courses at the master's or doctoral level.
3. Licensure as a registered professional nurse in the State of Illinois or the jurisdiction in which clinical practice will occur.

Requirements for the Certificate

The curriculum leading to the Family Nurse Practice Certificate consists of three graduate courses:

NURS	8109	Young Family in Health or Illness (5)
NURS	8110	Aging Family in Health or Illness (5)
NURS	8220	Seminar & Practicum in the Family Nurse Practitioner Role (5)

Total - 15 Hours

Health Care Informatics Certificate

The Health Care Informatics Certificate program is designed to prepare healthcare professionals to work with information management systems. The program consists of an 18 credit-hour sequence of courses that provides career training and skills development for working professionals, career changers, and recent college graduates. The program is designed to supplement, rather than to replace, degree education. It allows students to explore new career opportunities and to stay current in the field.

Admission Requirements

Admission to the Health Care Informatics program occurs once a year and in the fall semester only.

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 CPSC2005 (or equivalent course or professional experience) and a research methods course (HLAD7105 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; and maintain a "B" (3.0) average or higher for all course work.

Required Courses (18 Hours)

CPSC	6578	Networking Essentials (3)
HLAD	7103	Information System for Health Care Managers (3)
HLAD	7106	Database Design and Administration of Health Care System (3)
HLAD	7109	Health Care Informatics (3)
HLAD	8100	Health Information System Analysis and Design (3)
HLAD	8104	Medical Records, Information Security and the Law (3)

Total - 18 Hours

Courses of Study

All courses are currently listed in the catalog. Students will take the required courses in the following sequence:

Fall Semester

CPSC	6578	Networking Essentials
HLAD	7103	Information System for Health Care Managers

Spring Semester

HLAD	7106	Database Design and Administration of Health Care Systems
HLAD	7109	Health Care Informatics

Summer Session

HLAD	8100	Health Information System Analysis and Design
HLAD	8104	Medical Records, Information Security, and the Law

Health Services Research Certificate

The Health Services Research Certificate program prepares students for entry-level research positions in the healthcare field. The curriculum is designed for part time students and can be completed in three terms. The first term is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second term takes students to the

first level of applying this base of knowledge. Second term courses focus on applying research strategies to healthcare problems and on beginning the process of identifying a suitable research project in conjunction with a faculty member in a mentor/student relationship. Finally, during the third term, 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 term 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)
HLAD	7104	Introduction to Health Services Research (3)
HLAD	7105	Applied Research Methods for Health Administration (3)
HLAD	8109	Independent Study: Health Services Research Proposal (3)
HLAD	8111	Graduate Thesis/Project: Health Services Research Final Project (3)
STAT	5520	Statistical Methods (3)
STAT	6110	Data Analysis Using SPSS (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	3101	Introduction to Healthcare Management Strategies
HLAD	3105	Health Care Organization

Requirements for the Certificate
HLAD	4106	Management Accounting for Health Care Organizations (3)
HLAD	4107	Human Resource Management (3)
HLAD	5101	Introduction to Long-Term Care (3)
HLAD	5102	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	8610	Curriculum Development in Nursing (3)
NURS	8611	Instructional Methods in Nursing (3)
NURS	8612	Measurement and Evaluation in Nursing (3)
NURS	8613	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 term 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:

> ONTL6101/NURS 650 Introduction to Online Teaching (3)
> ONTL6201/NURS 651 Facilitating Online Learning (3)
> ONTL7101/NURS 652 Designing Online Courses (3)
> ONTL7201/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 5500   Substance Abuse Issues in Health Care (3)
> NURS 5510   Substance Abuse Screening in Health Care (3)
> NURS 5520   Disparity and Diversity in Substance Abuse (3)
> NURS 5530   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.

* Master's level nursing students who elect to take the course for credit will receive three credit hours for each course completed and may complete the program in one year. Courses in this sequence may not be used to replace any courses in the Masters of Science in Nursing Curriculum. Participants who successfully complete all four courses will receive a Certificate of Completion in Substance Abuse Intervention in Healthcare. Continuing Education contact hours have been applied for through the Illinois Nurses Association (INA) for students who wish to pursue this option in lieu of academic credit.

* Undergraduate RN baccalaureate completion students may enroll in the program for elective credit toward the baccalaureate degree. Undergraduate nursing students at other colleges/universities are also eligible to enroll.

* RNs with at least 60 hours of college level credit are eligible to apply for admission to the certificate. Students completing the certificate may be eligible to use some of the credits earned to satisfy the elective requirement if they subsequently enroll in the RN completion baccalaureate degree program. (Please check with the Department of Nursing regarding nursing electives in the BSN program.)

Doctor of Nursing Practice (D.N.P.)

The doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: direct practice, community behavior, leadership/administration, or practitioner/educator. The sequence of courses provides the DNP graduate with the skills to assume leadership in meeting the healthcare needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

Program Outcomes

Graduates will be able to:

1. Demonstrate advanced levels of clinical judgment/scholarship in nursing practice.
2. Critically analyze complex clinical situations and practice systems.
3. Evaluate and apply conceptual models, theories, and research in order to improve healthcare of diverse populations.
4. Systematically investigate a clinically focused area of nursing in order to order advanced healthcare.
5. Analyze the social, economic, political, and policy components of healthcare systems, which affect care planning and delivery.
6. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care.
7. Integrate professional values and ethical decision-making in advanced nursing practice.

Admissions Requirements: Post-Baccalaureate

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-baccalaureate level must meet all the requirements for graduate admission. In addition, students must have at least a 3.0 GPA before progression into DNP 8171.

Post Master's

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-master's level must be accepted into the doctoral program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Licensure

Students must produce evidence of nursing licensure in the appropriate jurisdiction prior to enrolling in clinical courses.

Special Admission Requirements

Applications with all supporting documents must be submitted by March 1 for fall semester admission. Late applications will be placed on a waiting list and will not be reviewed until all timely applicants have been processed. No action will be taken until all admission documents have been received. Admission to the Doctor of Nursing Practice is limited and competitive.

1. All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.
2. Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.
3. Applicants are expected to meet the following admission requirements:
   a. graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL;
   b. a minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status;
   c. evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois);
   d. evidence of successful completion with a grade of B or better of an upper division statistics course taken within the last five years. Alternately, one may be taken concurrently with the first term 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 ONTL5101 Introduction to Online Learning prior to or during the first term of enrollment;
   g. grades in all previous master's course work of "B" or better; and
   h. submit an application packet which includes:
      i. the Graduate School Application form. This is to be completed online;
      ii. official (original) transcripts showing the award of the BSN and the MS in Nursing (if a post MS applicant) and any other program pre-requisites;
      iii. a 300-500 word essay, which addresses your reasons for pursuing the Doctor of Nursing Practice, career goals, and practice interests;
      iv. three letters of recommendation evaluating your scholarly potential. One should be from a clinical advisor or supervisor, one from an academic advisor or faculty member, and one from a nursing peer;
      v. a curriculum vita or resume; and
      vi. a copy of your current registered nurse license.

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first semester of enrollment.
2. Applicants are responsible for all doctoral level tuition and fees. Applicants must assume all responsibility for fees associated with testing.

Admission to Candidacy

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

1. meet all conditions of admission; and
2. complete all core courses: DNP8171, DNP8172, DNP8173, DNP9180 DNP9181, HLSC7500, HLSC8300, HLSC8350, HLSC8400, and STAT8260.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last semester of the student's program, the capstone project which will be reviewed by a panel of three nursing faculty members complete degree requirements within five (5) years of application for candidacy; and may repeat only one course in which a grade of "F" is received.

I.   **Required Courses Post-Master's Entry(44-47 Hours)**
     A. Core Courses (29 Hours)
     DNP   8171   Healthcare Leadership (3)
     DNP   8172   Diversity, Spirituality and Social Issues (3)
     DNP   8173   Policy, Power and Politics in Nursing
                  Leadership (3)
     DNP   9180   Nursing Leadership Internship (2)
     DNP   9181   Advanced Evidenced-Based Nursing
                  Practice (3)
     HLSC 7500   Inter-Professional Collaboration (3)
     HLSC 8300   Epidemiology (3)
     HLSC 8350   Responsible Conduct of Research (3)
     HLSC 8400   Information Management Nursing
                  Decision Support (3)
     STAT 8260   Advanced Statistics in Behavioral Health (3)

     B. Role Development Courses (10 - 13 Hours)
     (Select 1 area)
     Practitioner/Educator Role
     DNP   9510   Practitioner/Educator Role Residency (4)
     NURS 8610   Curriculum Development in Nursing (3)
     NURS 8611   Instructional Methods in Nursing (3)
     NURS 8612   Measurement and Evaluation in Nursing (3)

     Community Behavior
     HLSC 8750   Healthcare Organizational Behavior (3)
     DNP   9280   Population-Based Healthcare Delivery Systems (3)
     DNP   9281   Risk Management in Population Health (3)
                  or
     HLSC 9200   Healthcare Security and Disaster Preparedness (3)
     DNP   9520   Community Role Residency (4)

Leadership/Administration Role
DNP   9380   Nursing Leadership, Innovation
             and Entrepreneurship (3)
DNP   9480   Care of Vulnerable Populations (3) Elective (3)
DNP   9530   Leadership/Administrator Role Residency (4)
             Direct Practice Role
DNP   9540   Advanced Practice Role Residency (4)
HLAD 7107   Economics of Health Administration (3)

C. Capstone Courses (5 Hours)
DNP   9600   DNP Capstone Proposal Development (1)
DNP   9961   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 6145   Theoretical Perspectives for Advanced Practice
             Nursing (3)
NURS 6150   Advanced Clinical Pathophysiology (3)
NURS 7180   Advanced Health Assessment (4)
NURS 7181   Pharmacotherapy in Nursing (3)
NURS 7182   Health Care Policy and Nursing (3)
NURS 8102   Clinical Issues in Adult Health (3)
NURS 8103   Research in Adult Health (3)
NURS 8107   Adult Health and Illness I (5)
NURS 8108   Adult Health and Illness II (5)
NURS 8210   Clinical Specialist in Adult Health (5)
NURS 8946   Adult Health Internship and Project (5)
             OR
B. Nursing Administration (42 Hours)
HLAD 7101   Introduction to Health Care Organization (3)
HLAD 7109   Healthcare/Nursing Informatics (3)
HLAD 8102   Health Care Program Planning
             and Evaluation (3)
HLAD 8103   Integrated Performance Improvement
             for Health Care Organizations (3)
HLAD 8105   Health Care Human Resource
             Management (3)
NURS 6145   Theoretical Perspectives for Advanced
             Practice Nursing (3)
NURS 7182   Health Care Policy and Nursing (3)
NURS 8102   Clinical Issues in Adult Health (3)
NURS 8103   Research in Adult Health (3)
NURS 8350   Nursing Administration I (3)
NURS 8400   Nursing Administration II (3)
NURS 8550   Nursing Administration Seminar (3)
NURS 8956   Nursing Administration Internship
             and Practicum (3)
ONTL 5101   Introduction to Online Learning (2)

Select elective workshop (1) from one of the following:
             Health Sciences
             Communication Studies
             Addictions Studies
             Management Information Systems
             Required Courses Post-Master's Option
             (44-47 Hours) (Listed Above)

Total - 86-89 Hours

Doctor of Occupational Therapy (DrOT)

The Doctorate in Occupational Therapy (DrOT) is a post-professional practice degree. Occupational therapists will advance skills and knowledge to enhance current practice and prepare to be an innovator in traditional and emerging areas of occupational therapy. The student will also have the opportunity to develop and/or refine academic, research, and clinical teaching skills.

This program is designed for occupational therapists seeking a post professional advanced practice doctorate in occupational therapy.

The DrOT will have three points of entry:

• Master of Occupational Therapy degree
• Baccalaureate of occupational therapy with a masters degree in an area of study other than occupational therapy
• Baccalaureate of occupational therapy without additional master degree completion. The post baccalaureate entry requires completion of all prerequisite courses for the DrOT core sequence.

Program Outcomes

Students who have completed the Doctorate in Occupational Therapy (DrOT) will be able to:

1. Synthesize research, theory and models of practice as a foundation for evidenced based occupational therapy practice in a variety of settings/systems.
2. Analyze and theorize the implications of history, culture and the sociopolitical environment influence in the practice of occupational therapy.
3. Contribute to the growth and dissemination of knowledge in current and/or emerging areas of occupational therapy practice.
4. Advance the practice of occupational therapy.
5. Develop personal, collegial, and interdisciplinary approaches to delivering culturally relevant and responsive occupational therapy services.
6. Select the appropriate teaching-learning theories to design educational experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
7. Critically evaluate and address the various contexts of health care, education, community, and political and social systems as they relate to the practice of occupational therapy.

Admission Requirements:

Applicants must meet the following admission requirements:

1. evidence of an occupational therapy and masters degree.
   a. a masters degree from an occupational therapy program accredited by ACOTE.
   b. a baccalaureate degree in occupational therapy from an occupational therapy program accredited by ACOTE and a masters degree in occupational therapy or a related field.
   c. International students must have graduated from a masters level programs accredited by the World Federation of Occupational Therapy (WFOT) program.
      or:

2. provide evidence of a baccalaureate of occupational therapy.
   a. a baccalaureate degree from and occupational therapy program accredited by ACOTE.
   b. International students must have graduated with a bachelors degree from a World Federation of Occupational Therapy (WFOT) program.
   c. All bachelors prepared occupational therapists must complete the DrOT transitional prerequisite courses.

3. provide or show evidence of:
   a. 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;
   b. current certification from NBCOT;
   c. current state occupational therapy license;
   d. 6 successful completion (3.0 on a 4.0 scale) of an upper division statistic course within the past five years; alternately, one may be taken concurrently with the first semester of graduate coursework;
   e. basic computer competency including word processing and use of the Internet; (students who are unfamiliar with web-supported instruction are encouraged to take ONTL 5101 Introduction to Online Learning prior to or during the first term of enrollment);
   f. application essay;
   g. curriculum vita or resume;
   h. three letters of recommendation; and
   i. a personal interview with a graduate program faculty advisor/mentor.

Application Procedure:

Application for admission to the DrOT program is rolling allowing students to enter each semester, A cut off date for application will be posted on the DrOT web site for each semester and for summer session. The application process will consist of:

1. Completion of the DrOT graduate application
2. Submission of official copies of all transcripts from schools attended
3. An essay addressing the applicant's reasons) 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. Proof of current NBCOT certification
6. Proof of current state occupational therapy license
7. Submission of the application fee

Applications will be reviewed by members of the DrOT Program Admission Committee and invited to interview. Committee recommendation will be based on the review of the admission materials, recommendations, course work to date, essay and interview. The committee will recommend those candidates who are the best qualified to the DrOT Program Coordinator. Applicants will be notified of the decision via letter.

Degree Requirements

A. Required Courses (30 hours)
OCCT   8310   Advanced Theories in OT (3)
OCCT   8320   Occupation Centered Practice
 and Process (3)
OCCT   8330   Evidence - Based Practice and
 Critical Thinking (3)
OCCT   8340   Instructional Methods in Occupational
 Therapy (3)
OCCT   8350   Leadership, Management, Innovation
 and Entrepreneurship (3)
OCCT   8360   Advocacy: Legal and Ethic Policy
 and Leadership (3)
OCCT   8370   Grant Funding (3)
OCCT   8410   Quantitative Research In Occupational
 Therapy (3)
OCCT   8420   Qualitative Research In Occupational
 Therapy (3)
OCCT   8510   Pro Seminar I (1-3 credits)
OCCT   8520   Pro Seminar II (1-3 credits, may be repeated
 two times for a total of 9 credits)
OCCT   8530   Pro Seminar III (1-3 credits, may be repeated
 One time for a total of 6 credits)

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   9900   Clinical Fellowship (3-6)
 (may be repeated up to 6 credits)
OCCT   9920   Capstone Research Project (3-6)
 (may be repeated up to 6 credits)

Total – Minimum 42 Hours

Applicants who have a baccalaureate of occupational
therapy without additional master degree completion will
be required to complete the DrOT transition prerequisite
courses before starting the DrOT core courses.

OCCT   6100   Introduction To Academic Writing (3)
OCCT   6730   Theories of Occupational Therapy (3)
OCCT   6800   The Health and Human Service Arena (3)
OCCT   7790   Research Methods in Occupational Therapy (3)

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty.
Candidacy serves as the gateway for student progression to
the clinical research fellowship and capstone research
project.

The three to six hour Clinical Research Fellowship will give
the student the opportunity to incorporate theory, research
and best practice methods in a specialty concentration.

The three to six hour Capstone Research Project will be
grounded in theory and evidence. Through the capstone
research project the student will contribute to the occupa-
tional therapy body of knowledge.

Doctor of Physical Therapy (D.P.T.)

The professional doctoral degree in Physical Therapy (D.P.T.)
is designed for the student who has completed a bachelor's
degree in any major and specific prerequisite course work.
The curriculum employs a systems approach, with empha-
sis on the musculoskeletal, neurological, cardiopulmonary,
and integumentary systems. The specific responsibilities of
patient screening, examination, evaluation, diagnosis, prog-
nosis, plan of care, interventions, and outcomes assessment
in physical therapy practice are related to the whole person.
The curriculum integrates educational experiences in the
classroom, laboratory, community, and clinical settings.

The purpose of the Physical Therapy program is to prepare
students to be entry-level physical therapists practitioners
who base decisions on scientific and clinical evidence for
their roles as clinicians, leaders, advocates, and teachers.
Within the broadening scope and increasing autonomy of
physical therapy practice, graduates of the program will be
prepared to become leaders in the community, profession,
and healthcare who will advocate for patients and influence
health policy.

Program Objectives

At the conclusion of the DPT program, the student will be
able to:

1. Screen, examine, evaluate, and diagnose individuals with
 impairments, functional limitations, and disabilities related
 to movement, physical dysfunction, health, and wellness.
2. Plan and implement standard and innovative interventions
 for individuals with impairments, functional limitations,
 and disabilities related to movement, physical dysfunction,
 health, and wellness.
3. Determine the optimal level of improvement in function
 and the amount of time to reach that level for a patient
 with an impairment, functional limitation, or disability
 related to movement.
4. Instruct individuals and groups in the prevention of im-
 pairments, functional limitations, and disabilities related
 to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advo-
 cacy, including participation in community and human
 service organizations and activities.
6. Integrate scientific and clinical evidence in physical thera-
 py practice, and contribute to the evidence for practice.
7. In professional interactions:
 a. Exhibit moral, ethical, and legal behavior;
 b. display sensitivity to individual differences and values;
 c. communicate appropriately;
 d. display effective leadership skills;
 e. display effective administrative and consultative
 behaviors; and
 f. effectively use contemporary technology.
8. demonstrate effective teaching skills that are culturally
 appropriate and meet the needs of the learner.

Accreditation

The Illinois Board of Higher Education approved the Doctor
of Physical Therapy degree in January of 2006. The Higher
Learning Commission of the North Central Association of
Colleges and Universities approved the Doctor of Physical

Therapy degree in January of 2007. The Physical Therapy program has been granted Accreditation Status by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245.

Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

Special Admissions Requirements

Applications for admission are due by October 15. Late admissions packets will be accepted on a space available basis. Application to the Doctor of Physical Therapy (DPT) curriculum is now made through a centralized application service of the American Physical Therapy Association (APTA). To apply to our program, you should access the physical therapy centralized application service (PTCAS) at www.ptcas.org where you will find the information on applying to our DPT curriculum. As part of our application, you will have to have a copy of Graduate Record Examination (GRE) scores mailed directly to us from the GRE agency.

Additionally, you will have to have official transcripts from all schools you have attended mailed directly to us from those schools you have attended Applicants to the DPT curriculum are reminded that they must apply for admission to the university when applying to the DPT curriculum.

In addition to meeting university admission criteria, applicants must:

1. have a bachelor's degree, any major, with a minimum cumulative G.P.A. of 2.8 on a 4.0 scale;
2. achieve a minimum of 1,000 points combined on the verbal reasoning and quantitative reasoning sections of the Graduate Record Examination (GRE);
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the D.P.T. program:
   - General biology with lab (8)
   - General chemistry with lab (8)
   - One additional biology or chemistry course with lab (4). This must be a 2000-level or higher course such as Organic Chemistry with lab (CHEM3513/3514), Cell Biology with lab (BIOL3370/3371), or Human Physiology I and II with lab (BIOL4444/4445/4446/4447)
   - Anatomy with lab (4-8); two semester sequence of 1000-level Human Anatomy and Physiology with lab (8) OR one semester of 2000-level or higher with lab (4) such as Comparative Anatomy (BIOL3360/3361)
   - General Physics with lab (8) (PHYS3141/3142 and PHYS3143/3144)
   - Statistics (3) (STAT5520)
     - Medical Terminology (1) (HLSC550) or Computer Application: Medical Terminology for the Health Professional (OCCT4400)
     - General Psychology (3) (PSYC3101)
     - Abnormal Psychology (3) (PSYC3430)
     - Developmental Psychology (3) such as Cognitive Development (PSYC5523)
     - Orientation to Physical Therapy (2) (PHYT2320)

4. submit a supplementary application packet which includes:
   - official transcripts of ALL previous college-level work;
   - supplemental information form;
   - official GRE scores;
   - three letters of recommendation;
   - a personal essay; and
   - official TOEFL scores (if applicable);
5. submit the payment of the non-refundable $75 application fee; and
6. participate in personal interviews conducted by the Physical Therapy Department admissions committee.

Technical Standards for the Doctor of Physical Therapy Program

To perform the essential functions of a physical therapist in an independent manner, accepted applicants and candidates for graduation from the Department of Physical Therapy in the College of Health and Human Services are required to certify that they understand and meet the technical standards of the Doctor of Physical Therapy Program (full text available from the department office or the department website). Applicants or students who are unable to independently meet any of the technical standards must be able to direct others in the safe and effective execution of any task. Applicants or students who may not meet the technical standards should contact the Department Chair to identify what reasonable accommodations, if any, the Department of Physical Therapy could make to enable the accepted applicant or candidate to meet the standards.

Admission to Candidacy

After an approved study plan is on file in the Department of Physical Therapy Office, each student must apply for admission to candidacy. Application forms are available in the department office. Application for candidacy must be made at the beginning of the third semester in which the student is enrolled and before participation in Clinical Practicum (PHYT7729). Students must have completed 38 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

Degree Requirements

I.   **Required Courses: (108 hours)**
      A. Basic Sciences:
      BIOL   7706   Physiology of Disease I (3)
      BIOL   7707   Physiology of Disease I Laboratory (1)
      BIOL   7716   Physiology of Disease II (4)
      PHYT   6601   Gross Anatomy I (3)
      PHYT   6602   Gross Anatomy I Laboratory (1)
      PHYT   6611   Gross Anatomy II (3)
      PHYT   6612   Gross Anatomy II Laboratory (1)
      PHYT   7756   Neuroscience (4)

      B. Physical Therapy:
      PHYT   6701   Patient Management I (2)
      PHYT   6702   Patient Management I Laboratory (1)
      PHYT   6705   Movement Analysis I (2)
      PHYT   6706   Movement Analysis I Laboratory (1)
      PHYT   6710   Integrative Physical Therapy Seminar (1)
      PHYT   6711   Patient Management II (2)
      PHYT   6712   Patient Management II Laboratory (1)

PHYT   6715   Movement Analysis II (2)
PHYT   6716   Movement Analysis II Laboratory (1)
PHYT   6720   Integrative Physical Therapy Seminar II (1)
PHYT   6721   Patient Management III (2)
PHYT   6722   Patient Management III Laboratory (1)
PHYT   6724   Pharmacology for Physical Therapists (2)
PHYT   6742   Psychomotor Development Throughout
                the Lifespan (3)
PHYT   6743   Research in Physical Therapy Practice (3)
PHYT   6745   Exercise Physiology (2)
PHYT   6746   Exercise Physiology Laboratory (1)
PHYT   7717   Clinical Orthopedics I (2)
PHYT   7718   Clinical Orthopedics I Laboratory (1)
PHYT   7727   Physical and Electrical Agents Laboratory (1)
PHYT   7728   Physical and Electrical Agents in
                Physical Therapy (2)
PHYT   7729   Clinical Practicum (3)
PHYT   7730   Integrative Physical Therapy Seminar III (1)
PHYT   7737   Clinical Orthopedics II (2)
PHYT   7738   Clinical Orthopedics II Laboratory (1)
PHYT   7740   Integrative Physical Therapy Seminar IV (1)
PHYT   7755   Cardiopulmonary and Pulmonary
                Physical Therapy (3)
PHYT   7756   Neuroscience Therapeutics I (2)
PHYT   7757   Neuroscience Therapeutics I Laboratory (1)
PHYT   7760   Interaction and Education for Patient Care (3)
PHYT   7762   Integumentary Physical Therapy (3)
PHYT   7766   Neuroscience Therapeutics II (2)
PHYT   7767   Neuroscience Therapeutics II Laboratory (1)
PHYT   7770   Ethical, Leadership, and Policy
                Dimensions of Physical Therapy (3)
PHYT   7772   Orthotics and Prosthetics (2)
PHYT   7780   Physical Therapy in the Health Care Team (3)
PHYT   7782   Diagnostic Imaging for Physical Therapy (2)
PHYT   7786   Physical Therapy Management of
                Medical/Surgical Conditions (2)
PHYT   7788   Comprehensive Patient Management (3)
PHYT   8792   Wellness and Human Performance (3)
PHYT   8801   Clinical Internship I (4)
PHYT   8802   Integrative Physical Therapy Seminar V (1)
PHYT   8803   Clinical Internship II (4)
PHYT   8804   Integrative Physical Therapy Seminar VI (1)
PHYT   9783   Applied Research in Physical Therapy (2)
PHYT   9808   Integrative Physical Therapy Seminar VII (1)

II.   **Selectives (Select two, 11 hours)**
PHYT   9805   Clinical Internship III (4)
                and
PHYT   9807   Clinical Internship IV (5)
                or
PHYT   9809   Clinical Internships III and IV (9)
                and
PHYT   8811   Current Issues: . . . (2)

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 six months of full-time work experience in physical therapy practice.

The purpose of the t-DPT is to prepare licensed physical therapists to meet the challenges of a changing practice environment. Completion of this degree program will enhance the ability of practicing physical therapists to be leaders, educators and clinicians who incorporate evidence and cultural competence into practice. This program serves as a bridge between the content taught in bachelors and masters level programs and current physical therapy practice at the doctoral level.

Program Objectives

At the conclusion of the t-DPT program, the student will be able to:

1. Screen, examine, evaluate, and diagnose individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
2. Plan and implement standard and innovative interventions for individuals with impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
3. Determine the optimal level of improvement in function and the amount of time to reach that level for a patient with an impairment, functional limitation, or disability related to movement.
4. Instruct individuals and groups in the prevention of impairments, functional limitations, and disabilities related to movement, physical dysfunction, health, and wellness.
5. Demonstrate social responsibility, citizenship, and advocacy including participation in community and human service organizations and activities.
6. Integrate scientific and clinical evidence in physical therapy practice, and to contribute to the evidence for practice.
7. In professional interactions:
    a. exhibit moral, ethical, and legal behavior;
    b. display sensitivity to individual differences and values;
    c. communicate appropriately;
    d. display effective leadership skills;
    e. display effective administrative and consultative behaviors; and
    f. effectively use contemporary technology.
8. Demonstrate effective teaching skills that are culturally appropriate and meet the needs of the learner.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245, or by e-mail at *accreditation@apta.org*. The program is not required to seek additional approvals for the t-DPT through the CAPTE.

Admission Requirements

Applications for admission will be accepted at any time during the year. Applications for admission are available from the Physical Therapy Department Office and online at *www.govst.edu/tdpt.* The Department of Physical Therapy Admissions Committee will review applications before an offer of admission is extended.

In addition to meeting the university admission criteria for graduate students, the following are required of applicants:

1. current licensure as a Physical Therapist in the United States or its territories;
2. a bachelor's or master's degree in physical therapy, with a minimum cumulative GPA of 2.8 on a 4.0 scale;
3. a minimum of six months of experience in full time practice as a physical therapist (1,000 hours);
4. two letters of recommendation;
5. computer access to complete online course work; and
6. approval for prior course work of up to six credit hours may be awarded based on individual qualifications and completion of the following:
   • Previous coursework at Governors State University
   • Award of American Board of Physical Therapist Specialties certification
   • Completion of a credentialed clinical residency program
7. Internationally educated physical therapists must submit official academic credentials with evaluation from the Educational Credentials Evaluation (ECE) organization in Milwaukee, WI and may be required to submit a minimum acceptable score on the Test of English as a Second Language (TOEFL).

Degree Requirements

I.   Clinical Management Courses (12 credit hours)
   PHYT   6820   Clinical Decision Making I
                 (Required first course) (3)
   PHYT   6821   Clinical Decision Making II (3)
   PHYT   7830   Teaching and Learning in Physical Therapy (3)
   PHYT   7840   Management and Administration in Physical
                 Therapy (3)

II.   Clinical Science Courses (9 credit hours)
   PHYT   6824   Pharmacology for Licensed Physical
                 Therapists (3)
   PHYT   7842   Imaging for Licensed Physical Therapists (3)
   PHYT   8832   Human Performance and Wellness (3)

III.   Evidence Based Practice Courses (9-12 credit hours)
   HLSC   8350   Responsible Conduct of Research (3)
   PHYT   6790   Introduction to Health Care Research
                 (required for BA trained) (3)
   PHYT   7825   Research I: Evidence Based Physical
                 Therapy Practice (3)
   PHYT   9875   Research II: Clinical Project (Capstone) (3)

IV.   Electives (3-9 credit hours)
   ONTL   6101   Introduction to Online teaching (3)
   PHYT   6800   Independent Study (3)
   PHYT   7850   Advocacy and Leadership in
                 Physical Therapy (3)
   PHYT   7852   Integumentary Physical Therapy (3)
   PHYT   7860   Topics in Physical Therapy: (topics vary) (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.

COURSE DESCRIPTIONS

The university uses a discipline-oriented course numbering system. Courses are identified by academic discipline (e.g., Accounting, Art, Biology). Courses are arranged alphabetically 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.

0000-0999	Remediation courses with no credit toward degree
1000-1999	First year/Introductory or Foundation Lower Division
2000-2999	Sophomore/Advanced Lower Division
3000-3999	Junior/Introductory or Foundation Upper Division
4000-4999	Senior/Advanced Upper Division
5000-5999	Graduate/Advanced Undergraduate
6000-6999	Introductory Graduate
7000-7999	Intermediate Graduate
8000-8999	Advanced Graduate including Masters Capstone
9000-9999	Post Masters including Doctoral Capstone

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

Topics Courses

These courses may be offered with different subjects and may be taken more than once.

Credit-hours and Credit Options

Credit-hours (cr.) are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit-hours is shown.

Description

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

Course Prerequisites/Corequisites and Restrictions/Requirements

A prerequisite is a course 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 as another course.

Several courses have prerequisites or corequisites. It is the responsibility of the students to comply with any prerequisites and corequisites for courses that they plan to take.

Courses may also have specific restrictions or requirements. It is the responsibility of the students to comply with any restrictions or requirements for courses that they plan to take.

Students are responsible for contacting their academic advisors for specific information about course prerequisites, corequisites, restrictions and/or requirements.

Cross Listed Courses

Some courses are cross-listed. Many majors allow the student to take either course to meet the degree requirements. Students are responsible for contacting their academic advisors for additional information about cross listed courses. Students cannot take more than one course of a group of cross listed courses for credit.

Online Course Catalog

The online catalog of courses offered by term is located at *http://classes.govst.edu* .

Accounting

ACCT-2110 Financial Accounting (3.00 cr.)
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. *Equivalent to ACCT-301.*

ACCT-2111 Managerial Accounting (3.00 cr.)
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. *Equivalent to ACCT-302.*

ACCT-3111 Cost Accounting I (3.00 cr.)
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. *Equivalent to ACCT-331.*

ACCT-3151 Intermediate Accounting I (3.00 cr.)
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. *Equivalent to ACCT-351.*

ACCT-3152 Intermediate Accounting II (3.00 cr.)
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. *Equivalent to ACCT-352.*

ACCT-3153 Intermediate Accounting III (3.00 cr.)
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. *Equivalent to ACCT-353.*

ACCT-3252 Accounting Information System (3.00 cr.)
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. *Equivalent to ACCT-452.*

ACCT-4112 Cost Accounting II (3.00 cr.)
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. *Equivalent to ACCT-332.*

ACCT-4154 Advanced Accounting (3.00 cr.)
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. *Equivalent to ACCT-410.*

ACCT-4251 Taxation of Individuals I (3.00 cr.)
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. *Equivalent to ACCT-424.*

ACCT-4252 Taxation of Individuals II (3.00 cr.)
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. *Equivalent to ACCT-425.*

ACCT-4354 Audit Concepts and Standards (3.00 cr.)
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. *Equivalent to ACCT-440.*

ACCT-4355 Advanced Auditing Concepts and Standards (3.00 cr.)
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. *Equivalent to ACCT-441.*

ACCT-4461 Governmental and Nonprofit Accounting (3.00 cr.)
An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. *Equivalent to ACCT-561.*

ACCT-4805 Internship (3.00 cr.)
Designed to provide accounting students with supervised practical experiences in applied settings. *Equivalent to ACCT-480.*

ACCT-4820 Independent Study (3.00 cr.)
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. *Equivalent to ACCT-470.*

ACCT-6100 Foundations of Accounting and Finance (3.00 cr.)
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. *Equivalent to ACCT-601.*

ACCT-6201 Seminar in Financial Accounting Theory and Practice (3.00 cr.)
Contemporary financial accounting issues, including liabilities, pensions, tax allocation, leases, price level reporting, investments, and capital transactions. *Equivalent to ACCT-813.*

ACCT-6252 Advanced Taxation of Individuals (3.00 cr.)
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. *Equivalent to ACCT-725.*

ACCT-6253 Federal Income Taxation of Partnerships and Corporations (3.00 cr.)
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. *Equivalent to ACCT-726.*

ACCT-6254 Seminar in International Accounting (3.00 cr.)
Financial accounting for international operations, multinational managerial accounting and control, comparative international accounting, international reporting issues, and international taxation. *Equivalent to ACCT-856.*

ACCT-6331 Accounting Information Technology and Systems (3.00 cr.)
An in-depth analysis of concepts and principles of designing computer systems to perform accounting functions; applications of microcomputer accounting software packages. *Equivalent to ACCT-851.*

ACCT-6354 Advanced Auditing (3.00 cr.)
In-depth study of professional standards and regulatory agencies; audit planning; evidence gathering and evaluation. *Equivalent to ACCT-841.*

ACCT-6355 Seminar in Auditing Standards and Applications (3.00 cr.)
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. *Equivalent to ACCT-842.*

ACCT-6461 Governmental and Nonprofit Accounting (3.00 cr.)
An overview of accounting and financial reporting for state and local governmental units and nonprofit organizations. *Equivalent to ACCT-861.*

ACCT-7101 Strategic Management Accounting (3.00 cr.)
Offers an in-depth exposure to the management control process, including organizing and evaluating data for decision-making under conditions of uncertainty. *Equivalent to ACCT-801.*

ACCT-7111 Seminar in Managerial Accounting Theory and Applications (3.00 cr.)
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. *Equivalent to ACCT-831*.

ACCT-7254 Advanced Tax Research (3.00 cr.)
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.
Equivalent to ACCT-827.

ACCT-7815 Financial Statement Analysis (3.00 cr.)
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. *Equivalent to ACCT-815.*

ACCT-8260 Estate Planning (3.00 cr.)
Reviews property titling, methods of transfer, and estate documents. Examines gifting strategies, tax compliance, and incapacity planning. Reviews estate tax compliance, liquidity, and powers of appointment. Explores the taxation of trusts, valuation, the marital deduction, transfer techniques, generation-skipping transfer tax, fiduciaries, income in respect of a decedent, and other planning issues.

ACCT-8265 Employee Benefits and Retirement (3.00 cr.)
Explores benefit plans including group life, disability, and medical. Will review stock options, stock plans and deferred compensation. Examines the retirement decision, social security benefits and various types of plans. Reviews the qualified plan rules, other tax-advantaged retirement plans, regulatory considerations, factors affecting plan selection, investment considerations, and distribution rules.

ACCT-8301 Independent Study (3.00 cr.)
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. *Equivalent to ACCT-870.*

ACCT-8965 Integrative Perspective on Accounting Issues (3.00 cr.)
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. *Equivalent to ACCT-865.*

ACCT-8999 Graduate Thesis/Project (6.00 cr.)
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 three 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. *Equivalent to ACCT-890.*

Addictions Studies

ADDS-5100 Substance Abuse: Current Concepts (3.00 cr.)
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. *Equivalent to ADDS-500.*

ADDS-5150 Addictions: Recovery Process (3.00 cr.)
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. *Equivalent to ADDS-505.*

ADDS-5180 Substance Abuse: A Systems Approach (3.00 cr.)
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. *Equivalent to ADDS-518.*

ADDS-5200 Screening, Referral, and Treatment Planning (3.00 cr.)
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. *Equivalent to ADDS-521.*

ADDS-5220 Clinical Skills in Substance Abuse (3.00 cr.)
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. *Equivalent to ADDS-522.*

ADDS-5250 Clinical Approaches to Substance Abuse (1.00-3.00 cr.)
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. *Equivalent to ADDS-525.*

ADDS-5260 The Adolescent Substance Abuser (3.00 cr.)
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. *Equivalent to ADDS-526.*

ADDS-5300 Addictions and Criminal Justice (3.00 cr.)
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. *Equivalent to ADDS-530.*

ADDS-5400 Society and Drugs: Controversial Issues (3.00 cr.)
Introduces controversial issues regarding drug use and misuse in contemporary society. Reviews the issues followed by opposing views from addiction professionals, social scientists, and healthcare professionals. Analyzes opposing viewpoints and reach considered judgments. *Equivalent to ADDS-540.*

ADDS-5500 Substance Abuse Screening in Health Care (3.00 cr.)
Provides an introduction to the substance abuse concerns that have an impact on health care. Focuses on the interactions between healthcare professionals and their substance-abusing patients. *Equivalent to ADDS-550.*

ADDS-5510 Substance Abuse Screening in Health Care (3.00 cr.)
Prepares health care 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. *Equivalent to ADDS-551.*

ADDS-5520 Disparity and Diversity in Substance Abuse (3.00 cr.)
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. *Equivalent to ADDS-552.*

ADDS-6100 Psychopharmacology (3.00 cr.)
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. *Equivalent to ADDS-610.*

ADDS-6140 Professional Practice (3.00 cr.)
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. *Equivalent to ADDS-604.*

ADDS-6200 Gender and Addiction (3.00 cr.)
Examines current research trends and approaches on gender issues in the substance abuse field. The concept of gender will be explored and topics related to a variety of women and men's issues will be examined from a theoretical and clinical perspective. Students will learn strategies to work effectively with gender sensitive topics in the treatment realm. *Equivalent to ADDS-620.*

ADDS-6300 Families and Addictions (3.00 cr.)
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. *Equivalent to ADDS-630.*

ADDS-6400 Behavioral Health Across the Life Span (3.00 cr.)
This course provides an overview of the human life span from birth to death in relation to behavioral health and addictions. We will examine how abilities, needs, problems, and concerns of people change through life, and how human development is shaped by one's experience within the greater family, social, and cultural systems. Considerations of gender, race, and ethnicity will be explored. *Equivalent to ADDS-640.*

ADDS-6500 Planning, Managing, and Evaluating Substance Abuse Programs (3.00 cr.)
Discusses the philosophy and historical development of alcoholism and drug abuse services. Reviews the processes involved in planning, managing, and evaluating programs. *Equivalent to ADDS-835.*

ADDS-6600 Substance Abuse Prevention (3.00 cr.)
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. *Equivalent to ADDS-720.*

ADDS-6900 Etiology and Epidemiology of Substance Abuse (3.00 cr.)
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. *Equivalent to ADDS-825.*

ADDS-7100 Screen, Motivation and Referral (3.00 cr.)
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. *Equivalent to ADDS-602.*

ADDS-7200 Substance Abuse Counseling (3.00 cr.)
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. *Equivalent to ADDS-815.*

ADDS-7400 Group Techniques (3.00 cr.)
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. *Equivalent to ADDS-821.*

ADDS-7500 Clinical Models of Addiction (3.00 cr.)
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. *Equivalent to ADDS-845.*

ADDS-7600 Treating Coexisting Disorders (3.00 cr.)
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. *Equivalent to ADDS-850.*

ADDS-7700 Clinical Supervision in AODA (3.00 cr.)
Clinical supervision is an essential aspect of developing and maintaining professional AODA services. This course is designed to help students to better understand the role of clinical supervisor in agency activities.

ADDS-8100 Internship: Assessment and Referral (3.00 cr.)
This course provides students with hands-on experience in screening, assessment, and referral of substance-abusing clients in a state licensed (OASA) facility. *Equivalent to ADDS-605.*

ADDS-8200 Seminar in Substance Abuse (3.00 cr.)
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. *Equivalent to ADDS-855.*

ADDS-8300 Comprehensive Examination (1.00 cr.)
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. *Equivalent to ADDS-869.*

ADDS-8400 Practicum in Addictions Counseling (3.00 cr.)
Provides students with an opportunity to develop basic clinical skills to work with clients who may have substance use disorders. Emphasis placed on identifying people who are at risk for substance use disorders through screening; determining the nature and severity of the substance use disorder through assessment; and modifying substance use behaviors through brief intervention and referral. *Equivalent to ADDS-770.*

ADDS-8700 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in addictions under the supervision of faculty. *Equivalent to ADDS-870.*

ADDS-8800 Internship (4.00 cr.)
Designed to provide the Addictions Studies major with supervised practical experiences in treatment, administration, research, prevention, or education in applied settings. *Equivalent to ADDS-880.*

ADDS-8810 Advanced Clinical Internship (3.00-4.00 cr.)
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. *Equivalent to ADDS-881.*

ADDS-8980 Directed Scholarship (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of CR in a designated capstone course. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option. *Equivalent to ADDS-898.*

Alternative Certification - General

ACA-6110 Initial Field Experiences (1.00 cr.)
Provides opportunities for students to make, implement, and evaluate decisions under supervision while teaching individuals and small groups of children. Placements will be at elementary, middle, and high schools in rural, suburban, and rural settings, including working with students with exceptionalities. Requires a minimum of 30 hours of field experiences. *Equivalent to ACA-611, ALTC-603.*

ACA-6230 Field Experience Application I (1.00 cr.)
Provides structured formative assessment opportunities for candidates working with their mentors. Specific protocols to facilitate strengthening instruction will be utilized aligned with appropriate standards. This will be aligned with the mentors' work in the Lead Teacher Mentor Learning Community.

ACA-6340 Field Experience Application II (1.00 cr.)
Builds on the formative assessment work in Field Experience Application I. In addition to continued work on improving instruction, candidates work with their mentors on additional analyses of student work and data driven instructional strategies as well as action research. This will be aligned with appropriate standards and with the mentors' work in the Lead Teacher Mentor Learning Community.

ACA-6410 Middle School Curriculum and Instructional Strategies (1.00 cr.)
Explores curriculum and instructional strategies for teaching in the middle school, focusing on the needs of the early adolescent. Note: Students must be capable of working online during the durations of this independent study course. *Equivalent to ALTC-609.*

ACA-6420 Theory to Practice (3.00 cr.)
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, with particular focus on working with students of promise. *Equivalent to ACA-642, ALTC-602.*

ACA-7110 Research Based Reading Instruction (3.00 cr.)
Focuses on the application of research-based methods for teaching reading and writing in grades K-8 and 6-12. Emphasis is on teaching skills and strategies in early reading and their continued reinforcement and extension in upper grade content area reading. Special attention is given to secondary mathematics and science teachers as they incorporate reading and writing into their subject areas. *Equivalent to ACA-711.*

ACA-7220 Teaching English Language Learners (3.00 cr.)
Examines application of linguistic principles and various methods and techniques of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective use of first language skills in second language learning. Examines current curricular, materials, and evaluation best practices.

ACA-8110 Student Learning and Assessment (3.00 cr.)
Examines current theories of learning, intelligence, and motivation. Provides students with a working knowledge of assessment techniques and how to relate student assessment and views of learning to educational practices and teacher efficiency.

ACA-8220 Action Research in Schools (3.00 cr.)
Provides candidates an opportunity to develop a research plan; collect, analyze and interpret their data; and report their findings. Based on findings, candidates will develop and action plan to implement. The course will culminate with candidates presenting their research to an authentic audience of colleagues, principals, and teacher educators.

ACA-8430 Teacher Leadership (3.00 cr.)
Investigates the role of the reflective teacher leader in improving different facets of school, curriculum, and instructional programs. Provides candidates the opportunity to reflect upon and develop alternative solutions to educational problems while building skills in reflection, collaboration, and leadership.

ACA-8990 Best Practice in Urban Settings (3.00 cr.)
This is the capstone course of the Master of Arts in Urban Teacher Education. Candidates will present their program portfolios, including four major projects, to a committee of three faculty in order to demonstrate their proficiency in applying theory to practice aligned with the Illinois Professional Teaching Standards. *Equivalent to ALTC-607.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

Alternative Certification - Education

ACE-6130 Strategies for Teaching in the Content Area (3.00 cr.)
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. *Equivalent to ACE-613, ALTC-601.*

ACE-7230 Reflective Teaching I - Management, Planning, and School Culture (3.00 cr.)
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. *Equivalent to ALTC-605.*

ACE-8330 Reflective Teaching II - Quality Instruction in High Need Schools (3.00 cr.)
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. *Equivalent to ALTC-606.*

Alternative Certification - Mathematics

ACM-6140 Methods of Teaching Math I (3.00 cr.)
Investigates the content and various models of the mathematics curriculum for middle school grades (6-8) and high schools (9-12) in the U.S. Includes an in-depth study of the NCTM Standards, the Illinois Learning Standards, the Common Core Standards, and the use of various forms of technology as tools for exploring mathematics. Includes clinical experience in secondary schools.

ACM-7240 Methods of Teaching Math II (3.00 cr.)
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.

Alternative Certification - Science

ACS-6150 Methods of Teaching Science I (3.00 cr.)
Surveys the role of science education in the total curriculum. Students will become familiar with contemporary science curricula and methods for teaching science to diverse learners.

ACS-7250 Methods Teaching Science II (3.00 cr.)
Focuses on students creating positive science classroom climates which promote a pluralistic approach to teaching and eliminating gender biases. Students develop inquiry-bases 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. Assessment in science education is thoroughly addressed.

ACS-8345 Advanced Methods Secondary Teaching (3.00 cr.)
Examines the use of various forms of technology for exploring mathematics and science. Candidates will develop curricular materials using principals of RtI and differentiated instruction (DI). They will explore different models of best practice in teaching and have opportunities to prepare and present lesson plans and plan high quality assessment to meet the needs of students with diverse learning characteristics.

Anthropology

ANTH-3100 Trends in Cross-Cultural Analysis (3.00 cr.)
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. *Equivalent to ANTH-310.*

ANTH-3200 Humanity and Human Dynamics: A Comparative Study (3.00 cr.)
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. *Equivalent to ANTH-320.*

ANTH-3300 Ecology, Environment, and Culture (3.00 cr.)
Explores cultural models that define the natural order and inform how local people use natural resources to sustain their way of life. Emphasis on the bio-cultural connection, adaptation, and sustainability. Case studies across subsistence systems and settlement patterns are examined.

ANTH-3500 Archaeology (3.00 cr.)
Provides a general orientation to the history, goals, methods, and important findings of professional archaeologists. Includes considerations of ethics, diversity of approaches within the field, and assessment of claims to knowledge.

ANTH-3501 Beliefs and Believers (3.00 cr.)
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. *Equivalent to ANTH-350.*

ANTH-3800 Visual Anthropology (3.00 cr.)
Explores the use of visual media to conduct research and represent social and cultural processes. Emphasis on examining social control, power, and ethical issues related to visual representation of cultures, identities, and heritage.

ANTH-4000 Topics in Anthropology (3.00 cr.)
Explores current theories, approaches, or issues in anthropology. May be offered in lecture, hybrid or online format. May include fieldwork or a research component.

ANTH-4100 Urban Anthropology (3.00 cr.)
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. *Equivalent to ANTH-411.*

ANTH-4400 Language and Culture (3.00 cr.)
Provides a detailed overview of the way in which the language and culture of human groups affect each other. Focus is on the consequences of language diversity as a code, linked to a society, found in verbal interaction, and influenced by differences in power.

ANTH-4600 Anthropology in Film (3.00 cr.)
Study of world cultures, past and present, and human nature through the use of classic ethnographic films, texts, and web based resources. Focus is on the development of cross-cultural understanding of central problems of human existence and how social groups address social solidarity, conflict, and change overtime in various physical environments. *Equivalent to ANTH-500.*

ANTH-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in anthropology under the supervision of the faculty. *Equivalent to ANTH-470.*

Anthropology and Sociology

ANSO-3100 Gender and Sexuality (3.00 cr.)
Examines anthropological and sociological approaches to understanding the social construction of gender and sexuality. Analyzes the ways in which humans create and enforce gender and sexuality norms, with attention to the intersections of differences in the experiences and social constructions of gender and sexuality.

ANSO-3400 Material Culture (3.00 cr.)
Examines material culture from an interdisciplinary perspective. Emphasis on symbols, meanings, and social relationships encoded in everyday objects. Considers material culture in the construction of collective memory, legacy, and heritage.

ANSO-3500 Music and Society (3.00 cr.)
Exposes students to an art that is both a human universal yet highly variable. Examines a broad range of forms, practices of production, and manner of engagement for musics of different cultures. Develops insights to apply to the analysis of students' own musical milieu.

ANSO-4100 The Anthropology and Sociology of Religion (3.00 cr.)
Imparts knowledge in classical social theory applied to the study of religious beliefs and practices in contemporary societies. Emphasis on applying conceptual tools framed in classical theory to the understanding of social processes that structure religious identities and institutions.

ANSO-4200 Sociology of Organizations (3.00 cr.)
This course provides students a background in understanding the study of social organizations. Topics include: classical theories of organizations, both for-profit and non-profit organizational models, elements of power and politics, hierarchies, and intra-organizational dynamics.

ANSO-4300 Food, Culture, and Society (3.00 cr.)
Explores food consumption and production as complex social and cultural systems. Emphasis on symbols and social relations encoded in food systems. Gender and systems of inequality in various subsistence systems are examined. Natural resources and materials sustaining local food patterns and exchanges are also studied.

ANSO-4400 Theories of Social Science (3.00 cr.)
Provides a systematic and historical approach to the development of metatheoretical perspectives and major theories in the core social sciences, including geography, anthropology, sociology, and political science.

ANSO-4500 Applied Anthropology (3.00 cr.)
Explores applied research and careers in anthropology. Emphasis is on comparative case studies, rapid assessment and evaluation, and ethical issues in applied research and projects.

ANSO-4900 Senior Capstone (3.00 cr.)
This course provides a comprehensive exploration of concepts, methods, and approaches framed in the Anthropology and Sociology major. The course draws on contemporary and classical social theory and sociological and ethnographic accounts.

Art

ART-3300 Interrelational Studies: Art & Music (3.00 cr.)
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. *Equivalent to ART-300.*

ART-3301 Photographic Foundations (3.00 cr.)
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. *Equivalent to ART-301.*

ART-3302 Black and White Photography II (3.00 cr.)
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. *Equivalent to ART-302.*

ART-3303 Studio Practices (3.00 cr.)
Examines two- and three-dimensional art concepts and methods through a variety of media and projects. *Equivalent to ART-303.*

ART-3304 Drawing: Studio (3.00 cr.)
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. *Equivalent to ART-304.*

ART-3305 Drawing: Life Study (3.00 cr.)
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. *Equivalent to ART-305.*

ART-3306 Digital Photography (3.00 cr.)
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. *Equivalent to ART-306.*

ART-3307 Art and Images of Social Justice Movements (3.00 cr.)
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. *Equivalent to ART-307.*

ART-3309 Stained Glass (3.00 cr.)
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. *Equivalent to ART-309.*

ART-3310 Ceramics (3.00 cr.)
Covers basic concepts of clay handling, including hand-building, wheel methods, glaze formulation, and firing techniques. *Equivalent to ART-310.*

ART-3311 Introduction to Printmaking (3.00 cr.)
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. *Equivalent to ART-311.*

ART-3312 Textile Printing (3.00 cr.)
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. *Equivalent to ART-312.*

ART-3313 Hand Made Books (3.00 cr.)
Focuses on basic book-binding methods and design using media such as drawing, collage, painting, and printing making. Includes one field trip to an artist book collection. *Equivalent to ART-313.*

ART-3314 American Art: Diverse Views (3.00 cr.)
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. *Equivalent to ART-314.*

ART-3319 Basic Sculpture Principles (3.00 cr.)
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. *Equivalent to ART-319.*

ART-3325 Advanced Problems in Design (3.00 cr.)
Examines advanced problems of two- and three-dimensional design. Studio assignments focus on problem-solving within various art media. *Equivalent to ART-325.*

ART-3360 Art Seminar: Concepts and Methods (3.00 cr.)
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. *Equivalent to ART-360.*

ART-3361 Non-Traditional Photography (3.00 cr.)
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. *Equivalent to ART-361.*

ART-3371 Intermediate Drawing (3.00 cr.)
Explores a variety of drawing media and techniques building on previous drawing course. Subject matter will continue to include the still life, the figure and other personal imagery. Projects will be assigned and various materials will be introduced and required simultaneously with the use of mixed media techniques. *Equivalent to ART-371.*

ART-4000 Topics in Art (1.00-3.00 cr.)
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. *Equivalent to ART-500.*

ART-4413 Ceramics: Wheel Throwing (3.00 cr.)
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. *Equivalent to ART-413.*

ART-4414 Ceramics: Low Fire (3.00 cr.)
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. *Equivalent to ART-414.*

ART-4415 Sculpture Materials and Methods (3.00 cr.)
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. *Equivalent to ART-415.*

ART-4435 Photographic Imaging Methods (3.00 cr.)
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. *Equivalent to ART-435.*

ART-4436 Metal Fabrication I (3.00 cr.)
Covers the basics of the metals experience. Explores the problems of metal sculpture, forming, and fabrication techniques. May be repeated with permission of instructor. *Equivalent to ART-436.*

ART-4440 Photography in Artificial Light (3.00 cr.)
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. *Equivalent to ART-440.*

ART-4441 Wood Sculpture I (3.00 cr.)
Investigates the beginnings of wood as an art medium using both traditional and non-traditional methods to create functional, non-functional and conceptual work. *Equivalent to ART-441.*

ART-4442 Advanced Art History Seminar (3.00 cr.)
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. *Equivalent to ART-442.*

ART-4445 Figure Sculpture I (3.00 cr.)
Explores entry-level figure with basic bust and small-scale figure modeling. Covers techniques of clay building from armature to plaster or way castings. *Equivalent to ART-445.*

ART-4501 Drawing: Advanced Life Study (3.00 cr.)
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. *Equivalent to ART-501*.

ART-4502 Drawing: Combined Media (3.00 cr.)
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. *Equivalent to ART-502.*

ART-4503 Sculpture Parks and Public Art (2.00-3.00 cr.)
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. *Equivalent to ART-503.*

ART-4504 Enhancing Creativity (3.00 cr.)
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. *Equivalent to ART-504.*

ART-4505 Worlds of Art (3.00 cr.)
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. *Equivalent to ART-5505, ART-505.*

ART-4508 Advanced Stained Glass (3.00 cr.)
Expanding on the uses and qualities of light, color, and line covered in ART-309, explores more thoroughly the concepts of design, color theory, and the history of stained glass from its beginnings to current trends in the contemporary glass art movement. Covers traditional and non-traditional methods of stained glass construction and design. Also covers kiln-working techniques such as slumping, fusing, pate' de verre, and enameling. *Equivalent to ART-508, ART-5508.*

ART-4509 Electronic Drawing and Design (3.00 cr.)
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 standalone 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. *Equivalent to ART-5509, ART-509.*

ART-4514 American Art (3.00 cr.)
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. *Equivalent to ART-514.*

ART-4515 20th Century Art: Europe and the Americas (3.00 cr.)
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. *Equivalent to ART-515.*

ART-4516 Great Artists (3.00 cr.)
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. *Equivalent to ART-516.*

ART-4518 Women Artists (3.00 cr.)
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. *Equivalent to ART-518.*

ART-4520 Art In Context: . . . (3.00 cr.)
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. *Equivalent to ART-520.*

ART-4521 Art and Cultures of the South Pacific (3.00 cr.)
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. *Equivalent to ART-521.*

ART-4523 Pre-Columbian Art Cultures (3.00 cr.)
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. *Equivalent to ART-523.*

ART-4525 Native American Art and Societies (3.00 cr.)
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. *Equivalent to ART-525.*

ART-4527 African Art and Cultures (3.00 cr.)
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. *Equivalent to ART-5527, ART-527.*

ART-4528 Digital Motion Graphics (3.00 cr.)
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. *Equivalent to ART-5528, ART-528.*

ART-4529 Multi-level Printmaking (3.00 cr.)
Offers individual instruction in one or more print media within a formal group setting. *Equivalent to ART-529.*

ART-4530 Asian Art and Thought (3.00 cr.)
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. *Equivalent to ART-530.*

ART-4532 Advanced Topics in Sculpture (3.00 cr.)
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. *Equivalent to ART-5532, ART-532.*

ART-4533 Mixed Media Sculpture (3.00 cr.)
Emphasizes various construction methods for the integrations of a broad range of materials and processes in three or more sculpture media. *Equivalent to ART-533.*

ART-4534 Design for Electronic Publishing (3.00 cr.)
Course emphasizes digital design of documents for print or electronic publishing, including dynamic web pages. *Equivalent to ART-534.*

ART-4535 Metal Fabrication II (3.00 cr.)
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. *Equivalent to ART-535.*

ART-4536 Sculpture: Metal II (3.00 cr.)
Continuation of ART-4535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. *Equivalent to ART-536.*

ART-4541 Wood Sculpture II (3.00 cr.)
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. *Equivalent to ART-541.*

ART-4542 History of Photography (3.00 cr.)
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. *Equivalent to ART-542.*

ART-4543 Ceramic Sculpture (3.00 cr.)
Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. *Equivalent to ART-5543, ART-543*.

ART-4544 Digital Photographic Imaging (3.00 cr.)
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. *Equivalent to ART-5544, ART-544*.

ART-4545 Figure Sculpture II (3.00 cr.)
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.
Equivalent to ART-545.

ART-4546 Advanced Electronic Software Workshop (1.00 cr.)
Advanced intensive course covering either smaller auxiliary imaging software or significant method upgrades. May be taken more than once.
Prerequisite Equivalent to ART-546.

ART-4549 Photography: Combined Color Processes (3.00 cr.)
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. *Equivalent to ART-5549, ART-549.*

ART-4551 Advanced Topics in Figure (3.00 cr.)
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. *Equivalent to ART-5551, ART-551.*

ART-4552 Ceramics: Methods and Materials (3.00 cr.)
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. *Equivalent to ART-552.*

ART-4554 Documentary Photography (3.00 cr.)
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. *Equivalent to ART-554.*

ART-4555 Painting Composition (3.00 cr.)
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. *Equivalent to ART-5555, ART-555.*

ART-4556 Ceramics: Multiples (3.00 cr.)
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.
Equivalent to ART-556.

ART-4557 Printmaking: Combined Media (3.00 cr.)
Series of collaborative classes mixing printmaking with another media. This class may be repeated for different collaborations.
Equivalent to ART-557.

ART-4558 Painting and Drawing Composition (3.00 cr.)
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. *Equivalent to ART-558*.

ART-4561 Painting : Development of a Theme (3.00 cr.)
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. *Equivalent to ART-561.*

ART-4562 Advanced Wheel Throwing (3.00 cr.)
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. *Equivalent to ART-562.*

ART-4563 Painting: Multi-Level (3.00 cr.)
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. Equivalent to ART-563.

ART-4564 Ceramics: Activating the Object (3.00 cr.)
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. *Equivalent to ART-564.*

ART-4565 3D Modeling (3.00 cr.)
Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. *Equivalent to ART-565.*

ART-4566 3D Animation (3.00 cr.)
Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. *Equivalent to ART-566.*

ART-4567 Printmaking: New Media (3.00 cr.)
Integrates contemporary art practices with traditional printmaking processes. ART-4567 may be repeated with the instructor's approval. *Equivalent to ART-567.*

ART-4568 Combined Media (3.00 cr.)
A series of collaborative classes utilizing mixed media. Series may be repeated for different collaborations. *Equivalent to ART-568.*

ART-4570 Intro to Non-toxic Printmaking (3.00 cr.)
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. *Equivalent to ART-570.*

ART-4571 Lithography (3.00 cr.)
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. *Equivalent to ART-571.*

ART-4572 P Printmaking: Waterbase Silkscreen (3.00 cr.)
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. *Equivalent to ART-5572, ART-572.*

ART-4573 Printmaking: Relief (3.00 cr.)
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. *Equivalent to ART-5573, ART-573.*

ART-4574 Printmaking: Intaglio (3.00 cr.)
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. *Equivalent to ART-574.*

ART-4581 Printmaking: Monoprint and Collagraph (3.00 cr.)
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 hand built plate. Using the techniques together gives a strong combined imagery experience. *Equivalent to ART-5581, ART-581.*

ART-4585 Printmaking: Computer Applications (3.00 cr.)
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. *Equivalent to ART-585.*

ART-4589 Intermediate Printmaking (3.00 cr.)
Develops technical, conceptual, and improvisational abilities within the framework of traditional and contemporary printmaking. This course may be repeated with the instructor's approval. *Equivalent to ART-589.*

ART-4599 Advanced Printmaking (3.00 cr.)
Offers individual instruction in one or more print media within a formal group setting. *Equivalent to ART-599.*

ART-4700 Independent Study (1.00-3.00 cr.)
Individual reading, research, and/or project in art under the supervision of the faculty. *Equivalent to ART-470.*

ART-4800 Internship (3.00-9.00 cr.)
Provides the undergraduate Art degree-seeking student with supervised practical experiences in applied settings, both on and off campus. Course may be repeated. *Equivalent to ART-485.*

ART-4980 Senior Project (3.00 cr.)
Culminating project for Art majors to be taken in the last term of undergraduate study. Students select any one or combination of art disciplines: art history, ceramics, design, digital imaging drawing, painting, photography, printmaking, or sculpture. *Equivalent to ART-490.*

ART-6000 Topics in Art (1.00-3.00 cr.)
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. *Equivalent to ART-500.*

ART-6501 Drawing: Advanced Life Study (3.00 cr.)
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. *Equivalent to ART-501.*

ART-6502 Drawing: Combined Media (3.00 cr.)
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. *Equivalent to ART-502*.

ART-6503 Sculpture Parks and Public Art (2.00-3.00 cr.)
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. *Equivalent to ART-503.*

ART-6504 Enhancing Creativity (3.00 cr.)
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. *Equivalent to ART-504.*

ART-6505 Worlds of Art (3.00 cr.)
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. *Equivalent to ART-5505, ART-505.*

ART-6508 Advanced Stained Glass (3.00 cr.)
Expanding on the uses and qualities of light, color, and line covered in ART-309, explores more thoroughly the concepts of design, color theory, and the history of stained glass from its beginnings to current trends in the contemporary glass art movement. Covers traditional and non-traditional methods of stained glass construction and design. Also covers kiln-working techniques such as slumping, fusing, pate' de verre, and enameling. *Equivalent to ART-5508, ART-508.*

ART-6509 Electronic Drawing and Design (3.00 cr.)
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. *Equivalent to ART-5509, ART-509.*

ART-6514 American Art (3.00 cr.)
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. *Equivalent to ART-514.*

ART-6515 20th Century Art: Europe and the Americas (3.00 cr.)
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. *Equivalent to ART-515.*

ART-6516 Great Artists (3.00 cr.)
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. *Equivalent to ART-516.*

ART-6518 Women Artists (3.00 cr.)
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. *Equivalent to ART-518.*

ART-6520 Art In Context (3.00 cr.)
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. *Equivalent to ART-520.*

ART-6521 Art and Cultures of the South Pacific (3.00 cr.)
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. *Equivalent to ART-521.*

ART-6523 Pre-Columbian Art Cultures (3.00 cr.)
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. *Equivalent to ART-523.*

ART-6525 Native American Art and Societies (3.00 cr.)
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. *Equivalent to ART-525.*

ART-6527 African Art and Cultures (3.00 cr.)
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. Equivalent to ART-5527, ART-527.

ART-6528 Digital Motion Graphics (3.00 cr.)
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. *Equivalent to ART-5528, ART-528.*

ART-6529 Multi-level Printmaking (3.00 cr.)
Offers individual instruction in one or more print media within a formal group setting. *Equivalent to ART-529.*

ART-6530 Asian Art and Thought (3.00 cr.)
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. *Equivalent to ART-530.*

ART-6532 Advanced Topics in Sculpture (3.00 cr.)
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. *Equivalent to ART-5532, ART-532.*

ART-6533 Mixed Media Sculpture (3.00 cr.)
Emphasizes various construction methods for the integrations of a broad range of materials and processes in three or more sculpture media. *Equivalent to ART-533.*

ART-6534 Design for Electronic Publishing (3.00 cr.)
Course emphasizes digital design of documents for print or electronic publishing, including dynamic web pages. *Equivalent to ART-534.*

ART-6535 Metal Fabrication II (3.00 cr.)
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. *Equivalent to ART-535.*

ART-6536 Sculpture: Metal II (3.00 cr.)
Continuation of ART-6535. Focuses on problems of metal casting, fusion welding, soldering, and brazing. *Equivalent to ART-536.*

ART-6541 Wood Sculpture II (3.00 cr.)
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. *Equivalent to ART-541.*

ART-6542 History of Photography (3.00 cr.)
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. *Equivalent to ART-542.*

ART-6543 Ceramic Sculpture (3.00 cr.)
Explores sculptural forms using the clay medium. Examines various clay bodies and glazing techniques. May be repeated with approval of instructor. *Equivalent to ART-5543, ART-543*.

ART-6544 Digital Photographic Imaging (3.00 cr.)
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. *Equivalent to ART-5544, ART-544.*

ART-6545 Figure Sculpture II (3.00 cr.)
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. *Equivalent to ART-545.*

ART-6546 Advanced Electronic Software Workshop (1.00 cr.)
Advanced intensive course covering either smaller auxiliary imaging software or significant method upgrades. May be taken more than once. *Prerequisite Equivalent to ART-546.*

ART-6549 Photo: Combined Color Processes (3.00 cr.)
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. *Equivalent to ART-5549, ART-549.*

ART-6551 Advanced Topics in Figure (3.00 cr.)
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. *Equivalent to ART-5551, ART-551.*

ART-6552 Ceramics: Methods and Materials (3.00 cr.)
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. *Equivalent to ART-552.*

ART-6554 Documentary Photography (3.00 cr.)
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. *Equivalent to ART-554.*

ART-6555 Painting Composition (3.00 cr.)
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. *Equivalent to ART-5555, ART-555.*

ART-6556 Ceramics: Multiples (3.00 cr.)
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. *Equivalent to ART-556.*

ART-6557 Printmaking: Combined Media (3.00 cr.)
Series of collaborative classes mixing printmaking with another media. This class may be repeated for different collaborations. *Equivalent to ART-557.*

ART-6558 Painting and Drawing Composition (3.00 cr.)
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. *Equivalent to ART-558.*

ART-6561 Painting : Development of a Theme (3.00 cr.)
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. *Equivalent to ART-561.*

ART-6562 Advanced Wheel Throwing (3.00 cr.)
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. *Equivalent to ART-562.*

ART-6563 Painting: Multi-Level (3.00 cr.)
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. *Equivalent to ART-563.*

ART-6564 Ceramics: Activating the Object (3.00 cr.)
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. *Equivalent to ART-564.*

ART-6565 3D Modeling (3.00 cr.)
Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. *Equivalent to ART-565.*

ART-6566 3D Animation (3.00 cr.)
Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. *Equivalent to ART-566.*

ART-6567 Printmaking: New Media (3.00 cr.)
Integrates contemporary art practices with traditional printmaking processes. ART-6567 may be repeated with the instructor's approval. *Equivalent to ART-567.*

ART-6568 Combined Media (3.00 cr.)
A series of collaborative classes utilizing mixed media. Series may be repeated for different collaborations. *Equivalent to ART-568.*

ART-6570 Introduction to Non-Toxic Printmaking (3.00 cr.)
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. *Equivalent to ART-570.*

ART-6571 Lithography (3.00 cr.)
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. *Equivalent to ART-571.*

ART-6572 Printmaking: Waterbase Silkscreen (3.00 cr.)
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. *Equivalent to ART-5572, ART-572.*

ART-6573 Printmaking: Relief (3.00 cr.)
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. *Equivalent to ART-5573, ART-573.*

ART-6574 Printmaking: Intaglio (3.00 cr.)
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. *Equivalent to ART-574.*

ART-6581 Printmaking: Monoprint and Collagraph (3.00 cr.)
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 hand built plate. Using the techniques together gives a strong combined imagery experience. *Equivalent to ART-5581, ART-581.*

ART-6585 Printmaking: Computer Applications (3.00 cr.)
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. *Equivalent to ART-585.*

ART-6589 Intermediate Printmaking (3.00 cr.)
Develops technical, conceptual, and improvisational abilities within the framework of traditional and contemporary printmaking. This course may be repeated with the instructor's approval. *Equivalent to ART-589.*

ART-6599 Advanced Printmaking (3.00 cr.)
Offers individual instruction in one or more print media within a formal group setting. *Equivalent to ART-599.*

ART-6605 Digital Mixed Media Techniques (3.00 cr.)
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. *Equivalent to ART-605.*

ART-6609 Advanced Electronic Drawing and Design (3.00 cr.)
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 *Equivalent to ART-609.*

ART-6610 Sculpture: Advanced Studio (3.00 cr.)
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. *Equivalent to ART-610.*

ART-6615 Contemporary American Ideas and Cultures (3.00 cr.)
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. *Equivalent to ART-615.*

ART-6644 Advanced Photographic Digital Imaging (3.00 cr.)
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 ART-6544 and the incorporation of more sophisticated imagery and techniques to produce a higher level of aesthetic work. *Equivalent to ART-644.*

ART-8700 Graduate Research (1.00-3.00 cr.)
Individual reading, research, and/or project in art under the supervision of the faculty. *Equivalent to ART-870.*

ART-8805 Art and Society (3.00 cr.)
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. *Equivalent to ART-805.*

ART-8810 Studies In Art (3.00 cr.)
Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Equivalent to ART-810.*

ART-8820 Art Seminar (3.00 cr.)
Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. *Equivalent to ART-820.*

ART-8830 Graduate Photography and Digital Imaging (3.00 cr.)
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. *Equivalent to ART-830.*

ART-8855 Graduate Painting Composition (3.00 cr.)
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. *Equivalent to ART-855.*

ART-8860 Graduate Printmaking (3.00 cr.)
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. *Equivalent to ART-860.*

ART-8980 Graduate Thesis/Project (1.00-3.00 cr.)
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. *Equivalent to ART-890.*

ART-8990 Graduate Thesis/Project (1.00-3.00 cr.)
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. *Equivalent to ART-890.*

Astronomy

ASTR-1111 Introduction to Astronomy (3.00 cr.)
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. *Equivalent to ASTR-300.*

ASTR-1112 Introduction to Astronomy Lab (1.00 cr.)
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. *Equivalent to ASTR-301.*

ASTR-5141 Eclipses (1.00 cr.)
Discusses lunar and solar eclipses: conditions necessary for each type of eclipse and how to safely observe an eclipse of the sun. *Equivalent to ASTR-504.*

ASTR-5149 History of Space Exploration (1.00 cr.)
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. *Equivalent to ASTR-524.*

ASTR-5163 Asteroids, Comets, and Meteoroids (1.00 cr.)
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. *Equivalent to ASTR-516.*

ASTR-5185 Inner Solar System: The Terrestrial Planets (1.00 cr.)
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. *Equivalent to ASTR-518.*

ASTR-5187 Outer Solar System: The Jovian Planets (1.00 cr.)
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. *Equivalent to ASTR-520.*

ASTR-5201 Charting the Night Sky (1.00 cr.)
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. *Equivalent to ASTR-500.*

ASTR-5207 Black Holes, Quasars, and the Universe (1.00 cr.)
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. *Equivalent to ASTR-510.*

ASTR-5211 Astronomy in the Classroom (1.00 cr.)
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. *Equivalent to ASTR-501.*

ASTR-5223 Archaeoastronomy (1.00 cr.)
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. *Equivalent to ASTR-502.*

ASTR-5235 Galaxies and the Universe (1.00 cr.)
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. *Equivalent to ASTR-503.*

ASTR-5343 Methods and Tools of Astronomers (1.00 cr.)
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. *Equivalent to ASTR-514.*

ASTR-5361 Stars and Nebulas (1.00 cr.)
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. *Equivalent to ASTR-506.*

ASTR-5421 Superstring Theory (2.00 cr.)
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.). *Equivalent to ASTR-522.*

Bilingual-Bicultural Education

See Education – Bilingual-Bicultural

Biology

BIOL-2102 Biological Science Foundations I (3.00 cr.)
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. *Equivalent to BIOL-305.*

BIOL-2104 Biological Science Foundations II (3.00 cr.)
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. *Equivalent to BIOL-306.*

BIOL-2107 Biological Science Foundations Laboratory (1.00 cr.)
Provides a series of laboratory and/or field activities appropriate to the topics covered in BIOL-2102 and BIOL-2104. Emphasizes both knowledge and skills in laboratory operations. Designed for non-science majors. *Equivalent to BIOL-307.*

BIOL-2109 Biological Foundations Laboratory Online (1.00 cr.)
Provides a series of online laboratory simulations appropriate to the topics covered in BIOL-2104. Emphasizes both knowledge and skills in laboratory operations. *Equivalent to BIOL-314.*

BIOL-3108 Human Evolution (3.00 cr.)
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. *Equivalent to BIOL-308.*

BIOL-3109 Human Evolution Laboratory (1.00 cr.)
Companion lab to Human Evolution 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. *Equivalent to BIOL-311.*

BIOL-3112 Human Genetics: Concepts and Technology (3.00 cr.)
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. *Equivalent to BIOL-312.*

BIOL-3116 Perspectives on the Physical and Natural Sciences (3.00 cr.)
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. *Equivalent to BIOL-309.*

BIOL-3118 Environmental Studies: A Case Studies Approach (3.00 cr.)
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. *Equivalent to BIOL-310.*

BIOL-3316 Plant Diversity Lecture (2.00 cr.)
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. *Equivalent to BIOL-316.*

BIOL-3317 Plant Diversity Laboratory (1.00 cr.)
Involves laboratory experiments and activities appropriate to the topics covered in BIOL-3316. 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. *Equivalent to BIOL-317.*

BIOL-3320 Animal Diversity (2.00 cr.)
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. *Equivalent to BIOL-320.*

BIOL-3321 Animal Diversity Laboratory (1.00 cr.)
Includes laboratory experiments and activities correlated with topics covered in BIOL-3320. 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. *Equivalent to BIOL-321.*

BIOL-3322 Ecology (3.00 cr.)
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. *Equivalent to BIOL-322.*

BIOL-3323 Ecology Laboratory (1.00 cr.)
Provides field and laboratory experiences associated with BIOL322. *Equivalent to BIOL-323.*

BIOL-3340 Genetics (3.00 cr.)
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. *Equivalent to BIOL-340.*

BIOL-3360 Comparative Anatomy (3.00 cr.)
Introduces the anatomy of the chordates, treating the structure and functioning of the major vertebrate organ systems from a comparative and evolutionary perspective. *Equivalent to BIOL-360.*

BIOL-3361 Comparative Anatomy Laboratory (1.00 cr.)
Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Equivalent to BIOL-361.*

BIOL-3370 Cell Biology (1.00-4.00 cr.)
This course covers cell ultrastructure, biochemical composition, metabolism, and proliferation of cells and considers research techniques used to study cell structure and function. *Equivalent to BIOL-370.*

BIOL-3371 Cell Biology Laboratory (1.00 cr.)
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. *Equivalent to BIOL-371.*

BIOL-4000 Biology Workshop (1.00-5.00 cr.)
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. *Equivalent to BIOL-501.*

BIOL-4140 Natural History of Waterfowl (1.00 cr.)
This course provides an introduction to the biology of waterfowl. Emphasis is placed on the identification, distribution, behavior, conservation, and ecology of waterfowl. The laboratory portion of the course provides for hands on experience with identification and associated fieldwork. Specific attention will be given to waterfowl that migrate through Illinois. *Equivalent to BIOL-540.*

BIOL-4141 Natural History of Grassland Birds (1.00 cr.)
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. *Equivalent to BIOL-541.*

BIOL-4142 Natural History of Wetland Birds (1.00 cr.)
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. *Equivalent to BIOL-542.*

BIOL-4143 Natural History of Forest Birds (1.00 cr.)
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. *Equivalent to BIOL-543.*

BIOL-4144 Natural History of Raptors (2.00 cr.)
 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. *Equivalent to BIOL-544.*

BIOL-4145 Spring Migrant Birds (1.00 cr.)
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. *Equivalent to BIOL-545.*

BIOL-4146 Avian Surveying Techniques (1.00 cr.)
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. *Equivalent to BIOL-546.*

BIOL-4147 Bird Banding (1.00 cr.)
Includes the sampling method of bird banding. Emphasis placed on identification, dispersal, migration, and the use of banding as a tool in the study of bird populations and communities. Provides hands on experience in safely removing birds from mist-nets, identification of resident birds, and protocol in banding birds. *Equivalent to BIOL-547.*

BIOL-4148 Bird Behavior (1.00 cr.)
Introduces sampling techniques used to quantify bird behavior. Emphasis placed on identifying and defining behaviors in sufficient detail to develop an ethogram for behavioral observations in the field. Advantages and disadvantages or various sampling methods are discussed. *Equivalent to BIOL-548.*

BIOL-4149 Avian Conservation (1.00 cr.)
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. *Equivalent to BIOL-549, BIOL-5149.*

BIOL-4150 Avian Anatomy and Physiology (1.00 cr.)
Introduces the fundamentals concepts of form, function, and adaptive evolution as they apply to basic avian anatomy and physiology. *Equivalent to BIOL-550.*

BIOL-4430 Microbiology (3.00 cr.)
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. *Equivalent to BIOL-430.*

BIOL-4431 Microbiology Laboratory (1.00 cr.)
Course consists of laboratory experiments and activities correlated with topics covered in BIOL-4430. Students will learn to use standard laboratory procedures to identify microorganisms. *Equivalent to BIOL-431.*

BIOL-4444 Human Physiology I (2.00 cr.)
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. *Equivalent to BIOL-444.*

BIOL-4445 Human Physiology I Laboratory (1.00 cr.)
Covers laboratory experiments associated with BIOL444. *Equivalent to BIOL-445.*

BIOL-4446 Human Physiology II (2.00 cr.)
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. *Equivalent to BIOL-446.*

BIOL-4447 Human Physiology II Laboratory (1.00 cr.)
Covers laboratory experiments associated with BIOL446. *Equivalent to BIOL-447.*

BIOL-4450 Animal Physiology (3.00 cr.)
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. *Equivalent to BIOL-450.*

BIOL-4451 Animal Physiology Laboratory (1.00 cr.)
Covers laboratory experiments and demonstrations associated with BIOL-4450. *Equivalent to BIOL-451.*

BIOL-4460 Plant Physiology (3.00 cr.)
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. *Equivalent to BIOL-460.*

BIOL-4461 Plant Physiology Laboratory (1.00 cr.)
Involves laboratory experiments and activities appropriate to the topics covered in BIOL-4460. 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. *Equivalent to BIOL-461.*

BIOL-4465 Evolution (3.00 cr.)
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. *Equivalent to BIOL-465.*

BIOL-4510 Biological Literature (1.00 cr.)
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. *Equivalent to BIOL-510.*

BIOL-4516 Tropical Ecology (3.00 cr.)
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. *Equivalent to BIOL-516.*

BIOL-4522 Ornithology (1.00 cr.)
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. *Equivalent to BIOL-522.*

BIOL-4523 Ornithology Laboratory (2.00 cr.)
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. *Equivalent to BIOL-523.*

BIOL-4530 Biotechnology (2.00 cr.)
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. *Equivalent to BIOL-530, BIOL-5530.*

BIOL-4531 Biotechnology Laboratory (1.00-2.00 cr.)
This course consists of the application of standard techniques used in biotechnology. *Equivalent to BIOL-531, BIOL-5531.*

BIOL-4536 Environmental Hydrology (2.00 cr.)
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. *Equivalent to BIOL-536.*

BIOL-4555 Mammalogy (2.00 cr.)
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. *Equivalent to BIOL-555.*

BIOL-4556 Mammalogy Laboratory (1.00 cr.)
Provides laboratory experiences associated with BIOL-4555. *Equivalent to BIOL-556.*

BIOL-4560 Plant Systematics (2.00 cr.)
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. *Equivalent to BIOL-560.*

BIOL-4561 Plant Systematics Laboratory (1.00 cr.)
A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Equivalent to BIOL-561.*

BIOL-4570 Immunology (3.00 cr.)
Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, and developmental and comparative immunobiology. *Equivalent to BIOL-570.*

BIOL-4580 Behavioral Ecology (3.00 cr.)
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. *Equivalent to BIOL-580.*

BIOL-4590 Aquatic Ecology (2.00 cr.)
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. *Equivalent to BIOL-590.*

BIOL-4591 Aquatic Ecology Laboratory (1.00 cr.)
Provides fieldwork and laboratory experiences appropriate to the topics covered in BIOL-4590. *Equivalent to BIOL-591.*

BIOL-4870 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in biology under the supervision of the faculty. *Equivalent to BIOL-470.*

BIOL-4880 Internship (1.00-4.00 cr.)
Designed to provide biology students with supervised practical experiences in applied settings. *Equivalent to BIOL-480.*

BIOL-4990 Undergraduate Research I (1.00 cr.)
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. *Equivalent to BIOL-491.*

BIOL-4992 Undergraduate Research II (1.00 cr.)
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. *Equivalent to BIOL-492.*

BIOL-6000 Biology Workshop (1.00-5.00 cr.)
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. *Equivalent to BIOL-501.*

BIOL-6101 Environmental Science: Terrestrial Biology (1.00-2.00 cr.)
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. *Equivalent to BIOL-600.*

BIOL-6103 Environmental Science: Biological Field Science (1.00-2.00 cr.)
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. *Equivalent to BIOL-601.*

BIOL-6105 Environmental Science: Earth Science (1.00-2.00 cr.)
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. *Equivalent to BIOL-602.*

BIOL-6107 Environmental Science: Forest Investigations (1.00-2.00 cr.)
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. *Equivalent to BIOL-603.*

BIOL-6109 Environmental Science: Investigations in Limnology (1.00-2.00 cr.)
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. *Equivalent to BIOL-604.*

BIOL-6112 Human Genetics (3.00 cr.)
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. *Equivalent to BIOL-512.*

BIOL-6140 Natural History of Waterfowl (1.00 cr.)
This course provides an introduction to the biology of waterfowl. Emphasis is placed on the identification, distribution, behavior, conservation, and ecology of waterfowl. The laboratory portion of the course provides for hands on experience with identification and associated fieldwork. Specific attention will be given to waterfowl that migrate through Illinois. *Equivalent to BIOL-540.*

BIOL-6141 Natural History of Grassland Birds (1.00 cr.)
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. *Equivalent to BIOL-541.*

BIOL-6142 Natural History of Wetland Birds (1.00 cr.)
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. *Equivalent to BIOL-542.*

BIOL-6143 Natural History of Forest Birds (1.00 cr.)
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. *Equivalent to BIOL-543.*

BIOL-6144 Natural History of Raptors (2.00 cr.)
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. *Equivalent to BIOL-544.*

BIOL-6145 Spring Migrant Birds (1.00 cr.)
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. *Equivalent to BIOL-545.*

BIOL-6146 Avian Surveying Techniques (1.00 cr.)
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. *Equivalent to BIOL-546.*

BIOL-6147 Bird Banding (1.00 cr.)
Includes the sampling method of bird banding. Emphasis placed on identification, dispersal, migration, and the use of banding as a tool in the study of bird populations and communities. Provides hands on experience in safely removing birds from mist-nets, identification of resident birds, and protocol in banding birds. *Equivalent to BIOL-547.*

BIOL-6148 Bird Behavior (1.00 cr.)
Introduces sampling techniques used to quantify bird behavior. Emphasis placed on identifying and defining behaviors in sufficient detail to develop an ethogram for behavioral observations in the field. Advantages and disadvantages or various sampling methods are discussed. *Equivalent to BIOL-548.*

BIOL-6149 Avian Conservation (1.00 cr.)
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. *Equivalent to BIOL-549, BIOL-5149.*

BIOL-6150 Avian Anatomy and Physiology (1.00 cr.)
Introduces the fundamentals concepts of form, function, and adaptive evolution as they apply to basic avian anatomy and physiology. *Equivalent to BIOL-550.*

BIOL-6510 Biological Literature (1.00 cr.)
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. *Equivalent to BIOL-510.*

BIOL-6516 Tropical Ecology (3.00 cr.)
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. *Equivalent to BIOL-516*.

BIOL-6522 Ornithology (1.00 cr.)
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. *Equivalent to BIOL-522.*

BIOL-6523 Ornithology Laboratory (2.00 cr.)
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. *Equivalent to BIOL-523.*

BIOL-6530 Biotechnology (2.00 cr.)
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. *Equivalent to BIOL-530, BIOL-5530.*

BIOL-6531 Biotechnology Laboratory (1.00-2.00 cr.)
This course consists of the application of standard techniques used in biotechnology. *Equivalent to BIOL-531, BIOL-5531.*

BIOL-6536 Environmental Hydrology (2.00 cr.)
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. *Equivalent to BIOL-536.*

BIOL-6555 Mammalogy (2.00 cr.)
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. *Equivalent to BIOL-555.*

BIOL-6556 Mammalogy Laboratory (1.00 cr.)
Provides laboratory experiences associated with BIOL-6555. *Equivalent to BIOL-556.*

BIOL-6560 Plant Systematics (2.00 cr.)
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. *Equivalent to BIOL-560.*

BIOL-6561 Plant Systematics Laboratory (1.00 cr.)
A study of the flowering plants of the Chicago region with emphasis on identification, classification, and nomenclature. *Equivalent to BIOL-561.*

BIOL-6570 Immunology (3.00 cr.)
Introduces the concepts and terminology of the immune response, including humoral and cellular immunity, immunogenetics, tumor and transplantation immunity, serology, immunopathology, and developmental and comparative immunobiology. *Equivalent to BIOL-570.*

BIOL-6580 Behavioral Ecology (3.00 cr.)
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. *Equivalent to BIOL-580.*

BIOL-6590 Aquatic Ecology (2.00 cr.)
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. *Equivalent to BIOL-590.*

BIOL-6591 Aquatic Ecology Laboratory (1.00 cr.)
Provides fieldwork and laboratory experiences appropriate to the topics covered in BIOL-6590. *Equivalent to BIOL-591.*

BIOL-6615 Geographical Information Systems (3.00 cr.)
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. *Equivalent to BIOL-615.*

BIOL-6622 Natural Areas Ecology (3.00 cr.)
Through readings and discussions, the course will attempt to synthesize several ecological subdisciplines, paying particular attention to land-scape 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. *Equivalent to BIOL-622.*

BIOL-6641 Toxicology (3.00 cr.)
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. *Equivalent to BIOL-641.*

BIOL-6657 Ecological Methods: Populations (2.00 cr.)
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. *Equivalent to BIOL-657.*

BIOL-6660 Ecological Methods: Communities (2.00 cr.)
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. *Equivalent to BIOL-660.*

BIOL-7701 Gross Anatomy I (3.00 cr.)
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. *Equivalent to BIOL-701.*

BIOL-7702 Gross Anatomy I Laboratory (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7701. *Equivalent to BIOL-702.*

BIOL-7706 Physiology of Disease I (3.00 cr.)
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. *Equivalent to BIOL-706.*

BIOL-7707 Physiology of Disease I Laboratory (1.00 cr.)
Covers laboratory experiments and demonstrations associated with BIOL-7706. *Equivalent to BIOL-707.*

BIOL-7711 Gross Anatomy II (3.00 cr.)
This course is a continuation of Gross Anatomy I (BIOL-7701). The regional anatomy of the lower extremity, head, and neck are considered in detail. *Equivalent to BIOL-711.*

BIOL-7712 Gross Anatomy II Laboratory (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7711. *Equivalent to BIOL-712.*

BIOL-7716 Physiology of Disease II (4.00 cr.)
This course, which is an extension of BIOL-7706, 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. *Equivalent to BIOL-716.*

BIOL-7726 Neuroscience (4.00 cr.)
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. *Equivalent to BIOL-726.*

BIOL-8000 Special Topics (1.00-4.00 cr.)
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. *Equivalent to BIOL-810.*

BIOL-8830 Plant Microenvironments (2.00 cr.)
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. *Equivalent to BIOL-830.*

BIOL-8831 Plant Microenvironments Laboratory (1.00 cr.)
Students will participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL-8830. Each laboratory project will center on the physiology or specific phase in the flowering plant life cycle. *Equivalent to BIOL-831.*

BIOL-8840 Microbial Ecology (2.00 cr.)
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. *Equivalent to BIOL-840.*

BIOL-8841 Microbial Ecology Laboratory (1.00 cr.)
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. *Equivalent to BIOL-841.*

BIOL-8850 Environmental Physiology (2.00 cr.)
Emphasizes the comparative physiology of specialized adaptations, including osmoregulation, thermoregulation, endocrinology, locomotion mechanics, energy expenditure, allometry, and sensory, respiratory, and cardiovascular physiology. *Equivalent to BIOL-850.*

BIOL-8851 Environmental Physiology Laboratory (1.00 cr.)
Covers laboratory experiments and demonstrations associated with Environmental Physiology lecture, BIOL-8850. Student designed research projects and proposals complement the lab work. *Equivalent to BIOL-851.*

BIOL-8860 Ecosystem Ecology (2.00 cr.)
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. *Equivalent to BIOL-860.*

BIOL-8861 Ecosystem Ecology Laboratory (1.00 cr.)
Provides the students the opportunity to participate in a series of laboratory and/or field projects appropriate to the topics covered in BIOL-8860, Ecosystem Ecology. Each laboratory project will focus on the spatial and temporal changes of environmental parameter (energy flow, radiation, light, temperature, humidity, wind, nutrient states, and water balance) in the atmosphere-soil-vegetation systems within the plant ecosystems. *Equivalent to BIOL-861.*

BIOL-8870 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or projects in biology under the supervision of the faculty. *Equivalent to BIOL-870.*

BIOL-8880 Internship (1.00-4.00 cr.)
Designed to provide biology students with supervised practical experiences in applied settings. *Equivalent to BIOL-880.*

BIOL-8990 Graduate Thesis/Project (1.00-6.00 cr.)
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. *Equivalent to BIOL-890.*

BIOL-8998 Research Presentation (1.00 cr.)
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 term of their research or the term of their graduation. *Equivalent to BIOL-899.*

BIOL-8999 Directed Scholarship: Masters in Environmental Biology (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in the graduate program while completing requirements for their degree and must have received a grade of "CO" in BIOL-8990 or BIOL-8998. Note: This course is variable in credit hours, repeatable for a maximum of two times per course (BIOL-8990 or BIOL-8998, and is P/NC grading option.) *Equivalent to BIOL-898.*

Business Law

BLAW-2100 Business Law I (3.00 cr.)
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. *Equivalent to BLAW-325.*

BLAW-3100 Business Law II (3.00 cr.)
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. *Equivalent to BLAW-326.*

Chemistry

CHEM-1111 Chemical Science Foundations I (3.00 cr.)
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. *Equivalent to CHEM-306.*

CHEM-1112 Chemical Science Foundations Laboratory (1.00 cr.)
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. *Equivalent to CHEM-307.*

CHEM-1113 Chemical Science Foundations II (3.00 cr.)
Continuation of CHEM-1111. Covers chemical reactions, equilibrium, reaction rates, carbon chemistry, and introduction to the chemistry of living systems. *Equivalent to CHEM-308.*

CHEM-3135 Chemical Safety (1.00 cr.)
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. *Equivalent to CHEM-350.*

CHEM-3145 Chemistry and Ethics (1.00 cr.)
Examines issues in chemistry and relates them to the writings of several philosophers as they pertain to ethics. *Equivalent to CHEM-351.*

CHEM-3233 Analytical Chemistry (3.00 cr.)
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. *Equivalent to CHEM-315.*

CHEM-3234 Analytical Chemistry Laboratory (1.00 cr.)
Laboratory experiments associated with Analytical Chemistry lecture. Classical laboratory techniques including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations are performed. *Equivalent to CHEM-316.*

CHEM-3513 Introduction to Organic Chemistry (3.00 cr.)
One term 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 Organic Chemistry II. *Equivalent to CHEM-322.*

CHEM-3514 Introduction to Organic Chemistry Laboratory (1.00 cr.)
Covers laboratory experiments associated with CHEM-3513. *Equivalent to CHEM-323.*

CHEM-3531 Organic Chemistry I Lecture (3.00 cr.)
The first term of a two-term sequence (CHEM-3531 and CHEM-3533). 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. *Equivalent to CHEM-341.*

CHEM-3532 Organic Chemistry I Laboratory (1.00 cr.)
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. *Equivalent to CHEM-342.*

CHEM-3533 Organic Chemistry II Lecture (3.00 cr.)
The second term of a two-term sequence (CHEM-3531 and CHEM-3533). 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. *Equivalent to CHEM-343.*

CHEM-3534 Organic Chemistry II Laboratory (1.00 cr.)
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. *Equivalent to CHEM-344.*

CHEM-3641 Physical Chemistry I Lecture (3.00 cr.)
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. *Equivalent to CHEM-366.*

CHEM-3642 Physical Chemistry I Laboratory (1.00 cr.)
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. *Equivalent to CHEM-367.*

CHEM-3643 Physical Chemistry II Lecture (3.00 cr.)
This course is a continuation of CHEM-3641 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. *Equivalent to CHEM-368.*

CHEM-3644 Physical Chemistry II Laboratory (1.00 cr.)
This course is a continuation of CHEM-3642. 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. *Equivalent to CHEM-369.*

CHEM-4155 Chemical Literature (1.00 cr.)
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. *Equivalent to CHEM-455.*

CHEM-4443 Advanced Inorganic Chemistry (3.00 cr.)
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. *Equivalent to CHEM-433.*

CHEM-4444 Advanced Inorganic Chemistry Lab (1.00 cr.)
An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. *Equivalent to CHEM-434.*

CHEM-4552 Introduction to Chemistry Software and Molecular Modeling (1.00 cr.)
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. *Equivalent to CHEM-452*.

CHEM-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Prerequisite: Equivalent to CHEM-470*.

CHEM-4743 Instrumental Analysis (3.00 cr.)
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. *Equivalent to CHEM-426.*

CHEM-4744 Instrumental Analysis Laboratory (1.00 cr.)
Covers laboratory experiments associated with CHEM-4743, including atomic absorption, atomic emission, mass spectrometry, UV-VIS, infrared, fluorescence, 1H NMR, gas chromatography, HPLC, and voltammetry. *Equivalent to CHEM-427.*

CHEM-4752 Practical Chemistry Instrumentation (1.00 cr.)
Introduces the student to the basic principles of HPLC, GC, UV-Vis detector, and gas and liquid sample handling system troubleshooting, maintenance, and repair in a practical "hands on" laboratory format. Safety and accepted industry practices will be stressed throughout the course. *Equivalent to CHEM-560.*

CHEM-4952 Organic Synthesis and Structural Methods (2.00 cr.)
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. *Equivalent to CHEM-450.*

CHEM-4962 Undergraduate Research Experience (2.00 cr.)
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. *Equivalent to CHEM-485.*

CHEM-4980 Internship (1.00-4.00 cr.)
Designed to provide chemistry students with supervised practical experiences in applied settings. *Equivalent to CHEM-480.*

CHEM-4990 Chemistry Research (1.00-3.00 cr.)
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. *Equivalent to CHEM-490.*

CHEM-5035 Chemistry Workshop (1.00 cr.)
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. *Equivalent to CHEM-501.*

CHEM-5145 Environmental Chemistry Lecture (3.00 cr.)
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. *Equivalent to CHEM-505.*

CHEM-5146 Environmental Chemistry Laboratory (1.00 cr.)
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. *Equivalent to CHEM-506.*

CHEM-5157 Polymer Chemistry (3.00 cr.)
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. *Equivalent to CHEM-550.*

CHEM-5167 Industrial Chemistry (3.00 cr.)
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. *Equivalent to CHEM-535.*

CHEM-5331 Biochemistry Lecture (3.00 cr.)
An introduction to the fundamentals of biochemistry, including chemistry of living organisms, structures of biomolecules, and a survey of metabolism. *Equivalent to CHEM-544.*

CHEM-5332 Biochemistry Laboratory (1.00 cr.)
Laboratory component of CHEM-5331. *Equivalent to CHEM-545.*

CHEM-5333 Biochemistry II (3.00 cr.)
Covers metabolism and biosynthesis of carbohydrates, amino acids, and lipids. Biosynthesis of nucleotides, structure of RNA and DNA, DNA replication, repair, and recombination. *Equivalent to CHEM-546.*

CHEM-5757 Introduction to Proteomics (3.00 cr.)
A computer based learning program, which presents an overview of the processes, equipment and applications of mass spectrometry to protein analysis. *Equivalent to CHEM-547.*

CHEM-6100 Introduction to Graduate Studies in Analytical Chemistry (1.00 cr.)
Provides an introduction to graduate study in analytical chemistry. Discusses topics in physical chemistry, inorganic chemistry, organic chemistry, and biochemistry. *Equivalent to CHEM-600.*

CHEM-6443 Inorganic Spectroscopy (2.00 cr.)
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. *Equivalent to CHEM-831.*

CHEM-6444 Inorganic Spectroscopy Laboratory (1.00 cr.)
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. *Equivalent to CHEM-832.*

CHEM-6543 Organic Spectroscopy (2.00 cr.)
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. *Equivalent to CHEM-661.*

CHEM-6544 Organic Spectroscopy Laboratory (1.00 cr.)
Covers laboratory experiments associated with CHEM-6543. Hands-on experience with the UV-VIS, IR, NMR, and fluorescence spectrophotometers is available through comprehensive laboratory experiments. *Equivalent to CHEM-662.*

CHEM-6552 Chemistry Software and Molecular Modeling (1.00 cr.)
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. *Equivalent to CHEM-652.*

CHEM-6733 Chromatography (3.00 cr.)
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. *Equivalent to CHEM-622.*

CHEM-6734 Chromatography Laboratory (1.00 cr.)
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. *Equivalent to CHEM-623.*

CHEM-7333 Analytical Biochemistry (2.00 cr.)
Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Equivalent to CHEM-744.*

CHEM-7334 Analytical Biochemistry Laboratory (1.00 cr.)
Covers laboratory experiments associated with CHEM-7333. Students isolate organelles and biopolymers and characterize them by techniques that include photomicrography, spectrophotometry, polyacrylamide electrophoresis, fluorometry, nephelometry, and ultracentrifugation. *Equivalent to CHEM-745.*

CHEM-7447 Transition Metal and Organometallic Chemistry (2.00 cr.)
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. *Equivalent to CHEM-633.*

CHEM-7537 Advanced Organic Chemistry (3.00 cr.)
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. *Equivalent to CHEM-641.*

CHEM-7557 Chemistry of Biomolecules (3.00 cr.)
Covers synthesis and reactions of amino acids and polypeptides, including solid phase synthesis, and introduces student to combinational chemistry. *Equivalent to CHEM-672.*

CHEM-7667 Photochemistry (3.00 cr.)
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. *Equivalent to CHEM-862.*

CHEM-8057 Special Topics (3.00 cr.)
Examines specialized topics in chemistry. Topics will vary. May be repeated for credit. *Equivalent to CHEM-810.*

CHEM-8157 Methods Development (3.00 cr.)
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. *Equivalent to CHEM-840.*

CHEM-8733 Mass Spectrometry (3.00 cr.)
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. *Equivalent to CHEM-827.*

CHEM-8734 Mass Spectrometry Laboratory (1.00 cr.)
Covers experiments associated with CHEM-8734. Includes hands-on laboratory work for the basic principles of GC/MS and LC/MS operation and theory of mass spectral analysis. Covers instrumentation, data acquisition, and interpretation of spectra of organic molecules. *Equivalent to CHEM-828.*

CHEM-8753 Electrochemistry (3.00 cr.)
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. *Equivalent to CHEM-855.*

CHEM-8754 Electrochemistry Laboratory (1.00 cr.)
Covers laboratory experiments associated with CHEM-8753. *Equivalent to CHEM-856.*

CHEM-8763 NMR Spectroscopy (3.00 cr.)
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. *Equivalent to CHEM-668.*

CHEM-8764 NMR Spectroscopy Laboratory (1.00 cr.)
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. *Equivalent to CHEM-669.*

CHEM-8920 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in chemistry under the supervision of the faculty. *Equivalent to CHEM-870.*

CHEM-8930 Graduate Chemistry Literature project (1.00-3.00 cr.)
Provides analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth chemistry literature project specific to the student's interest in chemistry and related to a faculty member's research. Students write a literature report, and make a formal presentation in a separate course, CHEM-8997. *Equivalent to CHEM-892.*

CHEM-8940 Internship (1.00-4.00 cr.)
Designed to provide chemistry students with supervised practical experiences in applied settings. *Equivalent to CHEM-880.*

CHEM-8950 Graduate Research Project (1.00-3.00 cr.)
Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing a research project specific to the student's interest in chemistry and related to a faculty member's research. Students write a project report, and make a formal presentation in a separate course, CHEM-8997. *Equivalent to CHEM-891.*

CHEM-8959 Graduate Thesis Literature Search (1.00 cr.)
Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth thesis specific to the student's interest in chemistry and related to a faculty member's research. Students start this work by doing a literature search for a specific problem. *Equivalent to CHEM-889.*

CHEM-8960 Graduate Thesis (1.00-5.00 cr.)
Provides the analytical chemistry students the opportunity to synthesize graduate work by developing and completing an in-depth thesis specific to the student's interests in chemistry and related to a faculty member's research. Students write an in-depth thesis, and make a formal presentation in a separate course. *Equivalent to CHEM-890.*

CHEM-8995 Chemistry Colloquium Series (1.00 cr.)
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 CHEM-8997, Presentation in Chemistry. *Equivalent to CHEM-895.*

CHEM-8997 Research Presentation in Chemistry (1.00 cr.)
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 term of graduate research or the following term. *Equivalent to CHEM-899.*

CHEM-8999 Directed Scholarship: Masters in Analytical Chemistry (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must receive a grade of "CO" in CHEM-8959, CHEM-8960, CHEM-8950, or CHEM-8930. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable) for a maximum of two times per course (CHEM-8959, 8960, or 8930), and is P/NC grading option. *Equivalent to CHEM-898.*

Communication Disorders

CDIS-2100 Introduction to Sign Language (3.00 cr.)
Enables the student to acquire basic conversational sign language skills. Discusses deaf awareness and the different systems of signed communication. *Equivalent to CDIS-305.*

CDIS-3100 Intermediate Sign Language (3.00 cr.)
Designed to facilitate development of intermediate to advanced-level conversational sign language skills. *Equivalent to CDIS-306.*

CDIS-3200 Advanced Sign Language (3.00 cr.)
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. 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. *Equivalent to CDIS-307.*

CDIS-3300 Introduction to Communication Disorders (3.00 cr.)
Study of the major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs. *Equivalent to CDIS-310.*

CDIS-3400 Phonetics (3.00 cr.)
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. *Equivalent to CDIS-304.*

CDIS-3500 Speech and Hearing Science (3.00 cr.)
Study of sound generation and transmission, measurement and analysis of sound, and psychophysical methods. Topics include psychoacoustics and speech production, acoustics, and perception. *Equivalent to CDIS-330.*

CDIS-3600 Anatomy and Physiology of Speech and Hearing (3.00 cr.)
Examines the anatomy, physiology, and neurology of processes related to speech production. Topics include respiration, phonation, articulation, and hearing. *Equivalent to CDIS-345.*

CDIS-4100 Language Development: Early Stages (3.00 cr.)
 A course on 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. *Equivalent to CDIS-511.*

CDIS-4150 Language Development: Later Stages (3.00 cr.)
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. *Equivalent to CDIS-520.*

CDIS-4200 Sociolinguistics (3.00 cr.)
This course examines the major regional and social dialects in the United States with emphasis on the nonstandard varieties of English spoken by African Americans and Hispanic Americans. The course explores the educational, linguistic and cultural aspects of non-mainstream dialect usage. The course will also examine some important concepts and issues in sociolinguistics such as language change and the social and media generators, gender differences in language, language and identity, language as a social marker, how culture is reflected through language, figurative language (slang) and other sociolinguistic concepts and issues. *Equivalent to CDIS-440.*

CDIS-4300 Neuroscience for the Study of Communication Disorders (3.00 cr.)
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. *Equivalent to CDIS-540.*

CDIS-4400 Introduction to Audiology (3.00 cr.)
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. *Equivalent to CDIS-410.*

CDIS-4500 Introduction to Assessment and Intervention in Communication Disorders (3.00 cr.)
Examines principles and procedures of assessing and treating disorders of human communication. E*quivalent to CDIS-450.*

CDIS-4600 Augmentative and Alternative Communication (3.00 cr.)
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. *Equivalent to CDIS-530.*

CDIS-4700 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Equivalent to CDIS-470.*

CDIS-4800 Internship (1.00-8.00 cr.)
Designed to provide the communication disorders student with supervised practicum experiences in applied settings. *Equivalent to CDIS-480.*

CDIS-6100 Professional and Scientific Foundations of Communication Disorders (3.00 cr.)
Explores issues related to evidence-based, ethical practice in speech-language pathology. Develops bases for finding, analyzing, evaluating and communicating scholarly findings in communication disorders. Reviews how ethical considerations may be incorporated into scholarly research procedures and in general clinical practice where data about treatment efficacy/effectiveness are obtained. *Equivalent to CDIS-600.*

CDIS-6200 Advanced Assessment and Intervention in Speech-Language Pathology (3.00 cr.)
Applies the principles of assessment and treatment of individuals with speech and language disorders. Develops related professional skills and processes. *Equivalent to CDIS-650.*

CDIS-7100 Fluency Disorders: Evaluation and Treatment (3.00 cr.)
Examines the various theories of stuttering and corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. *Equivalent to CDIS-730.*

CDIS-7200 Voice and Resonance Disorders (3.00 cr.)
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. *Equivalent to CDIS-700.*

CDIS-7300 Aural Rehabilitation: Principles and Procedures (3.00 cr.)
Incorporates processes of normal and disordered speech/language perception to develop assessment and intervention procedures for clients with auditory disability. Discusses amplification and counseling. *Equivalent to CDIS-770.*

CDIS-7400 Speech Sound Disorders in Children (3.00 cr.)
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. *Equivalent to CDIS-705.*

CDIS-7500 Child Language Disorders: Early Stages (3.00 cr.)
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. *Equivalent to CDIS-710.*

CDIS-7550 Child Language Disorders: Later Stages (3.00 cr.)
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. *Equivalent to CDIS-720.*

CDIS-7600 Adult Language and Cognitive Disorders (3.00 cr.)
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. *Equivalent to CDIS-740.*

CDIS-7700 Motor Speech Disorders: Differential Diagnosis and Treatment (3.00 cr.)
Investigates the differential diagnosis and common treatment approaches for motor speech disorders resulting from congenital, acquired/non-progressive, 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. *Equivalent to CDIS-750.*

CDIS-7800 Dysphagia in Adults and Children (3.00 cr.)
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. *Equivalent to CDIS-760.*

CDIS-8000 Current Topic (1.00-3.00 cr.)
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. *Equivalent to CDIS-805.*

CDIS-8100 Professional Development Seminar in Communication Disorders (1.00 cr.)
Reviews the history of the professions of speech-language pathology and audiology, and the development of ethical and professional standards. Requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, licensure in Illinois, and public school certification for speech-language professionals are described. Provides instruction on completion of the Knowledge and Skills Acquisition (KASA) document and the role of the KASA in formative assessment. This course is available only online. *Equivalent to CDIS-815.*

CDIS-8200 Foundations of Clinical Practice (1.00 cr.)
Facilitates the development of clinical decision-making skills. Topics include scope of practice in speech-language pathology, ethics, problem solving in assessment and management, evidence-based practice, and interdisciplinary collaboration. Linguistic and cultural diversity, federal and state laws and regulations, and policies and procedures relevant to specific work settings also are reviewed. *Equivalent to CDIS-830.*

CDIS-8300 Qualifying Examinations in Communication Disorders (1.00 cr.)
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. *Equivalent to CDIS-835.*

CDIS-8700 Independent Study (1.00-8.00 cr.)
Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Equivalent to CDIS-870.*

CDIS-8800 Internship (1.00-9.00 cr.)
Students arrange individual reading, research, and/or project in communication disorders under the supervision of the faculty. *Equivalent to CDIS-880.*

CDIS-8810 Practicum in Speech-Language Pathology: Special Populations (6.00 cr.)
A supervised clinical experience in speech-language pathology. Student will acquire experience working with special populations, which may include individuals with developmental disabilities (e.g., Down syndrome, autism spectrum disorders, cerebral palsy) and hearing impairment. Typical settings include special education cooperatives, state institutions for individuals with developmental disabilities, or agencies serving developmentally-disabled adults and children. Consists of an eleven-week, full-time clinical site placement. *Equivalent to CDIS-853.*

CDIS-8820 Practicum in Speech-Language Pathology: Public School (6.00 cr.)
A supervised clinical experience in speech-language pathology in a public school setting. Student will acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffings. Consists of a thirteen week, full-time clinical site placement. *Equivalent to CDIS-854.*

CDIS-8830 Practicum in Speech-Language Pathology: Medical Setting (6.00 cr.)
A supervised clinical experience in speech-language pathology in a medical setting. Student will acquire experience in individual and group therapy, assessment, consultation, and interdisciplinary staffings. Consists of an eleven-week, full-time clinical site placement. *Equivalent to CDIS-858.*

CDIS-8840 Practicum in Audiology: Assessment (1.00 cr.)
External practicum in audiometric assessment. May include hearing screening, screening tympanometry, and basic audiological evaluation. *Equivalent to CDIS-850.*

CDIS-8850 Practicum in Audiology: Rehabilitation (1.00 cr.)
Provides external practicum for communication assessment and intervention with clients who have auditory disability. *Equivalent to CDIS-852.*

CDIS-8900 Graduate Thesis/Project (3.00 cr.)
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. *Equivalent to CDIS-890.*

Communication Studies

COMS-3100 Introduction to Communications (3.00 cr.)
Designed to serve as an introduction and orientation to undergraduate work in the communications fields. Should be taken in the first term of undergraduate work in communications. *Equivalent to COMS-300.*

COMS-3101 Concept of Human Communication (3.00 cr.)
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. *Equivalent to COMS-310.*

COMS-3160 Public Address and Interpretation (3.00 cr.)
This class will introduce students to basic principles of public address and rhetorical analysis. Students will apply theories of speaking to typical speaking environments. Students will also practice speech delivery to simulate the speaking environments they analyze. *Equivalent to COMS-369.*

COMS-3740 Performance of Literature (3.00 cr.)
Engages literature through interpretation and performance. Students will learn to critically analyze literary works and use their bodies, voices, and imagination to communicate these interpretations to others. The course explores the worlds of literary works from a playful, creative, aesthetic, critical, and physical approach.

COMS-4090 Topics in Communication (3.00 cr.)
A special topics course exploring selected issues in Communication Studies in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit. *Equivalent to COMS-5090, COMS-509.*

COMS-4100 Communication Theory (3.00 cr.)
Surveys theoretical developments in the field of communication while exploring major theoretical paradigms that inform and guide the study of human communication. Students receive insight into the significance and meaning of their own communication activities and discover how theories provide complementary and viable explanations of communication in humanistic, political, and cultural contexts. *Equivalent to COMS-410.*

COMS-4110 Communication Research (3.00 cr.)
Examines 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, cultural studies, time series analysis, sociometric analysis, and report writing. *Equivalent to COMS-406.*

COMS-4125 Listening (3.00 cr.)
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. *Equivalent to COMS-5125, COMS-531.*

COMS-4130 Interpersonal Communication (3.00 cr.)
This course is designed to explore theoretical and practical perspectives of the communication process between two or more individuals. This course explores many of the various forms of interpersonal communication, such as self-talk, non-verbals, listening, boundaries and personal space, and the importance of each person's perception and perspective. This is a writing intensive class that also requires involvement in class discussions and exercises. *Equivalent to COMS-430.*

COMS-4135 Nonverbal Communication (3.00 cr.)
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. *Equivalent to COMS-5135, COMS-532.*

COMS-4140 Family Communication (3.00 cr.)
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. *Equivalent to COMS-5140, COMS-534.*

COMS-4160 Persuasion Theory and Practice (3.00 cr.)
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. *Equivalent to COMS-469.*

COMS-4330 Intrapersonal Communication (3.00 cr.)
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 consciousness as individuals attempt to understand themselves, their interactions, and their relationship to the environment. Equivalent to COMS-539.

COMS-4400 Corporate and Community Communication (3.00 cr.)
Examines communication networks and the power structure in corporations and communities and investigates public and interpersonal messages in those environments. Applies systems concepts and analyzes case studies. *Equivalent to COMS-445.*

COMS-4425 Group Communication and Leadership (3.00 cr.)
This highly interactive class introduces students to a systems approach to group interaction, and development of leadership skills. The topics covered are: relationship within and between groups, development of emerging leadership within groups, group social influences, inter and intra group conflict, effective group members and group leaders, stages of group or team development, and group composition and group member roles. These topics will be studies through readings, research, discussion, and large and small group process. *Equivalent to COMS-5425, COMS-546.*

COMS-4435 Conflict Management (3.00 cr.)
Explores constructive conflict to initiate change. Examines the channeling of spontaneous conflict to create resolution and the releasing of chronic conflict to aid in harmonious relations among people in work situations. Integrate theory and technique from behavioral sciences with insights about the work force. *Equivalent to COMS-547.*

COMS-4452 Communicating with Clients and Customers (3.00 cr.)
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. *Equivalent to COMS-5452, COMS-552.*

COMS-4460 Business and Professional Speaking (3.00 cr.)
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. *Equivalent to COMS-536.*

COMS-4500 Political Communication (3.00 cr.)
Examines campaign communication in the context of political campaigns. Attention is given to the public relations elements of campaigns in multiple media to show how political candidates earn America's attention and the people's votes. Application of these tactics in other contexts are also discussed. *Equivalent to COMS-555.*

COMS-4560 Debate and Public Advocacy (3.00 cr.)
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. *Equivalent to COMS-535.*

COMS-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in speech-communication studies under the supervision of the faculty. *Equivalent to COMS-470.*

COMS-4705 Intercultural Communication (3.00 cr.)
Surveys communication transactions between members of differing cultures and studies 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 cross-cultural modes of communication and identifies factors that impede effective intercultural understanding. *Equivalent to COMS-515.*

COMS-4710 Culture and Communication (3.00 cr.)
Explores the relationship between culture and communication. Examines differences in customs, practices, philosophy and religion, social institutions, values and attitudes. Investigates communicative behaviors within and across cultural spaces. *Equivalent to COMS-516.*

COMS-4720 Communication and Identity (3.00 cr.)
Examines identity from a critical/poststructuralist position, approaching the notion of identity as a discursive production within complex systems of power. Analyzes how discourse influences personal identity construction and the ways it constructs ideas about other identities (gender, race, sexuality, etc.). Explores how identity is shaped by rhetorical, discursive, and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. *Equivalent to COMS-5720, COMS-520.*

COMS-4750 Critical Gender and Sexuality (3.00 cr.)
Approaches the study of gender and sexuality from a critical/cultural studies perspective, emphasizing intersectionality. Examines the interplay of gender, sex, and sexuality in communication practices and social institutions. Interrogates the role of power, hierarchy, and ideology in the construction of gendered and sexual identities. *Equivalent to COMS-522.*

COMS-4780 Rhetoric and Popular Culture (3.00 cr.)
This course explores the relationship between U.S. culture and popular, mass-mediated texts from a variety of communication perspectives. It focuses on the critical analysis of popular culture within social and political contexts and emphasizes multicultural influences and representations in everyday life. It examines popular culture as a source and site of personal, social and cultural identities. *Equivalent to COMS-525.*

COMS-4800 Internship (1.00-4.00 cr.)
Designed to provide the speech-communication studies student with supervised, practical experiences in applied settings. *Equivalent to COMS-480.*

COMS-4850 Communications Ethics (3.00 cr.)
Examines the principles of personal, public, and media ethics. Historical and contemporary approaches to ethical behavior and explored. Current issues serve as a focus for class discussion and assignments. *Equivalent to COMS-5100, COMS-511.*

COMS-5050 Communication Workshop (1.00-3.00 cr.)
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. *Equivalent to COMS-505.*

COMS-5350 Gender Communication (3.00 cr.)
Designed to apply concepts of human communication to female/male interactions and sex role identities. The focus is on a systems approach to gender where similarities between men and women are explored. Students will be encouraged to develop experiential knowledge and new communication skills and appreciate their own female or male identities. *Equivalent to COMS-537.*

COMS-5365 Advertising as Communication (3.00 cr.)
Examines the nature and process of communication as it relates to advertising and provides a basic introduction into the planning and execution of advertising and promotion within the context of marketing goals and objectives. *Equivalent to COMS-565.*

COMS-6090 Topics in Communication (3.00 cr.)
A special topics course exploring selected issues in Communication Studies in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit. *Equivalent to COMS-5090, COMS-509.*

COMS-6100 Introduction to Graduate Communication (3.00 cr.)
Designed to serve as an introduction to graduate work in the communications and human performance and training fields. Should be taken in the first semester of graduate work in communications and training. *Equivalent to COMS-600.*

COMS-6125 Listening (3.00 cr.)
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. *Equivalent to COMS-5125, COMS-531.*

COMS-6135 Nonverbal Communication (3.00 cr.)
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. *Equivalent to COMS-5135, COMS-532.*

COMS-6300 Humanistic Communication (3.00 cr.)
Explores an alternative way to understand the field of communication studies. Designed to investigate communication by considering the multiple ways in which it is used to interact with others. Examines communication as a function of human consciousness and systems theory. Designed to encourage students to consider the profound effects of intrapersonal and interpersonal communication. *Equivalent to COMS-630.*

COMS-6330 Intrapersonal Communication (3.00 cr.)
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 consciousness as individuals attempt to understand themselves, their interactions, and their relationship to the environment. *Equivalent to COMS-539.*

COMS-6425 Group Communication and Leadership (3.00 cr.)
This highly interactive class introduces students to a systems approach to group interaction, and development of leadership skills. The topics covered are: relationship within and between groups, development of emerging leadership within groups, group social influences, inter and intra group conflict, effective group members and group leaders, stages of group or team development, and group composition and group member roles. These topics will be studies through readings, research, discussion, and large and small group process. *Equivalent to COMS-5425, COMS-546.*

COMS-6435 Conflict Management (3.00 cr.)
Explores constructive conflict to initiate change. Examines the channeling of spontaneous conflict to create resolution and the releasing of chronic conflict to aid in harmonious relations among people in work situations. Integrate theory and technique from behavioral sciences with insights about the work force. *Equivalent to COMS-547.*

COMS-6500 Political Communication (3.00 cr.)
Examines campaign communication in the context of political campaigns. Attention is given to the public relations elements of campaigns in multiple media to show how political candidates earn America's attention and the people's votes. Application of these tactics in other contexts are also discussed. *Equivalent to COMS-555.*

COMS-6560 Debate and Public Advocacy (3.00 cr.)
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. *Equivalent to COMS-535.*

COMS-6705 Intercultural Communication (3.00 cr.)
Surveys communication transactions between members of differing cultures and studies 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 cross-cultural modes of communication and identifies factors that impede effective intercultural understanding. *Equivalent to COMS-515.*

COMS-6710 Culture and Communication (3.00 cr.)
Explores the relationship between culture and communication. Examines differences in customs, practices, philosophy and religion, social institutions, values and attitudes. Investigates communicative behaviors within and across cultural spaces. *Equivalent to COMS-516.*

COMS-6720 Communication and Identity (3.00 cr.)
Examines identity from a critical/poststructuralist position, approaching the notion of identity as a discursive production within complex systems of power. Analyzes how discourse influences personal identity construction and the ways it constructs ideas about other identities (gender, race, sexuality, etc.). Explores how identity is shaped by rhetorical, discursive, and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. *Equivalent to COMS-5720, COMS-520.*

COMS-6750 Critical Gender and Sexuality (3.00 cr.)
Approaches the study of gender and sexuality from a critical/cultural studies perspective, emphasizing intersectionality. Examines the interplay of gender, sex, and sexuality in communication practices and social institutions. Interrogates the role of power, hierarchy, and ideology in the construction of gendered and sexual identities. *Equivalent to COMS-522.*

COMS-6780 Rhetoric and Popular Culture (3.00 cr.)
This course explores the relationship between U.S. culture and popular, mass-mediated texts from a variety of communication perspectives. It focuses on the critical analysis of popular culture within social and political contexts and emphasizes multicultural influences and representations in everyday life. It examines popular culture as a source and site of personal, social and cultural identities. *Equivalent to COMS-525.*

COMS-7110 Research Methods I (3.00 cr.)
Enables students to gain familiarity with the scope of research literature in the human communication and performance and technology fields. Additionally, students will examine methods of design and data analysis in communication research. Topics include field/lab research design, sampling reliability and validity tests, quantitative/qualitative analysis, time series analysis, and report writing. Students would finish the course able to construct a research proposal including a literature review and method design. *Equivalent to COMS-606.*

COMS-8050 Seminar in Communication Studies (1.00-3.00 cr.)
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. *Equivalent to COMS-805.*

COMS-8060 Seminar in Political Communication (3.00 cr.)
This course is a graduate seminar exploring selected issues in political communication. Classes will address topics in elections, campaign, advertising, debates, and the like. Classes will focus the material from a mass communication and rhetorical perspective; courses are not geared toward multimedia production. *Equivalent to COMS-869.*

COMS-8070 Seminar in Critical Cultural Communication (3.00 cr.)
A special topics course exploring selected issues in Critical/Cultural Studies and Communication in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. May be repeated for credit. *Equivalent to COMS-829.*

COMS-8110 Research Methods II (3.00 cr.)
This course enables students to gain familiarity with the scope of research literature in the human communication and performance and technology fields. Additionally, students will examine methods of design and data analysis in communication research. Topics include field/lab research design, sampling reliability and validity tests, quantitative/qualitative analysis, time series analysis, and report writing. Students should finish the course able to construct a research proposal including a literature review and method design. *Equivalent to COMS-806.*

COMS-8130 Interpersonal Communication (3.00 cr.)
Focuses on interpersonal communication as it is grounded in intrapersonal communication. Through the exploration of theories of intrapersonal communication, the course will develop theories and processes for effective interpersonal communication. *Equivalent to COMS-830.*

COMS-8190 Philosophy of Communication (3.00 cr.)
Examines how and why we communicate from the perspectives of modern and postmodern philosophies. Studies various theories of communication and their philosophical foundations. *Equivalent to COMS-610.*

COMS-8330 Communication and Consciousness (3.00 cr.)
Offers students an opportunity to explore intrapersonal communication in-depth and investigate the connections between systems theory, quantum mechanics, and research in human consciousness. The course also focuses on a student's personal understanding of their own intrapersonal experiences. *Equivalent to COMS-839.*

COMS-8400 Organizational Communication (3.00 cr.)
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. *Equivalent to COMS-845.*

COMS-8440 Interdisciplinary Team Process (3.00 cr.)
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. *Equivalent to COMS-864.*

COMS-8460 Communication Training (3.00 cr.)
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. *Equivalent to COMS-860.*

COMS-8480 International Communications (3.00 cr.)
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. *Equivalent to COMS-645.*

COMS-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in communication studies under the supervision of the faculty. *Equivalent to COMS-870.*

COMS-8790 Teaching Communication and Critical Pedagogy (3.00 cr.)
Explores the intersections of critical pedagogical theory and teaching practices within the undergraduate communication classroom. Designed to assist students in understanding the principles necessary for effective design, delivery and evaluation of communication instruction based on an awareness of differing learning styles, subject content, educational settings, and learning outcomes. *Equivalent to COMS-828.*

COMS-8800 Internship (1.00-4.00 cr.)
Designed to provide the communication studies student with supervised practical experiences in applied settings. *Equivalent to COMS-880.*

COMS-8980 Graduate Project (4.00 cr.)
Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a project specific to the students interest in communication. *Equivalent to COMS-881.*

COMS-8990 Graduate Thesis (4.00 cr.)
Provides the communication studies student the opportunity to synthesize graduate work by developing and completing a thesis specific to the students interest in communication. *Equivalent to COMS-882.*

COMS-8995 Graduate Capstone (2.00-4.00 cr.)
Designed for students completing their masters terminal project, students should enroll in this class in their final semester before graduation. Students enrolling in this class when working on the completion their final paper associated with their masters terminal project. *Equivalent to COMS-890.*

Computer Science

CPSC-2005 Introduction to Computer Technology (3.00 cr.)
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. *Equivalent to CPSC-305.*

CPSC-3110 New Technology and Us (3.00 cr.)
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. Equivalent to CPSC-310.

CPSC-3112 Computer-Assisted Applications for Problem-solving (3.00 cr.)
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. *Equivalent to CPSC-312.*

CPSC-3120 Computer Programming: Visual BASIC (3.00 cr.)
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. *Equivalent to CPSC-320.*

CPSC-3121 Computer Programming: QBASIC and Visual BASIC Laboratory (1.00 cr.)
Involves hands-on computer exercises appropriate to the content of CPSC-3120. 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 CPSC-3120 is the first programming course are strongly encouraged to enroll in this laboratory. *Equivalent to CPSC-321.*

CPSC-3130 Computer Programming: FORTRAN (3.00 cr.)
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. *Equivalent to CPSC-330.*

CPSC-3142 Computer Programming: Introduction to C++ (3.00 cr.)
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. *Equivalent to CPSC-342.*

CPSC-3143 Computer Programming: Introduction to C++ Laboratory (1.00 cr.)
Involves hands-on computer exercises appropriate to the content of CPSC-3142. 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 CPSC-3142 is a first programming course are strongly encouraged to enroll in this laboratory. *Equivalent to CPSC-343.*

CPSC-3145 Computer Programming: C++ (3.00 cr.)
Covers C++ programming with emphasis on object-oriented programming. This is a course for students with C++ programming experience. A background comparable to CPSC-3142 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. *Equivalent to CPSC-345.*

CPSC-3148 Computer Programming: Java (3.00 cr.)
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. *Equivalent to CPSC-548.*

CPSC-3151 Computer Programming: COBOL (3.00 cr.)
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. *Equivalent to CPSC-351.*

CPSC-3265 Computer Programming: PC Assembler (3.00 cr.)
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. *Equivalent to CPSC-365.*

CPSC-3415 Data Structures (3.00 cr.)
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. *Equivalent to CPSC-415.*

CPSC-4137 Web Applications (3.00 cr.)
Examines web server configuration and administration, web page authoring tools, dynamic web pages for e-commerce. Discusses security, database access, and wireless services. *Equivalent to CPSC-437.*

CPSC-4190 Introduction to Software Engineering (3.00 cr.)
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. *Equivalent to CPSC-390.*

CPSC-4205 Computer Organization (3.00 cr.)
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. *Equivalent to CPSC-405.*

CPSC-4255 Organization of Programming Languages (3.00 cr.)
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. *Equivalent to CPSC-455.*

CPSC-4335 Operating Systems (3.00 cr.)
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. *Equivalent to CPSC-435.*

CPSC-4338 Discrete Structures (3.00 cr.)
Continuing survey of foundations of discrete mathematics, covering linear algebra, counting methods, sequences, discrete probability, and topics from theoretical computer science. *Equivalent to CPSC-438.*

CPSC-4341 Introduction to Data Communications (3.00 cr.)
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). *Equivalent to CPSC-441.*

CPSC-4342 Introduction to Computer Networks (3.00 cr.)
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. *Equivalent to CPSC-442.*

CPSC-4345 Database Systems (3.00 cr.)
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. *Equivalent to CPSC-445.*

CPSC-4346 Network Configuration and Integration (3.00 cr.)
This course explores networking by using a hands-on lab to instruct students how to design, install, configure, and troubleshoot a live network. *Equivalent to CPSC-446.*

CPSC-4350 Introduction to Algorithms (3.00 cr.)
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. *Equivalent to CPSC-450.*

CPSC-4358 Database Programming (3.00 cr.)
Covers advanced programming in a database environment using block structured languages, database query language interfaces, and program development languages. *Equivalent to CPSC-458.*

CPSC-4520 Windows Programming: Visual Basic.NET II (3.00 cr.)
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. *Equivalent to CPSC-520.*

CPSC-4535 Introduction to the UNIX System (3.00 cr.)
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. *Equivalent to CPSC-535.*

CPSC-4540 Digital Forensics (3.00 cr.)
Provides concepts and theory of file systems and applies 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. *Equivalent to CPSC-540.*

CPSC-4542 Contemporary Issues - Digital Forensics (3.00 cr.)
A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. *Equivalent to CPSC-542.*

CPSC-4560 Computer Graphics (3.00 cr.)
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. *Equivalent to CPSC-560.*

CPSC-4562 Numerical Algorithms (3.00 cr.)
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. *Equivalent to CPSC-562.*

CPSC-4565 3D Modeling (3.00 cr.)
Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. *Equivalent to CPSC-565.*

CPSC-4566 3D Animation (3.00 cr.)
Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. *Equivalent to CPSC-566.*

CPSC-4570 Windows Systems (3.00 cr.)
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. *Equivalent to CPSC-570.*

CPSC-4572 Advanced Windows Administration (3.00 cr.)
Teaches advanced skills needed to fine-tune the latest Windows Operating Systems. Advanced topics on security, directory services, internet-working, communication and optimization are covered. *Equivalent to CPSC-572.*

CPSC-4576 Database Design and Administration on SQL Servers (3.00 cr.)
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. *Equivalent to CPSC-576.*

CPSC-4578 Networking Essentials (3.00 cr.)
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. *Equivalent to CPSC-578.*

CPSC-4580 Information Security (3.00 cr.)
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. *Equivalent to CPSC-580.*

CPSC-4581 Information Security Policy and Management (3.00 cr.)
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. *Equivalent to CPSC-581.*

CPSC-4582 Cryptography and Network Security (3.00 cr.)
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. *Equivalent to CPSC-582.*

CPSC-4583 Laboratory in Information Security (3.00 cr.)
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. *Equivalent to CPSC-583.*

CPSC-4584 Special Topics in Information Security (3.00 cr.)
Focuses on special topics in information security and assurance, such as database security, operating system security, program security, and wireless security. *Equivalent to CPSC-584.*

CPSC-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in computer science under the supervision of the faculty. *Equivalent to CPSC-470.*

CPSC-4800 Internship (1.00-4.00 cr.)
Designed to provide computer science students with supervised experiences in applied settings. *Equivalent to CPSC-480.*

CPSC-4890 Computer Science Research (1.00-3.00 cr.)
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. *Equivalent to CPSC-490.*

CPSC-5000 Computer Science Workshop (1.00-3.00 cr.)
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. *Equivalent to CPSC-501.*

CPSC-6520 Windows Programming: Visual Basic.NET II (3.00 cr.)
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. *Equivalent to CPSC-520.*

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Provides concepts and theory of file systems and applies 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. *Equivalent to CPSC-540.*

CPSC-6542 Contemporary Issues - Digital Forensics (3.00 cr.)
A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. *Equivalent to CPSC-542.*

CPSC-6548 Computer Programming: Java (3.00 cr.)
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. *Equivalent to CPSC-548.*

CPSC-6560 Computer Graphics (3.00 cr.)
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. *Equivalent to CPSC-560.*

CPSC-6562 Numerical Algorithms (3.00 cr.)
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. *Equivalent to CPSC-562*.

CPSC-6565 3D Modeling (3.00 cr.)
Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. *Equivalent to CPSC-565.*

CPSC-6566 3D Animation (3.00 cr.)
Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. *Equivalent to CPSC-566.*

CPSC-6570 Windows Systems (3.00 cr.)
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. *Equivalent to CPSC-570.*

CPSC-6572 Advanced Windows Administration (3.00 cr.)
Teaches advanced skills needed to fine-tune the latest Windows Operating Systems. Advanced topics on security, directory services, internetworking, communication and optimization are covered. *Equivalent to CPSC-572.*

CPSC-6576 Database Design and Administration on SQL Servers (3.00 cr.)
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. *Equivalent to CPSC-576.*

CPSC-6578 Networking Essentials (3.00 cr.)
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. *Equivalent to CPSC-578.*

CPSC-6580 Information Security (3.00 cr.)
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. *Equivalent to CPSC-580*.

CPSC-6581 Information Security Policy and Management (3.00 cr.)
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. *Equivalent to CPSC-581.*

CPSC-6582 Cryptography and Network Security (3.00 cr.)
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. *Equivalent to CPSC-582.*

CPSC-6583 Laboratory in Information Security (3.00 cr.)
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. *Equivalent to CPSC-583.*

CPSC-6584 Special Topics in Information Security (3.00 cr.)
Focuses on special topics in information security and assurance, such as database security, operating system security, program security, and wireless security. *Equivalent to CPSC-584.*

CPSC-6610 Computing for Scientists (3.00 cr.)
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. *Equivalent to CPSC-610.*

CPSC-6622 Special Topics in Digital Forensics (3.00 cr.)
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. *Equivalent to CPSC-622.*

CPSC-6630 Computer Architecture (3.00 cr.)
An introduction to more advanced topics in computer architecture, including combinational and sequential circuits, various digital components, data transfer language, microprogramming and microcode design, pipelining, superscalar, RISC machines, and multiprocessor systems. *Equivalent to CPSC-630.*

CPSC-6635 UNIX Programming (3.00 cr.)
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. *Equivalent to CPSC-635.*

CPSC-6642 Network Programming (3.00 cr.)
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. *Equivalent to CPSC-642.*

CPSC-6643 Advanced Programming Using C (3.00 cr.)
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. *Equivalent to CPSC-643.*

CPSC-6646 Windows Programming (3.00 cr.)
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. *Equivalent to CPSC-646.*

CPSC-6648 Advanced Programming Using Java (3.00 cr.)
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. *Equivalent to CPSC-648.*

CPSC-6656 Object-Oriented Programming (3.00 cr.)
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. *Equivalent to CPSC-656.*

CPSC-6660 Artificial Intelligence (3.00 cr.)
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. *Equivalent to CPSC-660.*

CPSC-6705 Exploring the Technological Frontier: A Practical Approach to Multimedia (3.00 cr.)
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. *Equivalent to CPSC-705.*

CPSC-7700 Application Architecture (3.00 cr.)
Focuses on principles of application architecture through design patterns. Provides a study of generalized design patterns and generalized software solutions for design problems. *Equivalent to CPSC-700.*

CPSC-7702 Enterprise Application Architect and Integration (3.00 cr.)
Modern enterprises are supported by hundreds of disparate applications that work together to achieve common business goals. Each application faces its own problems, let alone to integrate those applications. This course discusses challenge for enterprise applications followed by addressing possible solutions. *Equivalent to CPSC-702.*

CPSC-7710 Fourth-Generation Languages and Beyond (3.00 cr.)
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. *Equivalent to CPSC-710.*

CPSC-7745 Database Development and Environments (3.00 cr.)
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. *Equivalent to CPSC-745.*

CPSC-7760 Wireless Networking (3.00 cr.)
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. *Equivalent to CPSC-760.*

CPSC-7762 Mobile and Wireless Programming (3.00 cr.)
Explores fundamental concepts in mobile/wireless networking and programming. Topics include mobile operating system, mobile application architecture, wireless transmission, and techniques used to develop mobile applications. Mobile platforms such as Java MEA, Android, iPhone, and .NET Compact Framework will be used as programming environments. Extensive mobile applications will be developed. *Equivalent to CPSC-762.*

CPSC-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in computer science under the supervision of the faculty. *Equivalent to CPSC-870.*

CPSC-8720 Internet Programming (3.00 cr.)
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. *Equivalent to CPSC-720.*

CPSC-8735 Advanced Operating Systems (3.00 cr.)
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. *Equivalent to CPSC-735.*

CPSC-8742 Advanced Computer Networks (3.00 cr.)
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. *Equivalent to CPSC-742.*

CPSC-8790 Special Topics (3.00 cr.)
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. *Equivalent to CPSC-790.*

CPSC-8800 Internship (1.00-4.00 cr.)
Designed to provide graduate computer science majors with supervised experiences in applied settings. *Equivalent to CPSC-880.*

CPSC-8810 Formal Languages and Applications (3.00 cr.)
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. *Equivalent to CPSC-810.*

CPSC-8812 Design of Compilers (3.00 cr.)
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. *Equivalent to CPSC-812.*

CPSC-8815 Natural Language Processing (3.00 cr.)
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. E*quivalent to CPSC-815.*

CPSC-8820 Planning and Management of Software Projects (3.00 cr.)
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. *Equivalent to CPSC-820.*

CPSC-8825 Expert Systems and Knowledge Engineering (3.00 cr.)
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. *Equivalent to CPSC-825.*

CPSC-8845 Advanced Database Concepts (3.00 cr.)
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. *Equivalent to CPSC-845.*

CPSC-8900 Graduate Thesis/Project (1.00-6.00 cr.)
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. *Equivalent to CPSC-890.*

CPSC-8985 Graduate Seminar in Computer Science (3.00 cr.)
Examines current trends and issues in Computer Science. Guest speakers and invited experts will share their research results and perspectives on industry trends. Research methods and project management techniques will be discussed. Provides professional experience in software lifecycle development. Specific class activities include survey development, proposal presentation, project implementation, and public presentation of project findings and results. *Equivalent to CPSC-885.*

CPSC-8990 Thesis Presentation in Computer Science (1.00 cr.)
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 term of their research or the following term. *Equivalent to CPSC-899.*

CPSC-8999 Directed Scholarship: Masters in Computer Science (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CO" in a designated capstone course. Note: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC credit option. *Equivalent to CPSC-898.*

Counseling

COUN-3300 My Career Workshop (1.00 cr.)
This course is designed to facilitate the student's personal social and academic adjustment to the learning community at Governors State while engage the student in the processes of career exploration, assessment, planning as well as employability. The purpose is to facilitate the student to succeed academically and career ready upon completion of his/her degree at GSU.

COUN-4470 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in counseling under the supervision of the faculty. *Equivalent to COUN-470.*

COUN-5510 Physical and Sexual Abuse of Children (3.00 cr.)
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. *Equivalent to COUN-510.*

COUN-5515 Death and Dying (3.00 cr.)
Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness. *Equivalent to COUN-515.*

COUN-5518 Workshop on Depression (2.00 cr.)
Study of the causes and cures of depression from the humanities/holistic view of human nature. Specific attention to transactional analysis, the redecision model. *Equivalent to COUN-518.*

COUN-5544 Introduction to Family Dynamics (3.00 cr.)
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. Equivalent to COUN-544

COUN-5548 Alternate Approaches to Traditional Psychotherapy (3.00 cr.)
Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, Gestalt therapy, neurolinguistic programming, and psychodrama. *Equivalent to COUN-548.*

COUN-6600 Professional Orientation and Ethical Standards for Counselors (3.00 cr.)
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. *Equivalent to COUN-600.*

COUN-6609 Issues in Counseling (1.00-3.00 cr.)
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. *Equivalent to COUN-609.*

COUN-6622 Applied Learning Theory for School Personnel (3.00 cr.)
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 and learning. *Equivalent to COUN-622.*

COUN-6630 Counseling Theories and Ethics (3.00 cr.)
Introduces students to the major theories in counseling and associated techniques. Summaries of applicable research are covered. *Equivalent to COUN-630.*

COUN-6638 Introduction to School Counseling (3.00 cr.)
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. *Equivalent to COUN-638.*

COUN-7620 Lifespan Developmental Issues (3.00 cr.)
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. *Equivalent to COUN-620.*

COUN-7633 Community Counseling and Professional Orientation (3.00 cr.)
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. *Equivalent to COUN-633.*

COUN-7720 Social and Cultural Foundations (3.00 cr.)
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. *Equivalent to COUN-720.*

COUN-7725 Family Systems: Theory and Practice (3.00 cr.)
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. *Equivalent to COUN-725.*

COUN-7730 Life Style and Career Development (3.00 cr.)
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. *Equivalent to COUN-730.*

COUN-7810 Beginning Counseling and Human Relations Skills (3.00 cr.)
Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. *Equivalent to COUN-810.*

COUN-7847 Group Dynamics and Intervention (3.00 cr.)
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. *Equivalent to COUN-847.*

COUN-7851 Consultation and School Staff Development (3.00 cr.)
Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with client. *Equivalent to COUN-852.*

COUN-7853 Parent Education: Prevention and Intervention (3.00 cr.)
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. *Equivalent to COUN-853.*

COUN-7855 Assessment and Treatment Planning (3.00 cr.)
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). *Equivalent to COUN-855.*

COUN-8811 Interventions with Children and Adolescents (3.00 cr.)
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. *Equivalent to COUN-811.*

COUN-8825 Advanced Family Systems Theory (3.00 cr.)
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. *Equivalent to COUN-825.*

COUN-8826 Research Literature in Counseling and Psychotherapy (3.00 cr.)
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. *Equivalent to COUN-826.*

COUN-8837 Management of Counseling Programs (3.00 cr.)
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. *Equivalent to COUN-837.*

COUN-8838 Counseling Employees in the Workplace (3.00 cr.)
Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry. *Equivalent to COUN-838.*

COUN-8840 Advanced Techniques (3.00 cr.)
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. *Equivalent to COUN-840.*

COUN-8842 Practicum 1: Individual and Vocational Counseling (3.00 cr.)
Beginning application of theory and practice in individual and vocational counseling and therapy with adults. *Equivalent to COUN-842.*

COUN-8844 Practicum: School Counseling (K-12) (3.00 cr.)
This course focuses on the development and refinement of counseling skills required for working with children, with particular emphasis on career, academic, and personal/social development. Students will work in a K-12 school setting; attend individual supervision, and group supervision. The minimum requirement for the practicum course is one hundred (100) hours in a K-12 school setting. *Equivalent to COUN-844.*

COUN-8845 Practicum 2: Advanced Individual and Vocational Counseling (3.00 cr.)
Advanced application of theory and practice in individual and vocational counseling and therapy with adults. *Equivalent to COUN-845*.

COUN-8846 Reality Therapy (3.00 cr.)
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. *Equivalent to COUN-846*.

COUN-8848 Crisis Intervention Trauma (3.00 cr.)
Introduces students to an overview of crisis intervention, crisis intervention models, and trauma counseling for individuals, groups, organizations and communities. Counseling strategies and techniques for dealing with individual, group and organizational crises in a variety of settings will be explored. Types of crises include suicide, domestic violence, sexual assault/rape, school and community violence, military trauma, terrorism and natural disaster. *Equivalent to COUN-848.*

COUN-8849 Psychopharmacology and Substance Abuse (3.00 cr.)
Provides explanation of the use of psychotropic and other medication in the treatment of mental health disorders and substance abuse. This course will introduce students to clinical models involving substance abuse assessment and treatment as well as mental health assessment and treatment with respect to psychotropic medication, anxiety medication and alternate forms of healing. *Equivalent to COUN-849.*

COUN-8852 College Career Coach Academy (3.00 cr.)
Focuses on experiential learning and your development and implementation of transformative school counseling activities, to help you become acquainted with skills and techniques needed to assist students during their school years, and during their transition from school to work/college. To assist with the experiential nature of this course, the format is hybrid. The majority of the class time is face-to-face, meeting on campus with the other being mandatory synchronous (real-time) or asynchronous (delayed) discussion and feedback forums. E*quivalent to COUN-852.*

COUN-8854 Advanced Individual Therapy Techniques: Child (3.00 cr.)
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. *Equivalent to COUN-854.*

COUN-8856 Practicum in Group Counseling: Adult (3.00 cr.)
Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adults. *Equivalent to COUN-856.*

COUN-8857 Behavior Therapy (3.00 cr.)
Advanced study and application of behavioral therapy techniques with adults and children. *Equivalent to COUN-857.*

COUN-8858 Development of School Counseling Programs (3.00 cr.)
Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Equivalent to COUN-858.*

COUN-8859 Family and Couples Counseling (3.00 cr.)
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. *Equivalent to COUN-859.*

COUN-8860 Applied Systems Theory (3.00 cr.)
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. *Equivalent to COUN-860.*

COUN-8861 Parent Study Group Leadership (3.00 cr.)
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. *Equivalent to COUN-861.*

COUN-8868 Counseling Internship I: School Counseling (3.00 cr.)
Student is placed in a school counseling program and expected to perform a variety of activities. *Equivalent to COUN-868.*

COUN-8869 Counseling Internship II: School Counseling (3.00 cr.)
Student is placed in a school counseling program and expected to perform a variety of activities. This is a continuation of Internship I. *Equivalent to COUN-869.*

COUN-8870 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in counseling under supervision of faculty. *Equivalent to COUN-870*.

COUN-8871 Counseling Internship I: Clinical Mental Health Counseling (3.00 cr.)
Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, (in combination with COUN-8872) including a minimum of 240 hours of direct client contact. *Equivalent to COUN-871.*

COUN-8872 Counseling Internship II: Clinical Mental Health Counseling (3.00 cr.)
Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I. *Equivalent to COUN-872*.

COUN-8881 Counseling Internship I: Marriage and Family Counseling (3.00 cr.)
Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours (in combination with COUN-8882), including a minimum of 240 hours of direct client contact. *Equivalent to COUN-881*.

COUN-8882 Counseling Internship II: Marriage and Family Counseling (3.00 cr.)
Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I. *Equivalent to COUN-882*.

COUN-9301 Professional Identity in Counselor Education and Supervision (3.00 cr.)
Presents information related to the role of being a counselor educator and supervisor. Includes professional organizations, ethics, and legal responsibilities related to the field of counseling. Stresses the importance of research, scholarship, leadership, and advocacy as they relate to the role of counselor educator. *Equivalent to COUN-901*.

COUN-9320 Advanced Issues in Diversity (3.00 cr.)
Reviews literature and research related to multicultural issues and clinical work, supervision, teaching, research, advocacy, and the field of professional counseling. Discusses topics related to race, ethnicity, gender, sexual orientation, religion, physical abilities, and other issues of diversity. Applies multicultural competencies for counselors to various contexts facing Counselor Educators and Supervisors. *Equivalent to COUN-920*.

COUN-9330 Advanced Counseling Theory (3.00 cr.)
Advanced analysis and applications of major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations. *Equivalent to COUN-930*.

COUN-9360 Advanced Counseling Skills Practicum I (3.00 cr.)
Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor. *Equivalent to COUN-960.*

COUN-9361 Advanced Counseling Skills Practicum II (3.00 cr.)
Second supervised placement in an agency or school working with clientele in a role related to the duties of a professional counselor. *Equivalent to COUN-961.*

COUN-9365 Counseling and Clinical Supervision (3.00 cr.)
Describes the purpose of clinical supervision, theoretical frameworks and models of supervision, roles and relationships related to supervision, and the ethical considerations of supervision. Students will be required to provide clinical supervision to master's level students. *Equivalent to COUN-965.*

COUN-9999 Capstone Research Project (3.00 cr.)
Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Note: See Program Handbook for procedures. *Equivalent to COUN-999.*

Criminal Justice

CJUS-3090 Junior Seminar in Criminal Justice (1.00 cr.)
This course introduces and orients new criminal justice majors to undergraduate academic work in the field of criminal justice. This course explains the Criminal Justice Program policies, University policies and resources, the academic discipline of Criminal Justice, and potential career opportunities in the field. This course also provides an orientation to on-line learning in the Criminal Justice Program. Note: This course should be taken within the first 2 terms of the criminal justice coursework. *Equivalent to CJUS-390*.

CJUS-3100 Foundations of Social Justice (3.00 cr.)
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. *Equivalent to CJUS-410*.

CJUS-3200 Correctional Policy and Practice (3.00 cr.)
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. *Equivalent to CJUS-420*.

CJUS-3300 Critical Issues in Juvenile Justice (3.00 cr.)
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. *Equivalent to CJUS-430.*

CJUS-3530 Computer Applications in Criminal Justice (3.00 cr.)
A review of the available resources and selected computer software applications for criminal justice professionals. *Equivalent to CJUS-453.*

CJUS-3550 Computer Security, Law, and Justice (3.00 cr.)
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 Equivalent to CJUS-455.*

CJUS-3600 Judicial Process and Constitutional Issues in Criminal Justice (3.00 cr.)
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. *Equivalent to CJUS-460.*

CJUS-4120 Policing and the Community (3.00 cr.)
Reviews the historical development of policing in America and examines community-based and collaborative approaches to policing, crime prevention, and public safety problem-solving. *Equivalent to CJUS-412.*

CJUS-4130 History of Corrections (3.00 cr.)
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. E*quivalent to CJUS-413.*

CJUS-4140 Restorative Justice (3.00 cr.)
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 policies and programs. *Equivalent to CJUS-414.*

CJUS-4210 Alternatives to Institutional Corrections (3.00 cr.)
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. *Equivalent to CJUS-421.*

CJUS-4220 Institutional Corrections (3.00 cr.)
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. *Equivalent to CJUS-422.*

CJUS-4230 Health Issues in the Corrections System (3.00 cr.)
Covers the nature and scope of health and mental health issues in the corrections systems. Explores contemporary approaches to these issues. *Equivalent to CJUS-423.*

CJUS-4350 Victims and the Justice System (3.00 cr.)
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. *Equivalent to CJUS-435.*

CJUS-4360 Mediation and Conferencing (3.00 cr.)
Examines advanced topics in restorative mediation and conferencing practices. *Equivalent to CJUS-436.*

CJUS-4361 Mediation and Conferencing Practicum (1.00 cr.)
Supervised practical experience in community-based programs or court-sponsored programs that incorporate restorative justice principles. *Equivalent to CJUS-437.*

CJUS-4380 International Peace Initiatives (3.00 cr.)
Critically examines global peace building initiatives, including strategies and practices based upon restorative justice. *Equivalent to CJUS-438.*

CJUS-4400 Exploring Ethics in the Justice System (3.00 cr.)
Introduces ethical theories and their relevance to the criminal and juvenile justice systems, including the system of laws, enforcement, courts, corrections, probation, and parole. *Equivalent to CJUS-440.*

CJUS-4411 Theories of Crime and Deviance (3.00 cr.)
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. *Equivalent to CJUS-411.*

CJUS-4415 Justice System Research Design (3.00 cr.)
Introduces the student to the analysis, research design, problem-solving approaches, conceptualization, and implementation of various methodologies in the field of criminal justice. *Equivalent to CJUS-415.*

CJUS-4500 Race, Gender, and the Justice System (3.00 cr.)
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. *Equivalent to CJUS-450.*

CJUS-4520 Substance Abuse in the Criminal Justice System (3.00 cr.)
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. *Equivalent to CJUS-520.*

CJUS-4545 White Collar Crime (3.00 cr.)
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. *Equivalent to CJUS-445.*

CJUS-4565 Comparative International Criminal Justice Systems (3.00 cr.)
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. *Equivalent to CJUS-465.*

CJUS-4610 Current Topics in Computer Crime Investigation (3.00 cr.)
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. *Equivalent to CJUS-451.*

CJUS-4616 Quantitative Research Applications in Law Enforcement (3.00 cr.)
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. *Equivalent to CJUS-516.*

CJUS-4620 Computer Forensics (3.00 cr.)
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. *Equivalent to CJUS-452.*

CJUS-4640 Computer Crime Prosecution (3.00 cr.)
This technology-intensive course focuses on the Constitutional and legal concerns having to do with computer-related crime investigation and prosecution. *Equivalent to CJUS-454.*

CJUS-4660 International Computer Crime Issues (3.00 cr.)
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. *Equivalent to CJUS-456.*

CJUS-4700 Independent Study (3.00 cr.)
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. *Equivalent to CJUS-470.*

CJUS-4750 Justice Systems Planning (3.00 cr.)
Explores the planning process and introduces students to the examination of various operational and administrative uses to which criminal justice planning can be applied. *Equivalent to CJUS-475.*

CJUS-4770 Management of Criminal Justice Organizations (3.00 cr.)
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. *Equivalent to CJUS-477.*

CJUS-4800 Internship (3.00 cr.)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Equivalent to CJUS-480.*

CJUS-4990 Senior Seminar in Criminal Justice (2.00 cr.)
This course involves a writing intensive assessment of the concepts, issues, methodologies, policies and practices of the criminal and juvenile justice systems, subsystems, and processes. This course also provides an opportunity to explore justice system career alternatives and develop job search and readiness skills. *Equivalent to CJUS-490.*

CJUS-5300 Digital Forensics (3.00 cr.)
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. *Equivalent to CJUS-530.*

CJUS-5500 Topics in Criminal Justice (1.00-3.00 cr.)
In-depth analysis of contemporary justice-related issues and topics. *Equivalent to CJUS-510.*

CJUS-5540 Contemporary Issues in Digital Forensics (3.00 cr.)
A review of contemporary issues concerning the impact of digital forensics on the criminal justice system, and on criminal justice system professionals. Explores current and emerging legal and ethical issues impacting the digital forensics field, research and development in the digital forensics field, and human resources issues pertaining to the impact of technology on law enforcement and prosecution. *Equivalent to CJUS-554.*

CJUS-6010 Criminal Justice Master's Seminar (1.00 cr.)
A 1-credit hour course reviewing the essentials of writing graduate-level papers, conducting graduate-level research, and planning for successful completion of the Criminal Justice MA Program. *Equivalent to CJUS-601.*

CJUS-6130 Gangs, Guns, and Drugs (3.00 cr.)
Illustrates contemporary approaches to understanding and preventing gangs and criminal behaviors associated with gang involvement. *Equivalent to CJUS-613.*

CJUS-6150 Juvenile Delinquency (3.00 cr.)
Emphasizes the history of juvenile delinquency and juvenile justice in America, with a special emphasis on research and analysis regarding competency, brain development, and environmental factors affecting youth behavior. *Equivalent to CJUS-615.*

CJUS-6510 Contemporary Issues in Criminal Law (3.00 cr.)
Explores recent and current legal and judicial debates and issues surrounding the criminal law, criminal codes, and administrative law: includes debates and mock trials. *Equivalent to CJUS-651.*

CJUS-7020 Leadership Theory (1.00 cr.)
Focuses on understanding contemporary theories of leadership, and applying leadership theories and concepts in the context of criminal justice, juvenile justice, and public safety environments. *Equivalent to CJUS-702.*

CJUS-7030 Assessing Leadership (1.00 cr.)
Guides a self-assessment of leadership strengths and areas needing improvement, to aid in the development of leadership skills. *Equivalent to CJUS-703.*

CJUS-7040 Building Leadership (1.00 cr.)
Develops leadership strengths, such as communication skills, problem-solving, team-building, and decision making in the justice system. *Equivalent to CJUS-704.*

CJUS-7110 Inductive Theory Building (3.00 cr.)
A 3-credit course that reviews qualitative approaches to theory development; engages students in the development of new theories regarding criminal behavior, deviant behavior, and behavior in criminal justice organizations. *Equivalent to CJUS-711.*

CJUS-7210 Evaluation Research and Policy Analysis (3.00 cr.)
Focuses on program evaluation and policy analysis; students will engage in real-life evaluation project with a local justice agency. *Equivalent to CJUS-721.*

CJUS-7220 Theory and Crime Prevention (3.00 cr.)
Looks at new, practical approaches to crime prevention based on theory; examines such approaches as deterrence, crime prevention through environmental design, therapeutic jurisprudence, and strategic approaches to crime in urban areas, and more. *Equivalent to CJUS-722.*

CJUS-7230 Special Topics in Crime Policy: The Death Penalty in America (3.00 cr.)
This course critically examines the controversial issue of capital punishment in America, and will cover such issues as historical and international perspectives, the death penalty and the Supreme Court, methods of execution, deterrence, costs, miscarriages of justice, religious perspectives, and public opinion. This course will also cover the administration of justice in relation to death penalty cases, and will include research and statistical summaries on several key topics. This will be a participatory course, with several presenters who have experience in death penalty matters, and with required student presentations. This course will draw upon distinguished guest lecturers in the field as well as utilize two distinguished university professors to conduct the course. *Equivalent to CJUS-723.*

CJUS-7240 Crime Problem-Solving Strategies (3.00 cr.)
Explores key innovations in crime problem solving over the past several decades in such areas as: drugs, guns, and gangs, violent crimes, white collar crime, and terrorism. *Equivalent to CJUS-724.*

CJUS-7430 Terrorism and the Justice System (3.00 cr.)
Examines the criminal justice system in the post-911 era, covering terrorism, intelligence and surveillance systems, the rise of homeland security, and how these developments have changed the administration of justice in America. *Equivalent to CJUS-743.*

CJUS-8100 Theories of Crime and Deviance (3.00 cr.)
Focuses on the study of criminal behavior as it relates to several varieties of crime (violent crime, property crime, white collar crime, corporate crime): emphasizes the evolution of the understanding of crime social construction of crime and deviance. *Equivalent to CJUS-810.*

CJUS-8170 Social Location and Prejudice in the Justice System (3.00 cr.)
Examines evidence regarding the intersections and interactions of race, gender, and class in the administration of criminal and juvenile justice in America, as well as recent efforts to re-analyze crime and crime control policy. *Equivalent to CJUS-817.*

CJUS-8200 Research Applications (3.00 cr.)
Designed to teach master's students to conduct original research and secondary analysis independently; covers research design and methods, quantitative applications (hypothesis testing, descriptive and inferential statistics,), qualitative applications, (participant observation and case studies). *Equivalent to CJUS-820.*

CJUS-8210 Justice System Reform and Change (3.00 cr.)
Examines social policy and organization change from a global perspective, and reform theories and processes in such areas as: juvenile justice reform, corrections reform, police reform, death penalty reform, and the changing justice system labor force. *Equivalent to CJUS-821.*

CJUS-8220 Community Restorative Justice (3.00 cr.)
Examines the history of restorative justice as well as current applications of restorative justice in the U.S. and around the world. *Equivalent to CJUS-822.*

CJUS-8280 Independent Research (1.00-3.00 cr.)
Provides the student with an opportunity to identify a focused area of research and inquiry, collect secondary or original data, and analyze the data under the guidance of a program faculty member. *Equivalent to CJUS-828.*

CJUS-8300 Criminal Justice System Organization Finances and Administration (3.00 cr.)
Covers project and organizational budgeting, planning and forecasting, needs assessment, human resource management, and organizational evaluation. *Equivalent to CJUS-830.*

CJUS-8370 Special Topics in Organization Management (3.00 cr.)
Experts from the criminal and juvenile justice fields, covering such topics as proposal writing, recruiting for diversity, managing the multi-cultural agency, planning for technological change, and managing the 'learning organization.' *Equivalent to CJUS-837.*

CJUS-8400 The Justice System and the Community (3.00 cr.)
Focusing on collaborate strategies and approaches to solving crime and public safety problems, crime prevention, crime problem-solving, restorative justice, and therapeutic jurisprudence (drug courts, mental health courts, best practice models). *Equivalent to CJUS-840.*

CJUS-8700 Graduate Research (3.00 cr.)
A course open for students pursuing the thesis option focusing on individual reading and research in Criminal Justice under the supervision of a graduate faculty member in Criminal Justice. *Equivalent to CJUS-870.*

CJUS-8800 Justice System Internship (1.00-3.00 cr.)
The internship course can be taken from one to three credit hours and is designed to provide the graduate student with an opportunity to synthesize theory and practice. *Equivalent to CJUS-880.*

CJUS-8880 Problem Solving Practicum (6.00 cr.)
Students must complete an original problem-solving practicum, working with a committee of three faculty members (the practicum director must be a CJUS faculty member). The practicum involves an issue or problem in the community or workplace, the student develops a plan to resolve or reduce the problem, and prepares a practicum report explaining the development, implementation, and outcomes of the project. *Equivalent to CJUS-888.*

CJUS-8891 CJUS Directed Reading (3.00 cr.)
Directed reading are selected from the following areas: Understanding Crime and Deviance; Policy and Crime; Administration, Planning, and Systems Change Management; and Digital Forensics and Computer Security (one different area may be selected with approval from the CJUS MA Program Coordinator). This course must be taken twice, each time with a different supervising faculty member. *Equivalent to CJUS-889.*

CJUS-8990 Graduate Thesis (3.00 cr.)
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 publically presented and discussed. *Equivalent to CJUS-890.*

Economics

ECON-2301 Principles of Microeconomics (3.00 cr.)
Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms, and industries. *Equivalent to ECON-301.*

ECON-2302 Principles of Macroeconomics (3.00 cr.)
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. *Equivalent to ECON-302.*

ECON-3302 Intermediate Macroeconomics (3.00 cr.)
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. *Equivalent to ECON-410.*

ECON-3311 Consumer Economics (3.00 cr.)
Study of the changing role of consumers, the consumption of goods and services, and the alternatives open to the consumer in the economic environment. *Equivalent to ECON-310.*

ECON-3404 Managerial Economics: The Economics of the Firm (3.00 cr.)
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. *Equivalent to ECON-420.*

ECON-3501 Money and Banking (3.00 cr.)
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. *Equivalent to ECON-350.*

ECON-3511 International Economics (3.00 cr.)
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. *Equivalent to ECON-430.*

ECON-3701 Comparative Economic Systems (3.00 cr.)
Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Equivalent to ECON-435.*

ECON-4800 Independent Study (3.00 cr.)
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. *Equivalent to ECON-470.*

ECON-5025 Special Topics in Economic Education (1.00 cr.)
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. *Equivalent to ECON-520.*

ECON-6100 Foundations of Economics (3.00 cr.)
Study of the concepts of macro- and microeconomics at an advanced level. This course is a foundation course for the M.B.A. degree. *Equivalent to ECON-601.*

ECON-6505 Consumer Economics For Teachers (3.00 cr.)
Features an in-depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Equivalent to ECON-650.*

ECON-6600 Teaching Current Economic Issues (3.00 cr.)
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. *Equivalent to ECON-701.*

ECON-6700 Strategies for Teaching Economics in the Elementary Classroom (3.00 cr.)
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. *Equivalent to ECON-702.*

ECON-7115 Strategies for Entrepreneurship Education (3.00 cr.)
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. *Equivalent to ECON-703.*

ECON-7125 Public Finance and Taxation for Teachers (3.00 cr.)
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. *Equivalent to ECON-706.*

ECON-7135 Teaching about Money, Banking, and Monetary Policy (3.00 cr.)
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. *Equivalent to ECON-707.*

ECON-7145 Macroeconomics for Teachers (3.00 cr.)
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. *Equivalent to ECON-841.*

ECON-7155 Microeconomics for Teachers (3.00 cr.)
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. *Equivalent to ECON-842.*

ECON-7200 Current Global Economic Problems (3.00 cr.)
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. *Equivalent to ECON-704.*

ECON-7300 The Role of Labor in a Changing Economy (3.00 cr.)
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. *Equivalent to ECON-705.*

ECON-7500 Managerial Economics and Forecasting (3.00 cr.)
Integrates the application of economic theory, statistics, optimization theories, and forecasting models as tools for the managerial decision-making process in a local, regional, national, and global context. The course utilizes a statistical modeling software and develops an industry analysis paper for the applications content of the course. *Equivalent to ECON-801.*

ECON-8165 Developing an Advanced Placement Economics Curriculum (3.00 cr.)
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. *Equivalent to ECON-843.*

ECON-8700 Introduction to Economic Sociology (3.00 cr.)
Discusses and analyzes economic processes from a societal perspective. Modern organizations and the changing landscape of the American market system are evaluated by applying concepts and insights from economic sociology. Students are also introduced to the works of great classical economists in an effort to explore how their theories apply to modern socioeconomic problems.

ECON-8810 Economic Development (3.00 cr.)
Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Equivalent to ECON-815.*

ECON-8820 Labor Economics (3.00 cr.)
Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Equivalent to ECON-810.*

ECON-8880 Independent Study (3.00 cr.)
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. *Equivalent to ECON-870.*

ECON-8999 Graduate Thesis/Project (6.00 cr.)
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. *Equivalent to ECON-890.*

Education Courses

Education – General
Education – Administration/Supervision
Education – Bilingual-Bicultural
Education – Computer Education
Education – Early Childhood
Education – Elementary
Education – Higher Education Administration
Education – Professional Development
Education – Reading
Education – Special Education

Education - General

EDUC-2310 Foundations of Education (3.00 cr.)
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. *Equivalent to EDUC-310.*

EDUC-2330 Educational Psychology: Child Growth and Development (3.00 cr.)
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. *Equivalent to EDUC-330.*

EDUC-3320 The Future of American Education (3.00 cr.)
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. *Equivalent to EDUC-320.*

EDUC-3321 Effective Teaching and Laboratory (4.00 cr.)
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. *Equivalent to EDUC-321.*

EDUC-4330 Principles of Science Education (3.00 cr.)
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. *Equivalent to EDUC-433.*

EDUC-4340 Teaching Secondary School Science (3.00 cr.)
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. *Equivalent to EDUC-434.*

EDUC-4360 Principles of Secondary Mathematics Education (3.00 cr.)
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. *Equivalent to EDUC-436*.

EDUC-4370 Teaching Secondary School Mathematics (3.00 cr.)
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. *Equivalent to EDUC-437.*

EDUC-4440 Educational Psychology in Action (3.00 cr.)
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. *Equivalent to EDUC-440.*

EDUC-4442 Early Adolescent Educational Psychology (3.00 cr.)
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. *Equivalent to EDUC-442.*

EDUC-4443 Curriculum and Methods for Middle Schools (3.00 cr.)
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. *Equivalent to EDUC-443*.

EDUC-4465 Methods of Teaching English (3.00 cr.)
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. *Equivalent to EDUC-465.*

EDUC-4470 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in education under the supervision of a faculty member. Deals with content not available in organized courses. *Equivalent to EDUC-470*.

EDUC-4999 Student Teaching (12.00 cr.)
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. *Equivalent to EDUC-499.*

EDUC-5530 Multicultural Literature in the Classroom (3.00 cr.)
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. *Equivalent to EDUC-530.*

EDUC-5531 Teaching Secondary School Mathematics for Teachers (3.00 cr.)
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. *Equivalent to EDUC-531.*

EDUC-5535 Education of the Minorities in the U.S. (3.00 cr.)
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. *Equivalent to EDUC-535.*

EDUC-5640 Teaching Mathematics in the Intermediate and Middle Grades (3.00 cr.)
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. *Equivalent to EDUC-564.*

EDUC-6100 Issues in Education (3.00 cr.)
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. *Equivalent to EDUC-610.*

EDUC-6320 Teaching Mathematics to Low-Achieving Students (3.00 cr.)
Examines the characteristics and needs of low achieving students. Explores content and teaching strategies and emphasizes diagnostic/evaluative procedures. *Equivalent to EDUC-632.*

EDUC-6330 Principles of Science Education (3.00 cr.)
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. *Equivalent to EDUC-433.*

EDUC-6340 Teaching Secondary School Science (3.00 cr.)
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. *Equivalent to EDUC-434.*

EDUC-6360 Principles of Secondary Mathematics Education (3.00 cr.)
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. *Equivalent to EDUC-436.*

EDUC-6370 Teaching Secondary School Mathematics (3.00 cr.)
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. *Equivalent to EDUC-437.*

EDUC-6400 Teaching and Learning Mathematics (3.00 cr.)
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. *Equivalent to EDUC-640.*

EDUC-6422 Educational Psychology Applied to the Middle School (3.00 cr.)
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. *Equivalent to EDUC-642.*

EDUC-6423 Curriculum and Instruction in the Middle School (3.00 cr.)
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. *Equivalent to EDUC-643.*

EDUC-6501 Topics in Education (1.00-3.00 cr.)
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. *Equivalent to EDUC-650.*

EDUC-7200 Instructional Design (3.00 cr.)
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. *Equivalent to EDUC-700.*

EDUC-7210 Teaching Leadership and School Improvement (3.00 cr.)
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. *Equivalent to EDUC-710.*

EDUC-7212 Digital Primary Sources (3.00 cr.)
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. *Equivalent to EDUC-721.*

EDUC-7732 Issues in Math Curriculum and Instruction (3.00 cr.)
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. *Equivalent to EDUC-732.*

EDUC-7739 Teaching Higher Order Thinking Skills (3.00 cr.)
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. *Equivalent to EDUC-739.*

EDUC-8105 Student Learning & Assessment (3.00 cr.)
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. *Equivalent to EDUC-800.*

EDUC-8112 The Elementary/Middle School Curriculum (3.00 cr.)
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. *Equivalent to EDUC-805*.

EDUC-8114 Teacher as Researcher (3.00 cr.)
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. *Equivalent to EDUC-811*.

EDUC-8115 Socio-Cultural Factors and Students' Learning (3.00 cr.)
Explores the interaction of sociological and cultural factors as these relate to students' ability to learn. Examines the implications for school administrators and teachers. *Equivalent to EDUC-815*.

EDUC-8150 Student Learning and Assessment (3.00 cr.)
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.

EDUC-8180 Teaching Mathematical Problem-solving and Critical Thinking (3.00 cr.)
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. *Equivalent to EDUC-818*.

EDUC-8233 Learning Communities and Collaboration (3.00 cr.)
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. *Equivalent to EDUC-823*.

EDUC-8244 Academic Evaluation and Assessment (3.00 cr.)
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. *Equivalent to EDUC-824.*

EDUC-8257 Curriculum Development (3.00 cr.)
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. *Equivalent to EDUC-825.*

EDUC-8310 Strategies for Teaching Geometry (3.00 cr.)
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. *Equivalent to EDUC-831.*

EDUC-8330 Teaching Mathematics to Mathematically Able Students (3.00 cr.)
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. *Equivalent to EDUC-833.*

EDUC-8463 Reading Remediation in the Classroom (3.00 cr.)
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. *Equivalent to EDUC-846.*

EDUC-8701 Research Project in (Specialization) (3.00 cr.)
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 analysis of problems. *Equivalent to EDUC-869.*

EDUC-8702 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in education under the supervision of the faculty. *Equivalent to EDUC-870.*

EDUC-8991 Thesis I in (Specialization) (3.00 cr.)
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. *Equivalent to EDUC-890.*

EDUC-8992 Thesis II in (Specialization) (3.00 cr.)
Allows students to complete their research initiated in Thesis I. Thesis II culminates with successful oral defense of the research. *Equivalent to EDUC-891.*

EDUC-8999 Culminating Experience (3.00 cr.)
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. Equivalent to EDUC-868.*

Education - Administration/Supervision

EDAD-6618 The Adult Learner (3.00 cr.)
An examination of demographic changes focusing attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming, and marketing of adult education. *Equivalent to EDAD-618.*

EDAD-6621 Foundations of School Administration and Organization (3.00 cr.)
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. *Equivalent to EDAD-621.*

EDAD-6661 Curriculum Development and Learning Theory (3.00 cr.)
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. Outlines methods for evaluating the effectiveness of curricula and programs. *Equivalent to EDAD-601.*

EDAD-7713 Leadership and Organizational Behavior (3.00 cr.)
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. *Equivalent to EDAD-713.*

EDAD-7724 School Supervision (3.00 cr.)
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. *Equivalent to EDAD-724.*

EDAD-7729 Research for School Leaders (3.00 cr.)
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. *Equivalent to EDAD-729.*

EDAD-7731 School Community Relations (3.00 cr.)
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. *Equivalent to EDAD-731.*

EDAD-7732 Schools and Society (3.00 cr.)
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. *Equivalent to EDAD-732.*

EDAD-8820 The Community College (3.00 cr.)
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. *Equivalent to EDAD-820.*

EDAD-8822 School Administration (3.00 cr.)
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. *Equivalent to EDAD-822.*

EDAD-8823 Community College Administration (3.00 cr.)
Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Equivalent to EDAD-823.*

EDAD-8832 School Finance (3.00 cr.)
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. *Equivalent to EDAD-832.*

EDAD-8833 School Law (3.00 cr.)
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. *Equivalent to EDAD-833.*

EDAD-8834 Internship in School Administration I (3.00 cr.)
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. *Equivalent to EDAD-834.*

EDAD-8835 Practicum in Instructional Leadership and School Management II (3.00 cr.)
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. *Equivalent to EDAD-835.*

EDAD-8836 Administration of School Personnel (3.00 cr.)
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. *Equivalent to EDAD-836.*

EDAD-8838 Collective Negotiations (3.00 cr.)
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. *Equivalent to EDAD-838.*

EDAD-8839 School Finance II: Advanced Concepts/CSBO (3.00 cr.)
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. *Equivalent to EDAD-839.*

EDAD-8840 School Finance III: Applications/CSBO (3.00 cr.)
Designed for students planning to become business officials. The course begins with a review of topics and concepts studied in EDAD-8832: School Finance, and EDAD-8839: 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. *Equivalent to EDAD-840.*

EDAD-8842 The Politics of Education (3.00 cr.)
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. *Equivalent to EDAD-842.*

EDAD-8845 Practicum in School Business Management (3.00 cr.)
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. *Equivalent to EDAD-845.*

EDAD-8846 Practical Experience in School Business Management (1.00 cr.)
Provides the student with the required supervision needed to gain experience as a school business official. Student must create a partnership with a school district that is willing to provide opportunities for the student to engage in school business management activities. *Equivalent to EDAD-846.*

EDAD-8850 Seminar: Educational Policies (3.00 cr.)
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. *Equivalent to EDAD-850.*

EDAD-8860 The Dynamics of Maintaining and Improving School Climate (3.00 cr.)
Examines the dynamics of the relationship among school administration, the community, and the teachers' 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. *Equivalent to EDAD-860.*

EDAD-8865 Information Technology for School Administrators (3.00 cr.)
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. *Equivalent to EDAD-865.*

EDAD-8870 Comprehensive Exam
EDAD comprehensive examination. EDAD graduation requirement. *Equivalent to EDAD-870.*

Education – Bilingual-Bicultural

BBED-6520 Foundations of Bilingual and ESL Education (3.00 cr.)
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. *Equivalent to BBED-520.*

BBED-6525 Assessment of Language of Minority Students (3.00 cr.)
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. *Equivalent to BBED-525.*

BBED-6530 Methods and Materials for Teaching in Bilingual Programs (3.00 cr.)
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. *Equivalent to BBED-530.*

BBED-6538 Cross Cultural Education (3.00 cr.)
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. *Equivalent to BBED-538.*

BBED-7977 Reading Strategies in the Bilingual and ESL Classroom (3.00 cr.)
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. *Equivalent to BBED-797.*

BBED-8100 Practicum in Bilingual and ES (3.00 cr.)
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. *Equivalent to BBED-800.*

Education - Computer Education

EDCP-3101 Introduction to Educational Technology (3.00 cr.)
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. *Equivalent to EDCP-500.*

EDCP-6101 Introduction to Educational Technology (3.00 cr.)
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. *Equivalent to EDCP-500.*

EDCP-6610 Evaluating Software for Instruction (3.00 cr.)
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. *Equivalent to EDCP-610.*

EDCP-7320 Educational Applications of the Microcomputer: Mathematics (3.00 cr.)
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. *Equivalent to EDCP-732.*

EDCP-7350 Integrating Technology into Reading and Writing Instruction (3.00 cr.)
Provides the student with instructional applications of technology for use in reading, language arts, and writing skills development. Topics span developmental through remedial applications. Particular emphasis is placed upon the use of technology enriching the connection between reading and writing. *Equivalent to EDCP-735.*

EDCP-7360 Integrating Technology into Science Instruction (3.00 cr.)
Students develop uses for the Integration of Educational Technology tools for the science classrooms. Involves multiple uses of educational technology tools geared toward science teaching. *Equivalent to EDCP-736.*

EDCP-7370 Educational Applications of the Microcomputer: Special Education (3.00 cr.)
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). *Equivalent to EDCP-737.*

EDCP-7700 Information Technology for School Administrators (3.00 cr.)
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 with which the administrator is expected to be familiar. *Equivalent to EDCP-770.*

EDCP-8100 Multimedia in Education (3.00 cr.)
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. *Equivalent to EDCP-810.*

EDCP-8200 Telecommunications in Education (3.00 cr.)
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. *Equivalent to EDCP-820.*

EDCP-8500 Coordinating Educational Technology (3.00 cr.)
Requires students to analyze and synthesize current educational technology issues. Topics covered include uses and abuses of technology, future roles of technology, educational staffing and training issues, hardware and software cost analyses, promoting technology planning and funding, as well as other issues faced by school technology coordinators. *Equivalent to EDCP-850.*

Education – Early Childhood

EDEC-3310 Foundations of Early Childhood Education (3.00 cr.)
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. *Equivalent to EDEC-350.*

EDEC-3320 Growth and Development of Young Children (3.00 cr.)
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. *Equivalent to EDEC-360.*

EDEC-3371 Effective Teaching and Laboratory for Early Childhood Majors (4.00 cr.)
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. *Equivalent to EDEC-321.*

EDEC-3380 Typical and Atypical Speech and Language Development (3.00 cr.)
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. *Equivalent to EDEC-370.*

EDEC-4420 Methods of Teaching in the Arts (2.00 cr.)
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. *Equivalent to EDEC-450.*

EDEC-4430 Observation and Assessment for Young Children with and without Special Needs (3.00 cr.)
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. *Equivalent to EDEC-420.*

EDEC-4440 Child and Families with and without Special Needs in the Community (3.00 cr.)
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. *Equivalent to EDEC-415.*

EDEC-4441 Lab 1: Infant and Toddler Methods (1.00 cr.)
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. *Equivalent to EDEC-416.*

EDEC-4450 Preprimary and Special Education Methods (3.00 cr.)
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. *Equivalent to EDEC-425.*

EDEC-4451 Lab 2: Preprimary Methods (1.00 cr.)
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 EDEC-4450. Requires 30 clock-hours of supervised fieldwork. *Equivalent to EDEC-426.*

EDEC-4460 Integrating Instruction in Early Childhood Education (3.00 cr.)
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. *Equivalent to EDEC-460.*

EDEC-4480 Literacy Methods in Early Childhood Education (3.00 cr.)
Introduces pre-service teachers to content, methods, and materials for teaching reading, writing, and language arts. Requires teaching small groups of primary grade students. *Equivalent to EDEC-432.*

EDEC-4481 Lab 3: Literacy in Early Childhood Education (1.00 cr.)
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. *Equivalent to EDEC-431.*

EDEC-4490 Methods of Teaching Primary Science, Math, and Social Studies (3.00 cr.)
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. *Equivalent to EDEC-440.*

EDEC-4491 Lab 4: Teaching Primary Science, Math, and Social Studies (1.00 cr.)
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. *Equivalent to EDEC-441.*

EDEC-4510 Beginning Writing and Reading Instruction (3.00 cr.)
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. *Equivalent to EDEC-520.*

EDEC-4999 Student Teaching in Early Childhood Education (12.00 cr.)
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. *Equivalent to EDEC-499.*

EDEC-6620 Methods of Teaching in the Arts (2.00 cr.)
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. *Equivalent to EDEC-665.*

EDEC-6640 Children with or without Special Needs and Family in the Community (3.00 cr.)
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. *Equivalent to EDEC-652.*

EDEC-6641 Lab 1: Infant and Toddler (1.00 cr.)
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. *Equivalent to EDEC-651.*

EDEC-6650 Preprimary and Special Education Curriculum Development in Early Childhood (3.00 cr.)
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. *Equivalent to EDEC-670.*

EDEC-6651 Lab 2: Preprimary (1.00 cr.)
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. *Equivalent to EDEC-671.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

EDEC-6680 Literacy Methods in Early Childhood Education (3.00 cr.)
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. *Equivalent to EDEC-680.*

EDEC-6681 Lab 3: Literacy Methods in Early Childhood Education (1.00 cr.)
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. *Equivalent to EDEC-681.*

EDEC-6690 Methods of Teaching Primary Math, Science, and Social Studies (3.00 cr.)
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. *Equivalent to EDEC-695.*

EDEC-6691 Lab 4: Teaching Primary Math, Science, and Social Studies (1.00 cr.)
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. *Equivalent to EDEC-696.*

EDEC-7740 Issues and Methods for At Risk/Special Needs (3.00 cr.)
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. *Equivalent to EDEC-740.*

EDEC-7780 Psycholinguistics (3.00 cr.)
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. *Equivalent to EDEC-800.*

EDEC-8810 History and Philosophy of Early Childhood Education (3.00 cr.)
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. *Equivalent to EDEC-812.*

EDEC-8820 Advanced Early Childhood Development (3.00 cr.)
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. *Equivalent to EDEC-822.*

EDEC-8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3.00 cr.)
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. *Equivalent to EDEC-860.*

EDEC-8860 Integrating Instruction in Early Childhood Education (3.00 cr.)
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. *Equivalent to EDEC-885.*

EDEC-8864 Interdisciplinary Team Process (3.00 cr.)
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. *Equivalent to EDEC-864.*

EDEC-8968 Culminating Experience (3.00 cr.)
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. *Equivalent to EDEC-868.*

EDEC-8999 Student Teaching (1.00-12.00 cr.)
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. *Equivalent to EDEC-899.*

Education - Elementary

ELED-3301 Teaching Laboratory I (1.00 cr.)
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. *Equivalent to ELED-301.*

ELED-3302 Teaching Language Arts in Elementary Schools (3.00 cr.)
Introduces prospective teachers to content, methodology, and materials for elementary school language arts. Explores options for making instructional decisions. *Equivalent to ELED-302.*

ELED-3303 Developmental Reading in Elementary Schools (3.00 cr.)
Introduces prospective teachers to content, methodology, and materials for elementary school reading. Explores options for making instructional decisions. *Equivalent to ELED-303.*

ELED-4401 Teaching Laboratory II (1.00 cr.)
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. *Equivalent to ELED-401.*

ELED-4420 Teaching the Creative Arts P-9 (3.00 cr.)
This course provides pre-service teachers with the theoretical background for integrating arts (i.e. art, music, creative movement/dance, and drama) concepts into curricula designed for preschool through elementary school children. Opportunities will be provided to learn skills and strategies that will enable the future teacher to use the arts across the curriculum while developing the whole child. *Equivalent to ELED-410.*

ELED-4430 Teaching Elementary Health & Physical Education (2.00 cr.)
This course provides the theoretical background for teaching health and wellness concepts, and for understanding the links between movement and learning. Opportunities will be provided to develop skills and strategies necessary for conflict resolution, cooperative learning and group play. The course offers practice for integrating subject area learning with health education and physical development. *Equivalent to ELED-430.*

ELED-4450 Corrective Reading (3.00 cr.)
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. *Equivalent to ELED-450.*

ELED-4460 Teaching Science in Elementary Schools (3.00 cr.)
Introduces and orients pre-service teachers to content, methods, and materials for elementary school science. *Equivalent to ELED-460.*

ELED-4463 Teaching Mathematics in Elementary Schools (3.00 cr.)
Introduces prospective teachers to content, methodology, and materials for elementary school mathematics. Explores options for making instructional decisions. *Equivalent to ELED-463.*

ELED-4466 Teaching Social Studies in Elementary Schools (3.00 cr.)
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. *Equivalent to ELED-466.*

ELED-4999 Student Teaching (12.00 cr.)
Supervised teaching for 12 weeks, generally in a public school, under the supervision of a superior classroom teacher and a university supervisor. *Equivalent to ELED-499.*

ELED-5500 Teaching in the Inclusive Classroom (3.00 cr.)
Examines methods of teaching students with exceptionalities in the regular education classroom. *Equivalent to ELED-500.*

Education - Higher Education Administration

HEAD-6618 The Adult Learner (3.00 cr.)
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. *Equivalent to HEAD-618.*

HEAD-6621 Foundations of Higher Education Administration and Organization (3.00 cr.)
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. *Equivalent to HEAD-621.*

HEAD-6625 Institutions of Higher Education (3.00 cr.)
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. *Equivalent to HEAD-625.*

HEAD-7713 Leadership and Organizational Behavior in Higher Education (3.00 cr.)
Covers the principles of leadership from historical, research, and application perspectives. Focuses on management behavior, leader-team relations, group interaction, and organizational dynamics. *Equivalent to HEAD-713.*

HEAD-7731 Community Relations and Higher Education (3.00 cr.)
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 multi-ethnic understanding, the needs of the adult learner, interagency cooperation, funding, and evaluation. *Equivalent to HEAD-731.*

HEAD-8823 Higher Education Administration (3.00 cr.)
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. *Equivalent to HEAD-823.*

HEAD-8832 Higher Education Finance (3.00 cr.)
Examines issues and trends of finance for institutions of higher learning. Studies funding, expenditures, and budgeting at the institutional, state, and federal level. *Equivalent to HEAD-832.*

HEAD-8833 Higher Education Law (3.00 cr.)
Focuses on legal issues in higher education including intellectual property, collective bargaining, academic freedom, students' rights, and affirmative action. *Equivalent to HEAD-833.*

HEAD-8834 Practicum in Higher Education Administration I (3.00 cr.)
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. *Equivalent to HEAD-834.*

HEAD-8835 Practicum in Higher Education Administration II (3.00 cr.)
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. *Equivalent to HEAD-835.*

HEAD-8850 Seminar: Higher Education Policies and Issues (3.00 cr.)
To identify, research, and analyze current issues and the influence role regarding policy development. *Equivalent to HEAD-850.*

Education – Professional Development

EDPD-6511 Sharing Nature with Children (1.00 cr.)
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. *Equivalent to EDPD-511.*

EDPD-6621 Seasonal Science Methods: Autumn (1.00 cr.)
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. *Equivalent to EDPD-621.*

EDPD-6622 Seasonal Science Methods: Spring (1.00 cr.)
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. *Equivalent to EDPD-622.*

EDPD-6623 Seasonal Science Methods: Summer (1.00 cr.)
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. *Equivalent to EDPD-623.*

EDPD-6624 Seasonal Science Methods: Winter (1.00 cr.)
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. *Equivalent to EDPD-624.*

EDPD-6650 Topics in Professional Development (1.00-3.00 cr.)
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. *Equivalent to EDPD-650.*

Education - Reading

READ-6190 Narrative and Expository Writing Instruction, K-12 (3.00 cr.)
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. *Equivalent to READ-819.*

READ-6200 Psycholinguistics and Sociolinguistic Foundations of Literacy (3.00 cr.)
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. *Equivalent to READ-820.*

READ-6210 Survey of Reading: Theory and Practice (3.00 cr.)
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. *Equivalent to READ-821.*

READ-6220 Teaching Reading in the Content Areas (3.00 cr.)
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. *Equivalent to READ-822.*

READ-6230 Integrating Children's and Adolescents' Literature Across the Curriculum (3.00 cr.)
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. *Equivalent to READ-823.*

READ-7240 Reading Diagnosis (3.00 cr.)
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. *Equivalent to READ-824.*

READ-7250 Reading Remediation (3.00 cr.)
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. *Equivalent to READ-825.*

READ-7300 Developing and Supervising the School Reading Program (3.00 cr.)
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. *Equivalent to READ-830.*

READ-8260 Reading Practicum I: Elementary School Reading (3.00 cr.)
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. *Equivalent to READ-826.*

READ-8270 Reading Practicum II: Middle and Secondary School Reading (3.00 cr.)
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. *Equivalent to READ-827.*

READ-8828 Seminar in Reading Research (3.00 cr.)
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. *Equivalent to READ-828.*

Education - Special Education

SPED-4100 Survey of Students with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-510.*

SPED-6101 Survey of Students with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-510.*

SPED-6102 Survey of Teaching-Learning Models for Gifted Education (3.00 cr.)
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. *Equivalent to SPED-610.*

SPED-6210 Developing Programs in Schools for Students Who Are Gifted (3.00 cr.)
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. *Equivalent to SPED-621.*

SPED-6240 Characteristics of Students with Emotional/ Behavior Disorders (3.00 cr.)
Explores various definitions, causes, characteristics, treatments, and instructional strategies involved in educating students with behavior disorders. Requires 15 to 20 hours of fieldwork. *Equivalent to SPED-624.*

SPED-6250 Characteristics of Students with Cognitive/Mental Impairments (3.00 cr.)
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. *Equivalent to SPED-625.*

SPED-6400 Characteristics of Students with Learning Disabilities (3.00 cr.)
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. *Equivalent to SPED-640.*

SPED-6410 Methods for Teaching Trainable/Severe/Profound Students with Mental Impairments (3.00 cr.)
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. *Equivalent to SPED-641.*

SPED-6440 Methods for Teaching Students with Behavior Disorders (3.00 cr.)
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. *Equivalent to SPED-644.*

SPED-6450 Methods of Teaching Individuals with Learning Disabilities (3.00 cr.)
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. *Equivalent to SPED-645.*

SPED-6500 Topics in Special Education (1.00-3.00 cr.)
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. *Equivalent to SPED-650.*

SPED-6999 Special Education Student Teaching (9.00 cr.)
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. *Equivalent to SPED-699.*

SPED-8200 Learning Characteristics of Learners with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-820.*

SPED-8310 Behavioral Characteristics of Learners with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-831.*

SPED-8350 Methods for Teaching Learners with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-835.*

SPED-8400 Special Education Practicum I (1.00 cr.)
Provides professional experience in designing, implementing, and evaluating instructional intervention. Requires preparation of a case study, an IEP, and 30 clock-hours of fieldwork. *Equivalent to SPED-840*.

SPED-8500 Special Education Practicum II (1.00 cr.)
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. *Equivalent to SPED-850.*

SPED-8600 Collaboration Skills for Teachers and Support Personnel (3.00 cr.)
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. *Equivalent to SPED-860.*

SPED-8619 Psychological Diagnosis of Learners with Exceptionalities (3.00 cr.)
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. *Equivalent to SPED-619.*

SPED-8805 Administration and Supervision of Special Education (3.00 cr.)
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. *Equivalent to SPED-805.*

SPED-8963 Special Education Practicum III (1.00 cr.)
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. *Equivalent to SPED-863.*

SPED-8999 Graduate Seminar in Multicategorical Special Education (4.00 cr.)
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. *Equivalent to SPED-865.*

English

ENGL-2910 Writing Principles (3.00 cr.)
Emphasizes principles, techniques, form, and style in writing. *Equivalent to ENGL-310*.

ENGL-3101 Composition: Structure Style (3.00 cr.)
Covers the structure of standard English, from the basics of punctuation to sophisticated questions of usage and style. This course is designed to reinforce students' command of the English language and their ability to write for other content-specific courses and in the workplace. *Equivalent to ENGL-301*.

ENGL-3105 Writing, Information, and Technology Across the Disciplines (3.00 cr.)
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. *Equivalent to ENGL-305.*

ENGL-3108 Living Literature: The Classics and You (3.00 cr.)
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. *Equivalent to ENGL-308.*

ENGL-3111 English Literature I (3.00 cr.)
Surveys a selection of literary masterpieces from Anglo-Saxon origins through the Middle Ages and the English Renaissance to the Restoration and eighteenth century. *Equivalent to ENGL-311.*

ENGL-3112 English Literature II (3.00 cr.)
Surveys a selection of literary masterpieces in English literature from the Romantic period through the Victorian and Modern periods to the present. *Equivalent to ENGL-312.*

ENGL-3115 Studies in Mythology (3.00 cr.)
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. *Equivalent to ENGL-315.*

ENGL-3121 American Literature I (3.00 cr.)
Focuses on the major writers, works, and related background in American literature before 1865. *Equivalent to ENGL-321.*

ENGL-3122 American Literature II (3.00 cr.)
Focuses on the major writers, works, and related background in American literature, 1865 -1945. *Equivalent to ENGL-322.*

ENGL-3123 Modern American Poetry: Voices and Visions (3.00 cr.)
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. *Equivalent to ENGL-420.*

ENGL-3330 Studies in Literature (3.00 cr.)
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. *Equivalent to ENGL-330.*

ENGL-4100 Advanced Composition (3.00 cr.)
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. *Equivalent to ENGL-400.*

ENGL-4105 Studies in Rhetoric (3.00 cr.)
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. *Equivalent to ENGL-410.*

ENGL-4110 Linguistics (3.00 cr.)
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. *Equivalent to ENGL-501.*

ENGL-4111 African Novel (3.00 cr.)
A critical analysis of the literature written by selected major African writers. *Equivalent to ENGL-511.*

ENGL-4121 Advanced Survey of Black Literature (3.00 cr.)
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. *Equivalent to ENGL-512.*

ENGL-4131 Comparative Latin American Literature (3.00 cr.)
Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. *Equivalent to ENGL-521.*

ENGL-4141 American Poets (3.00 cr.)
Emphasizes the relationships of the American poets, their unique features, and critical response to their work. Explores historical and critical contexts that require integration of poetry and criticism. *Equivalent to ENGL-522.*

ENGL-4151 Literature of Immigrant Children (3.00 cr.)
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. *Equivalent to ENGL-532.*

ENGL-4161 Chinese Literature and Culture (3.00 cr.)
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. *Equivalent to ENGL-541.*

ENGL-4171 Native American Literature (3.00 cr.)
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. *Equivalent to ENGL-556.*

ENGL-4172 Contemporary Native American Authors (3.00 cr.)
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. *Equivalent to ENGL-5172, ENGL-558.*

ENGL-4173 Native Americans In Film (3.00 cr.)
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. *Equivalent to ENGL-559.*

ENGL-4181 Asian-American Literature (3.00 cr.)
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.) *Equivalent to ENGL-502.*

ENGL-4200 Literary Criticism (3.00 cr.)
Examines major approaches to criticism as a means of critiquing literature from a variety of perspectives on a variety of levels. *Equivalent to ENGL-542.*

ENGL-4205 Modern English Grammar (3.00 cr.)
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. *Equivalent to ENGL-505.*

ENGL-4210 Writing Poetry (3.00 cr.)
Integrated poetry study with directed practice in the writing of poetry. Special attention to the types and structures available to the poetry writer. *Equivalent to ENGL-421.*

ENGL-4300 Historical Studies in the English Language (3.00 cr.)
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. *Equivalent to ENGL-592.*

ENGL-4307 African-American English: Sociocultural, Historical, and Linguistic Contexts (3.00 cr.)
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. *Equivalent to ENGL-507.*

ENGL-4387 Exploding Barriers in Race, Class, and Gender (3.00 cr.)
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. *Equivalent to ENGL-587.*

ENGL-4431 Literature for Children and Adolescents (3.00 cr.)
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. *Equivalent to ENGL-531.*

ENGL-4435 Literature and History (3.00 cr.)
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). *Equivalent to ENGL-5435, ENGL-535.*

ENGL-4460 Philosophical Themes in Contemporary Literature (3.00 cr.)
Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. *Equivalent to ENGL-560.*

ENGL-4462 Studies in Literary Genre (3.00 cr.)
Examines a selected literary genre, drawn from traditional categories and/or contemporary forms, placing the selected genre in the context of its historical development. This is a variable offering and may be taken more than once under different subtitles. *Equivalent to ENGL-562.*

ENGL-4475 The Short Story: Crossing Cultures (3.00 cr.)
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. *Equivalent to ENGL-575.*

ENGL-4483 Literature of the Environment (3.00 cr.)
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. *Equivalent to ENGL-5483, ENGL-583.*

ENGL-4485 Film: Analysis, Criticism, Ideologies (3.00 cr.)
Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. *Equivalent to ENGL-585.*

ENGL-4500 Play Analysis (3.00 cr.)
Study of drama, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and points of view (actor, director, critic, audience). Introduction to theatre research methods.

ENGL-4505 Major English Authors (3.00 cr.)
Concentrated study of selected authors. Students may take course for credit more than once, because the selected authors selected change from year to year. *Equivalent to ENGL-510.*

ENGL-4510 Major American Authors (3.00 cr.)
Individual American writers will be studied in-depth. Students may take course for credit three times providing different authors are studied. *Equivalent to ENGL-520.*

ENGL-4515 Major Black Authors (3.00 cr.)
Concentrated study of selected Black authors. Students may take course for credit more than once, because the authors change from year to year. *Equivalent to ENGL-515.*

ENGL-4520 Contemporary Literature (3.00 cr.)
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. *Equivalent to ENGL-524.*

ENGL-4550 Shakespeare's Plays (3.00 cr.)
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. *Equivalent to ENGL-551.*

ENGL-4570 Writing Theory and Practice in the Secondary Classroom (3.00 cr.)
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. *Equivalent to ENGL-573.*

ENGL-4575 Reading Theory and Practice in the Secondary Schools (3.00 cr.)
Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teacher 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. *Equivalent to ENGL-574.*

ENGL-4580 Read and Rap: Literature for Young Adult Readers (3.00 cr.)
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. *Equivalent to ENGL-533.*

ENGL-4600 Rhetorical Theory and Practice (3.00 cr.)
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. *Equivalent to ENGL-570.*

ENGL-4625 Advanced Writing (3.00 cr.)
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. *Equivalent to ENGL-525.*

ENGL-4626 Technical Writing I (3.00 cr.)
Study, discussion, and writing of technical descriptions and processes, business communications and correspondence, formal and informal proposals, and reports. *Equivalent to ENGL-526.*

ENGL-4627 Technical Writing II: Computer Sciences; Technical Writing II: Health Industry; Technical Writing II: Business Applications; Technical Writing II: Sciences (3.00 cr.)
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. *Equivalent to ENGL-527.*

ENGL-4630 Persuasion Analysis (3.00 cr.)
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. *Equivalent to ENGL-545.*

ENGL-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in English under the supervision of the faculty. May be repeated once for additional credit, under different topic. *Equivalent to ENGL-470.*

ENGL-5080 Special Topics (1.00-3.00 cr.)
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. *Equivalent to ENGL-580.*

ENGL-5308 Teaching English As a Second Language (3.00 cr.)
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. *Equivalent to ENGL-508.*

ENGL-5628 Advanced Technical Writing (3.00 cr.)
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. *Equivalent to ENGL-528.*

ENGL-6111 African Novel (3.00 cr.)
A critical analysis of the literature written by selected major African writers. *Equivalent to ENGL-511.*

ENGL-6121 Advanced Survey of Black Literature (3.00 cr.)
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. *Equivalent to ENGL-512.*

ENGL-6131 Comparative Latin American Literature (3.00 cr.)
Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. *Equivalent to ENGL-521.*

ENGL-6141 American Poets (3.00 cr.)
Emphasizes the relationships of the American poets, their unique features, and critical response to their work. Explores historical and critical contexts that require integration of poetry and criticism. *Equivalent to ENGL-522.*

ENGL-6151 Literature of Immigrant Children (3.00 cr.)
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. *Equivalent to ENGL-532.*

ENGL-6161 Chinese Literature and Culture (3.00 cr.)
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. *Equivalent to ENGL-541.*

ENGL-6171 Native American Literature (3.00 cr.)
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. *Equivalent to ENGL-556.*

ENGL-6172 Contemporary Native American Authors (3.00 cr.)
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. *Equivalent to ENGL-5172, ENGL-558.*

ENGL-6173 Native Americans in Film (3.00 cr.)
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. *Equivalent to ENGL-559.*

ENGL-6181 Asian-American Literature (3.00 cr.)
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.) *Equivalent to ENGL-502.*

ENGL-6220 Women in Latin American Literature (3.00 cr.)
Studies literary works produced by women in Latin America. Includes a critical analysis of other works that reflect the role women play in society. *Equivalent to ENGL-620.*

ENGL-6307 African-American English: Sociocultural, Historical, and Linguistic Contexts (3.00 cr.)
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. *Equivalent to ENGL-507.*

ENGL-6387 Exploding Barriers in Race, Class, and Gender (3.00 cr.)
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. *Equivalent to ENGL-587.*

ENGL-6400 Pro-Seminar Teachers of Writing (3.00 cr.)
Emphasizes the methods and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision, and evaluation. *Equivalent to ENGL-690.*

ENGL-6431 Literature for Children and Adolescents (3.00 cr.)
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. *Equivalent to ENGL-531.*

ENGL-6435 Literature and History (3.00 cr.)
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). *Equivalent to ENGL-5435, ENGL-535.*

ENGL-6460 Philosophical Themes in Contemporary Literature (3.00 cr.)
Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. *Equivalent to ENGL-560.*

ENGL-6462 Studies in Literary Genre (3.00 cr.)
Examines a selected literary genre, drawn from traditional categories and/or contemporary forms, placing the selected genre in the context of its historical development. This is a variable offering and may be taken more than once under different subtitles. *Equivalent to ENGL-562.*

ENGL-6475 The Short Story: Crossing Cultures (3.00 cr.)
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. *Equivalent to ENGL-575.*

ENGL-6483 Literature of the Environment (3.00 cr.)
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. *Equivalent to ENGL-5483, ENGL-583.*

ENGL-6485 Film: Analysis, Criticism, Ideologies (3.00 cr.)
Course examines, analyzes, and, where appropriate, "reads against" a canon of American and foreign films using contexts from social, political, and literary-critical theory. *Equivalent to ENGL-585.*

ENGL-6500 Play Analysis (3.00 cr.)
Study of drama, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and points of view (actor, director, critic, audience). Introduction to theatre research methods.

ENGL-6505 Major English Authors (3.00 cr.)
Concentrated study of selected authors. Students may take course for credit more than once, because the selected authors selected change from year to year. *Equivalent to ENGL-510.*

ENGL-6510 Major American Authors (3.00 cr.)
Individual American writers will be studied in-depth. Students may take course for credit three times providing different authors are studied. *Equivalent to ENGL-520.*

ENGL-6515 Major Black Authors (3.00 cr.)
Concentrated study of selected Black authors. Students may take course for credit more than once, because the authors change from year to year. *Equivalent to ENGL-515.*

ENGL-6520 Contemporary Literature (3.00 cr.)
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. *Equivalent to ENGL-524.*

ENGL-6550 Shakespeare's Plays (3.00 cr.)
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. *Equivalent to ENGL-551*.

ENGL-6570 Writing Theory and Practice in the Secondary Classroom (3.00 cr.)
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. *Equivalent to ENGL-573.*

ENGL-6575 Reading Theory and Practice in the Secondary Schools (3.00 cr.)
Focuses on building reading comprehension strategies appropriate for readers in secondary schools. Teacher 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. *Equivalent to ENGL-574.*

ENGL-6580 Read and Rap: Literature for Young Adult Readers (3.00 cr.)
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. *Equivalent to ENGL-533.*

ENGL-7100 Introduction to Graduate Studies (3.00 cr.)
This course provides an introduction to graduate work in English, developing the terminological, bibliographic, and analytical skills fundamental to graduate-level research. Topics include English as a discipline, graduate-level research skills, and current issues and practices in the field. *Equivalent to ENGL-800.*

ENGL-7200 Seminar: Studies in Theory (3.00 cr.)
Focuses on extensive readings in a major area of rhetorical, literary, and critical theory. Possible topics include feminist theory, psychoanalytical theory, deconstruction, narrative theory, reader-response theory, cultural studies, ethnic studies, and postcolonial studies. This course, under a separate topic, may be repeated for credit. *Equivalent to ENGL-830.*

ENGL-7300 Seminar: Philosophy in Literature (3.00 cr.)
Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works. *Equivalent to ENGL-840.*

ENGL-7500 College Composition Theory and Practice (3.00 cr.)
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. *Equivalent to ENGL-815.*

ENGL-8540 Seminar: British Literature (3.00 cr.)
Explores selected works of British literature. Focuses on period, theme, or author in English literature, with the literature placed in its cultural and historical context. Course may be repeated once for credit under a different topic. *Equivalent to ENGL-845.*

ENGL-8550 Seminar: American Literature (3.00 cr.)
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. *Equivalent to ENGL-850.*

ENGL-8560 Seminar: Women's Literature (3.00 cr.)
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. *Equivalent to ENGL-855.*

ENGL-8570 Seminar: World Literature (3.00 cr.)
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. *Equivalent to ENGL-865.*

ENGL-8700 Graduate Research (1.00-4.00 cr.)
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. *Equivalent to ENGL-870.*

ENGL-8750 Graduate Research (1.00-4.00 cr.)
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. *Equivalent to ENGL-870.*

ENGL-8900 Graduate Thesis (3.00 cr.)
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. *Equivalent to ENGL-890.*

ENGL-8950 Comprehensive Examination in English (1.00 cr.)
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. *Equivalent to ENGL-892.*

Entrepreneurship

ENTR-3100 Principles of Entrepreneurship (3.00 cr.)
Emphasizes what it takes to start a business by examining the differing forms of entrepreneurship and all aspects of the entrepreneurial process. *Equivalent to ENTR-310.*

ENTR-4100 Entrepreneurial Opportunity (3.00 cr.)
Emphasizes the different methods of locating and/or creating entrepreneurial opportunities. *Equivalent to ENTR-410.*

ENTR-4200 Entrepreneurial Accounting (3.00 cr.)
Emphasizes the financial measurements essential for monitoring and managing an entrepreneurial venture. This course is specifically tailored for entrepreneurs who are not likely accounting majors. *Equivalent to ENTR-420.*

ENTR-4300 Entrepreneurial Ethics and the Law (3.00 cr.)
Emphasizes the legal challenges inherent in entrepreneurial ventures and suggest strategies for meeting those challenges without sacrificing business objectives. *Equivalent to ENTR-430.*

ENTR-4400 Entrepreneurial Finance (3.00 cr.)
Emphasizes the basic financial concepts and tools for financial decision making in entrepreneurial environments, with special focus on start-up ventures. *Equivalent to ENTR-440.*

ENTR-4500 Entrepreneurial Leadership (3.00 cr.)
Emphasizes the transformational strategies necessary to lead an entrepreneurial company. *Equivalent to ENTR-450.*

ENTR-4600 Entrepreneurial Marketing (3.00 cr.)
Emphasizes the marketing methods, tools, and tactics necessary for successfully building and launching a new business opportunity. *Equivalent to ENTR-460.*

ENTR-4700 Social Entrepreneurship (3.00 cr.)
Explains the concept of social entrepreneurship, its significance and practical relevance in the context of business discipline. Demonstrates how business skills can be effectively used to address complex social problems. Evaluates opportunities for developing social ventures, strategies for mobilizing resources, and systematic methods for the measurement of performance. *Equivalent to MGMT-460.*

ENTR-4880 Entrepreneurial Internship (3.00 cr.)
Provides entrepreneurship students with supervised practical experience. Associates each intern with a start-up company (incubator or hatchery) where there will be opportunity for the intern to participate in meaningful decision making. *Equivalent to MGMT-490.*

ENTR-4900 Entrepreneurial Project (3.00 cr.)
Capstone course for the Entrepreneurship concentration. May be used for an entrepreneurial internship, preparation for new venture creation, or preparation for acquisition of a franchise. *Equivalent to ENTR-480.*

ENTR-7100 Principles of Corporate Entrepreneurship (3.00 cr.)
Emphasizes the tools needed to allow a manager to react flexibly, faster, aggressively and innovatively in order to maintain the competitive edge of an entrepreneur. *Equivalent to ENTR-730.*

ENTR-8100 Corporate Entrepreneurial Opportunity (3.00 cr.)
Emphasizes the different methods of locating and/or creating entrepreneurial opportunities. *Equivalent to ENTR-810.*

ENTR-8500 Corporate Entrepreneurial Leadership (3.00 cr.)
Emphasizes the transformational strategies necessary to lead an entrepreneurial company. *Equivalent to ENTR-850.*

Finance

FIN-3110 Principles Of Financial Management (3.00 cr.)
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. *Equivalent to FIN-301.*

FIN-3501 Investments (3.00 cr.)
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. *Equivalent to FIN-460.*

FIN-4110 Advanced Corporate Finance (3.00 cr.)
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. *Equivalent to FIN-420.*

FIN-4201 Insurance and Risk Management (3.00 cr.)
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. *Equivalent to FIN-440.*

FIN-4350 International Financial Management (3.00 cr.)
Focuses on international aspects of financial management. Particular emphasis is placed on control of exchange rate and financing multinational corporations. *Equivalent to FIN-425.*

FIN-4501 Financial Options and Futures (3.00 cr.)
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. *Equivalent to FIN-436.*

FIN-4502 Advanced Investments (3.00 cr.)
A review of investment and portfolio management theory. The objective will be to develop superior long-term investment strategies. Current literature will be reviewed. *Equivalent to FIN-465.*

FIN-4530 Financial Institutions and Markets (3.00 cr.)
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. *Equivalent to FIN-455.*

FIN-4805 Independent Study (3.00 cr.)
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. *Equivalent to FIN-470.*

FIN-4810 Internship (3.00 cr.)
Designed to provide finance students with supervised practical experiences in applied settings. *Equivalent to FIN-480.*

FIN-7101 Financial Management (3.00 cr.)
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. *Equivalent to FIN-801.*

FIN-7501 Investments (3.00 cr.)
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. *Equivalent to FIN-850.*

FIN-7805 Independent Study (3.00 cr.)
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. *Equivalent to FIN-870.*

FIN-7810 Internship (3.00 cr.)
Designed to provide finance students with supervised practical experience in applied settings. *Equivalent to FIN-880.*

FIN-8101 Advanced Financial Management (3.00 cr.)
 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. *Equivalent to FIN-865.*

FIN-8350 International Finance (3.00 cr.)
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. *Equivalent to FIN-825.*

FIN-8501 Derivatives (3.00 cr.)
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. *Equivalent to FIN-853.*

FIN-8530 Financial Markets (3.00 cr.)
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. *Equivalent to FIN-830.*

FIN-8901 Graduate Thesis/Project (6.00 cr.)
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 three 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. *Equivalent to FIN-890.*

Geography

GEOG-2100 Physical Geography (3.00 cr.)
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. *Equivalent to GEOG-310.*

GEOG-2200 North American Geography (3.00 cr.)
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. *Equivalent to GEOG-320.*

GEOG-2500 World Regional Geography (3.00 cr.)
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. *Equivalent to GEOG-405.*

GEOG-4470 Human Geography (3.00 cr.)
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. *Equivalent to GEOG-447.*

Gender and Sexuality Studies

GNSX-5100 Introduction to Gender and Sexuality x (3.00 cr.)
Provides through an interdisciplinary survey perspective, an introduction to gender and sexuality studies as a field. Introduces readings in several disciplines centered on the concept of gender and sexuality as a social reality.

Health Administration

HLAD-3101 Introduction to Healthcare Management Strategies (3.00 cr.)
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. *Equivalent to HLAD-301.*

HLAD-3102 Principles of Healthcare Microeconomics (3.00 cr.)
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. *Equivalent to HLAD-302.*

HLAD-3103 Basics of Healthcare Informatics (3.00 cr.)
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. *Equivalent to HLAD-303.*

HLAD-3104 Healthcare Statistics (3.00 cr.)
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. *Equivalent to HLAD-304.*

HLAD-3105 Healthcare Organization (3.00 cr.)
Provides an understanding of how healthcare is organized in the United States and the way it is provided to consumers. *Equivalent to HLAD-325.*

HLAD-3106 Introduction to Epidemiology (3.00 cr.)
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. *Equivalent to HLAD-335.*

HLAD-3107 Medical Sociology (3.00 cr.)
This course 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. In doing so, the course offers an overview of the diverse field of medical sociology from a theoretical and an applied perspective. Equivalent to HLAD-340.

HLAD-3108 Policy Politics in Healthcare (3.00 cr.)
Provides the student with theoretical tools required to understand local, state, and federal policies beginning with an appreciation of the policy process, policy analysis, healthcare ethics and its intersections with economics and political theory. Recent policy developments in healthcare are discussed from a political and ethical perspective.

HLAD-3109 Ethics in Healthcare Administration (3.00 cr.)
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.

HLAD-4001 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in health administration under the supervision of the full-time faculty.
Equivalent to HLAD-470.

HLAD-4002 Internship (1.00-8.00 cr.)
Designed to provide health administration students with supervised practical experiences in applied settings. *Equivalent to HLAD-480.*

HLAD-4099 Health Administration Practicum (3.00 cr.)
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. *Equivalent to HLAD-490.*

HLAD-4101 Healthcare Organizational Behavior (3.00 cr.)
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. *Equivalent to HLAD-401*.

HLAD-4103 Legal Aspects of Healthcare (3.00 cr.)
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. *Equivalent to HLAD-465.*

HLAD-4104 Healthcare Economics (3.00 cr.)
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. *Equivalent to HLAD-460.*

HLAD-4105 Management in the Healthcare Setting (3.00 cr.)
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. *Equivalent to HLAD-455*.

HLAD-4106 Healthcare Accounting (3.00 cr.)
Covers financial and managerial accounting concepts and their applications to healthcare organizations. Includes financial statement analysis, cost finding, and cost analysis. This course is also structured to prepare students for the long-term care administrators licensing examination. *Equivalent to HLAD-502.*

HLAD-4107 Healthcare Human Resource Management (3.00 cr.)
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. *Equivalent to HLAD-503.*

HLAD-4108 Health Planning (3.00 cr.)
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. *Equivalent to HLAD-450.*

HLAD-4901 Institutional Management for Healthcare Organizations (3.00 cr.)
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. *Equivalent to HLAD-468.*

HLAD-5001 Current Topics in Health Administration (1.00-3.00 cr.)
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. *Equivalent to HLAD-582.*

HLAD-5101 Introduction to Long-Term Care (3.00 cr.)
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. *Equivalent to HLAD-520.*

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Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

HLAD-5102 Nursing Home Administration (3.00 cr.)
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. *Equivalent to HLAD-525.*

HLAD-5103 Introduction to Managed Care (3.00 cr.)
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. *Equivalent to HLAD-530.*

HLAD-6001 Health Administration: Lecture Series (1.00-3.00 cr.)
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. *Equivalent to HLAD-630.*

HLAD-7101 Introduction to Healthcare Organization (3.00 cr.)
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. *Equivalent to HLAD-700.*

HLAD-7102 Community Health and Managerial Epidemiology (3.00 cr.)
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. *Equivalent to HLAD-701*.

HLAD-7103 Information Systems for Healthcare Managers (3.00 cr.)
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. *Equivalent to HLAD-702*.

HLAD-7104 Introduction to Health Services Research (3.00 cr.)
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. *Equivalent to HLAD-703.*

HLAD-7105 Applied Research Methods for Health Administration (3.00 cr.)
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. *Equivalent to HLAD-705*.

HLAD-7106 Database Design and Administration of Healthcare System (3.00 cr.)
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. *Equivalent to HLAD-713.*

HLAD-7107 Economics of Health Administration (3.00 cr.)
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. *Equivalent to HLAD-715.*

HLAD-7108 Healthcare Policy (3.00 cr.)
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. *Equivalent to HLAD-718.*

HLAD-7109 Healthcare Informatics (3.00 cr.)
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. *Equivalent to HLAD-725.*

HLAD-7110 Healthcare Financial Management I (3.00 cr.)
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. *Equivalent to HLAD-740.*

HLAD-7111 Organizational Theories in Health Administration (3.00 cr.)
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. *Equivalent to HLAD-745.*

HLAD-7112 Healthcare Management I (3.00 cr.)
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. *Equivalent to HLAD-755.*

HLAD-8100 Health Information System Analysis and Design (3.00 cr.)
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. *Equivalent to HLAD-801*.

HLAD-8101 Quantitative Decision-Making for Health Administration (3.00 cr.)
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. *Equivalent to HLAD-806*.

HLAD-8102 Healthcare Program Planning and Evaluation (3.00 cr.)
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. *Equivalent to HLAD-820*.

HLAD-8103 Integrated Performance Improvement for Healthcare Organizations (3.00 cr.)
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. *Equivalent to HLAD-823.*

HLAD-8104 Medical Records, Information Security, and the Law (3.00 cr.)
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. *Equivalent to HLAD-833*.

HLAD-8105 Healthcare Human Resource Management (3.00 cr.)
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. *Equivalent to HLAD-835.*

HLAD-8106 Healthcare Law (3.00 cr.)
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. *Equivalent to HLAD-837*.

HLAD-8107 Healthcare: Financial Management II (3.00 cr.)
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. *Equivalent to HLAD-846*.

HLAD-8108 Strategic Planning and Marketing for Health Administration (3.00 cr.)
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. *Equivalent to HLAD-850*.

HLAD-8109 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in health administration under the supervision of the faculty. *Equivalent to HLAD-870*.

HLAD-8110 Internship (1.00-8.00 cr.)
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. *Equivalent to HLAD-880.*

HLAD-8111 Graduate Thesis/Project (1.00-8.00 cr.)
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. *Equivalent to HLAD-890.*

HLAD-8901 Healthcare Management II (3.00 cr.)
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. *Equivalent to HLAD-855.*

HLAD-8902 Health Administration Field Experience (3.00 cr.)
Students apply theories and principles of classroom learning in healthcare facility. The field experiences provide opportunities for development, integration, and reinforcement of competence. *Equivalent to HLAD-865.*

Health Sciences

HLSC-3100 Contemporary Health Issues (3.00 cr.)
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. *Equivalent to HLSC-305.*

HLSC-3150 Introduction to Community Health (3.00 cr.)
Reviews the latest trends in community health in an effort to address health issues facing today's communities. With an emphasis on developing the knowledge and skills necessary for a career in health education, this course covers topics such as epidemiology, community organization, program planning, minority health, healthcare, mental health, environmental health, drugs, safety and occupational health. *Equivalent to HLSC-330.*

HLSC-3200 Introduction to Environmental Health (3.00 cr.)
This course examines health issues, scientific understanding of causes, and possible future approaches to control environmental health problems in industrialized and developing countries. Topics include public health and health care responses to environmental pollutants, physical, chemical, and biological agents of environmental contamination. This course also covers vectors for dissemination (air, water, soil); solid hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific base for policy decisions; and emerging global environmental health problems. *Equivalent to HLSC-340.*

HLSC-3300 Cultural Attunement in Healthcare (3.00 cr.)
This course provides students with an understanding of how culture operates as a critical variable in planning educational, health promotion, and disease prevention strategies. Students will develop an understanding of what constitutes cultural attunement, and cultural sensitivity through issues pertinent to the design of culturally appropriate curriculum for health promotion strategies, prevention programs in community health and service delivery systems. *Equivalent to HLSC-421.*

HLSC-3400 Principles of Aging and Physical Activity (3.00 cr.)
This course is designed to examine the aging process, and the physical and emotional aspects of aging well. Students will explore socio-demographics, health behavior and exercise needs of older adults, as well as become engaged in lessons of the emotional needs and as well as life course barriers to better aging. *Equivalent to HLSC-344.*

HLSC-4100 Introduction to Health Promotion (3.00 cr.)
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. *Equivalent to HLSC-505.*

HLSC-4200 Comparative Complementary and Alternative Medicine (3.00 cr.)
Compares the history and paradigm of complementary and alternative medicine (CAM) with that of conventional medicine. Reviews the major domains of CAM research. Evaluates the research on the effectiveness of CAM. *Equivalent to HLSC-420.*

HLSC-4300 Health and Wellness Programs (3.00 cr.)
This course will emphasize strategies for the development of program content, overall planning, implementation, and evaluation of health promotion programs in community and workplace settings. *Equivalent to HLSC-455.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

HLSC-4400 Medical Terminology (1.00 cr.)
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. *Equivalent to HLSC-400.*

HLSC-4470 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Equivalent to HLSC-470.*

HLSC-4890 Internship (1.00-8.00 cr.)
Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Equivalent to HLSC-480.*

HLSC-5001 Current Topics (1.00-3.00 cr.)
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. *Equivalent to HLSC-502.*

HLSC-5100 Nutritional Pathways (3.00 cr.)
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. *Equivalent to HLSC-500.*

HLSC-5101 HIV: The Epidemic: Issues for Healthcare Providers, Educators, Employers, and Consumers (3.00 cr.)
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. *Equivalent to HLSC-501.*

HLSC-5200 Health Professions Education Instruction (3.00 cr.)
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. *Equivalent to HLPE-315.*

HLSC-5512 Changing Health Behaviors (3.00 cr.)
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. *Equivalent to ADDS-512.*

HLSC-6300 School Health Programs (3.00 cr.)
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. *Equivalent to HLPE-802.*

HLSC-6310 Assessment of Health Instruction (3.00 cr.)
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. *Equivalent to HLPE-815.*

HLSC-6320 Continuing Education in Health (3.00 cr.)
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. *Equivalent to HLPE-820.*

HLSC-7500 Interprofessional Collaboration (3.00 cr.)
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. *Equivalent to HLSC-750.*

HLSC-8050 Special Topics (1.00-4.00 cr.)
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. *Equivalent to HLSC-850.*

HLSC-8300 Epidemiology (3.00 cr.)
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. *Equivalent to HLSC-830.*

HLSC-8350 Responsible Conduct of Research (3.00 cr.)
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. *Equivalent to HLSC-840.*

HLSC-8400 Information Management Nursing Decision Support (3.00 cr.)
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. *Equivalent to HLSC-841.*

HLSC-8640 Exploring Interdisciplinary Team Process and Leadership (3.00 cr.)
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. *Equivalent to HLSC-864.*

HLSC-8700 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in the health sciences under the supervision of the faculty. *Equivalent to HLSC-870.*

HLSC-8750 Healthcare Organizational Behavior (3.00 cr.)
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 healthcare organizations. *Equivalent to HLSC-875.*

HLSC-8800 Internship (1.00-8.00 cr.)
Designed to provide the health sciences student with supervised practical experiences in applied settings. *Equivalent to HLSC-880.*

HLSC-8900 Graduate Thesis/Project (1.00-8.00 cr.)
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. *Equivalent to HLSC-890.*

HLSC-9200 Healthcare Security and Disaster Preparedness (3.00 cr.)
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. *Equivalent to HLSC-891.*

Higher Education Administration

See Education - Higher Education Administration

History

HIST-3100 U.S. Economic History (3.00 cr.)
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. *Equivalent to HIST-310.*

HIST-3101 Key Issues in State and Federal Constitutional Government (3.00 cr.)
Gives a practical and mature understanding of U.S. Constitutional government in its own right, and as it relates to the Illinois State Constitution. Factual knowledge about the contents of the U.S. Constitution is a baseline requirement of the course. *Equivalent to HIST-301.*

HIST-3110 U.S. History I (3.00 cr.)
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. *Equivalent to HIST-311.*

HIST-3120 U.S. History II (3.00 cr.)
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. *Equivalent to HIST-312.*

HIST-4100 Beyond the Dream: Current Black Social Issues (3.00 cr.)
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. *Equivalent to HIST-5100, HIST-500.*

HIST-4110 The History of Illinois and Its Constitution (3.00 cr.)
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. *Equivalent to HIST-501.*

HIST-4115 Modern African History (3.00 cr.)
Surveys 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. *Equivalent to HIST-505.*

HIST-4150 Modern U.S. History: 1900-1945 (3.00 cr.)
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. *Equivalent to HIST-515.*

HIST-4160 Issues in Mod U.S. History (3.00 cr.)
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. *Equivalent to HIST-5160, HIST-516.*

HIST-4200 American Urban History (3.00 cr.)
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. *Equivalent to HIST-520.*

HIST-4300 Modern Middle Eastern History (3.00 cr.)
Examines Islamic civilization since the age of European expansion, imperialism, westernization, nationalism, and modernization; covers Arab countries and Israel, Iran, and Turkey. *Equivalent to HIST-530.*

HIST-4330 Ancient Chinese History (3.00 cr.)
Covers 221 B.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. *Equivalent to HIST-533.*

HIST-4340 Modern Chinese History (3.00 cr.)
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. *Equivalent to HIST-534.*

HIST-4400 Black Experience in the U.S. (3.00 cr.)
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. *Equivalent to HIST-540.*

HIST-4410 Black Women in American History (3.00 cr.)
A socio-historical study of the black woman from slavery to 1970. Emphasizing an examination of the role the black woman has played in the black struggle and her contributions to their survival. *Equivalent to HIST-541.*

HIST-4420 Caribbean History (3.00 cr.)
Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean. *Equivalent to HIST-542.*

HIST-4440 History of Civil Rights (3.00 cr.)
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. *Equivalent to HIST-544.*

HIST-4450 African Slavery in America (3.00 cr.)
An advanced survey of the traditional interpretations of African slavery in America and an attempt to assess them in the light of contemporary studies. *Equivalent to HIST-545.*

HIST-4470 Latin American History (3.00 cr.)
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. *Equivalent to HIST-547.*

HIST-4480 Pre-Colonial African History (3.00 cr.)
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. *Equivalent to HIST-548.*

HIST-4500 Women in American History (3.00 cr.)
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. *Equivalent to HIST-550.*

HIST-4650 Modern European History (3.00 cr.)
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. *Equivalent to HIST-565.*

HIST-4670 Russia in the 20th Century (3.00 cr.)
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. *Equivalent to HIST-567.*

HIST-4675 World History: Concepts and Interpretations (3.00 cr.)
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. *Equivalent to HIST-5701, HIST-570.*

HIST-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in history under the supervision of the faculty. *Equivalent to HIST-470.*

HIST-5250 Readings in American History (3.00 cr.)
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. *Equivalent to HIST-525.*

HIST-6100 Beyond the Dream (3.00 cr.)
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. *Equivalent to HIST-5100, HIST-500.*

HIST-6400 Black Experience in the U.S. (3.00 cr.)
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. *Equivalent to HIST-540.*

HIST-6410 Black Women in American History (3.00 cr.)
A socio-historical study of the black woman from slavery to 1970. Emphasizing an examination of the role the black woman has played in the black struggle and her contributions to their survival. *Equivalent to HIST-541.*

HIST-6440 History of Civil Rights (3.00 cr.)
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. *Equivalent to HIST-544.*

HIST-6450 African Slavery in America (3.00 cr.)
An advanced survey of the traditional interpretations of African slavery in America and an attempt to assess them in the light of contemporary studies. *Equivalent to HIST-545.*

HIST-6500 Women in American History (3.00 cr.)
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. *Equivalent to HIST-550.*

HIST-7200 Philosophy of History (3.00 cr.)
Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases. *Equivalent to HIST-720.*

HIST-7800 Local History: Resources and Methods (3.00 cr.)
An examination of basic resources and methods for local and community history. Students will be involved with specific research projects. *Equivalent to HIST-780.*

HIST-8300 Graduate Seminar in Historical Studies (3.00 cr.)
Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history. *Equivalent to HIST-830.*

HIST-8400 Research in African-American History (3.00 cr.)
Addresses serious research upon significant topics and issues related to the black experience in the United States and Western hemisphere. *Equivalent to HIST-840.*

HIST-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in history under the supervision of the faculty. *Equivalent to HIST-870.*

Honors

HONS-4900 Honors Seminar (3.00 cr.)
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. *Equivalent to HONS-490.*

Human Performance - Training

HPT-5100 Training Topics (1.00-3.00 cr.)
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. *Equivalent to HPT-522.*

HPT-6100 Introduction to Human Performance and Training (3.00 cr.)
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. *Equivalent to HPT-510.*

HPT-6150 Introduction to Human Performance and Training Technologies (3.00 cr.)
Enables students to learn how to use a variety of computer software packages and other computer-related technologies that aid instructional designers. *Equivalent to HPT-755.*

HPT-6200 Training Product Design (3.00 cr.)
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. *Equivalent to HPT-520.*

HPT-7100 Principles of Message Design (3.00 cr.)
Applies principles of message design to instructional strategies, media selection, and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Equivalent to HPT-820.*

HPT-7150 Project Management in Human Performance and Training (3.00 cr.)
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. *Equivalent to HPT-858.*

HPT-7170 Project Management in Human Performance and Training (1.00 cr.)
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. *Equivalent to HPT-860.*

HPT-7190 Training Techniques (3.00 cr.)
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. *Equivalent to HPT-815.*

HPT-7200 Needs/Task Analysis in Human Performance and Training (3.00 cr.)
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. *Equivalent to HPT-810.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

HPT-7260 Scriptwriting for Instruction and Training (3.00 cr.)
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. *Equivalent to HPT-821.*

HPT-7300 Evaluation/Cost Benefit Analysis in Human Performance and Training (3.00 cr.)
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. *Equivalent to HPT-847.*

HPT-7400 Solving Performance Problems (3.00 cr.)
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. *Equivalent to HPT-852.*

HPT-7450 Performance in Organizations (3.00 cr.)
This course provides a practical framework for understanding how components in an organization interrelate and how that relation affects performance analysis and improvement. *Equivalent to HPT-861.*

HPT-8200 Consulting Teamwork in Human Performance and Training (3.00 cr.)
Student works as a member of an instructional development team to develop and evaluate a training package. Includes working closely with subject matter experts. *Equivalent to HPT-856.*

HPT-8250 Research in Human Performance and Training (3.00 cr.)
This course will enable students to research and evaluate topics in instructional and training technology. *Equivalent to HPT-825.*

HPT-8600 Advanced Field Project (2.00 cr.)
Provides human performance and training students with opportunities to apply specific career skills/interests in a business, industrial, medical, or educational setting. *Equivalent to HPT-865.*

HPT-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in human performance and training under the supervision of the faculty. *Equivalent to HPT-870.*

HPT-8800 Internship (1.00-4.00 cr.)
Designed to provide human performance and training students with supervised practical experiences in applied settings. *Equivalent to HPT-880.*

HPT-8981 Human Performance and Training Master's Project I (2.00 cr.)
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. *Equivalent to HPT-891.*

HPT-8982 Human Performance and Training Master's Project II (2.00 cr.)
Further development of synthesis and application of methods begun in HPT891. *Equivalent to HPT-892*.

Independent Film and Digital Imaging

IFDI-4730 Directing Drama for Film and Television (3.00 cr.)
The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and story-boards. Understanding director's role such as blocking actors, shot composition, and continuity directing.

IFDI-5000 Topics in Independent Film and Digital Imaging (3.00 cr.)
Introduces students to the basics and fundamentals of web design in order to create, develop and design efficient, functional and attractive websites for visual artists (painters, photographers, digital designers, etc.). Through the creation of multiple website components and projects, the class will culminate in the creation of students' personal professional websites specifically targeting intended audiences. *Equivalent to IFDI-500.*

IFDI-5070 Media Workshop (3.00 cr.)
Discusses entire digital filmmaking process including pre-production, production and postproduction. Requires students to complete a group project as a director, DP, gaffer, production manager, production designer, editor, sound designer by the end of the semester. *Equivalent to IFDI-570.*

IFDI-5410 History of Photography (3.00 cr.)
Surveys significant events, movements, and practitioners in the history of photography from 1826 to the 1960's. Discusses both technical and aesthetic issues, as they pertain to the use of photography as an expressive medium in artistic, social, and cultural contexts. *Equivalent to IFDI-541.*

IFDI-5420 Film and TV Documentary (3.00 cr.)
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. *Equivalent to IFDI-542.*

IFDI-5444 Digital Photographic Imaging (3.00 cr.)
In this introductory course, students will receive hands on training in Adobe Photoshop CS3 software to learn the basic concepts, methodologies and problem solving strategies of the digital darkroom. The use of digital cameras and scanners as imaging devices will be explored, as well as the limitations and possibilities of Digital Photography as compared to traditional film-based imaging. *Equivalent to IFDI-544.*

IFDI-5460 Advanced Video Editing (3.00 cr.)
Advanced techniques of non-linear video editing. Aesthetics and techniques of editing for film and documentary. Experimentation with special effects in motion graphics. Mastering of the final project to DVD or streaming video. *Equivalent to IFDI-546.*

IFDI-5490 Photography: Combined Color Processing (3.00 cr.)
This course builds and continues upon the foundations of photography that students have learned in previous photo courses. Working in the medium of color photography, students will be challenged to explore their own unique photographic voice through a variety of assignments and through group critiques. Students will also master the theory and technical aspects of color photography. *Equivalent to IFDI-549.*

IFDI-5540 Documentary Photography (3.00 cr.)
Covers a hands-on training in ADOBE PHOTOSHOP software to learn the basic concepts, methodologies and problem solving strategies of the digital darkroom. Explores the use of digital cameras and scanners as imaging devices, as well as the limitations and possibilities of digital photography compared to traditional film based imaging. *Equivalent to IFDI-554.*

IFDI-5702 Digital Film Production (3.00 cr.)
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 term. *Equivalent to IFDI-502.*

IFDI-5709 Electronic Drawing and Design (3.00 cr.)
Focuses on the creative potential of computer graphics in art and design. Students work with PC and Macintosh computers, experimenting with a variety of imaging techniques. *Equivalent to IFDI-509.*

IFDI-5720 Audio Production (4.00 cr.)
Theories and techniques of production sound and audio post-production for film and video production, especially digital video production such as documentary, drama and studio show. Experimentation with different situation in production sound. Sound post-production including sound design and mixing on a non-linear digital sound editing system. *Equivalent to IFDI-520.*

IFDI-5731 Screenwriting (3.00 cr.)
Provides an introduction to writing for the screen through critical analysis and creative action. *Equivalent to IFDI-531.*

IFDI-5734 Video Production Editing (3.00 cr.)
Theories and techniques of non-linear digital video editing. Aesthetics and techniques of editing for film and documentary. *Equivalent to IFDI-534.*

IFDI-5735 Documentary Filmmaking (3.00 cr.)
Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. *Equivalent to IFDI-535.*

IFDI-5769 Acting for Independent Film (3.00 cr.)
The practices of independent film as they relate to the actor and performance. Includes independent film scene study and exercises in performance.

IFDI-5777 Cinematography (3.00 cr.)
The art and techniques of Cinematography as they relate to applied camera operation and lighting. The principles of the image making process, including still and motion picture photography. This course can be repeated with additional subjects. *Equivalent to IFDI-577.*

IFDI-6565 3D Modeling (3.00 cr.)
Use industry standard animation software to construct detailed computer based 3D models. Explore the process of creating an environment. Prop a character with several surface editing techniques. Apply translate, rotate, and scale tools to manipulate the geometric components while learning how to create materials, texture maps, cameras and lighting to create desired mood and atmosphere. *Equivalent to IFDI-565.*

IFDI-6566 3D Animation (3.00 cr.)
Applies the principles of animation in a 3D computer environment by utilizing the basic concepts of timing, weight and anticipation. Explores the process of creating a 3D animation using keyframing and rigging techniques to set up model for animation. *Equivalent to IFDI-566.*

IFDI-6700 Graduate Media Workshop (3.00 cr.)
Create a digital short film project as core role. *Equivalent to IFDI-670.*

IFDI-6709 Advanced Electronic Drawing and Imaging (3.00 cr.)
Students develop images using the more advanced techniques of paint software on both PC and Macintosh computers. Variants for each 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. *Equivalent to IFDI-609.*

IFDI-6730 Directing Drama for TV/Film (3.00 cr.)
The art and craft of directing dramatic film and television productions, including exercises in critical viewing, the drafting of shot lists and storyboards, and instruction in activities such as blocking actors, shot composition, and continuity directing. *Equivalent to IFDI-630.*

IFDI-6744 Advanced Photography Digital Imaging (3.00 cr.)
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 ART-4544 or ART-6544 and the incorporation of more sophisticated imagery and techniques to produce a higher level of aesthetic work. *Equivalent to IFDI-644.*

IFDI-6777 Advanced Cinematography (3.00 cr.)
Advanced course of Cinematography. The art and advanced techniques and aesthetics of cinematography as they relate to applied camera operation and lighting - operating dynamic camera movements and developing complicated scenes, and setting up creative lighting with various lighting sources. This course can be repeated with additional subjects.

IFDI-7725 Advanced Producing for Film/TV (3.00 cr.)
Students take on all the functions of the producer while undertaking the development of a feature film or television program. In addition to drafting a treatment, securing a property, and creating a budget and schedule, students endeavor to develop a project that could become a feature production while attending the university or upon graduation. *Equivalent to IFDI-725.*

IFDI-7730 The Screenplay Project (3.00 cr.)
Intensive development and drafting of a feature dramatic or documentary screenplay project. *Equivalent to IFDI-730.*

IFDI-8100 Survey of Independent Film and Digital Imaging (3.00 cr.)
Designed to serve as an introduction and orientation to the degree path and the fields of independent film and digital imaging. *Equivalent to IFDI-800.*

IFDI-8400 Film Seminar (3.00 cr.)
Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics. *Equivalent to IFDI-840*.

IFDI-8420 Critical Practices in Contemporary Photography (3.00 cr.)
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. Theories will inform and accompany students' artistic approaches toward the academic command of their subject. *Equivalent to IFDI-842*.

IFDI-8800 Internship (1.00-9.00 cr.)
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. *Equivalent to IFDI-880*.

IFDI-8850 Digital Imaging Thesis Development (1.00 cr.)
Graduate seminar co-taught by two MFA faculty from the Digital Imaging track. The seminar represents a supervised programmatic arena for aesthetic, thematic and/or conceptual thesis formulation for students' option to concentrate/specialize in digital imaging. *Equivalent to IFDI-885.*

IFDI-8990 Masters Thesis Project (3.00-9.00 cr.)
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. *Equivalent to IFDI-890.*

Industrial Computing

IDCP-6500 Business Fundamentals for Computing Professionals (3.00 cr.)
This course provides a high-level view of business for non-business students. It will cover business principles relevant to the software industry. The course is organized as a series of case studies and lectures. It will progress from an emphasis on "tools" to a more high-level look at competitive dynamics in high-tech industries. *Equivalent to IDCP-650.*

IDCP-8300 Computer Modeling and Simulation (3.00 cr.)
This course covers computer modeling and simulation concepts and applications. The course materials consist of modules with background reviews, theories, methods, application domains and software solutions. Students are engaged in detailed study of modeling elements, simulation steps, and their relationships including verification and validation. Students will be introduced to a number of scientific programming and computation software packages such as C++, MATLAB, and SIMULINK. *Equivalent to IDCP-830.*

IDCP-8500 Business Intelligence: Data Mining (3.00 cr.)
This course introduces basic concepts, tasks, methods, OLAP technology, application and trends in data mining. The emphasis is on various data mining problems and their solutions. Students will also be exposed to a sample of data mining and business intelligence applications. *Equivalent to IDCP-850.*

IDCP-8620 Statistical Computing (3.00 cr.)
This course covers statistical concepts, theories and applications using SPSS. The course materials consist of descriptive statistics, sampling, normal distribution, the t-student distribution, analysis of variance, correlation and regression, contingency tables, and non-parametric statistics. *Equivalent to IDCP-862.*

IDCP-8800 Internship (6.00 cr.)
Designed to provide graduate industrial computing majors with supervised experience in applied settings. Students will be expected to submit project reports and present their work. *Equivalent to IDCP-880.*

Information Technology

IT-3110 Fundamentals of Information Technology (3.00 cr.)
Explores the basics of computer technology, including hardware and software, as well as introductory networking and security topics and basic troubleshooting techniques. Hardware topics include system boards, processors, memory, power supplies, input/output (I/O) ports and devices, and laptop computers. Software topics include operating systems and O/S installation.

IT-3210 Introduction to Scripting Languages (3.00 cr.)
Explores the basics of program logic and scripting languages. Basic programming concepts and design will be studied and adapted to scripting languages allowing customization of the computer environment.

IT-3310 IT Project Management (3.00 cr.)
Introduces students to the procedures, tools, terminology and techniques used in planning and managing Information Technology projects. Issues covered include scope, time management, HR management, communication and risks of the projects. The course also focuses on developing the manager's ability to organize and lead project teams, manage costs and multiple resources.

IT-4210 Wireless Networks and Security (3.00 cr.)
Explores the basics of wireless networks and wireless security, as well as wireless site surveys. Topics covered include IEEE 802.x standards for wireless communications. The course focuses on the development of wireless networks from site surveys to secure implementation.

IT-4455 Securing Operating Systems (3.00 cr.)
This course enhances students' knowledge of security and operating systems. The skill set, procedures and compliance related practices regarding operating systems will be explored.

IT-4520 IP Routing (3.00 cr.)
A study of protocols, including the planning, configuration and implementation of secure enterprise LAN and WAN routing solutions using a range of routing protocols.

IT-4521 IP Switched Networks (3.00 cr.)
A study of switching principles, including the planning, configuration and implementation of VLans, fault tolerant LANs and accommodations for voice and video on local area networks.

IT-4522 Troubleshooting IP Networks (3.00 cr.)
A study of troubleshooting principles, including performing regular maintenance on complex routed and switched networks and use of technology-based practices and a systematic ITIL-compliant approach to perform network troubleshooting.

IT-4540 Information Security and Assurance I (3.00 cr.)
The course introduces students to computer vulnerabilities and threats and steps that can be taken to safeguard computers and networks from vulnerabilities and threats. This course will expose the student to security planning, security technology, security organization and the legal and ethical issues associated with computer and network security.

IT-4541 Information Security and Assurance II (3.00 cr.)
Focuses on the principles, theory and terminology of Information Assurance. Students will study the principles of vulnerabilities, risk management, countermeasures, operational security and disaster planning. The course will also introduce common threats, tools and practices used by hackers to attach an organization's information infrastructure. Special emphasis is placed on the use and understanding of scanning and exploit tools.

IT-4560 Introduction to Virtualization (3.00 cr.)
Focuses on both the theory and practice of virtualization techniques. Topics include basic virtualization concepts, virtualization technique comparison, desktop virtualization, server virtualization, network virtualization, storage virtualization, security issues in virtualization, virtualization products, and designing and managing virtual infrastructures.

IT-4561 Introduction to Cloud Computing (3.00 cr.)
Focuses on both the theory and practice of cloud computing technologies. Topics include basic cloud computing concepts, comparison between cloud computing and other related technologies, service model classification, Software as a Service (SaaS), Infrastructure as a Service (IaaS), Platform as a Service (PaaS), management in cloud computing, security issues in cloud computing, and cloud computing applications.

IT-4562 Special Topics in Virtualization and Cloud Computing (3.00 cr.)
Focuses on special topics in virtualization and cloud computing, such as mobile virtualization, mobile cloud computing, security and privacy issues in virtualization and cloud computing, performance and quality of service, interoperability and standardization.

IT-4810 IT Senior Seminars and Projects (3.00 cr.)
Provides the Information Technology student with the opportunity to synthesize work by developing and completing a project specific to the student's interests in information technology.

Interdisciplinary Studies

IDSS-3100 Perspectives on Interdisciplinary Studies (3.00 cr.)
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. *Equivalent to IDSS-310.*

IDSS-3300 Writing a Prior Learning Portfolio (3.00 cr.)
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. *Equivalent to IDSS-330.*

IDSS-4000 Interdisciplinary Studies Tools (1.00 cr.)
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. *Equivalent to IDSS-405.*

IDSS-4001 Interdisciplinary Studies Self-Awareness (1.00 cr.)
Presents a series of workshops on various topics that encourage students to be more self-aware. *Equivalent to IDSS-406.*

IDSS-4002 Interdisciplinary Studies Issues (1.00 cr.)
Presents a series of workshops on various topics viewed from an interdisciplinary perspective. *Equivalent to IDSS-407.*

IDSS-4003 Topics in Interdisciplinary Studies (1.00-3.00 cr.)
Presents a variety of topics on interdisciplinary studies. May be repeated once for credit. *Equivalent to IDSS-410.*

IDSS-4800 Interdisciplinary Studies Internship (2.00-3.00 cr.)
Provides Interdisciplinary Studies students with supervised, practical experiences in applied settings. *Equivalent to IDSS-480.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

IDSS-4900 Interdisciplinary Studies Appraisal (3.00 cr.)
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. *Equivalent to IDSS-490.*

Integrative Studies

INST-3100 Approaches and Interconnections: Scientific Research and Knowledge Production (3.00 cr.)
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. *Equivalent to INST-300.*

INST-3105 Writing, Information, and Technology Across the Disciplines (3.00 cr.)
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. *Equivalent to INST-305.*

INST-3110 Perspectives on the Physical and Natural Sciences (3.00 cr.)
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. *Equivalent to INST-310.*

INST-3200 Humanity and Human Dynamics: a Comparative Study (3.00 cr.)
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. Culture/discussion/media-based course. *Equivalent to INST-320.*

INST-3330 The Measure of Knowledge: Quantitative Research Methods (3.00 cr.)
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, regression, 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. *Equivalent to INST-330.*

INST-3400 New Technology and Us (3.00 cr.)
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. *Equivalent to INST-340.*

INST-3500 Literature of the Environment (3.00 cr.)
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. *Equivalent to INST-350.*

INST-3600 Examining the Barriers: Studies in Race, Class, and Gender (3.00 cr.)
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 people's everyday lives and the various social/political institutions that govern them. Investigates ways of reproducing, resisting, and/or reforming existing discourse/power structures. *Equivalent to INST-360.*

INST-3650 Environmental Studies: A Case Studies Approach (3.00 cr.)
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. *Equivalent to INST-370.*

INST-4000 Special Topics (3.00 cr.)
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. *Equivalent to INST-395.*

INST-4100 Computer-Assisted Applications for Problem-Solving (3.00 cr.)
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. *Equivalent to INST-400.*

INST-4110 Worlds of Art (3.00 cr.)
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. *Equivalent to INST-410.*

INST-4200 Communication Technology and Culture (3.00 cr.)
Using a systems paradigm, examines the integration between communication technology and culture; applies the principles using various technologies. *Equivalent to INST-420.*

INST-4300 Global Political Transformation and Economic Integration (3.00 cr.)
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. *Equivalent to INST-430.*

INST-4440 Nations and Migrations in the Atlantic World (3.00 cr.)
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. *Equivalent to INST-440.*

INST-4450 Computer Languages for Business Programming (3.00 cr.)
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. *Equivalent to INST-445.*

INST-4900 Senior Project Development (3.00 cr.)
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 semester. *Equivalent to INST-485*.

INST-4901 Senior Project (3.00 cr.)
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. *Equivalent to INST-490.*

INST-5101 Cultural Diversity (3.00 cr.)
Study abroad. Experience a variety of cultures on site-art, architecture, music, history, and literature. Culture to be studied is dependent on instructor's preference. *Equivalent to INST-501.*

INST-5102 Race and Race Relations (3.00 cr.)
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. *Equivalent to INST-502.*

INST-5103 Tropical Ecology (3.00 cr.)
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. *Equivalent to INST-503.*

Intercultural Studies

ICS-3200 Dynamics of the Spanish Language (3.00 cr.)
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. *Equivalent to ICS-320.*

ICS-3400 Chinese Language and Culture I (3.00 cr.)
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. *Equivalent to ICS-440.*

ICS-3401 Chinese Language and Culture II (3.00 cr.)
Introduces more situational conversations and Chinese characters; integrates language and learning with culture; and includes topics of Chinese economy, politics, education, and arts. *Equivalent to ICS-441.*

ICS-3550 German Language and Culture I (3.00 cr.)
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. *Equivalent to ICS-455.*

ICS-3551 German Language and Culture II (3.00 cr.)
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. *Equivalent to ICS-456.*

ICS-4400 Chinese Language and Culture III (3.00 cr.)
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. *Equivalent to ICS-442.*

ICS-4550 German Language and Culture III (3.00 cr.)
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. *Equivalent to ICS-457.*

ICS-4600 Topics in Geography: World History and Geography (3.00 cr.)
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). *Equivalent to ICS-550.*

ICS-4605 Perspectives in Latin Studies (3.00 cr.)
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. *Equivalent to ICS-5500, ICS-505.*

ICS-4610 Introduction to Gender Studies (3.00 cr.)
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. *Equivalent to ICS-510.*

ICS-4620 African Politics (3.00 cr.)
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. *Equivalent to ICS-532.*

ICS-4630 Hispanic Experience in the US (3.00 cr.)
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. *Equivalent to ICS-5400, ICS-540.*

ICS-4640 African Civilizations (3.00 cr.)
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. *Equivalent to ICS-548.*

ICS-4650 Latin America: Culture and Society (3.00 cr.)
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. *Equivalent to ICS-575.*

ICS-6610 Introduction to Gender Studies (3.00 cr.)
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. *Equivalent to ICS-510.*

Japanese

JAPN-3350 Japanese Language and Culture I (3.00 cr.)
This course is designed to help students improve basic Japanese language skills and obtain general information of Japan. Students will handle and perform daily conversation in Japanese, acquire the abilities to read and write two basic Japanese characters, HIRAGANA and KATAKANA (and some KANJI) and learn introductory grammar. Topics about Japanese culture will be presented and discussed to understand Japan, Japanese people and the language. *Equivalent to JAPN-435.*

JAPN-3351 Japanese Language and Culture II (3.00 cr.)
This course is designed for students who have basic four skills of Japanese Language (speaking, writing, reading, and listening). Students will improve their conversational skills and 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. *Equivalent to JAPN-436.*

JAPN-4350 Japanese Language and Culture III (3.00 cr.)
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. *Equivalent to JAPN-437.*

Liberal Arts and Sciences

LAS-4100 Investigations in the Social Sciences (3.00 cr.)
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. *Equivalent to LAS-410.*

LAS-4125 Investigations in Scientific Thought (3.00 cr.)
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. *Equivalent to LAS-430*.

LAS-4127 Investigations in Mathematical Thought (3.00 cr.)
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. *Equivalent to LAS-440.*

LAS-4200 Investigations in the Humanities (3.00 cr.)
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. *Equivalent to LAS-420.*

Leadership

LEAD-9102 Theory and Ethics of Leadership (3.00 cr.)
Examines the historical and contemporary development of leadership theory and research, covering leadership in public (government and quasi-governmental) and private organizations, in Western and on-Western cultures. Topics include ethical practices, leaders' behaviors, situational approaches to leadership, followership, teams and boards, diversity, power, communication, global leadership, change management, and leadership development.

LEAD-9106 Change, Diversity, and Global Issues (3.00 cr.)
Applies theory to the practice of leadership within societies and organizations as they face the adaptive challenges of a changing global world. The course clarifies the relationship among key concepts-leadership, management, authority, power, influence, change, and diversity-to provide students with a practical, coherent, and clear theoretical understanding of contemporary and emergent forms of leadership.

Management

MGMT-3100 Introduction to Management Strategies (3.00 cr.)
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. *Equivalent to MGMT-301.*

MGMT-3200 Business Communications (3.00 cr.)
Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing. *Equivalent to MGMT-360.*

MGMT-3210 Business Ethics and Social Responsibility (3.00 cr.)
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. *Equivalent to MGMT-415.*

MGMT-3300 Human Resource Management (3.00 cr.)
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. *Equivalent to MGMT-320.*

MGMT-3400 Production and Operations Management (3.00 cr.)
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. *Equivalent to MGMT-340.*

MGMT-4300 Labor Relations (3.00 cr.)
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. *Equivalent to MGMT-421.*

MGMT-4310 Compensation and Incentive Systems (3.00 cr.)
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. *Equivalent to MGMT-423.*

MGMT-4320 Labor Markets (3.00 cr.)
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. *Equivalent to MGMT-425.*

MGMT-4330 Human Resource Training and Management Development (3.00 cr.)
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. *Equivalent to MGMT-426.*

MGMT-4400 Supply Chain Management (3.00 cr.)
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. *Equivalent to MGMT-442.*

MGMT-4410 Quality Management (3.00 cr.)
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. *Equivalent to MGMT-432.*

MGMT-4420 Production and Inventory Control Systems (3.00 cr.)
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. *Equivalent to MGMT-443.*

MGMT-4430 Service Operations Management (3.00 cr.)
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. *Equivalent to MGMT-444.*

MGMT-4470 Seminar in Production and Operations Management (3.00 cr.)
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. *Equivalent to MGMT-445.*

MGMT-4500 Organizational Behavior (3.00 cr.)
Offered in 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. *Equivalent to MGMT-401.*

MGMT-4520 Growth Strategies for Emerging Entrepreneurs (3.00 cr.)
Discusses issues connected with the management of growth and transition of firms, especially the following topics: commercialization of innovation, entrepreneurship and its relationship to corporate venturing, development of new products and services, market expansion and global reach, unique financial issues connected with rapid growth including buyout, mergers and acquisitions, and private equity, legal dimensions of venture growth, government contracts procurement, venture evaluation, and exit strategies. *Equivalent to MGMT-450.*

MGMT-4540 Technical and Management Integration (3.00 cr.)
Designed as the capstone course for the B.S. in Applied Management, this course provides an integrated, strategic view of management and technology. Students will leverage prior learning experiences in technology and relate it to the learning from various management courses. Addresses the contemporary challenges general managers face today including globalization, technology induced innovation, and sustainable development. *Equivalent to MGMT-465.*

MGMT-4550 Small Business Administration (3.00 cr.)
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. *Equivalent to MGMT-430.*

MGMT-4570 Behavioral Research in Business (3.00 cr.)
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. *Equivalent to MGMT-422.*

MGMT-4600 International Business (3.00 cr.)
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. *Equivalent to MGMT-410.*

MGMT-4610 International Business Strategy and Technology Management (3.00 cr.)
Management of financial, human, operations resources, and technological innovation in international contexts. Focuses on the design and implementation of corporate strategies and performance measurement. *Equivalent to MGMT-455.*

MGMT-4880 Internship (3.00 cr.)
Designed to provide management students with supervised practical experiences in applied settings. *Equivalent to MGMT-480.*

MGMT-4900 Strategic Management (3.00 cr.)
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. Note: An additional fee of $35.00 will be charged at the time of registration for this course. *Equivalent to MGMT-469.*

MGMT-5000 Topics In Management (1.00-3.00 cr.)
Presents selected topics in the private and public sectors. May be repeated for credit with different topics. *Equivalent to MGMT-550.*

MGMT-5200 Advanced Business Communications (3.00 cr.)
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. *Equivalent to MGMT-560.*

MGMT-5520 Administration of Non-Profit Organizations (3.00 cr.)
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. *Equivalent to MGMT-515.*

MGMT-5700 Statistical Data Processing for Business (3.00 cr.)
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. *Equivalent to MGMT-511.*

MGMT-6100 Foundations of Management and Marketing (3.00 cr.)
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. *Equivalent to MGMT-601.*

MGMT-6700 Foundations of Managerial Statistics (3.00 cr.)
Provides the student with sufficient statistical background for the graduate programs in CBPA. Includes descriptive statistics, probability, sampling theory, interval estimations, significance testing, the analysis of variance, correlation, and regression. *Equivalent to MGMT-610.*

MGMT-7200 Problems in Business Ethics (3.00 cr.)
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. *Equivalent to MGMT-823.*

MGMT-7300 Human Resource Management Strategies (3.00 cr.)
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. E*quivalent to MGMT-820.*

MGMT-7400 Operations Management: Strategies and Techniques (3.00 cr.)
Covers topics of operations management, including product/service design, process design, quality management, inventory management, scheduling, purchasing and logistics, operations strategy, with significant emphasis on logic and techniques of supply chain management and process improvement. Focuses on the strategic impact of operations and the relationship among operations and the other functional areas of the firm in the global context. *Equivalent to MGMT-840.*

MGMT-7500 Organization Behavior in the Global Context (3.00 cr.)
Study of behavior in organizations worldwide and a critical examination of theories for explaining organizational change and phenomena. *Equivalent to MGMT-810.*

MGMT-7600 International Business (3.00 cr.)
Presents a systematic overview of international business. There will be an integrated progression of topics beginning with an understanding of the political, economic, cultural and monetary influences on international investment and business. The course will conclude with developing an understanding of the strategic and operational alternatives when conducting international business. *Equivalent to MGMT-830.*

MGMT-8000 Advanced Topics in Management (1.00-3.00 cr.)
A graduate seminar exploring selected contemporary issues in the private and public sectors. May be repeated for credit with different topics. *Equivalent to MGMT-865.*

MGMT-8300 Labor Management Relations (3.00 cr.)
Deals with problems arising from employer- labor relationship. Studies theories of work, problems in organization, human resource management, and industrial relations research. *Equivalent to MGMT-825.*

MGMT-8310 Human Resource Selection and Compensation (3.00 cr.)
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. *Equivalent to MGMT-821*.

MGMT-8400 Global Supply Chain Management (3.00 cr.)
Studies global supply chain from a managerial perspective. Covers supply chain design, planning and operation. Emphasizes the strategic role of supply chains within a firm and between firms, and demonstrates how supply chains can be designed to create competitive advantage. Topics covered include forecasting, materials management, sourcing and procurement, distribution and logistics, transportation, information flows, and supply chain optimization. *Equivalent to MGMT-842.*

MGMT-8410 Logistics, Transportation and Warehouse Management (3.00 cr.)
Focuses on the concepts and principle of logistics management, including theories and practices of modern logistics, transportation management, warehouse and facility management, and performance measurement. *Equivalent to MGMT-843*.

MGMT-8420 Decision Models in Supply Chain Management (3.00 cr.)
Examines theory, models, and methodologies in supply chain management and logistics. Optimization, decision theory, simulation, and network models will be covered. Topics include models in inventory, warehousing, capacity, location, transportation, planning, performance measurement and risk. *Equivalent to MGMT-844.*

MGMT-8430 Strategic Procurement and Materials Management (3.00 cr.)
Presents the basic principles, policies and procedures governing the procurement of raw materials, components, finished products, and capital equipment. Focuses on the interrelationships of purchasing with other functional areas (marketing, finance, logistics, operations management, etc.) of business. Students are exposed to the tools and techniques for the management of strategic sourcing, materials management and quality management. *Equivalent to MGMT-846.*

MGMT-8440 Project Management (3.00 cr.)
Studies the principles of efficient project planning and control-needs analysis, work breakdown, scheduling, resource allocation, risk management, and performance tracking and evaluation - within the timeframe and cost projections stated in the overview section. *Equivalent to MGMT-835.*

MGMT-8450 Production Problems and Analysis (3.00 cr.)
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. *Equivalent to MGMT-816.*

MGMT-8500 Leadership Dynamics (3.00 cr.)
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. *Equivalent to MGMT-855.*

MGMT-8510 Interdisciplinary Team Process (3.00 cr.)
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. *Equivalent to MGMT-864.*

MGMT-8550 Small Business Management (3.00 cr.)
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. *Equivalent to MGMT-845.*

MGMT-8610 International Business Strategy and Organizations (3.00 cr.)
Analyzes business operations in the context of international business; focuses on entry strategies and organizational challenges involved in managing activities across national markets with emphasis on the relationship between entry strategies and organizational structure. *Equivalent to MGMT-833.*

MGMT-8700 Issues in Public and Private Management (3.00 cr.)
An advanced study of organizational issues such as leadership and organizational change. Students apply the ideas to public or private organizations. *Equivalent to MGMT-860.*

MGMT-8800 Independent Study (1.00-4.00 cr.)
Independent study is intended to provide better students with 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. *Equivalent to MGMT-870.*

MGMT-8880 Internship (3.00 cr.)
Designed to provide management students with supervised experiences in applied settings. *Equivalent to MGMT-880*.

MGMT-8890 Graduate Thesis/Project (6.00 cr.)
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. *Equivalent to MGMT-890.*

MGMT-8900 Strategic Management in a Global Context (3.00 cr.)
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. Note: An additional fee of $35.00 will be charged at the time of registration for this course. *Equivalent to MGMT-849.*

Management Information Systems

MIS-0100 Word Processing and Presentation Skills (1.00 cr.)
Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS Competency exam, part 1, Word Processing and Presentation skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of P will have met the CBPA requirement for Part 1 of the MIS Competency exam.

MIS-0200 Spreadsheet Skills (1.00 cr.)
Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS competency exam, spreadsheet skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of P will have met the CBPA requirement for spreadsheet skills of the MIS Competency exam.

MIS-0300 Database Software Skills (1.00 cr.)
Required course for CBPA students who have not achieved a 70% (undergrads) or 80% (graduates) on the MIS Competency exam, Database skills or prefer to sharpen their skills prior to taking the exam. Students who achieve a grade of P will have met the CBPA requirement for database skills of the MIS Competency exam.

MIS-0400 MIS Concepts (1.00 cr.)
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.

MIS-1111 Word Processing Applications (1.00-3.00 cr.)
Provides a course in word processing. Topics are dependent upon the level offered (introductory, intermediate, or advanced).
Equivalent to MIS-310.

MIS-1301 Introduction to Spreadsheets (1.00-3.00 cr.)
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. *Equivalent to MIS-320.*

MIS-1501 Database Applications (1.00-3.00 cr.)
Provides information on database management packages. See schedule for specific package covered. *Equivalent to MIS-330.*

MIS-1701 Introduction to PowerPoint Applications (1.00 cr.)
Provides a course in introductory presentation tools software. See schedule for specific package offered. *Equivalent to MIS-340.*

MIS-1702 Advanced Presentation Software (1.00 cr.)
Provides a course in advanced presentation software and tools. See schedule for specific package offered. *Equivalent to MIS-341.*

MIS-2001 Topics in Innovative Technology Systems (1.00-3.00 cr.)
Provides for hands-on experience with the latest software updates and latest technological offerings. *Equivalent to MIS-399.*

MIS-2101 Basics of Information Technology (3.00 cr.)
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. *Equivalent to MIS-301.*

MIS-3101 Management Information Systems (3.00 cr.)
Provides an overview of the fundamentals underlying the design, implementation, control, evaluation and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, decision-making, and electronic commerce. It covers introductory concepts of information technology in business, problem solving using information technology, and discusses the future of information technology. *Equivalent to MIS-370.*

MIS-3201 Business Systems Analysis (3.00 cr.)
Introduces and utilizes the basic concepts of analysis of information systems. Emphasis will be on business systems development using CASE tools. *Equivalent to MIS-401.*

MIS-3202 Business Systems Design and Prototyping (3.00 cr.)
Introduces systems design and application prototyping 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. *Equivalent to MIS-402.*

MIS-3401 Business Information Retrieval and Database Management (3.00 cr.)
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. *Equivalent to MIS-420.*

MIS-3501 Microcomputer Development and Diagnosis (3.00 cr.)
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.
Equivalent to MIS-360.

MIS-3601 Telecommunications and Distributed Data Systems (3.00 cr.)
Discussion of the fundamental terminology and operations of data communication networks, including interactive systems, distributed data processing, and local area networks. *Equivalent to MIS-440.*

MIS-3602 Fundamentals of Networking Hardware and Operating Systems (3.00 cr.)
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. *Equivalent to MIS-445.*

MIS-4001 Topics in MIS (1.00-3.00 cr.)
This course offers the student the opportunity to study a current topic in this rapidly changing field. *Equivalent to MIS-550.*

MIS-4101 Business Decision Modeling (3.00 cr.)
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. *Equivalent to MIS-430*.

MIS-4301 Information Systems Management (3.00 cr.)
Describes 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. *Equivalent to MIS-450*.

MIS-4501 Introduction to Management Sciences (3.00 cr.)
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. *Equivalent to MIS-460*.

MIS-4580 Information Security (3.00 cr.)
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. *Equivalent to MIS-580.*

MIS-4701 Commerce on the Internet (3.00 cr.)
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. *Equivalent to MIS-475*.

MIS-4800 Internship (3.00 cr.)
Provides the MIS student with supervised practical experiences in applied settings. Requires at least three classroom meetings. *Equivalent to MIS-480.*

MIS-4801 Information Security Policy and Management (3.00 cr.)
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. *Equivalent to MIS-581*.

MIS-4805 Independent Study (1.00-3.00 cr.)
Independent study is intended to provide better students with 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. *Equivalent to MIS-470.*

MIS-4999 Information Systems Project Management (3.00 cr.)
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. *Equivalent to MIS-465*.

MIS-6101 Information Systems for Managers (3.00 cr.)
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. *Equivalent to MIS-610*.

MIS-6580 Information Security (3.00 cr.)
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. *Equivalent to MIS-580.*

MIS-6801 Information Security Policy and Management (3.00 cr.)
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. *Equivalent to MIS-581.*

MIS-7101 Information Systems & Technology (3.00 cr.)
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. *Equivalent to MIS-800.*

MIS-7201 Systems Analysis and Design (3.00 cr.)
Introduction to systems analysis and design as methods for extracting user needs and developing of a working computer-based system. *Equivalent to MIS-801.*

MIS-7401 Database Development and Application (3.00 cr.)
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. *Equivalent to MIS-820.*

MIS-7411 Web-Enabled Database Systems (3.00 cr.)
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. *Equivalent to MIS-824.*

MIS-7601 IT Infrastructure (3.00 cr.)
Explores topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. *Equivalent to MIS-840.*

MIS-7611 Internetworking and Network Applications (3.00 cr.)
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. *Equivalent to MIS-844.*

MIS-7621 Wireless Communications (3.00 cr.)
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. *Equivalent to MIS-847.*

MIS-7650 Managing Information in the Public Sector (3.00 cr.)
Provides public and non-profit managers with capabilities and strategies to evaluate, participate, and/or lead an IT project to improve or even transform the business of government.

MIS-7700 ERP Systems (3.00 cr.)
Focuses on integrating business processes in an enterprise resource planning (ERP) system. Students will experience both the end-user and configuration perspectives of an ERP system implementation.

MIS-7801 Strategies in Internet Commerce (3.00 cr.)
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. *Equivalent to MIS-860.*

MIS-8011 Advanced Topics in MIS (3.00 cr.)
This course offers the student the opportunity to study an advanced current topic in this rapidly changing field. *Equivalent to MIS-799.*

MIS-8401 Artificial Intelligence Systems for Management (3.00 cr.)
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. *Equivalent to MIS-850.*

MIS-8701 Independent Study (1.00-3.00 cr.)
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. *Equivalent to MIS-870.*

MIS-8979 Advanced Information Systems (3.00 cr.)
Covers current topics in MIS based on emerging technologies including issues related to several areas such as business environment, technology, globalization, politics, ethics, legal, regulatory, and demographic diversity. The role of MIS in those areas will be addressed. This course requires advisor permission to enroll. *Equivalent to MIS-893.*

MIS-8989 Graduate Project (3.00 cr.)
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. *Equivalent to MIS-895.*

MIS-8999 Graduate Research Thesis (6.00 cr.)
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. *Equivalent to MIS-890.*

Marketing

MKTG-3100 Introduction to Marketing Management (3.00 cr.)
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. *Equivalent to MKTG-301.*

MKTG-3200 Consumer Behavior (3.00 cr.)
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. *Equivalent to MKTG-320.*

MKTG-4200 Promotional Strategies (3.00 cr.)
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. *Equivalent to MKTG-450.*

MKTG-4300 Marketing Research (3.00 cr.)
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. *Equivalent to MKTG-460.*

MKTG-4400 Marketing Logistics and Distribution (3.00 cr.)
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. *Equivalent to MKTG-440.*

MKTG-4500 Managing Market Strategies (3.00 cr.)
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. *Equivalent to MKTG-430.*

MKTG-4600 International Marketing Strategies (3.00 cr.)
Marketing management of international operations. Focuses on specific managerial decisions encountered in marketing in different cultures. *Equivalent to MKTG-445.*

MKTG-4800 Independent Study (3.00 cr.)
Independent study is intended to provide better students with 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. *Equivalent to MKTG-470.*

MKTG-4880 Internship (3.00 cr.)
Designed to provide marketing students with supervised practical experiences in applied settings. *Equivalent to MKTG-480.*

MKTG-5300 Sales Organizations (3.00 cr.)
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. *Equivalent to MKTG-570.*

MKTG-5400 Business to Business Marketing (3.00 cr.)
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. *Equivalent to MKTG-572.*

MKTG-5500 Marketing for Non-Profit Organizations (3.00 cr.)
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. *Equivalent to MKTG-580.*

MKTG-7100 Strategic Marketing (3.00 cr.)
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. *Equivalent to MKTG-801.*

MKTG-8000 Selected Contemporary Issues in Marketing (1.00-3.00 cr.)
A graduate seminar exploring contemporary issues in the field of marketing. May be repeated for credit with different topics. *Equivalent to MKTG-850.*

MKTG-8200 Buyer Behavior (3.00 cr.)
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. *Equivalent to MKTG-805.*

MKTG-8300 Marketing Information: Methods and Analysis (3.00 cr.)
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. *Equivalent to MKTG-810.*

MKTG-8600 International Marketing (3.00 cr.)
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. *Equivalent to MKTG-820.*

MKTG-8800 Independent Study (3.00 cr.)
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. *Equivalent to MKTG-870.*

MKTG-8880 Internship (3.00 cr.)
Designed to provide marketing students with supervised, practical experiences in applied settings. *Equivalent to MKTG-880.*

MKTG-8890 Graduate Thesis/Project (3.00 cr.)
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. *Equivalent to MKTG-890.*

Mathematics

MATH-1423 College Algebra (3.00 cr.)
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. *Equivalent to MATH-325.*

MATH-2131 Mathematical Structures and Concepts I (3.00 cr.)
An introductory, content-oriented mathematics course, including problem-solving, sets, numeration systems, integers, rational numbers, ratios, and proportions. *Equivalent to MATH-320.*

MATH-2137 Mathematical Foundations (3.00 cr.)
Introduces formulating mathematical solutions to problems from real life applications. Covers geometry, counting techniques and probability, graph theory, logic and set theory, mathematics of finance, and statistics. Focuses on the improvement of student's problem solving and reasoning skills. *Equivalent to MATH-335.*

MATH-2141 Mathematical Structures and Concepts II (3.00 cr.)
Topics include informal logic, problem-solving, informal geometry, transformation geometry, tessellations, measurement, probability, and statistics. *Equivalent to MATH-322.*

MATH-2221 Precalculus (4.00 cr.)
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. *Equivalent to MATH-350.*

MATH-2281 Applied Calculus (3.00 cr.)
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. *Equivalent to MATH-355.*

MATH-3109 Finite Mathematics (3.00 cr.)
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. *Equivalent to MATH-336*.

MATH-3137 Discrete Mathematics (3.00 cr.)
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. *Equivalent to MATH-340.*

MATH-3220 Calculus I (4.00 cr.)
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. *Equivalent to MATH-390, MATH-3290.*

MATH-3229 Calculus II (4.00 cr.)
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. *Equivalent to MATH-391.*

MATH-3259 Calculus III (4.00 cr.)
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. *Equivalent to MATH-392.*

MATH-3271 Differential Equations (3.00 cr.)
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. *Equivalent to MATH-455.*

MATH-3331 Geometry (3.00 cr.)
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. *Equivalent to MATH-330.*

MATH-3449 Linear Algebra (3.00 cr.)
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. *Equivalent to MATH-440.*

MATH-4133 Number Theory (3.00 cr.)
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 arithmetic using pocket calculators and computers, Fermat's Last Theorem, and related topics. *Equivalent to MATH-465.*

MATH-4229 Advanced Calculus (3.00 cr.)
An optional fourth semester in the calculus sequence, advanced calculus provides a culminating calculus course which introduces the theoretical underpinnings of calculus, including axiomatic approaches to the real number system and theory of integration, as well as delving more deeply into advanced topics such as Taylor series, Stokes' and Green's theorems, etc. *Equivalent to MATH-490.*

MATH-4241 Analysis I: Real Variables (3.00 cr.)
Covers proof-oriented survey of the real number system, real number sequences, limits of functions, continuity, differentiability, integrality, sequences, and infinite series, Taylor series, convergence in Euclidean spaces, metric spaces, derivatives and integrals on Rn, and vector calculus. *Equivalent to MATH-472.*

MATH-4243 Analysis II: Complex Variables (3.00 cr.)
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 analytic continuation, Riemann Surfaces, Mitteg-Leffler expansion of meromorphic functions. *Equivalent to MATH-474.*

MATH-4337 Euclidean and Non-Euclidean Geometry (3.00 cr.)
Covers an axiomatic study of Euclidean 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. *Equivalent to MATH-337.*

MATH-4373 Topology (3.00 cr.)
Topology is a branch of mathematics that considers properties of geometric objects, in two, three, or more dimensions that are unaffected by continuous deformation. This course offers an introduction to topology, covering its interesting aspects without too much mathematical formality. Topics covered include knot theory, theory of surfaces and mainfolds, continuous functions and deformations, as well as point-set topology. *Equivalent to MATH-531.*

MATH-4451 Modern Algebra (3.00 cr.)
An introduction to algebraic structures and topics, including relations, operations, mappings, groups, rings, fields, homomorphisms, quotient structures, and polynomials. *Equivalent to MATH-460.*

MATH-4557 Introduction to Probability (3.00 cr.)
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. *Equivalent to MATH-540.*

MATH-4621 Principles Operations Research (3.00 cr.)
Introduction to the principles and methods of operations research. Draws upon calculus, statistics, and probability as prerequisites. Topics include the systems approach, linear programming, queuing theory, inventory theory, decision analysis, PERT/CPM, integer programming, and simulation. *Equivalent to MATH-450.*

MATH-4637 Mathematics Laboratory (3.00 cr.)
Introduces the use of computer algebra systems and graphing calculators in algebra, trigonometry, statistics, calculus, and matrix algebra. *Equivalent to MATH-393.*

MATH-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Equivalent to MATH-470.*

MATH-5171 History of Mathematics (3.00 cr.)
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. *Equivalent to MATH-505.*

MATH-6337 Euclidean and Non-Euclidean Geometry (3.00 cr.)
Covers an axiomatic study of Euclidean geometry. Introduces spherical, hyberbolic, and other non-Euclidean geometrics as well as analytical 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. *Equivalent to MATH-537.*

MATH-6373 Topology (3.00 cr.)
Topology is a branch of mathematics that considers properties of geometric objects, in two, three, or more dimensions that are unaffected by continuous deformation. This course offers an introduction to topology, covering its interesting aspects without too much mathematical formality. Topics covered include knot theory, theory of surfaces and mainfolds, continuous functions and deformations, as well as point-set topology. *Equivalent to MATH-531.*

MATH-6449 Linear Algebra II (3.00 cr.)
Provides an in depth look at advanced topics in linear algebra from a geometric standpoint that includes real world applications. This second course provides a rigorous study of linear algebra with a strong emphasis on reasoning and proof. This course includes a student research project. *Equivalent to MATH-642.*

MATH-6451 Modern Algebra (3.00 cr.)
An introduction to algebraic structures and topics, including relations, operations, mappings, groups, rings, fields, homomorphisms, quotient structures, and polynomials. *Equivalent to MATH-460.*

MATH-6557 Introduction to Probability (3.00 cr.)
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. *Equivalent to MATH-540.*

MATH-6637 Mathematics Laboratory (3.00 cr.)
Introduces the use of mathematics software and technology, including computer algebra systems (CAS), dynamic geometry software, statistical software, and graphing calculators in problem solving. *Equivalent to MATH-593.*

MATH-7121 Combinatoric and Graph Theory (3.00 cr.)
Provides a foundation in the principles of combinatorics and graph theory with an emphasis on mathematical reasoning and proof.

MATH-7211 Advanced Calculus for Educators (3.00 cr.)
Presents an advanced look at the theorems and concepts of calculus for those hoping to teach calculus at the Advanced Placement (AP) or college level. Topics include the development of limits and the derivative, integration and applications of the antiderivative, and a close examination of important theorems in calculus. *Equivalent to MATH-721.*

MATH-7369 Differential Geometry (3.00 cr.)
Provides an in depth look at advanced topics in differential geometry. The study of topological spaces will be considered from a differential viewpoint. Topics include Riemann metrics, curvature, and the geometry of general manifolds.

MATH-8990 Research Presentation (1.00 cr.)
Provides graduate mathematics students with the opportunity to present an oral and written account of their research/project, 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 semester of their research of the semester of their graduation.

Media Communications

MCOM-4040 Film Seminar (3.00 cr.)
Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics. *Equivalent to MCOM-540.*

MCOM-4070 Media Workshop (3.00 cr.)
Produce a digital filmmaking project (group or individual) as a director, producer, cinematographer or editor. *Equivalent to MCOM-5070, MCOM-570.*

MCOM-4210 Theory and History of a Free Press (3.00 cr.)
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. *Equivalent to MCOM-510.*

MCOM-4230 Reporting, Writing & Editing (3.00 cr.)
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. *Equivalent to MCOM-5230, MCOM-530.*

MCOM-4250 Writing for Print Media (3.00 cr.)
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. *Equivalent to MCOM-450.*

MCOM-4255 Broadcast Journalism (3.00 cr.)
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. *Equivalent to MCOM-555.*

MCOM-4260 Newswriting and Reporting (3.00 cr.)
Emphasizes interviewing and research skills. Covers speeches and meetings, single and multi-source articles. *Equivalent to MCOM-550.*

MCOM-4275 Media Planning and Management (3.00 cr.)
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. *Equivalent to MCOM-575.*

MCOM-4291 Newspaper Practicum (1.00-3.00 cr.)
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. *Equivalent to MCOM-5291, MCOM-591.*

MCOM-4361 Advertising and Society (3.00 cr.)
Provides a comprehensive overview of the advertising and the role and principles of advertising in the economic and communication systems. Explores the history, structure, and theory of advertising. *Equivalent to MCOM-5361, MCOM-561.*

MCOM-4379 Creative Strategies in Advertising and Public Relations (3.00 cr.)
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. *Equivalent to COMS-579, COMS-5379.*

MCOM-4451 Introduction to Public Relations (3.00 cr.)
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. *Equivalent to MCOM-5451, MCOM-551.*

MCOM-4452 Public Relations Case Studies (3.00 cr.)
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. *Equivalent to MCOM-552.*

MCOM-4512 Media Communications Law (3.00 cr.)
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, and fair trial/free press. *Equivalent to MCOM-5512, MCOM-512.*

MCOM-4520 Media and Society (3.00 cr.)
Surveys the development and influence of the mass media, including print, broadcasting, and film. Examines psychological, social, cultural, political, and economic impact of media. *Equivalent to MCOM-420.*

MCOM-4560 Women in the Media (3.00 cr.)
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. *Equivalent to MCOM-560.*

MCOM-4565 Broadcasting in America (3.00 cr.)
Examines the development, structure, content, context, and influences of the broadcast media. *Equivalent to MCOM-565.*

MCOM-4567 Children and Television (3.00 cr.)
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. *Equivalent to MCOM-567.*

MCOM-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in media communications under the supervision of the faculty. *Equivalent to MCOM-470.*

MCOM-4715 Layout, Design and Production (3.00 cr.)
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. *Equivalent to MCOM-515.*

MCOM-4720 Audio Production (4.00 cr.)
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. *Equivalent to MCOM-520.*

MCOM-4725 Desktop Publishing (3.00 cr.)
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. *Equivalent to MCOM-5725, MCOM-525.*

MCOM-4731 Screenwriting (3.00 cr.)
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. *Equivalent to MCOM-5731, MCOM-531.*

MCOM-4732 Writing for Film/Video (3.00 cr.)
Advanced script-writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Equivalent to MCOM-532.*

MCOM-4734 Video Production Editing (3.00 cr.)
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. *Equivalent to MCOM-5734, MCOM-534.*

MCOM-4735 Documentary Filmmaking (3.00 cr.)
Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. *Equivalent to MCOM-5735, MCOM-535.*

MCOM-4736 Producing (3.00 cr.)
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. *Equivalent to MCOM-536.*

MCOM-4739 Advanced Television Production (4.00 cr.)
Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post-production. *Equivalent to MCOM-539.*

MCOM-4740 Television Production (3.00-4.00 cr.)
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. *Equivalent to MCOM-440.*

MCOM-4741 American Cinema (3.00 cr.)
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. *Equivalent to MCOM-541.*

MCOM-4742 Film and TV Documentary (3.00 cr.)
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. *Equivalent to MCOM-542.*

MCOM-4746 Advanced Video Editing (3.00 cr.)
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. *Equivalent to MCOM-546.*

MCOM-4748 On-Air Performance (3.00 cr.)
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. *Equivalent to MCOM-5748, MCOM-548.*

MCOM-4777 Cinematography (3.00 cr.)
The art and techniques of cinematography as they relate to applied camera operation and lighting. the principles of the image making process, including still and motion picture photography. *Equivalent to MCOM-577.*

MCOM-4800 Internship (1.00-4.00 cr.)
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 Digital Learning and Media Design Department. May be repeated. *Equivalent to MCOM-480.*

MCOM-4968 Senior Seminar (3.00 cr.)
The capstone undergraduate course presents discussions of contemporary communication issues, as well as group and individual student projects. *Equivalent to MCOM-468.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

MCOM-5005 Media Symposium (1.00 cr.)
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. *Equivalent to MCOM-505.*

MCOM-5702 Digital Film Production (3.00 cr.)
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 semester. *Equivalent to MCOM-502.*

MCOM-6040 Film Seminar (3.00 cr.)
Presents selected topics in film aesthetics, history, and genre analyses. May be repeated for credit with different topics. *Equivalent to MCOM-540.*

MCOM-6070 Media Workshop (3.00 cr.)
Produce a digital filmmaking project (group or individual) as a director, producer, cinematographer or editor. *Equivalent to MCOM-5070, MCOM-570.*

MCOM-6255 Broadcast Journalism (3.00 cr.)
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. *Equivalent to MCOM-555.*

MCOM-6275 Media Planning and Management (3.00 cr.)
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. *Equivalent to MCOM-575.*

MCOM-6291 Newspaper Practicum (1.00-3.00 cr.)
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. *Equivalent to MCOM-5291, MCOM-591.*

MCOM-6355 Seminar in Advertising and Public Relations (3.00 cr.)
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. *Equivalent to MCOM-655.*

MCOM-6361 Advertising and Society (3.00 cr.)
Provides a comprehensive overview of the advertising and the role and principles of advertising in the economic and communication systems. Explores the history, structure, and theory of advertising. *Equivalent to MCOM-5361, MCOM-561.*

MCOM-6451 Introduction to Public Relations (3.00 cr.)
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. *Equivalent to MCOM-5451, MCOM-551.*

MCOM-6479 Creative Strategies in Advertising and Public Relations (3.00 cr.)
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. *Equivalent to COMS-579, COMS-5379.*

MCOM-6512 Media Communications Law (3.00 cr.)
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, and fair trial/free press. *Equivalent to MCOM-5512, MCOM-512.*

MCOM-6560 Women In The Media (3.00 cr.)
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. *Equivalent to MCOM-560.*

MCOM-6565 Broadcasting In America (3.00 cr.)
Examines the development, structure, content, context, and influences of the broadcast media. *Equivalent to MCOM-565.*

MCOM-6720 Audio Production (4.00 cr.)
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. *Equivalent to MCOM-520.*

MCOM-6730 Directing Drama for TV/Film (3.00 cr.)
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. *Equivalent to MCOM-630.*

MCOM-6731 Screenwriting (3.00 cr.)
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. *Equivalent to MCOM-5731, MCOM-531.*

MCOM-6732 Writing for Film/Video (3.00 cr.)
Advanced script-writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Equivalent to MCOM-532.*

MCOM-6734 Video Production Editing (3.00 cr.)
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. *Equivalent to MCOM-5734, MCOM-534.*

MCOM-6735 Documentary Filmmaking (3.00 cr.)
Considers non-studio production using portable digital video equipment. Provides practical exercises in the development and production of independent broadcast documentaries. *Equivalent to MCOM-5735, MCOM-535.*

MCOM-6736 Producing (3.00 cr.)
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. *Equivalent to MCOM-536.*

MCOM-6739 Advanced Television Production (4.00 cr.)
Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio, and beginning post-production. *Equivalent to MCOM-539.*

MCOM-6741 American Cinema (3.00 cr.)
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. *Equivalent to MCOM-541.*

MCOM-6742 Film and TV Documentary (3.00 cr.)
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. *Equivalent to MCOM-542.*

MCOM-6746 Advanced Video Editing (3.00 cr.)
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. *Equivalent to MCOM-546.*

MCOM-6748 On-Air Performance (3.00 cr.)
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. Equivalent to MCOM-5748, MCOM-548.

MCOM-6760 Corporate and Nontraditional Broadcasting/Non-Broadcast Television Operations (3.00 cr.)
Introduces the concepts of video, multi-media and emerging technologies; analyzing their use in non-traditional and corporate broadcasting for instruction, information, promotion, public relations and training. Examines media and Internet services provided by departments in businesses, educational institutions, medical facilities and government (including the military). *Equivalent to MCOM-660.*

MCOM-6777 Cinematography (3.00 cr.)
The art and techniques of cinematography as they relate to applied camera operation and lighting. the principles of the image making process, including still and motion picture photography. *Equivalent to MCOM-577.*

MCOM-7051 Journalism Seminar (3.00 cr.)
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. *Equivalent to MCOM-751.*

MCOM-7455 Media Management (3.00 cr.)
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. *Equivalent to MCOM-755.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

MCOM-7540 Trends in Communications Technologies (3.00 cr.)
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. *Equivalent to MCOM-740.*

MCOM-7725 Advanced Producing for Film/TV (3.00 cr.)
Students take on all the functions of the producer while undertaking the development of a feature film or television program. In addition to drafting a treatment, securing a property, and creating a budget and schedule, students develop a project that could become a feature production while attending the university or upon graduation. *Equivalent to MCOM-725.*

MCOM-7730 The Screenplay Project (3.00 cr.)
Intensive development and drafting of a feature dramatic or documentary screenplay project. *Equivalent to MCOM-730.*

MCOM-8003 Contemporary Issues (3.00 cr.)
A graduate seminar exploring a selected issue in media, communication, or popular culture. May be repeated for credit. *Equivalent to MCOM-803.*

MCOM-8030 Graduate Seminar in Media Communications (3.00 cr.)
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. *Equivalent to MCOM-830.*

MCOM-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in media communications under supervision of faculty. *Equivalent to MCOM-870.*

MCOM-8800 Internship (1.00-4.00 cr.)
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 Digital Learning and Media Design Department. May be repeated. *Equivalent to MCOM-880.*

MCOM-8990 Graduate Thesis/Project (1.00-6.00 cr.)
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. *Equivalent to MCOM-890.*

MCOM-8995 Graduate Thesis/Project (1.00-6.00 cr.)
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. *Equivalent to MCOM-890.*

Music

MUS-3101 Understanding the Elements of Music (3.00 cr.)
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. *Equivalent to MUS-301.*

MUS-3201 Rock and Roll History (3.00 cr.)
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 economic shifts, civil rights, technological advances, and entertainment. *Equivalent to MUS-302.*

MUS-3301 Survey of Music History (3.00 cr.)
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. *Equivalent to MUS-303.*

MUS-3401 20th Century Music (3.00 cr.)
Studies music during the early history of the twentieth century. Includes post-romanticism, impressionism, and nationalism. *Equivalent to MUS-320.*

MUS-4101 African-American Music (3.00 cr.)
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. *Equivalent to MUS-410.*

MUS-4201 An Introduction to the History of Jazz (3.00 cr.)
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. *Equivalent to MUS-412.*

MUS-4501 Choral Performance (3.00 cr.)
Choral Performance is a class for all levels of singers. Students are required to perform in a concert at the end of the semester. Students will develop sight-singing skills; increase music literacy and music reading abilities; learn vocal diction in various languages; and gain confidence through public performance(s). *Equivalent to MUS-5501.*

MUS-4901 Choral Practicum (1.00 cr.)
Provides further experience and confidence in vocal performance for all levels of singers. Auditions may be required. Students are required to perform in public concert(s). May be repeated for credit. *Equivalent to MUS-5901.*

MUS-6501 Choral Performance (3.00 cr.)
Choral Performance is a class for all levels of singers. Students are required to perform in a concert at the end of the semester. Students will develop sight-singing skills; increase music literacy and music reading abilities; learn vocal diction in various languages; and gain confidence through public performance(s). *Equivalent to MUS-5501.*

MUS-6901 Choral Practicum (1.00 cr.)
Provides further experience and confidence in vocal performance for all levels of singers. Auditions may be required. Students are required to perform in public concert(s). May be repeated for credit. *Equivalent to MUS-5901.*

Nursing

NURS-3140 Conceptual Basis for Professional Nursing (3.00 cr.)
Emphasizes professional approaches to nursing practices and builds upon, rather than duplicates, education received in a pre-licensure 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. *Equivalent to NURS-304.*

NURS-3150 Pathophysiology (3.00 cr.)
Provides an introduction to the etiology, pathogenesis, clinical manifestations, and treatment of disease, including fundamental pathophysiologic concepts; examination of specific disease mechanisms in the various body systems; and clinical application related to the processes of diagnosis, treatment, and prevention. *Equivalent to NURS-305.*

NURS-3160 Gerontological Nursing (3.00 cr.)
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. *Equivalent to NURS-306.*

NURS-3170 Basic Nursing Informatics (3.00 cr.)
Focuses on technological methods used by nurses in all areas of practice and education. Provides basic knowledge and skills in health care information management and patient care technology, critical for promoting a safe and quality environment for both patients and members of the health care team. Explores the use of technology in nursing education. *Equivalent to NURS-307.*

NURS-3300 Health Assessment (3.00 cr.)
Focuses on the development of skills in the physical, social, and psychological assessment of clients. Aspects of examination and diagnosis are explored. *Equivalent to NURS-330.*

NURS-4110 Evidence-Based Research (3.00 cr.)
Emphasizes the application of nursing scholarship to nursing practice. The elements of the research process are utilized to appraise and translate scientific evidence to solve nursing practice issues. Focuses on critical thinking and writing skills that enable the student to develop competencies as a consumer of research, and sharing evidence of best practices with the inter-professional team. *Equivalent to NURS-401.*

NURS-4120 Public Health Promotion (3.00 cr.)
Emphasizes health promotion and disease and injury prevention for individuals, families, communities, and populations across the lifespan. The history, theory development, research, practice, and core functions of community health and mass casualty disasters are explored. Epidemiological, social, ethical, cultural, spiritual, political, economic, and legal factors related to health are also studied. *Equivalent to NURS-402.*

NURS-4130 Public Health Practicum (3.00 cr.)
Provides for the application of concepts, principles, processes and theoretical models as presented in NURS-4102 to the clinical practice setting. Clinical experiences focus on expanding knowledge and skills to develop attitudes and values required to influence the direction of healthcare to individuals, families, populations and communities in an ever changing society. The first phase of the nursing process, assessment is used to identify diverse population characteristics, resource distribution and environmental, political, ethical and legal aspects affecting quality of life. *Equivalent to NURS-403.*

NURS-4501 Leadership for Patient Safety (3.00 cr.)
Emphasizes and integrates leadership and management skills relevant to the student's scope of practice. Selected theories and principles of management are analyzed in relation to their effects on clients, families, and co-workers. Basic leadership skills include the awareness of complex systems, and the impact of power, politics, policy and regulatory guidelines on these systems. Skills emphasized will include ethical and critical thinking, initiating and maintaining effective working relationships, use of mutually respectful communication and collaboration within inter-professional teams, care coordination, delegation, and conflict resolution strategies. *Equivalent to NURS-450.*

NURS-4701 Independent Study (1.00-3.00 cr.)
Independent reading, research, and/or project in nursing under the direction of faculty. *Equivalent to NURS-470.*

NURS-4801 Internship (1.00-8.00 cr.)
Designed to provide nursing students with faculty-supervised practical experiences in clinical settings. *Equivalent to NURS-480.*

NURS-5105 Special Topics (1.00 cr.)
Readings, lecture, discussion, and group projects in areas of current interest to practicing nurses. Potential areas include genetic assessment, management of osteoporosis, critical care, and women's health. Focus will be placed on best practice concepts and new research. *Equivalent to NURS-501.*

NURS-5500 Substance Abuse Issues in Healthcare (3.00 cr.)
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. *Equivalent to NURS-550.*

NURS-5510 Substance Abuse Screening in Healthcare (3.00 cr.)
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. *Equivalent to NURS-551.*

NURS-5520 Disparity and Diversity in Substance Abuse (3.00 cr.)
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. *Equivalent to NURS-552.*

NURS-5530 Substance Abuse Interventions in Nursing Practice (3.00 cr.)
Applies screening, intervention, and referral skills to sample cases drawn from varied patient groups and settings. Includes guidelines for working with impaired colleagues. *Equivalent to NURS-553.*

NURS-6145 Theoretical Perspectives for Advanced Practice Nursing (3.00 cr.)
Presents a 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. *Equivalent to NURS-745.*

NURS-6150 Advanced Clinical Pathophysiology (3.00 cr.)
Provides for an analysis of mechanistic and regulatory deficits in altered physiological states. Emphasis is on foundations of disease as the basis for clinical intervention. *Equivalent to NURS-750.*

NURS-7180 Advanced Health Assessment (4.00 cr.)
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. *Equivalent to NURS-780.*

NURS-7181 Pharmacotherapy in Nursing (3.00 cr.)
Prepares the advanced practice nurse to manage and evaluate drug therapies used in the care of clients throughout the lifespan with acute and/or chronic conditions. Focuses on pharmacotherapeutics and the principles of pharmacokinetics and pharmacodynamics. *Equivalent to NURS-781.*

NURS-7182 Healthcare Policy and Nursing (3.00 cr.)
Provides for the examination of phases of the role of legislative process and phases of policy-making. Includes the analysis of the impact of biological, cultural, demographic, ecological, economic, ethical, psychological, social, and technological factors on various phases of policy-making. Emphasizes the influence, role, and responsibility of the nursing profession on policy activities in health and human service areas. *Equivalent to NURS-782.*

NURS-7790 Introduction to Forensic Nursing (3.00 cr.)
Explores scope of forensic nursing including the social, legal, ethical, theoretical, and collaborative and roles of the advanced forensic nurse specialist. Utilizes online and in person teaching strategies. Students complete individual and group projects. *Equivalent to NURS-790*.

NURS-7791 Legal Aspects of Nursing Practice (3.00 cr.)
Explores the legal atmosphere that forms nursing practice in general and forensic nursing specifically. Utilizes online and in person teaching strategies. Students complete writing assignments and group projects as well as participate in a mock professional negligence trial. *Equivalent to NURS-791.*

NURS-8102 Clinical Issues in Adult Health (3.00 cr.)
Explores factors that affect the health status of adults 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. *Equivalent to NURS-802.*

NURS-8103 Research in Adult Health (3.00 cr.)
Explores the development, status, and future trends and needs in nursing research. Emphasizes research critique, research utilization, and evidence-based practice in adult health nursing. *Equivalent to NURS-803.*

NURS-8107 Adult Health and Illness I (5.00 cr.)
Applies advanced knowledge and skills of nursing, health assessment, pathophysiology, pharmacology, case management, and research in providing care for acutely ill adults. *Equivalent to NURS-807.*

NURS-8108 Adult Health and Illness II (5.00 cr.)
Applies 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. *Equivalent to NURS-808.*

NURS-8109 Young Family in Heath and Illness (5.00 cr.)
Focuses on health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence-based disease management in the care of the pregnant or pediatric/adolescent client as a family nurse practitioner. *Equivalent to NURS-809.*

NURS-8110 Aging Family in Health and Illness (5.00 cr.)
Application of advanced knowledge and skills in nursing, health assessment, pathophysiology, and pharmacology to promote health maintenance, to provide accurate disease diagnosis, and to apply appropriate evidence-based disease management in the care of the adult or geriatric client as a family nurse practitioner. *Equivalent to NURS-810.*

NURS-8210 Clinical Nurse Specialist in Adult Health (5.00 cr.)
Provides graduate students with field experiences to implement 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 preceptor supervision. A needs assessment is conducted after which the student identifies a nursing problem for a project that will be implemented and evaluated in NURS-8946, Adult Health Internship and Project. *Equivalent to NURS-821*.

NURS-8220 Seminar/Practicum in Family Nurse Practitioner Role (5.00 cr.)
Provides graduate students with further didactic education along with field experiences that enable the student to continue to develop and demonstrate growth in the implementation of the family nurse practitioner role. Students work with a variety of clients in the primary care setting with supervision of course faculty and a clinical preceptor. *Equivalent to NURS-822.*

NURS-8350 Nursing Administration I (3.00 cr.)
Explores 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. *Equivalent to NURS-835.*

NURS-8400 Nursing Financial Management (3.00 cr.)
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 healthcare economics, budgeting, cost analysis, and marketing. *Equivalent to NURS-840.*

NURS-8470 Family Nurse Practicum/Intern/Project (5.00 cr.)
Opportunities to further actualize the family nurse practitioner role will be provided. Students will be expected to demonstrate continued growth and competency in direct patient care in the primary care setting, taking the responsibility to evaluate their competencies and seek out clinical experiences to broaden their base of experience within the family nurse practitioner role with course faculty oversight and clinical preceptor supervision. The student will select a final in-depth analysis project related to a specific problem encountered in the primary care setting with a formal written report. This information will be used to prepare a poster for the final oral comprehensive presentation.

NURS-8550 Nursing Administration II Seminar (3.00 cr.)
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. *Equivalent to NURS-855.*

NURS-8610 Curriculum Development in Nursing (3.00 cr.)
Explores the curriculum development process from the perspective of nursing as a practice discipline. *Equivalent to NURS-860.*

NURS-8611 Instructional Methods in Nursing (3.00 cr.)
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. *Equivalent to NURS-861.*

NURS-8612 Measurement and Evaluation in Nursing Education (3.00 cr.)
Provides an overview of evaluation methods appropriate for use in academic nursing education programs. *Equivalent to NURS-862.*

NURS-8613 Nurse Educator Field Experience (3.00 cr.)
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. *Equivalent to NURS-863.*

NURS-8641 Financial Management for Nursing Informatics (3.00 cr.)
Explores additional concepts of nursing informatics management including project financial management and budget preparation, presentation and defense. Provides an overview of major aspects of health care financing and financial management related to nursing information systems, including topics such as project budgeting, annual budgeting, cost analysis and marketing. *Equivalent to NURS-841.*

NURS-8671 Nursing Informatics Applications (3.00 cr.)
Explores the historical development and current status of nursing informatics in varied clinical, educational, and management settings, including: electronic medical health records (EHR); nursing information systems, including staffing/scheduling and competency management; decision support systems; Regional Health Information Organizations (RHOs); online nursing education; patient teaching; tele-health systems; and evidence-based practice. Provides an overview of the role of nurse informatics specialist. *Equivalent to NURS-871.*

NURS-8675 Nursing Informatics Project Seminar (3.00 cr.)
Provides the graduate student with field experiences in implementing the role of informatics nurse specialist. Students work in selected health care settings serving minority and underserved populations incorporating advanced practice learning with a nursing or health information specialist and course faculty. A needs assessment is conducted and a plan is developed for a project to be implemented in NURS-8976. *Equivalent to NURS-875.*

NURS-8701 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in nursing under the supervision of the faculty. *Equivalent to NURS-870.*

NURS-8800 Internship (1.00-8.00 cr.)
Designed to provide nursing students with supervised practical experiences in applied settings. *Equivalent to NURS-880.*

NURS-8891 Advanced Forensic Nursing and the Civil Justice System (5.00 cr.)
Explores topics in Advanced Forensic Nursing practice that potentially articulate with the criminal justice system, including violence investigation, intervention and prevention, accident and death investigation, abuse investigation, intervention and prevention, correctional forensics, collaboration with law enforcement and preservation of physical and testimonial evidence. Utilizes online and in person teaching strategies. Students complete individual and group projects. Practicum includes 150 hours of observation in various facilities as well as SANE education and certification.

NURS-8892 Advanced Forensic Nursing and the Civil Justice System (5.00 cr.)
Explores topics in Advanced Forensic Nursing practice that potentially articulate with the civil litigation system including serving as a fact or expert witness, civil liability for criminal actions, organ donation, mental health and competency issues, advanced directives and end of life issues, personal liability as an Advanced Practice forensic Nurse, legal nurse consulting, and risk management. Utilizes online and in person teaching strategies. Students complete individual and group projects. Practicum includes 150 hours of observation in a variety of practice settings within the civil litigation system, e.g. law firms, risk management offices, and legal nurse consultants.

NURS-8900 Graduate Thesis/Project (1.00-8.00 cr.)
Provides the nursing student the opportunity to synthesize graduate course work by developing and completing a thesis or project specific to the student's interest in nursing.

NURS-8946 Adult Health Internship and Project (5.00 cr.)
Provides opportunities to actualize the CNS role. 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 NURS-821, the students will implement and evaluate a project, which demonstrates the ability to create a nursing intervention to solve a clinical/managerial nursing problem. *Equivalent to NURS-846.*

NURS-8956 Nursing Administration Practicum (3.00 cr.)
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. *Equivalent to NURS-856.*

NURS-8976 Nursing Informatics Project Practicum (3.00 cr.)
Provides the opportunity for synthesis, integration, and utilization of theories and concepts of nursing informatics in a practicum setting. Focuses on the implementation of the informatics nurse specialist role and the implementation and evaluation of the project plan developed in NURS-8675. *Equivalent to NURS-876.*

Nursing – Doctorate of Nursing Practice

DNP-8171 Healthcare Leadership (3.00 cr.)
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. *Equivalent to DNP-701*.

DNP-8172 Diversity and Spirituality and Social Issues (3.00 cr.)
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. *Equivalent to DNP-702.*

DNP-8173 NURS Policy, Power, and Politics in Nursing (3.00 cr.)
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. *Equivalent to DNP-703.*

DNP-9180 Nursing Leadership Internship (2.00 cr.)
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. *Equivalent to DNP-800, NURS-800.*

DNP-9181 Advanced Evidence-Based Nursing Practice (3.00 cr.)
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. *Equivalent to DNP-801.*

DNP-9280 Population Based Healthcare Delivery Systems (3.00 cr.)
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. *Equivalent to DNP-820.*

DNP-9281 Risk Management in Population Health (3.00 cr.)
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. *Equivalent to DNP-821.*

DNP-9380 Nursing Leadership Innovation and Entrepreneurship (3.00 cr.)
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. *Equivalent to DNP-830.*

DNP-9480 Advanced Practice Role: Care of Vulnerable Populations (3.00 cr.)
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. *Equivalent to DNP-840.*

DNP-9510 Practitioner/Educator Role Residency (4.00 cr.)
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. *Equivalent to DNP-910.*

DNP-9520 Community Role Residency (4.00 cr.)
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. *Equivalent to DNP-920.*

DNP-9530 Nursing Leadership Role Residency (4.00 cr.)
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. *Equivalent to DNP-930.*

DNP-9540 Advanced Practice Role Residency (4.00 cr.)
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. *Equivalent to DNP-940.*

DNP-9600 Doctorate of Nursing Practice Capstone Proposal Development (1.00 cr.)
Provides the opportunity for the design of 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. *Equivalent to DNP-960.*

DNP-9961 Doctorate of Nursing Practice Capstone Project (4.00 cr.)
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. *Equivalent to DNP-961.*

DNP-9999 Directed Scholarship: Doctorate of Nursing Practice (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing the requirements for their degree and must have received a grade of "CO" in a designated capstone course. Note: this course is variable (2-3) in credit hours, repeatable (not replaceable) and is P/NC option. *Equivalent to DNP-999.*

Occupational Therapy

OCCT-4000 Topics in Occupational Therapy (1.00-3.00 cr.)
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. *Equivalent to OCCT-410.*

OCCT-4400 Computer Application: Medical Terminology for the Health Professional (1.00 cr.)
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. Note: This is an online course only. *Equivalent to OCCT-400.*

OCCT-4500 Orientation to Occupational Therapy (2.00 cr.)
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. Note: This is on online course only. *Equivalent to OCCT-440.*

OCCT-5500 Research in Conductive Education (2.00 cr.)
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 applica-tion of the research to clinical practice. *Equivalent to OCCT-550.*

OCCT-5510 Principles of Conductive Education (3.00 cr.)
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. *Equivalent to OCCT-510.*

OCCT-5520 Disease Processes Relevant to Conductive Education (2.00 cr.)
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. *Equivalent to OCCT-520.*

OCCT-5530 Advances in Motor Control and Motor Learning (3.00 cr.)
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-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. *Equivalent to OCCT-530.*

OCCT-5560 Practicum in Conductive Education (3.00 cr.)
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. *Equivalent to OCCT-560.*

OCCT-5570 Learning Processes in Conductive Education (3.00 cr.)
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. *Equivalent to OCCT-570.*

OCCT-5580 Developing a Conductive Education Business Plan (2.00 cr.)
Introduces the concepts of starting and maintaining a not for profit Conductive Education center. Students will learn the essentials of management and operation of a not for profit CE center and have the opportunity to develop a working business plan geared specifically toward the management of a Conductive Education program. *Equivalent to OCCT-580.*

OCCT-6000 Special Topics (1.00-5.00 cr.)
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. *Equivalent to OCCT-710.*

OCCT-6100 Writing in Health and Human Services (3.00 cr.)
This course is designed to explore academic writing in the profession of occupational therapy and related fields. The participant will immerse in critical thinking, focus, organization, development and style consistent with writing for dissemination, research and publication. *Equivalent to OCCT-610.*

OCCT-6601 Gross Anatomy I (3.00 cr.)
Intensive, comprehensive study of human anatomy. Presents an overview of organ systems and considers the regional anatomy of the body in detail. Emphasizes the trunk, upper extremity, and reproduction systems; stresses the interrelationship of structure with function.

OCCT-6602 Gross Anatomy I Lab (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in OCCT-6601.

OCCT-6611 Gross Anatomy II (3.00 cr.)
Continues the intensive, comprehensive study of human anatomy. Emphasizes the regional anatomy of the pelvis, hip, lower extremity, head, and neck.

OCCT-6612 Gross Anatomy II Lab (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in OCCT-6611.

OCCT-6626 Neuroscience (4.00 cr.)
Comprehensive study of the neurosciences, focusing on the neuroanatomy and neurophysiology of the sensory and motor nervous systems. Nervous systems 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.

OCCT-6710 Ethics, Policy, and Advocacy in Occupational Therapy (3.00 cr.)
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. *Equivalent to OCCT-701.*

OCCT-6720 Occupational Therapy Process (3.00 cr.)
This course will define occupation and occupational performances and demonstrate to the student how to set parameters necessary for the assessment and determination of client needs. Particular emphasis will be placed on the concepts of client-centered care and strategies for therapeutic process and professional socialization. Occupational Therapy Practice Framework: Domain and Process will be defined and applied throughout the course as it pertains to individuals, groups, and populations. *Equivalent to OCCT-750.*

OCCT-6730 Theories of Occupation (3.00 cr.)
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. *Equivalent to OCCT-720.*

OCCT-6740 Team Theory and Practice (3.00 cr.)
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. *Equivalent to OCCT-730.*

OCCT-6800 Health and Human Services Arena (3.00 cr.)
Explores health care reform both nationally and internationally and addresses issues of new and emerging developments in the profession of occupational therapy globally, nationally and within local communities. Students will identify and reflect upon their personal fit within the practice of occupational therapy both now and in the future. *Equivalent to OCCT-680.*

OCCT-7000 Seminar in Occupational Therapy (1.00-3.00 cr.)
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. *Equivalent to OCCT-725.*

OCCT-7210 Occupational Therapy Level I Fieldwork A (1.00 cr.)
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. *Equivalent to OCCT-742.*

OCCT-7220 Occupational Therapy Level I Fieldwork B (1.00 cr.)
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. *Equivalent to OCCT-802.*

OCCT-7230 Occupational Therapy Level II Fieldwork C (1.00 cr.)
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. *Equivalent to OCCT-812.*

OCCT-7705 Movement Analysis I Laboratory (1.00 cr.)
This course is designed to complement Gross Anatomy and Movement Analysis I by providing hands-on experience with the kinesiology and biomechanical principles covered in PHYT-6705. Will include surface anatomy and developing palpation skills. *Equivalent to OCCT-706.*

OCCT-7706 Movement Analysis II Laboratory (1.00 cr.)
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 PHYT-6715. *Equivalent to OCCT-716.*

OCCT-7740 Psychosocial Knowledge (3.00-4.00 cr.)
This course reviews psychosocial disorders with specific emphasis on occupational therapy domain and process in mental health. It examines how various psychological, social, and behavioral components of psychosocial disorders affect occupational performance. It includes psychosocial aspects of the family, physical illness, and cultural perspectives of mental health. Occupational Therapy Practice Framework: Domain and Process will be defined and applied in the context of mental health throughout the course. *Equivalent to OCCT-740.*

OCCT-7742 Psychosocial Knowledge Lab (1.00 cr.)
This course is designed to Complement the Psychosocial Knowledge by providing hands on experience with the occupational therapy domain and process in mental health. Will include developing essential skills required of the practitioner for successful application of the occupational therapy process. *Equivalent to OCCT-741.*

OCCT-7750 Human Development and Performance I (3.00 cr.)
This course will focus on the study of normal human development from prenatal through adolescence. The physical and motor aspects of development will be stressed as well as psychological, sensory, perceptual, cognitive, and social interaction components of development. The hierarchy of developmental sequences from infancy to adolescence will be presented in the context of environment, performance and temporal integration. The students will explore the theories of human development and correlate various theoretical premises within the occupational performance areas (play, leisure and work). The course is structured to facilitate class discussion and application. *Equivalent to OCCT-760.*

OCCT-7760 Human Development and Performance II (3.00 cr.)
This course will focus on the study of normal human development from early adulthood through senescence and death. The physical and motor aspects of development will be stressed as well as the psychological, sensory, perceptual, cognitive, and social interaction components of development. The sequences from early adulthood through senescence and death will be presented in the context of environment, performance and temporal integration. The students will explore the theories of human development and correlate various theoretical premises within the occupational performance areas (play, leisure and work). The course is structured to facilitate class discussion and application. *Equivalent to OCCT-770.*

OCCT-7780 Models of Health (3.00 cr.)
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. *Equivalent to OCCT-830.*

OCCT-7790 Research Methods for Occupational Therapy (3.00 cr.)
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. *Equivalent to OCCT-780.*

OCCT-7810 Occupational Therapy Assessment and Intervention I (3.00 cr.)
This course covers assessment/ intervention for infants and children through adolescence. Identification, etiology, progression and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance are examined. The course 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. OT Practice Framework: Domain and Process will be defined and applied in the context of pediatrics throughout the course. *Equivalent to OCCT-800.*

OCCT-7811 Occupational Therapy Assessment and Intervention Lab I (1.00 cr.)
This course is designed to complement Occupational Therapy Assessment and Intervention I, through hands-on experience and the application of principles covered in OCCT-800. *Equivalent to OCCT-801*.

OCCT-7820 Occupational Therapy Assessment and Intervention II (3.00 cr.)
This course covers assessment/ intervention for young adults through senescence. Topics include identification, etiology, progression and prognosis of congenital, developmental, medical, and psychosocial influences upon occupational performance. The assessment process will include needs identification, the use of specific evaluation procedures, and documentation with a focus on bio-psychological and physical disability approaches. Specific emphasis is placed on the role of the occupational therapist in various service delivery settings. OT Practice Framework: Domain and Process will be defined and applied in the context of adulthood throughout the course. *Equivalent to OCCT-810.*

OCCT-7821 Occupational Therapy Assessment and Intervention II Lab (1.00 cr.)
Compliments Occupational Therapy Assessment and Intervention II, through hands-on experience and the application of principles covered in OCCT810. *Equivalent to OCCT-811.*

OCCT-7830 Assistive Technology: Methods and Tools (3.00 cr.)
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. *Equivalent to OCCT-820.*

OCCT-7835 Methods and Tools for Promoting Performance (2.00 cr.)
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. *Equivalent to OCCT-860.*

OCCT-7836 Advanced Assistive Technology (4.00 cr.)
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. *Equivalent to OCCT-862.*

OCCT-7840 Managing Occupational Therapy Services (3.00 cr.)
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. *Equivalent to OCCT-840.*

OCCT-7850 Exploring Interdisciplinary Team Process and Leadership (3.00 cr.)
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. *Equivalent to OCCT-864.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

OCCT-8310 Advanced Theories in Occupational Therapy (3.00 cr.)
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. *Equivalent to OCCT-790.*

OCCT-8320 Occupation Centered Practice and Process (3.00 cr.)
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. *Equivalent to OCCT-792.*

OCCT-8330 Evidence-Based Practice and Critical Thinking (3.00 cr.)
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. *Equivalent to OCCT-794.*

OCCT-8340 Instructional Methods in Occupational Therapy (3.00 cr.)
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. *Equivalent to OCCT-798.*

OCCT-8350 Leadership and Entrepreneurship in Occupational Therapy (3.00 cr.)
Emphasizes 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. *Equivalent to OCCT-796.*

OCCT-8360 Advocacy: Legal and Ethical Policy and Leadership (3.00 cr.)
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. *Equivalent to OCCT-896.*

OCCT-8370 Funding Occupational Therapy Research (3.00 cr.)
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. *Equivalent to OCCT-797.*

OCCT-8410 Qualitative Research in Occupational Therapy (3.00 cr.)
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. *Equivalent to OCCT-892.*

OCCT-8420 Quantitative Research in Occupational Therapy (3.00 cr.)
Emphasizes quantitative research designs and their application in evidence based practice. Includes method, design, technique, analyses, and application to theory building. *Equivalent to OCCT-894.*

OCCT-8430 Practice and Measurement Model I (3.00 cr.)
Emphasizes development of a theoretical conceptual practice and measurement model in occupational therapy. It culminates in the development of an individual practice model that includes analysis, classification and synthesis of person, environment and occupation related factors on the occupational performance of an identified population. It emphasizes understanding the dynamic interface between theory, evidence and clinical practice. *Equivalent to OCCT-805.*

OCCT-8440 Practice and Measurement Model II (2.00 cr.)
This course is a continuation of Practice & Measurement Model I. The course emphasizes development of a theoretical conceptual practice and measurement model in occupational therapy. It culminates in the development of an individual practice model that includes analysis, classification and synthesis of person, environment and occupation related factors on the occupational performance of an identified population. It emphasizes understanding the dynamic interface between theory, evidence and clinical practice. *Equivalent to OCCT-806.*

OCCT-8510 Pro-Seminar I (1.00 cr.)
Provide a forum for refinement of the capstone research concept. Students develop the problem statement and state the purpose of the research. They will build a review of the literature that will guide their capstone research. Students, in cooperation with the research advisor, will determine the specialty courses necessary to support their chosen area of capstone research or project development. *Equivalent to OCCT-899.*

OCCT-8520 Pro-Seminar II (1.00-3.00 cr.)
Provides a forum for review, critique, evaluation, and discussion of the research and practice of occupational therapy. Features student integration of required focused coursework, specialty concentration, research, and development of Capstone project proposal. *Equivalent to OCCT-852.*

OCCT-8530 Pro-Seminar III (1.00-3.00 cr.)
Provide a forum for the refinement of the Capstone research and preparation for the presentation of the defense of the Capstone research proposal. Note: May be repeated one time for a total of 6 credits. *Equivalent to OCCT-899.*

OCCT-8900 OCCT Independent Research Study (1.00-8.00 cr.)
Individual reading, research, and/or project in occupational therapy under the supervision of the faculty. May be repeated for up to eight hours. *Equivalent to OCCT-870.*

OCCT-8910 OCCT Level II Fieldwork A (3.00-10.00 cr.)
Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. A minimum equivalence of 12 weeks of full time 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. *Equivalent to OCCT-865.*

OCCT-8920 Occupational Therapy Level II Fieldwork B (10.00 cr.)
Provides an in-depth period of supervised fieldwork experience during which the student applies theoretical concepts in the practice of occupational therapy. A minimum equivalence of 12 weeks of full time 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. *Equivalent to OCCT-868.*

OCCT-8930 Occupational Therapy Specialty Fieldwork (5.00 cr.)
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. *Equivalent to OCCT-869.*

OCCT-9900 Clinical Fellowship (3.00 cr.)
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. *Equivalent to OCCT-992.*

OCCT-9910 Directed Scholarship : Doctorate in Occupational Therapy (1.00-2.00 cr.)
Integrate theory, research and best practice methods into an evidence based practice project in the chosen specialty concentration. This course is a continuation of clinical fellowship/capstone, an applied research experience designed to meet the objective of advancing occupational therapy practice in the region/community. This is a DrOT Continued Registration (CO) course that requires student petition and instructor and chairperson approval. Note: May be repeated. *Equivalent to OCCT-999.*

OCCT-9920 DrOT Capstone Project (3.00 cr.)
Applied scholarship involving 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. Note: May be repeated up to 6 credits. *Equivalent to OCCT-994.*

Online Teaching Learning

ONTL-5101 Introduction to Online Learning (2.00 cr.)
Familiarizes students with the technology, communication tools, learning processes, and success strategies that are involved in taking an online course. *Equivalent to ONTL-502.*

ONTL-6101 Introduction to Online Teaching (3.00 cr.)
Introduces learners to the technology, communications tools, learning processes, and pedagogies that are involved in developing and teaching online courses. *Equivalent to ONTL-650.*

ONTL-6201 Facilitating Online Learning (3.00 cr.)
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. *Equivalent to ONTL-651.*

ONTL-7101 Designing Online Courses (3.00 cr.)
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. *Equivalent to ONTL-652.*

ONTL-7201 Producing Digital Content (3.00 cr.)
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. *Equivalent to ONTL-653.*

Philosophy

PHIL-3101 Studies in Philosophy (3.00 cr.)
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. *Equivalent to PHIL-301.*

PHIL-3111 Studies in Religion (3.00 cr.)
Reviews various approaches to religion: philosophical, theological, sociological, and psychological. Discusses the differing forms of religion, theories on their origins, and comparative views of the major world religions. *Equivalent to PHIL-311.*

PHIL-3333 Ethics in Healthcare (3.00 cr.)
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. *Equivalent to PHIL-330.*

PHIL-3881 Theory of Knowledge (3.00 cr.)
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. *Equivalent to PHIL-371.*

PHIL-3886 Logic (3.00 cr.)
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. *Equivalent to PHIL-386.*

PHIL-4254 Chinese Thought (3.00 cr.)
A study of the major Chinese thinkers and their writings. *Equivalent to PHIL-524.*

PHIL-4330 Aesthetics (3.00 cr.)
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. *Equivalent to PHIL-533.*

PHIL-4402 Advanced Ethics: Theory and Practice (3.00 cr.)
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. *Equivalent to PHIL-542.*

PHIL-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in philosophy under the supervision of the faculty. *Equivalent to PHIL-470.*

Physical Therapy

PHYT-2320 Orientation to Physical Therapy (2.00 cr.)
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. *Equivalent to PHYT-320.*

PHYT-5510 Principles of Conductive Education (3.00 cr.)
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. *Equivalent to PHYT-510.*

PHYT-5520 Disease Processes Relevant to Conductive Education (2.00 cr.)
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. *Equivalent to PHYT-520.*

PHYT-5530 Advances in Motor Control and Motor Learning (3.00 cr.)
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-occurring deficits such as dyspraxia and agnosia are covered in relation to clients in Conductive Education programs. *Equivalent to PHYT-530.*

PHYT-5550 Research in Conductive Education (2.00 cr.)
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. *Equivalent to PHYT-550.*

PHYT-5560 Practicum in Conductive Education (3.00 cr.)
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. *Equivalent to PHYT-560.*

PHYT-5570 Learning Processes in Conductive Education (3.00 cr.)
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. *Equivalent to PHYT-570.*

PHYT-5580 Developing a Conductive Education Business Plan (2.00 cr.)
Introduces the concepts of starting and maintaining a not for profit Conductive Education center. Students will learn the essentials of management and operation of a not for profit CE center and have the opportunity to develop a working business plan geared specifically toward the management of a Conductive Education program. *Equivalent to PHYT-580.*

PHYT-6500 Physical Therapy Workshop (1.00-3.00 cr.)
Provides skill or competency-based training sessions directly related to improving the delivery of physical therapy interventions or the supervision of physical therapy students. *Equivalent to PHYT-500.*

PHYT-6601 Gross Anatomy I (3.00 cr.)
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. *Equivalent to PHYT-601.*

PHYT-6602 Gross Anatomy I Laboratory (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7701 or PHYT-6601. *Equivalent to PHYT-602.*

PHYT-6611 Gross Anatomy II (3.00 cr.)
Continues the intensive, comprehensive study of human anatomy. Emphasizes the regional anatomy of the pelvis, hip, lower extremity, head, and neck. *Equivalent to PHYT-611.*

PHYT-6612 Gross Anatomy II Laboratory (1.00 cr.)
Provides detailed dissection on human cadavers that parallels the topics covered in BIOL-7711 or PHYT-6611. *Equivalent to PHYT-612.*

PHYT-6626 Neuroscience (4.00 cr.)
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. *Equivalent to PHYT-626.*

PHYT-6701 Patient Management I (2.00 cr.)
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. *Equivalent to PHYT-701.*

PHYT-6702 Patient Management Laboratory (1.00 cr.)
Provides an opportunity to observe, practice, and become proficient in the performance of professional behaviors and patient care skills utilized in PHYT-6701. May include clinical observation off campus. *Equivalent to PHYT-702.*

PHYT-6705 Movement Analysis I (2.00 cr.)
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. *Equivalent to PHYT-705.*

PHYT-6706 Movement Analysis I Laboratory (1.00 cr.)
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 PHYT-6705. Will include surface anatomy and development of palpation skills. *Equivalent to PHYT-706.*

PHYT-6710 Integrative Physical Therapy Seminar I (1.00 cr.)
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. E*quivalent to PHYT-710.*

PHYT-6711 Patient Management II (2.00 cr.)
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. *Equivalent to PHYT-711.*

PHYT-6712 Patient Management II Lab (1.00 cr.)
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. *Equivalent to PHYT-712.*

PHYT-6715 Movement Analysis II (2.00 cr.)
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. *Equivalent to PHYT-715.*

PHYT-6716 Movement Analysis II Laboratory (1.00 cr.)
This course provides the student with the hands-on experience to apply the kinesiological and biomechanical principles covered in PHYT-6715. *Equivalent to PHYT-716.*

PHYT-6720 Integrative Physical Therapy Seminar II (1.00 cr.)
Integrates 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. *Equivalent to PHYT-720.*

PHYT-6721 Patient Management III (2.00 cr.)
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. *Equivalent to PHYT-721.*

PHYT-6722 Patient Management III Laboratory (1.00 cr.)
Provides an opportunity to observe, practice, and become proficient in the performance of therapeutic exercise and patient care skills. *Equivalent to PHYT-722.*

PHYT-6724 Pharmacology for Physical Therapy (2.00 cr.)
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. *Equivalent to PHYT-724.*

PHYT-6742 Psychomotor Development Throughout the Lifespan (3.00 cr.)
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. *Equivalent to PHYT-742.*

PHYT-6743 Research in Physical Therapy Practice (3.00 cr.)
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. *Equivalent to PHYT-743.*

PHYT-6745 Exercise Physiology (2.00 cr.)
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. *Equivalent to PHYT-745.*

PHYT-6746 Exercise Physiology Laboratory (1.00 cr.)
Allows for hands-on practice of exercise testing and prescription appropriate for physical therapists. *Equivalent to PHYT-746.*

PHYT-6790 Intro to Healthcare Research (3.00 cr.)
Presents basic statistics used in healthcare research. Considers the importance of critically reviewing research for clinical applications. Introduces concepts of evidence based medicine. *Equivalent to PHYT-790.*

PHYT-6800 Independent Study (3.00 cr.)
Requires approved study plan for in-depth study of a topic relevant to the development of an autonomous physical therapist practitioner. *Equivalent to PHYT-800.*

PHYT-6820 Clinical Decision Making I (3.00 cr.)
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. *Equivalent to PHYT-820.*

PHYT-6821 Clinical Decision Making II (3.00 cr.)
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. *Equivalent to PHYT-821.*

PHYT-6824 Pharmacology for Licensed Physical Therapists (3.00 cr.)
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. *Equivalent to PHYT-824.*

PHYT-7717 Clinical Orthopedics I (2.00 cr.)
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. *Equivalent to PHYT-717.*

PHYT-7718 Clinical Orthopedics I Laboratory (1.00 cr.)
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. *Equivalent to PHYT-718.*

PHYT-7727 Physical and Electrical Agents Laboratory (1.00 cr.)
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. *Equivalent to PHYT-727.*

PHYT-7728 Physical and Electrical Agents in Physical Therapy (2.00 cr.)
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. *Equivalent to PHYT-728.*

PHYT-7729 Clinical Practicum (3.00 cr.)
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. *Equivalent to PHYT-729.*

PHYT-7730 Integrative Physical Therapy Seminar III (1.00 cr.)
Integrates 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. *Equivalent to PHYT-730.*

PHYT-7737 Clinical Orthopedics II (3.00 cr.)
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. *Equivalent to PHYT-737.*

PHYT-7738 Clinical Orthopedics II Laboratory (1.00 cr.)
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. *Equivalent to PHYT-738.*

PHYT-7740 Integrative Physical Therapy Seminar IV (1.00 cr.)
Integrates 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. *Equivalent to PHYT-740.*

PHYT-7755 Cardiopulmonary Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-755.*

PHYT-7756 Neuroscience Therapeutics I (2.00 cr.)
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. *Equivalent to PHYT-756.*

PHYT-7757 Neuroscience Therapeutics I Laboratory (1.00 cr.)
Provides the opportunity for supervised instruction and practice in handling patients with neurological impairments. *Equivalent to PHYT-757.*

PHYT-7760 Interaction and Education for Patient Care (3.00 cr.)
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. *Equivalent to PHYT-760.*

PHYT-7762 Integumentary Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-762.*

PHYT-7766 Neuroscience Therapeutics II (3.00 cr.)
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. *Equivalent to PHYT-766.*

PHYT-7767 Neuroscience Therapeutics II Laboratory (1.00 cr.)
Provides an opportunity for supervised instruction and practice in handling clients with neurological impairments. *Equivalent to PHYT-767.*

PHYT-7770 Ethical, Leadership, and Policy Dimensions of Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-770.*

PHYT-7772 Orthotics and Prosthetics (2.00 cr.)
Covers the medical indications, biomechanical basis, and management of the patient with orthotic or prosthetic needs. *Equivalent to PHYT-772.*

PHYT-7780 Physical Therapy in the Healthcare Team (3.00 cr.)
Develops a broad perspective regarding organization and issues specific to the profession of physical therapy. Focuses on current topics and healthcare changes. *Equivalent to PHYT-780.*

PHYT-7782 Imaging for Physical Therapists (2.00 cr.)
Introduces the role of imaging as part of patient management. Covers common evaluation principles and specialized imaging for musculoskeletal injuries and neurological testing procedures. *Equivalent to PHYT-782.*

PHYT-7786 Physical Therapy Management of Medical/ Surgical (2.00 cr.)
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. *Equivalent to PHYT-786.*

PHYT-7788 Comprehensive Patient Management (2.00 cr.)
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. *Equivalent to PHYT-788.*

PHYT-7825 Research I: Evidence Based Physical Therapy Practice (3.00 cr.)
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. *Equivalent to PHYT-825.*

PHYT-7830 Teaching and Learning in Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-830.*

PHYT-7840 Management and Administration in Physical Therapy (3.00 cr.)
Provides proven business methods for managing physical therapy practice. Includes considerations of third party-payers and personnel issues. *Equivalent to PHYT-840.*

PHYT-7842 Imaging for Licensed Physical Therapists (3.00 cr.)
Introduces the role of imaging as part of patient management. Covers common evaluation principles, specialized imaging for musculoskeletal injuries and neurological testing procedures. *Equivalent to PHYT-842*.

PHYT-7850 Advocacy and Leadership in Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-850.*

PHYT-7852 Integumentary Physical Therapy (3.00 cr.)
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. *Equivalent to PHYT-852.*

PHYT-7860 Topics in Physical Therapy: (3.00 cr.)
Issues of special interest to physical therapists will be presented by experts in the area. *Equivalent to PHYT-860.*

PHYT-8792 Wellness and Human Performance (3.00 cr.)
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. *Equivalent to PHYT-792.*

PHYT-8801 Clinical Internship I (4.00 cr.)
A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. *Equivalent to PHYT-801.*

PHYT-8802 Integrative Physical Therapy Seminar V (1.00 cr.)
Designed to integrate knowledge and data from the first clinical internship in to a current case study using current relevant literature. *Equivalent to PHYT-802.*

PHYT-8803 Clinical Internship II (4.00 cr.)
A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. *Equivalent to PHYT-803.*

PHYT-8804 Integrative Physical Therapy Seminar VI (1.00 cr.)
Integrates knowledge and data from the second clinical internship in to a current case study using current relevant literature. *Equivalent to PHYT-804.*

PHYT-8811 Current Issues in Physical Therapy (2.00 cr.)
Covers advanced examination and intervention techniques for patients who have impairments or disabilities. Explores current literature and research in the field. *Equivalent to PHYT-811.*

PHYT-8832 Human Performance and Wellness (3.00 cr.)
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. *Equivalent to PHYT-832.*

PHYT-9783 Applied Research in Physical Therapy (1.00 cr.)
Focuses on the completion of written and oral presentations of a clinical case research project under faculty supervision. *Equivalent to PHYT-783.*

PHYT-9805 Clinical Internship III (4.00 cr.)
A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. *Equivalent to PHYT-805.*

PHYT-9807 Clinical Internship IV (5.00 cr.)
A full-time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off-campus. *Equivalent to PHYT-807.*

PHYT-9808 Integrative Physical Therapy Seminar VII (1.00 cr.)
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. *Equivalent to PHYT-808.*

PHYT-9809 Clinical Internship III and IV (9.00 cr.)
A full time clinical experience in patient management at an in-patient or out-patient setting. Students will be supervised by qualified, licensed physical therapists at affiliating facilities off campus. *Equivalent to PHYT-809.*

PHYT-9875 Research II: Clinical Project (3.00 cr.)
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. *Equivalent to PHYT-875.*

Physics

PHYS-1111 Physical Science Foundations (3.00 cr.)
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. *Equivalent to PHYS-302.*

PHYS-1112 Physical Science Foundations Laboratory (1.00 cr.)
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. *Equivalent to PHYS-303.*

PHYS-3141 Intermediate Physics I (3.00 cr.)
The areas of physics covered in this course include motion, particle dynamics, work and energy, conservation of momentum, rotational dynamics, and thermodynamics. *Equivalent to PHYS-352.*

PHYS-3142 Intermediate Physics I Laboratory (1.00 cr.)
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. *Equivalent to PHYS-353.*

PHYS-3143 Intermediate Physics II (3.00 cr.)
The areas of physics covered in this course include wave motion, electricity, magnetism, light, and optics. *Equivalent to PHYS-362.*

PHYS-3144 Intermediate Physics II Laboratory (1.00 cr.)
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. *Equivalent to PHYS-363.*

PHYS-3171 University Physics I Lecture (3.00 cr.)
Discusses the application of calculus to topics of kinematics, forces, energy, momentum, rotational motion, and thermodynamics. *Equivalent to PHYS-372.*

PHYS-3172 University Physics I Laboratory (1.00 cr.)
Apply the concepts and theories covered in PHYS-3171. Set up an experiment, collect data, apply theories and formulas to data, and interpret results. *Equivalent to PHYS-373.*

PHYS-3181 University Physics II Laboratory (1.00 cr.)
Covers the measurements on vibrations and waves, electricity and magnetism, light and optics. Focuses on measuring and finding related physical variables and conceptual relationship. Discusses the relationship between experimental knowledge and theory. Some experiments will require the use of calculus.

PHYS-3182 University Physics II Lecture (3.00 cr.)
Covers areas of physics to include wave motion, electricity, magnetism, light, and optics.

PHYS-3211 Earth and Space Science (3.00 cr.)
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. *Equivalent to PHYS-305.*

PHYS-3323 Energy and Problems of a Technical Society (3.00 cr.)
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. *Equivalent to PHYS-325.*

PHYS-3435 Meteorology Online (3.00 cr.)
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. *Equivalent to PHYS-330.*

PHYS-5000 Applied Physics Workshop (1.00-3.00 cr.)
Each Applied Physics Workshop examines a selected topic in Applied Physics. It explores the scientific, technical, societal, and policy aspects of the selected topic and seeks to understand the developmental processes that lead from the fundamental discoveries to the useful application for human society. Topics may vary. *Equivalent to PHYS-501.*

PHYS-5351 Energy, Resources, and Society (3.00 cr.)
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. *Equivalent to PHYS-525.*

Political and Justice Studies

POJS-6100 Theoretical Foundation to Political and Justice Studies (3.00 cr.)
Examines the theories and approaches of political and justice studies, including competing theories of "justice," theories of the state, class, race, and gender conflict and general issues of distribution in society. *Equivalent to POJS-605.*

POJS-6120 Research Methods (3.00 cr.)
Examines the uses and objectives of empirical research in the social sciences, the principle assumptions underlying the approaches, the fundamental paradigms and current trends in empirical social science research methodologies. The role of theory and research in research design as well emphasizes survey and methods of qualitative data collection and analysis using real-life examples, is also discussed. *Equivalent to POJS-607.*

POJS-6150 Civil and Human Rights (3.00 cr.)
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. *Equivalent to POJS-615.*

POJS-6200 Theories of Conflict Resolution (3.00 cr.)
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. *Equivalent to POJS-620.*

POJS-6250 Community Justice (3.00 cr.)
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. *Equivalent to POJS-625.*

POJS-6300 Corporate Influence on Politics (3.00 cr.)
Conceives the ways in which corporations use public relations, advertising, marketing, and lobbying to influence governments, and public policy at the physical and monetary expense of the people. Examines the tobacco, oil, pharmaceutical, agricultural, and other industries through conflict theory lenses to understand the ways in which corporate leaders influence politics and maintain their power. *Equivalent to POJS-630.*

POJS-6320 Political Sociology (3.00 cr.)
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. *Equivalent to POJS-632.*

POJS-7035 Topics of American Politics and Public Policy (3.00 cr.)
Explores pivotal theories and current issues in American politics and policy. Examines the interaction between theory, practice, and outcomes in the American political process. *Equivalent to POJS-835.*

POJS-7036 Topics in Comparative and Global Politics (3.00 cr.)
Current theories, approaches, and issues concerning the global system are considered. *Equivalent to POJS-836.*

POJS-7037 Topics in Social Justice and Public Policy (3.00 cr.)
Current theories, approaches, and issues concerning justice in society are investigated. *Equivalent to POJS-837.*

POJS-7070 Survey Research Methods (3.00 cr.)
Explores the selection of problems appropriate for analysis through survey design and analysis, the method of cross-sectional analysis, tests of fit, significance, and model specification. The theoretical constructs of survey research are applied through development of a survey instrument, quantitative data analysis, and proposal design. *Equivalent to POJS-707.*

POJS-7101 Constitutional Law: Process and Change (3.00 cr.)
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. *Equivalent to POJS-710.*

POJS-7150 Law, Society, and Public Policy (3.00 cr.)
Discussion of basic aspects of law, analysis of selected public policy topics, and the effects of judicial decisions upon the formation of public policy. *Equivalent to POJS-705.*

POJS-7180 Public Opinion and American Democracy (3.00 cr.)
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. *Equivalent to POJS-718.*

POJS-7190 Gender, Political Culture, and the Law (3.00 cr.)
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. *Equivalent to POJS-709.*

POJS-7200 Elites and American Democracy (3.00 cr.)
Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation, and democratic accountability in American politics. *Equivalent to POJS-720.*

POJS-7210 Nonprofit Organizations in Social Justice (3.00 cr.)
Explores the role of the nonprofit, or third sector in American society. The range and depth of issues facing communities requires that nonprofit organizations enhance their ability to respond in more successful ways. This requires that groups specifically, and the sector generally, reconsider mission, impact, and leadership development as they relate to their role in society. Students will gain a thorough understanding of the nonprofit sector, its challenges, and its opportunities. *Equivalent to POJS-721.*

POJS-7220 Global and U.S. Justice Movements (3.00 cr.)
Examines the current sociological social movement perspectives on the origins, growth and characteristics of social justice movements that focus on expanding human rights, both globally and in the U.S. Considers various levels of movement organizing, including protests and mass demonstrations, transnational political mobilization, civil society, and social movement industries. *Equivalent to POJS-722.*

POJS-7250 American Political Behavior (3.00 cr.)
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. *Equivalent to POJS-725.*

POJS-7300 Social Origins of Violence (3.00 cr.)
Examines the social origin of violence. *Equivalent to POJS-730.*

POJS-7330 U.S. Foreign Policy (3.00 cr.)
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. *Equivalent to POJS-715.*

POJS-7350 Third World in Global Development (3.00 cr.)
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. *Equivalent to POJS-735.*

POJS-7400 Sexual Politics (3.00 cr.)
Examines the major theoretical approaches used in the sociology of sexuality and gender. Analyzes the ways in which social institutions regulate the social construction of sexuality, with attention to gender, races, and class differences in sexuality experiences. Examines the regulation of sexual and gender expressions through institutions and social norms. *Equivalent to POJS-840.*

POJS-8070 Qualitative Research Methods (3.00 cr.)
Explores the selection of problems appropriate for analysis through qualitative analysis. Develops awareness and expertise in qualitative survey research methods, approaches, and designs, ranging from standard participant observational techniques and semi-structured interviewing through innovative exploratory methods such as grounded theory and critical social research.

POJS-8100 Labor Workforce Social Change (3.00 cr.)
Uses labor market techniques to show job stratification in urban communities. Examines mechanisms to increase employment growth along with issues of labor migration. *Equivalent to POJS-810.*

POJS-8110 Wealth, Power and Inequality (3.00 cr.)
Examines wealth and income distribution and analyzes ideological and political forces in an unequal society. *Equivalent to POJS-811.*

POJS-8150 Contemporary Theories of Social Justice (3.00 cr.)
Provides an overview of the major currents of political and social thought in the post-enlightenment period. Social justice and the proper relationship between individual, state, and society will be examined. *Equivalent to POJS-805.*

POJS-8160 Comparative Urban Redevelopment (3.00 cr.)
Analyzes the redevelopment of older American cities in comparative context. Draws upon examples of older non-American cities for theoretical understanding and conceptual clarity. *Equivalent to POJS-806.*

POJS-8170 Qualitative Research Methods (3.00 cr.)
Explores the selection of problems appropriate of analysis through qualitative analysis. Develops a range of expertise of more qualitative research methods, ranging from standard participant observational techniques and semi-structured interviewing through exploratory methods, such as grounded theory and critical social research. Practical skill development and theoretical "meaning-making" constitute the courses main emphases. *Equivalent to POJS-808.*

POJS-8190 Criminal Justice System and Process Analysis (3.00 cr.)
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. *Equivalent to POJS-819.*

POJS-8200 Presidency, Congress, and the Courts (3.00 cr.)
Examines the historical and legal evolution of the presidency, Congress, and the courts in the American political process. Focuses on the Constitutional foundation of the three branches of government, as well as the practical implications of this separation of powers. *Equivalent to POJS-820.*

POJS-8210 Public Policy and Politics (3.00 cr.)
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 policy-makers are explored. *Equivalent to POJS-821.*

POJS-8240 Intergovernmental Relations (3.00 cr.)
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. *Equivalent to POJS-824.*

POJS-8250 Causative Theories of Crime in Society (3.00 cr.)
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. *Equivalent to POJS-825.*

POJS-8300 Comparative Political and Justice Systems I (3.00 cr.)
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. *Equivalent to POJS-830.*

POJS-8310 Comparative Political and Justice Systems II (3.00 cr.)
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. *Equivalent to POJS-831.*

POJS-8390 Challenges of Globalization (3.00 cr.)
Current theories, approaches and issues concerning the global system are considered in the context of their impact on the foreign policy of the United States. *Equivalent to POJS-839.*

POJS-8450 International Law and Organization (3.00 cr.)
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. *Equivalent to POJS-845.*

POJS-8460 Crime, Justice, and the Media (3.00 cr.)
An examination of the interrelationship of crime, justice, and the contemporary media in American society. Topics 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. *Equivalent to POJS-846.*

POJS-8500 Victimology (3.00 cr.)
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 effect on the criminal court. Victim-blaming arguments will be explored, as well as sexual assault, child abuse, and the victimization of the elderly. *Equivalent to POJS-850.*

POJS-8700 Graduate Research (1.00-4.00 cr.)
Individual reading, research, and/or project in political science under the supervision of the faculty. *Equivalent to POJS-870.*

POJS-8800 Internship (1.00-4.00 cr.)
Designed to provide political science students with supervised practical experiences in applied settings. *Equivalent to POJS-880.*

POJS-8890 Five University Consortium Minority Internship Program (1.00-9.00 cr.)
Designed to provide graduate Five University Consortium minority interns with supervised experiences in federal, state, local, and corporate set-tings in areas such as intergovernmental relations, policy analysis, and decision-making. *Equivalent to POJS-889.*

POJS-8970 Internship Project (6.00 cr.)
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. *Equivalent to POJS-885.*

POJS-8981 Directed Readings (3.00 cr.)
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. *Equivalent to POJS-869.*

POJS-8982 Directed Readings (3.00 cr.)
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. *Equivalent to POJS-869.*

POJS-8990 Graduate Thesis/Project (3.00 cr.)
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. *Equivalent to POJS-890.*

POJS-8999 Directed Scholarship: Political and Justice Studies (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CO" in a designated capstone course. NOTE: This course is variable in credit hours, repeatable (not replaceable) and is P/NC option. *Equivalent to POJS-898.*

Political Science

POLS-2100 American National Government (3.00 cr.)
Examines U.S. governmental institutions, the informal pressures that influence them, and the policies produced by the governing process. *Equivalent to POLS-302.*

POLS-2101 Principles of Political Science (3.00 cr.)
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. *Equivalent to POLS-301.*

POLS-2200 Local Governmental Systems (3.00 cr.)
Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois. *Equivalent to POLS-320.*

POLS-3110 Transformation of the Global System (3.00 cr.)
Integrated analysis of processes and issues in international politics, with emphasis on substantive topics in selected sections of the world. *Equivalent to POLS-311.*

POLS-3150 Comparative Political Analysis (3.00 cr.)
Employs a problem-based (problematic) approach to the study of comparative politics. By considering the historical context, culture, and economics as they are expressed by varying political units such as nation-states, this investigation allows one to understand and appreciate the similarities and differences between countries.

POLS-3250 International Political Economy (3.00 cr.)
Surveys the evolution of the 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 later 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.

POLS-3600 International Organizations (3.00 cr.)
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. *Equivalent to POLS-310.*

POLS-3900 Seminar in Civic Engagement (3.00 cr.)
Introduces the fundamental question of the relationship between politics and the state as developed by selected political philosophers from the Greeks to the present. Emphasizes concepts of democracy, power, individual freedom, the state, and the obligations of citizens and rulers with relevance to current political developments.

POLS-4100 Hispanic Experience in the U.S. (3.00 cr.)
Examines the Hispanic/Latino experience in the United States with a consideration of both the immigrant experience and the challenges of subsequent generations. Attention is given to the political, socio-economical, and cultural dimensions of this experience.

POLS-4200 U.S. and Illinois Elections (3.00 cr.)
Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Equivalent to POLS-520.*

POLS-4300 The Chicago Political Tradition (1.00 cr.)
Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth century Chicago mayors. *Equivalent to POLS-530.*

POLS-4350 Debate and Public Advocacy (3.00 cr.)
Study of argumentation: that is, evidence, reasoning, and construction of briefs, also, practice informal and information debate, and public discourse on current issues.

POLS-4375 Conflict Resolution (3.00 cr.)
Investigates the causes of conflict in its many societal expressions and considers the various models of conflict resolution. Particular attention is given to community, ethnic, organizational, labor and international forms of conflict.

POLS-4380 International Peace Initiative (3.00 cr.)
Examines global peace building initiatives, including strategies and practices base upon restorative justice.

POLS-4400 Constitutional Law: Civil Liberties (3.00 cr.)
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. *Equivalent to POLS-440.*

POLS-4500 Political Communication (3.00 cr.)
Examines communication in the context of political campaigns. Attention is given to the public relations elements of campaigns in multiple media to show how political candidates earn America's attention and the people's votes. Applications of these tactics in other contexts are also discussed.

POLS-4600 Political Theory (3.00 cr.)
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. *Equivalent to POLS-460.*

POLS-4650 Empowering Community: from Self to Service (3.00 cr.)
Explores the relationship between the individual and community with the goal of promoting service learning and civic engagement. Approaches of both a theoretical and applied nature will be examined with the goal of promoting future engagement in community organizations.

POLS-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in political science under the supervision of the faculty. *Equivalent to POLS-470.*

POLS-4800 Internship (1.00-4.00 cr.)
Designed to provide political science students with supervised practical experiences in applied settings. *Equivalent to POLS-480.*

POLS-4890 Five University Consortium Minority Internship Program (1.00-12.00 cr.)
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. *Equivalent to POLS-489*.

POLS-4990 Political Struggle: Empowerment and Change (3.00 cr.)
Applies the various theoretical frameworks and approaches to studying political science to practical, real world issues and experiences. Students will employ an interdisciplinary approach as they examine and analyze the intersection of power, resource distribution, identify, and participation in American democracy.

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

POLS-5000 Topics in Political Science (1.00-3.00 cr.)
Deals with topics of current interest, exploring several aspects of the topic using a variety of methodologies from the discipline of political science. *Equivalent to POLS-510.*

POLS-5150 Principles and Theories in Political Studies (3.00 cr.)
Designed to introduce students to the major traditional and contemporary principles and theoretical foundations of political science. Can serve as a substitute for POLS-2101 and POLS-2100 toward meeting preparatory requirements for the M.A. in Political and Justice Studies. *Equivalent to POLS-505.*

POLS-5310 Readings, Black Politics, and the American Political System (3.00 cr.)
A study of the patterns of black politics in the development of African American participation in the American political and economic systems. *Equivalent to POLS-531.*

POLS-5360 Problems in International Politics (3.00 cr.)
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. *Equivalent to POLS-536.*

POLS-5380 Urban Politics (3.00 cr.)
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. *Equivalent to POLS-538.*

POLS-5400 Political Economy of Urban Development (3.00 cr.)
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. *Equivalent to POLS-540.*

POLS-5480 Politics of Latin America (3.00 cr.)
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. *Equivalent to POLS-548.*

POLS-5630 Seminar: Comparative Urban Future (3.00 cr.)
Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective. *Equivalent to POLS-563.*

POLS-6200 U.S. and Illinois Elections (3.00 cr.)
Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. *Equivalent to POLS-520.*

POLS-6300 The Chicago Political Tradition (1.00 cr.)
Examines past and current politics in the City of Chicago. Analyzes thoroughly twentieth century Chicago mayors. *Equivalent to POLS-530*.

POLS-7370 Political Geography (3.00 cr.)
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. *Equivalent to POLS-737*.

POLS-8450 International Law and Organization (3.00 cr.)
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. *Equivalent to POLS-845.*

Psychology

PSYC-3101 Principles of Psychology (3.00 cr.)
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. *Equivalent to PSYC-310.*

PSYC-3102 Thinking and Writing in Psychology (3.00 cr.)
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. *Equivalent to PSYC-400.*

PSYC-3201 Developmental Psychology (3.00 cr.)
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. *Equivalent to PSYC-412.*

PSYC-3202 Adolescence (3.00 cr.)
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. *Equivalent to PSYC-5210, PSYC-510.*

PSYC-3203 Adulthood (3.00 cr.)
Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities. *Equivalent to PSYC-515.*

PSYC-3204 Geropsychology (3.00 cr.)
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. *Equivalent to PSYC-5219, PSYC-519.*

PSYC-3310 Personality Theories (3.00 cr.)
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. *Equivalent to PSYC-410.*

PSYC-3345 Social Psychology (3.00 cr.)
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. *Equivalent to PSYC-445.*

PSYC-3430 Abnormal Psychology (3.00 cr.)
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. *Equivalent to PSYC-430.*

PSYC-3470 Introduction to Clinical Psychology (3.00 cr.)
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. *Equivalent to PSYC-5444, PSYC-544.*

PSYC-3520 Cognitive Psychology (3.00 cr.)
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. *Equivalent to PSYC-422.*

PSYC-3602 Health Psychology (3.00 cr.)
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 healthcare system. *Equivalent to PSYC-502.*

PSYC-3605 Love: What Everyone Needs to Know (3.00 cr.)
Explores the intricacies and problems of close, committed, interpersonal relationships including marriage. Discusses important relationship concepts and standards. *Equivalent to PSYC-305.*

PSYC-3606 Sex: What Everyone Needs to Know (3.00 cr.)
Provides an introduction to human sexuality. Emphasizes understanding the bio-psychological factors in human sexual functioning. Provides an opportunity for students to explore their own values and attitudes. *Equivalent to PSYC-306.*

PSYC-3650 Creating A Healthy Lifestyle (3.00 cr.)
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. *Equivalent to PSYC-508.*

PSYC-3675 Psychophysiology (3.00 cr.)
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. *Equivalent to PSYC-550.*

PSYC-3820 Forensic Psychology (3.00 cr.)
Examines the legal system's basic assumptions and procedures in light of social scientific evidence pertaining to human behavior relevant to the rights of defendants, victims, children, and mental patients, including areas of Clinical Psychology in which psychologists act as expert witnesses and consultants.

PSYC-3840 Industrial Psychology (3.00 cr.)
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. *Equivalent to PSYC-340.*

PSYC-4070 Topics in Personal and Professional Growth (1.00 cr.)
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. *Equivalent to PSYC-573*.

PSYC-4130 Professional Standards in Human Services and Research (3.00 cr.)
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. *Equivalent to PSYC-530.*

PSYC-4520 Cognitive Development (3.00 cr.)
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. *Equivalent to PSYC-5523, PSYC-523.*

PSYC-4524 Principles of Learning and Behavior (3.00 cr.)
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. *Equivalent to PSYC-524.*

PSYC-4750 Research Methodology (3.00 cr.)
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. *Equivalent to PSYC-560.*

PSYC-4770 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Equivalent to PSYC-470.*

PSYC-4780 Principles of Psychological Testing (3.00 cr.)
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. *Equivalent to PSYC-580.*

PSYC-4840 History & Systems of Psychology (3.00 cr.)
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. *Equivalent to PSYC-440.*

PSYC-4880 Field Experience in Psychology (2.00 cr.)
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. *Equivalent to PSYC-480.*

PSYC-4950 Psychological Issues and Social Values (3.00 cr.)
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. *Equivalent to PSYC-546.*

PSYC-5610 Laboratory in Personal Stress Management (2.00 cr.)
Focuses on the individual's internal and external stresses and theories and methods of reducing stress such as lifestyle, exercise, and nutrition. *Equivalent to PSYC-506.*

PSYC-5620 Laboratory in Personal Growth (2.00 cr.)
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. *Equivalent to PSYC-527.*

PSYC-5630 Laboratory in Interpersonal Growth (2.00 cr.)
Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships. *Equivalent to PSYC-531.*

PSYC-5690 Practicum Seminar in Stress Management (3.00 cr.)
Students are required to do eight hours of practicum per week and to teach holistic stress management techniques to individuals, families, or groups. *Equivalent to PSYC-509.*

PSYC-5828 Understanding Men (3.00 cr.)
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. *Equivalent to PSYC-514.*

PSYC-5829 Psychology of Women (3.00 cr.)
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. *Equivalent to PSYC-529.*

PSYC-6070 Topics in Psychology (1.00-3.00 cr.)
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. *Equivalent to PSYC-630.*

PSYC-6110 Measurements and Evaluation (3.00 cr.)
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. *Equivalent to PSYC-610.*

PSYC-6160 Ethical and Legal Issues in Psychology (3.00 cr.)
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. *Equivalent to PSYC-760.*

PSYC-6221 Psychopathology (3.00 cr.)
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. *Equivalent to PSYC-821.*

PSYC-6229 Graduate Seminar in Human Development (3.00 cr.)
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. *Equivalent to PSYC-829.*

PSYC-6606 Cognitive/Educational Psychology (3.00 cr.)
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. *Equivalent to PSYC-806.*

PSYC-6635 Roles and Issues in School Psychology (3.00 cr.)
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. *Equivalent to PSYC-835.*

PSYC-7240 Topics in Multicultural Psychology (3.00 cr.)
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. *Equivalent to PSYC-740.*

PSYC-7320 Theories of Psychotherapy (3.00 cr.)
Provides students with an extensive background in the theoretical and historical origins of various approaches to psychotherapy (e.g. cognitive-behavioral, interpersonal process, psychodynamics, etc.). Focuses on empirically validated therapies, and their application with disorders most prevalent among adults and children. *Equivalent to PSYC-820.*

PSYC-7325 Introduction to Child Therapy (2.00 cr.)
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. *Equivalent to PSYC-700.*

PSYC-7430 Psychotherapy Techniques I (2.00 cr.)
Covers clinical interviewing skills and application of a therapeutic approach, and basic listening and interviewing skills as a part of an client assessment. Directive and non-directive approaches to interviewing through demonstrations, role-playing and structured exercises will be explored. *Equivalent to PSYC-830.*

PSYC-7431 Psychotherapy Techniques II (3.00 cr.)
Provides students with more advanced technical approaches for treatment using various theoretical approaches to psychotherapy (e.g. humanistic, interpersonal process, cognitive-behavioral, applied behavioral analysis, etc.). Builds on basic therapeutical skills, and focuses on applying evidence based techniques to common disorders in diverse populations. *Equivalent to PSYC-831.*

PSYC-7528 Graduate Seminar in Cognitive Psychology (3.00 cr.)
Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. *Equivalent to PSYC-828.*

PSYC-7570 Independent Study (1.00-6.00 cr.)
Individual reading, research, and/or project in psychology under the supervision of the faculty. *Equivalent to PSYC-870.*

PSYC-7635 Individual Assessment I: School Age (3.00 cr.)
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. *Equivalent to PSYC-846.*

PSYC-7645 Individual Assessment II: Preschool (3.00 cr.)
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. *Equivalent to PSYC-848.*

PSYC-7650 Prevention and Intervention Strategies for School-aged Children (3.00 cr.)
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. *Equivalent to PSYC-852.*

PSYC-8414 Play and Expressive Arts Therapy: Individual (4.00 cr.)
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. *Equivalent to PSYC-814.*

PSYC-8440 Group Psychotherapy (3.00 cr.)
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. *Equivalent to PSYC-840.*

PSYC-8463 Practicum in Psychotherapy (3.00 cr.)
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. *Equivalent to PSYC-863.*

PSYC-8500 Thesis Preparation (1.00 cr.)
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. *Equivalent to PSYC-850.*

PSYC-8501 Teaching in Psychology and Counseling (3.00 cr.)
Provides an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology and counseling. Explores a range of options available to college instructor in the presentation of course material, learning assessment tools, test construction, and grading. *Equivalent to PSYC-801.*

PSYC-8549 Advanced Research Seminar (3.00 cr.)
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. *Equivalent to PSYC-849.*

PSYC-8590 Internship (1.00-6.00 cr.)
Designed to provide students in psychology with supervised practical experiences in applied settings. *Equivalent to PSYC-880.*

PSYC-8653 Human Neuropsychology I: Brain Function (3.00 cr.)
Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Equivalent to PSYC-853.*

PSYC-8654 Human Neuropsychology II: Clinical Assessment (3.00 cr.)
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. *Equivalent to PSYC-854.*

PSYC-8757 Individual Assessment III: Personality (3.00 cr.)
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. *Equivalent to PSYC-857.*

PSYC-8858 Advanced Seminar in Assessment and Intervention (3.00 cr.)
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. *Equivalent to PSYC-858.*

PSYC-8920 Internship Program I (3.00 cr.)
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. *Equivalent to PSYC-891.*

PSYC-8921 Internship Program II (3.00 cr.)
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. *Equivalent to PSYC-892.*

PSYC-8950 Graduate Thesis/Project (4.00 cr.)
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. *Equivalent to PSYC-890.*

PSYC-8960 Internship in School Psychology I (3.00 cr.)
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. *Equivalent to PSYC-920.*

PSYC-8961 Internship in School Psychology II (3.00 cr.)
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. *Equivalent to PSYC-921.*

PSYC-8965 Practicum in School Psychology (4.00 cr.)
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. *Equivalent to PSYC-865.*

PSYC-8999 Directed Scholarship: Masters in Psychology (1.00-2.00 cr.)
Under the supervision of a graduate faculty member, students register for this course to maintain active enrollment in their graduate program while completing requirements for their degree and must have received a grade of "CR" in a designated capstone course. NOTE: This course is variable (1-2) in credit hours, repeatable (not replaceable), and is P/NC option. *Equivalent to PSYC-898.*

Public Administration

PADM-2100 Introduction to Public Administration (3.00 cr.)
Offered in both lecture format and as a correspondence course. Examines theories, history, and current issues of administration in government. *Equivalent to PADM-301.*

PADM-4100 Public Policy Analysis (3.00 cr.)
Introduces students to conceptual models for understanding government policy-making and implementation. Provides information about various governmental policies. *Equivalent to PADM-435.*

PADM-4200 Planning Theory (3.00 cr.)
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. *Equivalent to PADM-430.*

Courses may have prerequisites, corequisites, restrictions and/or requirements.
Students are responsible for contacting their academic advisors for specific details.

PADM-4300 Public Personnel Administration (3.00 cr.)
Studies and evaluates principles, practices, and problems of personnel administration in government. *Equivalent to PADM-420.*

PADM-4400 Introduction to Urban Planning (3.00 cr.)
Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. *Equivalent to PADM-450.*

PADM-4450 Local Government Planning (3.00 cr.)
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. *Equivalent to PADM-455.*

PADM-4500 Public Finance and Budgeting (3.00 cr.)
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. *Equivalent to PADM-460.*

PADM-4800 Independent Study (3.00 cr.)
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. *Equivalent to PADM-470.*

PADM-4880 Internship (3.00 cr.)
Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Equivalent to PADM-480.*

PADM-5000 Topics in Public Administration (1.00-3.00 cr.)
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. *Equivalent to PADM-550.*

PADM-5100 Government and the Public (3.00 cr.)
Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. *Equivalent to PADM-510.*

PADM-5110 Economics of Urban Planning (3.00 cr.)
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. *Equivalent to PADM-505.*

PADM-5120 Urban Growth Management (3.00 cr.)
Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. *Equivalent to PADM-520.*

PADM-5130 Using Microcomputers in Planning (2.00 cr.)
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. *Equivalent to PADM-508.*

PADM-5140 Suburban Policy Issues (3.00 cr.)
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. *Equivalent to PADM-521.*

PADM-5150 Environmental Land Use Planning (3.00 cr.)
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. *Equivalent to PADM-536.*

PADM-5160 Planning Methodology (3.00 cr.)
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. *Equivalent to PADM-540.*

PADM-5170 Regional Planning (3.00 cr.)
Broad coverage of regional planning, its basic concepts, techniques of analysis, and planning methods. *Equivalent to PADM-545.*

PADM-5200 Administrative Law (3.00 cr.)
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. *Equivalent to PADM-560.*

PADM-5300 Public Safety Administration (3.00 cr.)
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. *Equivalent to PADM-580.*

PADM-5320 Law Enforcement and the Constitution (3.00 cr.)
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. *Equivalent to PADM-584.*

PADM-5870 Workshops on Zoning and Planning (1.00 cr.)
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. *Equivalent to PADM-500.*

PADM-5880 Practicum in Urban Planning (3.00 cr.)
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. *Equivalent to PADM-585.*

PADM-7100 Political and Legal Frameworks for Public Administration (3.00 cr.)
Covers the basic features and contexts of public administration, primarily for MPA students. It provides a brief but comprehensive overview of American public administration and the political, legal, and economic contexts within which it operates. The course focuses upon American government and politics, the American legal system, the policy process, and public administration. *Equivalent to PADM-801.*

PADM-7200 Economic Analysis in Public Administration (3.00 cr.)
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. *Equivalent to PADM-802.*

PADM-7300 Seminar in Public Human Resource Administration (3.00 cr.)
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. *Equivalent to PADM-810.*

PADM-7500 Seminar in Public Budgeting (3.00 cr.)
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. *Equivalent to PADM-812.*

PADM-7700 Data Analysis for Public Administration (3.00 cr.)
This course focuses on the collection and analysis of primary and secondary data. Topics covered include measurement, descriptive statistics, probability distributions, and inferential statistics areas including hypothesis testing, contingency tables, and various forms of regression analysis. The course emphasizes the use of data analysis in public sector environments, particularly policy and program analysis.

PADM-8000 Advanced Topics in Pub Administration (1.00-3.00 cr.)
Investigates in-depth and at an advanced level a topic of substantial contemporary interest and relevance to the profession of public administration. *Equivalent to PADM-860.*

PADM-8100 Seminar in Urban Government (3.00 cr.)
Examines advanced questions about the functioning of urban governments in America. *Equivalent to PADM-820.*

PADM-8200 Ethics for Public Administration (3.00 cr.)
Examines normative issues as they relate to American public administration. *Equivalent to POLS-863.*

PADM-8300 Public Finance (3.00 cr.)
This course covers public finance from the perspective of public administration. From a theoretical perspective, it focuses on the economic situations of public organizations relative to citizens. From a practical perspective, it focuses on public financial processes of public organizations such as accounting and purchasing.

PADM-8400 Seminar in Public Planning (3.00 cr.)
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. *Equivalent to PADM-851*.

PADM-8500 Seminar in Public Policy (3.00 cr.)
Examines advanced questions about the development of public policy. *Equivalent to PADM-840.*

PADM-8550 The Dynamic of the Public Policy Process (3.00 cr.)
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. *Equivalent to PADM-814.*

PADM-8600 Seminar in Research Methods (3.00 cr.)
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. *Equivalent to PADM-852.*

PADM-8800 Independent Study (3.00 cr.)
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. *Equivalent to PADM-870.*

PADM-8880 Internship (3.00 cr.)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Equivalent to PADM-880.*

PADM-8890 Graduate Thesis/Project (3.00 cr.)
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. *Equivalent to PADM-890.*

PADM-8900 Problems in Applied Public Management (3.00 cr.)
A capstone course designed to draw upon all the knowledge and skills acquired in the curriculum. Students will complete (1) major case studies in the format of management consultants' reports analyzing problems and developing solutions for actual or hypothetical organizations, and (2) a research paper. *Equivalent to PADM-865.*

PADM-8980 Master's Research Practicum (3.00 cr.)
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. *Equivalent to PADM-867.*

PADM-8990 Master's Research Paper (3.00 cr.)
For public administration students who are working on their research projects. Advanced standing as an MPA student required for registration. *Equivalent to PADM-855.*

Reading

See Education - Reading

Social Sciences

SOSC-2100 Survey of Social Science (3.00 cr.)
Offered as a correspondence course only. Examination of the organizing principles and methods of the basic social sciences. *Equivalent to SOSC-311.*

SOSC-3150 Approaches and Interconnections: Scientific Research and Knowledge Production (3.00 cr.)
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. *Equivalent to SOSC-315.*

SOSC-3200 Perspectives on Diversity (3.00 cr.)
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. *Equivalent to SOSC-320.*

SOSC-3250 International Political Economy (3.00 cr.)
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. *Equivalent to SOSC-325.*

SOSC-4101 Cultures of Labor in the Modern World (3.00 cr.)
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. *Equivalent to SOSC-501.*

SOSC-4110 Foundations of Social Science (3.00 cr.)
Provides a systematic and historical approach to the development of metatheoretical perspectives and major theories in the core social sciences, including geography, anthropology, sociology, and political science. *Equivalent to SOSC-400.*

SOSC-4200 Methods and Skills in Cross-Cultural Understanding (3.00 cr.)
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. *Equivalent to SOSC-5200, SOSC-500.*

SOSC-4300 Global Political Transformation and Economic Integration (3.00 cr.)
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. *Equivalent to SOSC-430.*

SOSC-4305 Urban Studies: Introduction to the City (3.00 cr.)
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. *Equivalent to SOSC-530.*

SOSC-4410 Ethnicity, Culture, and Politics (3.00 cr.)
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. *Equivalent to SOSC-541.*

SOSC-4500 Research Methods in the Social Sciences (3.00 cr.)
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. *Equivalent to SOSC-450.*

SOSC-4510 The Measure of Knowledge: Quantitative Research Methods (3.00 cr.)
Develops skills in research design for projects that integrate 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. *Equivalent to SOSC-451.*

SOSC-4560 Computer Applications in Social Science Research (3.00 cr.)
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. *Equivalent to SOSC-560.*

SOSC-4575 Women and Social Action (3.00 cr.)
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. *Equivalent to SOSC-575.*

SOSC-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in social sciences under the supervision of the faculty. *Equivalent to SOSC-470.*

SOSC-4800 Internship (1.00-4.00 cr.)
Designed to provide the social sciences student with supervised practical experiences in applied settings. *Equivalent to SOSC-480.*

SOSC-4900 Seminar: Values, Technology, and Social Change (3.00 cr.)
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. *Equivalent to SOSC-490.*

SOSC-6410 Ethnicity Culture Politics (3.00 cr.)
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. *Equivalent to SOSC-541.*

Social Work

SOCW-2100 Introduction to Social Work (3.00 cr.)
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. *Equivalent to SOCW-320.*

SOCW-3100 Social Welfare Policy I (3.00 cr.)
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. *Equivalent to SOCW-325.*

SOCW-3101 Interprofessional Teamwork in the Health and Human Services (3.00 cr.)
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. *Equivalent to SOCW-565.*

SOCW-3102 Children and Families: Problems, Issues, and Services (3.00 cr.)
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. *Equivalent to SOCW-575.*

SOCW-3103 Aging: Policies, Problems, and Services (3.00 cr.)
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. *Equivalent to SOCW-578.*

SOCW-3200 Interviewing Skills (3.00 cr.)
Designed to provide the basic interviewing skills needed for effective practice with client systems of all sizes. *Equivalent to SOCW-330.*

SOCW-3300 Diversity and Social Justice (3.00 cr.)
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. *Equivalent to SOCW-335.*

SOCW-3400 Human Behavior in the Social Environment I (3.00 cr.)
First of a two-term 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. *Equivalent to SOCW-340.*

SOCW-3500 Human Behavior in the Social Environment II (3.00 cr.)
Second of a two-term 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. *Equivalent to SOCW-342.*

SOCW-3600 Generalist Social Work Practice I (3.00 cr.)
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. *Equivalent to SOCW-341.*

SOCW-3700 Generalist Social Work Practice II (3.00 cr.)
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. *Equivalent to SOCW-343.*

SOCW-4100 Law for Human Service Professionals (3.00 cr.)
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. *Equivalent to SOCW-459.*

SOCW-4101 Urban Dynamics (3.00 cr.)
Examines the metropolitan community as a complex environment in which most human services are delivered; explores and compares the inter-relationship 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. *Equivalent to SOCW-530.*

SOCW-4102 Child Welfare Practice (3.00 cr.)
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 profession-als participate in instruction. *Equivalent to SOCW-576.*

SOCW-4103 Management and Supervision in the Human Services (3.00 cr.)
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. *Equivalent to SOCW-595.*

SOCW-4104 Social Work in Healthcare (3.00 cr.)
Focuses on how social workers in hospitals, clinics, and other health systems assist people in making better use of healthcare facilities, in preventing illness, dealing with the impact of illness and disability on themselves and their families, and preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services. *Equivalent to SOCW-570.*

SOCW-4200 Social Welfare Policy II (3.00 cr.)
Building on Social Welfare Policy I, examines social welfare policy perspectives, as reflected in values, interests, and political processes, contem-porary 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. *Equivalent to SOCW-425.*

SOCW-4300 Social Work Research (3.00 cr.)
Provides a research orientation necessary for effective direct service professional practice in health and human services and focuses on founda-tion 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. *Equivalent to SOCW-465.*

SOCW-4500 Field Practicum I (3.00 cr.)
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. *Equivalent to SOCW-496.*

SOCW-4501 Field Integrative Seminar I (3.00 cr.)
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. *Equivalent to SOCW-497.*

SOCW-4600 Field Practicum II (3.00 cr.)
An advanced 210 clock-hour generalist practice field experience designed for application and integration of social work principles, methods, ethics and values, and skills. *Equivalent to SOCW-498.*

SOCW-4601 Field Integrative Seminar II (3.00 cr.)
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. *Equivalent to SOCW-499.*

SOCW-5000 Topics in Social Work (1.00-4.00 cr.)
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. *Equivalent to SOCW-500.*

SOCW-6100 The Social Work Profession in a Diverse Society (3.00 cr.)
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. *Equivalent to SOCW-601.*

SOCW-6200 Human Behavior in the Social Environment I (3.00 cr.)
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. *Equivalent to SOCW-605.*

SOCW-6300 Human Behavior in the Social Environment II (3.00 cr.)
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. *Equivalent to SOCW-606.*

SOCW-6400 Social Welfare Policies and Provisions (3.00 cr.)
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. *Equivalent to SOCW-615.*

SOCW-6500 Social Work Research (3.00 cr.)
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. *Equivalent to SOCW-665.*

SOCW-7050 Foundation Topics in Social Work (1.00-3.00 cr.)
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. *Equivalent to SOCW-750.*

SOCW-7100 Social Work Practice II (3.00 cr.)
Explores and applies the generalist model of practice with groups, organizations, and communities. *Equivalent to SOCW-706.*

SOCW-7200 Social Work Practice I (3.00 cr.)
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. *Equivalent to SOCW-705.*

SOCW-7300 Practice with Groups (3.00 cr.)
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. *Equivalent to SOCW-760.*

SOCW-7500 Field Practicum I (2.00 cr.)
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. *Equivalent to SOCW-720.*

SOCW-7501 Field Practicum I: Integrative Seminar (2.00 cr.)
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. *Equivalent to SOCW-721.*

SOCW-7600 Field Practicum II (2.00 cr.)
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. *Equivalent to SOCW-725.*

SOCW-7601 Field Practicum II: Integrative Seminar (2.00 cr.)
The second in a two-course sequence, which focuses on sharing experiences in the field practicum agency and engaging in exercises *Equivalent to SOCW-726.*

SOCW-8000 Transition to Advanced Social Work (1.00 cr.)
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. *Equivalent to SOCW-801.*

SOCW-8001 Transition to Advanced Social Work (1.00 cr.)
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. *Equivalent to SOCW-801.*

SOCW-8002 Transition to Advanced Social Work (1.00 cr.)
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. *Equivalent to SOCW-801.*

SOCW-8003 Transition to Advanced Social Work (1.00 cr.)
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. *Equivalent to SOCW-801.*

SOCW-8060 Advanced Topics in Social Work (1.00-3.00 cr.)
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. *Equivalent to SOCW-860.*

SOCW-8100 Contexts and Theories in Practice with Children and Families (3.00 cr.)
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. *Equivalent to SOCW-805.*

SOCW-8200 Practice with Families (3.00 cr.)
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. Emphasis is on strengthening ability to collaborate with families who may differ on dimensions of race, class, culture, and sexual orientation. *Equivalent to SOCW-810.*

SOCW-8210 Advanced Practice with Children & Family Services I (3.00 cr.)
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. *Equivalent to SOCW-825.*

SOCW-8220 Advanced Practice in Health/Mental Health (3.00 cr.)
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. *Equivalent to SOCW-830.*

SOCW-8300 Practice with Children and Adolescents (3.00 cr.)
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. *Equivalent to SOCW-812.*

SOCW-8400 Practice Evaluation (3.00 cr.)
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. *Equivalent to SOCW-820.*

SOCW-8500 Policy Practice with Children and Families (3.00 cr.)
Analyzes social welfare policies that impact on children and families focusing on the roles of the policy practitioner as a change agent. *Equivalent to SOCW-837.*

SOCW-8510 Policy for School Social Work (3.00 cr.)
Provides the knowledge and skill base for understanding, analyzing, and influencing federal, State of Illinois, and local policy related to school social work. *Equivalent to SOCW-838.*

SOCW-8520 Advanced Policy: Health and Mental Health (3.00 cr.)
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. *Equivalent to SOCW-840.*

SOCW-8600 Field Practicum III (3.00 cr.)
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. *Equivalent to SOCW-853.*

SOCW-8601 Field Practicum III: Integrative Seminar (2.00 cr.)
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. *Equivalent to SOCW-854.*

SOCW-8700 Field Practicum IV (2.00-3.00 cr.)
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. *Equivalent to SOCW-855.*

SOCW-8701 Field Practicum IV: Integrative Seminar (2.00 cr.)
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. *Equivalent to SOCW-856.*

SOCW-8702 Field Practicum V (1.00 cr.)
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.

SOCW-8800 Independent Study (1.00-8.00 cr.)
Individual reading, research, and/or project in social work under supervision of faculty. *Equivalent to SOCW-870.*

Sociology

SOC-3100 Studies in American Society (3.00 cr.)
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. *Equivalent to SOC-301.*

SOC-3200 Social Inequalities (3.00 cr.)
Examines social stratification and inequality using an intersectional approach to understand how ethnicity, sexuality, race, gender, class, dis/ability, and other dimensions of difference affect our life chances. Analyzes interlocking systems of privilege to explain how they maintain and reproduce inequality. Includes a field component.

SOC-3300 Principles of Urban Studies (3.00 cr.)
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. *Equivalent to SOC-310.*

SOC-3400 Work and Family Life (3.00 cr.)
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. *Equivalent to SOC-585.*

SOC-3600 Methods and Skills in Social Inquiry (3.00 cr.)
Practices empirical research methods in sociology through quantitative and qualitative data collection and analysis. Discusses the principal assumptions underlying methodological approaches, and students evaluate appropriate methods based upon research questions. Applies sociological theory and academic research in research design, execution, and data analysis.

SOC-4000 Topics In Sociology (3.00 cr.)
Conceives the ways in which corporations use public relations, advertising, marketing, and lobbying to influence governments, public policy at the physical and monetary expense of the people. Examines the tobacco, oil, pharmaceutical, agricultural, and other industries through conflict theory lenses to understand the ways in which corporate leaders influence politics and maintain their power. *Equivalent to SOC-510*.

SOC-4100 Microsociology (3.00 cr.)
Examines individual behavior as it occurs in social relationships by drawing upon sociology and psychology theories and concepts. Explores topics such as social construction of reality, socialization, identity construction and expression, group interactions, symbolic interaction, and impression management.

SOC-4200 Sociology of Sports (3.00 cr.)
This course provides students a background in understanding social issues related to sports from an anthropological and sociological perspective. Topics include sports and race, class, and gender; social policy and sport; athletes and the health care system; amateur sports and social structures.

SOC-4220 Family History: Legacies (3.00 cr.)
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. *Equivalent to SOC-522.*

SOC-4250 Community Organization (3.00 cr.)
Analyzes notions of power, community structure, community development, and their implications for community organization and renewal. *Equivalent to SOC-525.*

SOC-4500 Sociology of Health and Healing (3.00 cr.)
Examines how social variation by category and group affect health-related beliefs and action, exposures to factors affecting relative health and illness, utilization of various forms of healthcare, contact with providers of contemporary professional medicine, the course of treatment, and differential outcomes. Differing theoretical perspectives are contrasted to seek a "best fit" analysis of public health. *Equivalent to SOC-400.*

SOC-4540 Sociology of the Family (3.00 cr.)
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. *Equivalent to SOC-540.*

SOC-4551 Sociology of Ethnic Relations (3.00 cr.)
Analyzes ethnicity as a dimension of social stratification and its implications for inter and intra-group conflict. *Equivalent to SOC-551.*

SOC-4700 Independent Study (1.00-4.00 cr.)
Individual reading, research, and/or project in sociology under the supervision of the faculty. *Equivalent to SOC-470.*

Spanish

SPAN-3250 Spanish Language and Culture I (3.00 cr.)
Introduces general Spanish language concepts using a communicative approach and develops students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. Presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to the everyday lives of Spanish speakers in most countries of the Spanish-speaking world. *Equivalent to SPAN-425.*

SPAN-3251 Spanish Language and Culture II (3.00 cr.)
Introduces intermediate Spanish language concepts using a communicative approach to develop students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. It presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to everyday lives of Spanish-speakers in terms of their traditions and costumes and their relevance in today's world. *Equivalent to SPAN-426.*

SPAN-4250 Spanish Language and Culture III (3.00 cr.)
Introduces upper intermediate Spanish language concepts using a communicative approach to develop students' speaking, listening, reading and writing skills so that they will be able to express their own ideas and interact with others significantly and for real-life purposes. It presents grammar and vocabulary as crucial tools for effective communication. And since cultural knowledge is an integral part of both language learning and successful communication, it also introduces students to the everyday lives of Spanish-speakers. *Equivalent to SPAN-427.*

SPAN-4251 Spanish Language and Literacy Studies (3.00 cr.)
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.

Special Education

See Education – Special Education

Statistics

STAT-2700 Statistics for Management I (3.00 cr.)
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. *Equivalent to STAT-361.*

STAT-3700 Statistics for Management II (3.00 cr.)
Includes analysis of variance, regression, correlation, time series, indexing, nonparametric 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. *Equivalent to STAT-362.*

STAT-4219 Statistical Methods (3.00 cr.)
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. *Equivalent to STAT-520, STAT-5520.*

STAT-4720 Statistics (3.00 cr.)
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. *Equivalent to STAT-468.*

STAT-6110 Data Analysis in the Social Sciences Using SPSS (3.00 cr.)
An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences. *Equivalent to STAT-611.*

STAT-6219 Statistical Methods (3.00 cr.)
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. *Equivalent to STAT-5520, STAT-520.*

STAT-8260 Advanced Statistics in Behavioral Science (3.00 cr.)
Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Equivalent to STAT-860.*

STAT-8400 Statistical Process Quality Control (3.00 cr.)
Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. *Equivalent to STAT-810.*

STAT-8820 Experimental Design for the Natural Sciences (4.00 cr.)
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. *Equivalent to STAT-820.*

Theatre and Performance Studies

TAPS-3100 Acting for the Stage (3.00 cr.)
Introduces the basic tenets of acting, with emphasis on developing the actor's instrument, cultivating spontaneity and awareness of the full range of emotions available to the actor. Different theories and practices of acting will be studies through improvisation, analysis, scene study, discussion, and, most importantly, awareness of the self and the world. Also introduces the rehearsal process culminating in performance.

TAPS-4090 Topics in Theatre and Performance (3.00 cr.)
A special topics course exploring selected issues in Theatre and Performance Studies in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit.

TAPS-4100 Advanced Acting for the Stage (3.00 cr.)
An intensive studio approach devoted to the development of the principles of acting and its artistry, with an emphasis on scene study and character development. Utilizes Contemporary and Modern plays for scene and monologue performances, refining students' skills and deepening appreciation of 20th and 21st century theatre.

TAPS-4500 Stage Directing (3.00 cr.)
Application of directing and staging techniques upon selected scenes and short plays for laboratory purposes. Included are the fundamentals of play selection, casting, blocking, script analysis, composition, achievement of emphasis, and the development of aesthetic values.

TAPS-6090 Topics in Theatre and Performance (3.00 cr.)
A special topics course exploring selected issues in Theatre and Performance Studies in depth. Addresses several aspects of the topic using a variety of methodologies, theories, and/or perspectives. Note: May be repeated for credit.

APPENDIX

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 following publications:
1. 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 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

1. 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	
Admission Records	Admission Office	Director of Admission
Career Related Records	Office of Career Services	Director of Career Services
Counseling/Testing/ Tutoring Records	Academic Resource Center	Assistant Vice President of Student Support Services
Disabled Student Services	Academic Resource Center	Assistant Vice President of Student Support Services
Disciplinary Records	Office of the Dean	Dean of Students
Financial Records	Business Office	Director of Business Operations
	Financial Aid Office	Director of Financial Aid
International Student Records	Office of International Services	Coordinator of International 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 officials of another school, upon request, in which a student seeks or intends to enroll.
C. 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.
D. 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.
E. To organizations conducting certain studies for or on behalf of the University.
F. To accrediting organizations to carry out their functions.
G. 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.

H. To comply with a judicial order or a lawfully issued subpoena.
I. To appropriate parties in a health or safety emergency.
J. Directory information so designated by the university.
K. 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 which 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, current term hours enrolled and 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 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 Nondirectory 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.

Policy on Graduate Readmissions and Special Admissions

I. Purpose

This policy provides for the possible petition for readmission by graduate students, who left the university on academic probation or who were suspended from the University. The policy also provides for instances of special admission requested by applicants who do not meet the published criteria for admission.

II. Readmission and Special Admissions

All readmissions involving graduate students who were on academic probation when they left the university or those suspended from Governors State University and all special admission cases (defined herein) shall be considered by the University Committee on Readmissions and Special Admissions. The committee shall make recommendations to the appropriate division/department chairperson, who will make the final decision with input from the program faculty.

A. Readmissions involving students who left while on academic probation or who were suspended from Governors State University:

1. Students who have lost continuing status while on academic probation at GSU or who have been academically suspended must apply and, concurrently, petition for readmission. Students suspended from the university will not be allowed to petition for readmission during the next term of enrollment.
2. Current GSU non-degree seeking students not in good academic standing and applying for admission to a degree seeking program must petition for admission to the Committee on Readmissions and Special Admissions.
3. Students readmitted to the University who were on academic probation at GSU in their last semester as a continuing student return under the same status unless they have invoked their right of academic amnesty as defined in Policy 13. In some cases, the committee may recommend, subject to the approval of the dean, readmission on Academic Probation Extended status.
4. Students readmitted to the University who have been academically suspended will be placed on Academic Probation Extended status for their first semester unless they have invoked their right of academic amnesty, as defined in Policy 13.
   a. Students on Academic Probation Extended who subsequently achieve the minimum cumulative grade point average required for their level (cumulative G.P.A. of 3.0) shall be placed in academic good standing.
   b. Students on Academic Probation Extended shall remain in this status during each subsequent semester of enrollment as long as they meet or exceed the minimum requirements for their level(semester G.P.A. of 3.0) for academic good standing each semester that they are on Academic Probation Extended status, as defined in Policy 14.
   c. Students on Academic Probation Extended who do not meet the minimum requirements for their level for academic good standing each semester in which they are enrolled shall be academically suspended.
   d. Students on Academic Probation Extended receiving a grade(s) of Incomplete will not be permitted to register for subsequent semesters until the Incomplete(s) has been removed.

5. Students suspended/dismissed twice at the post-baccalaureate level for academic reasons from one or more universities will not be considered for readmission to the University at any later date.
6. International students admitted to the U.S. on an F-1 student visa, are responsible to comply with federal immigration regulations related to readmission after suspension and readmission. Students must contact the Office of International Services for additional information.

B. Special Admissions Cases
1. Applicants who do not meet the minimum admission criteria may petition for admission to a degree program in the following circumstances:
   a. Applicants not in academic good standing at the last institution attended. [Applicants who were suspended (dismissed) from their last institution on academic grounds may petition for admission for a semester that begins no earlier than one term after their suspension (dismissal).]
   b. Applicants are seeking admission based on credit/degree(s) earned from a nonregionally accredited-institution(s).
   c. Applicants who cannot present either the minimum TOEFL scores or ELS level as defined by Policy 9.
2. Applicants who meet minimum University criteria for admission, but who do not meet more selective criteria established by the desired major, should petition directly to the appropriate division/department chair or director who will make a recommendation to the dean of the appropriate college/school.
3. Applicants not in good conduct standing at the last institution attended must petition for admission to the Committee on Readmissions and Special Admissions, which will make recommendations to Associate Vice President for Student Affairs & Dean of Students who will make a decision after consultation with the program faculty.

III. The University Committee on Readmissions and Special Admissions Committee Membership

A. This committee shall be composed of one faculty member from each of the five colleges, appointed by the appropriate dean,; the Director of Admissions and Student Recruitment or designee; the Registrar or designee; one representative from the Office of Student Development, appointed by the Director of Student Development; and one student selected by the Associate Vice President for Student Affairs & Dean of Students.
B. The Director of Admissions and Student Recruitment or designee and the Registrar or designee shall be permanent members of this committee. The Director of Admissions and Student Recruitment or designee shall be the permanent chairperson of this committee. Other members shall serve one year terms, effective with the beginning of the academic year.

Policy on Undergraduate Readmissions and Special Admissions

I. Purpose

This policy provides for the possible petition for readmission by undergraduate students, who left on academic probation or who were suspended from the University. The policy also provides for cases of special admission requested by applicants who do not meet the published criteria for admission.

II. Readmission and Special Admissions

All readmissions involving undergraduate students who left the university while on academic probation or those suspended from Governors State University and all special admission cases (defined herein) shall be considered by the University Committee on Readmissions and Special Admissions. The committee shall make recommendations to the appropriate division or department chairperson or director, who will make the final decision with input from the program faculty.

A. Readmissions involving students on academic probation or suspended from Governors State University:

1. Students who have lost continuing status while on academic probation at GSU or who have been academically suspended must apply for admission and, concurrently petition for readmission. Suspended students may petition for readmission to the university. Readmission under these circumstances shall not be effective until the student has been suspended for at least one s emester.

2. Current GSU non-degree seeking students not in good academic standing and applying for admission to a degree seeking program must petition for admission to the Committee on Readmissions and Special Admissions.

3. Students readmitted to the University who were on academic probation at GSU in their last semester as a continuing student return under the same status unless they have invoked their right of academic amnesty as defined in Policy 13. In some cases, the committee may recommend, subject to the approval of the dean, readmission on Academic Probation Extended status.

4. Students readmitted to the University who have been academically suspended will be placed on Academic Probation Extended status for their first semester after readmission unless they have invoked their right of academic amnesty, as defined in Policy 13.
   a. Undergraduate students on Academic Probation Extended who subsequently achieve a cumulative G.P.A. of 2.0 shall be placed in academic good standing.
   b. Undergraduate students on Academic Probation Extended shall remain in this status during each subsequent semester of enrollment as long as they meet or exceed a semester G.P.A. of 2.0 for each semester that they are on Academic Probation Extended status, as defined in Policy 14.
   c. Undergraduate students on Academic Probation Extended who do not obtain a semester G.P.A. of 2.0 shall be academically suspended.
   d. Students on Academic Probation Extended receiving a grade(s) of Incomplete will not be permitted to register for subsequent semesters until the Incomplete(s) has been removed.

5. Student Readmission Following a Second Suspension:
   a. Students twice suspended for academic reasons from the University will not be considered for readmission to the University at any later date unless they meet all of the criteria below:
      1. Has a written plan indicating what changes he/she has made or what circumstances have changed that will allow him/her to succeed if readmitted. This plan should include a support system either inside or outside of the university.
      2. Has a recommendation from the program faculty and/or division/department chair, and
      3. Is approved by the dean of the college or unit, and
      4. Is approved by the Provost/Vice President of Academic Affairs.

   b. If readmitted, the students will be admitted on Academic Probation Extended and shall remain in this status during each subsequent semester of enrollment as long as he/she meets or exceeds on a semester basis the minimum requirements for their level (semester G.P.A. of 2.0) for academic good standing.

6. International students admitted to the U.S. on an F-1 student visa, are responsible to comply with federal immigration regulations related to readmission after suspension and readmission. Students must contact the Office of International Services for additional information.

B. Special Admissions Cases

1. Applicants who do not meet the minimum admission criteria may petition for admission to a degree program in the following circumstances:
   a. Applicants not in academic good standing at the last institution attended. [Applicants who were suspended (dismissed) from their last institution on academic grounds may petition for admission for a semester that begins at least one term after their suspension (dismissal).]
   b. Undergraduate applicants, with at least 60 semester hours of earned college credit, who have less than a 2.0 grade point average on a 4.0 scale.
   c. Undergraduate applicants who have earned at least 54, but fewer than 60 semester hours of college credit.
   d. Applicants are seeking admission based on credit/ degree(s) earned from a nonregionally accredited-institution(s).
   e. Applicants who cannot present either the minimum TOEFL scores or ELS level as defined by Policy 9.

2. Applicants who meet minimum University criteria for admission, but who do not meet more selective criteria established by the desired major, should petition directly to the appropriate division/department chair or director who will make a recommendation to the dean of the appropriate college/school.

3. Applicants to the Interdisciplinary Studies program are exempt from the criteria addressed under Section II.B.1.c. above and are not subject to this policy as it relates to those criteria.

4. Applicants not in good conduct standing at the last institution attended must petition for admission to the Committee on Readmissions and Special Admissions, which will make recommendations to the Associate Vice President for Student Affairs & Dean of Students who will make a decision after consultation with the program faculty.

III. The University Committee on Readmissions and Special Admissions Committee Membership

A. This committee shall be composed of one faculty member from each of the five colleges, appointed by the appropriate dean; the Director of Admissions and Student Recruitment or designee; the Registrar or designee; one representative from the Office of Student Development, appointed by the Director of Student Development; and one student selected by the Associate Vice President for Student Affairs & Dean of Students

B. The Director of Admissions and Student Recruitment or designee and the Registrar or designee shall be permanent members of this committee. The Director of Admissions and Student Recruitment or designee shall be the permanent chairperson of this committee. Other members shall serve one year terms, effective with the beginning of the academic year

Residency Status

(GSU Board of Trustees Regulations, Section

IV. Subsection C.)

1. Definitions
For purposes of this regulation, the following definitions pertain:

a. An "adult student" is a student who is eighteen or more years of age.

b. A "minor student" is a student who is less than eighteen years of age.

c. An "emancipated minor student" is a completely self-supporting student who is less than eighteen years of age. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation.

d. "Residence" means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such trans-actions 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 perma-nent 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.

2. Residency Determination
The university shall determine the residency status of each student enrolled in the university for the purpose of deter-mining 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 deter-mination of residency. The office responsible for admissions shall make a determination of residency status.

a. If a non-resident is classified by error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the errone-ous 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 ap-propriate disciplinary action.

b. If a resident is classified by error as a non-resident, 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 accor-dance with this regulation.

3. Residency Requirements
a. 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 con-secutive 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.

b. Minor Students
The residence of a minor student shall be considered to

be the same as and change with 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.

c. 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. Emanci-pated minors who are completely self-supporting shall be considered residents if they have maintained a dwelling place within Illinois uninterruptedly for a period of at least six consecutive months immediately preceding the begin-ning 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.

d. Minor Children of Parents Transferred outside the United States
The minor children of persons who have resided in Illinois for at leave 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.

e. Married Students
A non-resident 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 estab-lish residence status, shall be classified as a resident.

f. Armed Forces Personnel
Non-residents 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 depen-dent 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 within the continental United Stated.

g. 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.

h. Teachers in Public and Private Illinois Schools

Teachers in the 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.

4. 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 university office responsible for reconsideration of residency status. The written claim must be filed within thirty (30) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. 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 responsible university office. Such written appeals shall be forwarded to the appropriate university vice president, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

5. Special Situations

Upon recommendation of the President, the Board may, in special situations, grant residency status to categories of persons otherwise classified as non-residents under this regulation.

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 in researching, preparing and submitting 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 workplace, 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.
   • Ability to send and receive electronic mail with attachments

2. A student's achievement of the required competencies defined in 1 above will be verified on the student's application for graduation by the advisor.

FACULTY AND ADMINISTRATION

Sara J. Acton
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M.A., Adelphi University, 1969

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M.Ed., Loyola University of Chicago, 1976
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M.Ed., South Dakota State University, 1982
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