
COLLEGE OF ARTS AND SCIENCES

Eric V. Martin, Dean

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

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

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

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

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

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

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

Graduate Programs

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

Certificates

Biology Education
 Chemistry Education
 English Education
 Information Security

Faculty of the College of Arts and Sciences

Division of Liberal Arts

James Howley, Chairperson and Acting Director of the School of Interdisciplinary Learning

Professors

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

Associate Professors

James "Chip" R. Coldren, Jr.
Donald Culverson
Thomas Kelly
Mary Lanigan
Dan Nearing
Bruce Wilson

Assistant Professors

Javier Chavira
Bastien Desfriches Doria
Chelsea Haring
Caron Jacobson
Rosemary Johnsen
Elizabeth Johnson
William Kelley
Sang Hoon Lee
Connie Mietlicki
Beth Parin
David Rhea
Jason Zingsheim

Lecturers

Cheryl Hague
Michael Hart
Michele McMaster
Carrie Ohm
Heather Page
Milan Panic
Robin Thompson
Marilyn Yirku

Division of Science

Karen D'Arcy, Chairperson

Professors

Joseph Addison
Peter Gunther
Phyllis Klingensmith
Shailendra Kumar
Joyce Mohberg
Soon-Ok Park
Winfried Rudloff
Yun-Yau (Steve) Shih
John Yunger

Associate Professors

Mary Carrington
Xiaoyong Chen
Timothy Gsell
Reino Hakala
Gary Lyon
Xueqing (Clare) Tang
Kong-Cheng Wong
Shensheng Zhao

Assistant Professors

Patricia Fu-Giles
Dianna Galante
Pamela Guimond
Andrius Tamulis
Dingbang Xu

Lecturers

Richard Baisa
Michael Blomarz
Robert Kaufmann
Cynthia Kersey
Kevin Riley
George Sweiss

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Master of Science in Analytical Chemistry

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

Faculty research interests range widely and include topics such as photochemistry, spectrochemistry, trace analysis of organic pesticides, chromatography and gas chromatography/mass spectrometry, electrochemistry, analysis of metals in the environment, water analysis, biochemistry, computational chemistry, equations of state, particular aspects of science education, bio-organic chemistry, organometallic chemistry, and catalysis.

Required Preparation

Before admission, applicants should have completed the following course work with a grade of "C" or better in each course: at least four hours of analytical chemistry with lab (CHEM315, CHEM316); eight hours of physical chemistry with lab (CHEM366, CHEM367, CHEM368, CHEM369); eight hours of organic chemistry with lab (CHEM341, CHEM342, CHEM343, CHEM344); three hours of biochemistry (CHEM544); three hours of advanced inorganic chemistry (CHEM433); three hours of statistical methods (STAT520); three hours of computer programming in either an Introduction to Computer Technology (equivalent to CPSC305), BASIC (equivalent to CPSC320), FORTRAN (equivalent to CPSC330), or PASCAL (equivalent to CPSC340); and one hour of chemical literature (equivalent to CHEM455). Students lacking one or more of these courses or having less than a "C" in a course may be admitted to the program. However, they will have to complete or repeat the appropriate course(s) at Governors State University.

Thesis/Project/Internship Option

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

In the thesis option, students develop a thesis proposal usually related to a faculty member's research, carry

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

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

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I. Required Courses (20 Hours)

CHEM 622 Chromatography	3
CHEM 623 Chromatography Laboratory	1
CHEM 661 Organic Spectroscopy	2
CHEM 662 Organic Spectroscopy Laboratory	1
CHEM 744 Analytical Biochemistry	2
CHEM 745 Analytical Biochemistry Laboratory	1
CHEM 831 Inorganic Spectroscopy	2
CHEM 832 Inorganic Spectroscopy Laboratory	1
CHEM 840 Methods Development and SPC.....	3
CHEM 855 Electrochemistry	3
CHEM 856 Electrochemistry Laboratory	1

II. Select at least 9 Hours:

CHEM 641 Advanced Organic Chemistry (3)
CHEM 668 NMR Spectroscopy (2)
CHEM 669 NMR Spectroscopy Laboratory (1)
CHEM 810 Special Topics:... (3)

CHEM 822 Gas Chromatography/Mass Spectrometry (3)
 CHEM 823 Gas Chromatography/Mass Spectrometry
 Laboratory (1)
 BIOL 641 Toxicology (3)

Other graduate-level science courses as approved by the academic advisor.

III. Thesis/Project/Internship Option (4 Hours)

CHEM 890 Graduate Thesis/Project: . . . (3)
 CHEM 899 Research Presentation in Chemistry (1)
 Or
 CHEM 880 Chemistry Internship: . . . (3)
 CHEM 899 Research Presentation in Chemistry (1)

IV. Total - 33 Hours

Master of Arts in Art

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

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

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

Special Admission Requirements

In addition to meeting university criteria, applicants must:

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

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

Thesis Requirement

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

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

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I. Required Courses (15 Hours)

ART 615 Contemporary American Ideas and Cultures	3
ART 805 Art and Society	3
ART 810 Studies in Art:	3
ART 820 Art Seminar	3
ART 890 Graduate Thesis	3

II. Non-Western Art Selective (3 Hours)

Select one of the following:

ART 521 Art and Cultures of the South Pacific (3)	
ART 523 Pre-Columbian Art and Cultures: . . . (3)	
ART 525 Native American Art and Societies (3)	
ART 527 African Art and Cultures: . . . (3)	
ART 530 Asian Art and Thought: . . . (3)	

III. Art Selectives (14 Hours)

Select 14 hours from courses in one of the following areas with advisor's approval:

- Art History
- Painting/Drawing
- Photography
- Printmaking
- Sculpture
- Digital Imaging

IV. Total - 32 Hours

Master of Arts in Communications and Training

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

The major prepares students as working professionals through three sequences: Communication Studies, Media Communications, and Human Performance and Training.

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

Recommended Preparation

While admission to the major does not require an undergraduate major in Communications, Media Communications, Human Performance and Training, or a related field, an undergraduate major in one of the following fields is recommended: business, education, media, multimedia, communications, English, psychology, speech, or liberal arts. In addition, students are expected to have demonstrable competence.

Special Admissions Requirements

In addition to meeting the university admissions requirements, students pursuing the Communications Studies sequence must have completed the following prerequisite with a grade of "C" or better in COMS 310. Students pursuing the Media Communications sequence must

have completed the following prerequisites with a grade of "C" or better in MCOM 420 or MCOM 535; MCOM 440, MCOM 515 or COMS580; MCOM 530 or MCOM 531; and MCOM511.

Internship and Thesis/Project Options

As part of this degree program, students select an internship or thesis/project option, depending on the sequence chosen.

In the communications studies internship option, the student selects an internship and develops an internship agreement with the assistance of the internship site supervisor and GSU coordinator. Upon approval of the GSU coordinator, the student may register for COMS880. Graduate internships may only be pursued by students in the communication studies sequence; graduate students in the Media Communications and Human Performance and Training sequences are required to take the thesis/creative project option.

In the thesis/project option, the student develops a proposal acceptable to the thesis director and completes a project or a formal thesis/project. The project is prepared under the direction of a committee consisting of three faculty. Students may register for COMS890, MCOM890, or HPT891 once the selection of the committee has been approved by the student's thesis director.

Admission to Candidacy

After admission as a degree-seeking student, a student also must apply for candidacy. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements. To qualify for candidacy a student must complete 15 hours of course work in the major with a grade point average of "B" or higher.

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

Degree Requirements

Students must meet all university requirements for a master's degree and complete all courses (required, sequence, and elective) with a grade of "B" or higher in each course. Students are only allowed to repeat a course once.

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

Some required and selective courses are offered only once per academic year. Students are strongly advised

to register well in advance of the commencement of courses, and to consult closely with their assigned advisors upon entering the program to ensure individual study plans are aligned with the university schedule.

I. Required Courses (7-9 Hours)

COMS 500	Introduction to Graduate Communications and Training.....	2
COMS 815	Survey of Research Literature	3
COMS, MCOM, or		
HPT	Internship/Project/Thesis	2-4

II. Sequence Courses (15-18 Hours)

Select one of the following sequences:

Communication Studies Sequence: *

COMS 635	Interpersonal Communication (3)
COMS 810	Communication Theory (3)
COMS 825	Graduate Communication Research (3)
COMS 850	Organizational Communication, Change and Development (3)

Select three credit-hours from the following:

COMS 611	Philosophy of Human Communication (3)
COMS 805	Communications Seminar (3)
COMS 860	Communication Training (3)
COMS 861	Problems in Applied Communication (3)
COMS 864	Interdisciplinary Team Process (3)

* Students in the Communication Studies Sequence must have completed COMS310 or its equivalent before taking COMS810.

Media Communications Sequence:

MCOM740	Trends in Communications Technologies (3)
MCOM803	Contemporary Issues: . . . (3)
MCOM830	Graduate Seminar in Media Communications (3)

Select three credit-hours from the following:

COMS 645	International Communications (3)
MCOM660	Non-Broadcast TV Operations (3)
MCOM730	The Screenplay Project (3)
MCOM751	Journalism Seminar: . . . (3)

Select three credit-hours from the following:

MCOM655	Seminar in Advertising and Public Relations (3)
MCOM725	Advanced Producing for Film/TV (3)
MCOM755	Media Management (3)

Select three credit-hours from the following:

COMS 579	Creative Strategies in Advertising in Public Relations (3)
MCOM 561	Advertising and Society (3)
MCOM 565	Broadcasting in America (3)
MCOM 566	Broadcast Programming History (3)

Human Performance & Training Sequence: ***

HPT 520	Training Product Design (3)
HPT 755	Introduction to Human Performance and Training Technologies (3)
HPT 810	Needs/Task Analysis in Human Performance and Training (3)

HPT 815	Training Techniques (3)
HPT 856	Consulting and Teamwork in Human Performance and Training (3)
HPT 865	Advanced Field Project (1)
HPT 880	Internship: . . (1)

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

COMS 850	Organizational Communication, Change, and Development (3)
HPT 522	Traning Topics (1-3)
HPT 820	Principles of Message Design (3)
HPT 821	Scriptwriting for Instruction and Training (3)
HPT 825	Research in Human Performance and Training (3)
HPT 847	Evaluation/Cost Benefit Analysis in Human Performance and Training (3)
HPT 852	Solving Performance Problems (3)
HPT 858	Project Management in Human Performance and Training (3)
HPT 861	Performance in Organizations (3)
HPT 880	Internship: . . . (1-4)

III. Electives (12-15 Hours)

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

In consultation with the advisor, select 12 to 15 hours of graduate credit appropriate to the student's career interest(s). At least six hours must be taken within the Communications and Training program. Students must complete at least one 800-level course as an elective.

IV. Total - 36 Hours

Master of Science in Computer Science

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

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

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

Special Admissions Requirements

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

Program Prerequisites

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

- CPSC 342 Computer Programming: Introduction to C++ (3)
- CPSC 345 Computer Programming: C++ (3)
- CPSC 390 Introduction to Software Engineering (3)
- CPSC 405 Computer Organization (3)
- CPSC 415 Data Structures (3)
- CPSC 435 Operating Systems (3)

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

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

Master's Final Project Option

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

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

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

Admission to Candidacy

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

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

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

Degree Requirements

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

I. Required Courses (15 Hours)

- CPSC 720 Internet Programming3
- CPSC 735 Advanced Operating Systems3
- CPSC 810 Formal Languages and Automata3

CPSC 820 Planning and Management of Software Projects	3
CPSC 845 Advanced Database Concepts.....	3

II. Graduate Seminar/Thesis Option (3 or 6 Hours)

Select one of the following options:

Thesis Option (6 Hours):

- CPSC 890 Graduate Thesis (5)
CPSC 899 Thesis Presentation in Computer Science (1)

Graduate Seminar Option (3 Hours):

- CPSC 885 Graduate Seminar (3)

III. Electives (12 to 15 Hours)

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

IV. Total - 33 Hours

Master of Arts in English

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

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

Special Admission Requirements

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

1. have completed a bachelor's degree in English or in a very closely related field from a regionally accredited college or university with a 3.0 G.P.A.;
2. have an undergraduate major in English, literature, language, linguistics, or a closely related field;

3. submit scores from the Graduate Record Examination (GRE); including "480" or higher on the Verbal section and "4" or higher on the Writing Exam portion; students scoring a "3" may be granted probationary status with additional requirements assigned;
4. complete prerequisite course work with a "B" or better in each course; and
5. provide three letters of recommendation, with at least two letters from professors/instructors in the field.

Required Preparation

1. Students without the following undergraduate prerequisite course work will be granted conditional admission and be required to complete all prerequisites before full admission to the M.A. in English program: three hours in English (or British) Literature I, three hours in English (or British) Literature II, three hours in American Literature I, three hours in American Literature II, three hours in Shakespeare, and three hours in literary criticism. Completion of all prerequisites is required in addition to graduate degree requirements noted.
2. Students must maintain a G.P.A. of 3.0 for the first nine credit-hours to continue enrollment. Only one course in which a student earns less than a "B" may be repeated once.

Thesis/Non-Thesis Option

With faculty approval, students may choose a thesis option. In the thesis option, a student completes research and prepares a formal thesis manuscripts. The thesis option would be appropriate for students who have research interests or who intend to pursue doctoral studies. In the non-thesis option, a student takes ENGL 892 Comprehensive Exam in English. More information concerning the options is available in the English Graduate Student Handbook.

Admission to Candidacy

After admission as a degree-seeking student, a student will also apply for candidacy after completing her or his course work. Application for candidacy should be made at the beginning of the trimester in which the student expects to fulfill the candidacy requirements (successful completion of ENGL890 or ENGL 892, depending on the option). Application forms are available in the college office. To qualify for degree candidacy for the thesis option, a student must do the following:

1. complete each course for the M.A. in English with a "B" (3.0) or better;
2. complete a detailed, approved proposal for a master's thesis; and

- 3. complete thesis proposal form with the signatures of three full-time English faculty who have agreed to serve on the student’s thesis committee.

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

Degree Requirements Thesis Option

I. Required Courses (21 Hours)

- * ENGL 600 Research Techniques.....3
- ENGL 830 Seminar: Rhetorical and Critical Theory ...3
- ENGL 840 Seminar: Philosophy in Literature3
- ENGL 870 Graduate Research3
- ** ENGL 890 Graduate Thesis3

Select two of the following courses:

- ENGL 845 Seminar: English Literature (3)
- ENGL 850 Seminar: American Literature (3)
- ENGL 855 Seminar: Women’s Literature (3)
- ENGL 865 Seminar: World Literature (3)

* Must be taken as early as possible in the graduate student’s career, preferably within the first two trimesters.

** ENGL890 cannot be attempted until after completing the other core courses and the four elective/selective courses.

II. Additional Requirements (12 Hours)

With the advisor’s approval, students will select at least four 500-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student’s areas of interest, the electives might include such courses as ENGL533: Read and Rap: Literature for Young Adult Readers, ENGL558: Contemporary Native American Authors, or ENGL690: Professional Seminar for Teachers of Writing.)

III. Total - 33 Hours

Degree Requirements Non-Thesis Option

I. Required Courses (21 Hours)

- * ENGL600 Research Techniques3
- ENGL 830 Seminar: Rhetorical and Critical Theory.....3
- ENGL 840 Seminar: Philosophy in Literature.....3
- ENGL 845 Seminar: English Literature.....3
- ENGL 850 Seminar: American Literature3
- ENGL 855 Seminar: Women’s Literature.....3
- ENGL 865 Seminar: World Literature.....3

* Must be taken as early as possible in the graduate student’s career, preferably within the first two trimesters.

II. Additional Requirements (12 Hours)

With the advisor’s approval, students will select at least four 500-plus level courses in literature, rhetoric, composition, linguistics, or closely related fields. (Depending on the student’s areas of interest, the electives might include such courses as ENGL533: Read and Rap: Literature for Young Adult Readers, ENGL558: Contemporary Native American Authors, or ENGL690: Professional Seminar for Teachers of Writing.)

III. Exam (1 Hour)

- ENGL 892 Comprehensive Exam in English1

IV. Total - 34 Hours

Master of Science in Environmental Biology

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

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

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

Special Admission Requirements

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

Required Preparation

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

Thesis/Project Option

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

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

In the project option, students develop a master’s project proposal, complete the project in conjunction with a faculty member, and prepare a final report. Project students are not required to complete a formal manuscript.

Admission to Candidacy

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

1. Required Preparation: Complete the required preparation course work listed above with a grade of “C” or better in each course.
2. Degree Plan: Meet during the first trimester of enrollment with the program academic advisor and faculty to complete a degree plan for the student’s course of study in Environmental Biology. The degree plan must be approved by at least three faculty, the program academic advisor, and the chair of the Science Division.
3. Research Proposal: Identify a research advisor from among the full-time Biology faculty and prepare a

formal research proposal. This proposal should be a comprehensive statement of the student’s intended thesis/project research and must be approved by a committee of the research advisor and a minimum of two other faculty. Approved research proposals must be filed with the program academic advisor at least one year before the student’s expected date of graduation.

4. Grade Point Average: Maintain a G.P.A. of 3.0 or better to sustain candidacy.

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

Degree Requirements

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

I. Required Courses (17 Hours)

BIOL 657 Ecological Methods: Populations	2
BIOL 660 Ecological Methods: Communities	2
BIOL 830 Plant Microenvironments	2
BIOL 831 Plant Microenvironments Laboratory	1
BIOL 840 Microbial Ecology	2
BIOL 841 Microbial Ecology Laboratory	1
BIOL 850 Environmental Physiology	2
BIOL 851 Environmental Physiology Laboratory	1
STAT 820 Experimental Design for the Natural Sciences	4

II. Thesis/Project Option (3-5 Hours)

Select one of the following options:

Thesis Option (5 Hours)

BIOL 890 Graduate Thesis (4)
BIOL 899 Research Presentation (1)

Project Option (3 Hours)

BIOL 890 Graduate Project (2)
BIOL 899 Research Presentation (1)

III. Selectives (10-12 Hours)

BIOL 590 Aquatic Ecology (2)
BIOL 591 Aquatic Ecology Laboratory (2)
BIOL 615 Geographical Information Systems (3)
BIOL 622 Natural Areas Ecology (3)
BIOL 641 Toxicology (3)
BIOL 810 Special Topics in . . . (1-4)
CPSC 610 Computing for Scientists (3)

Other graduate-level science courses as approved by the academic advisor.

IV. Total - 32 Hours

Master of Fine Arts in Independent Film and Digital Imaging

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

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

Special Admissions Requirements

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

In addition to meeting university admission criteria, applicants must:

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

4. submit a supplementary application packet which includes:
 - a. supplemental information form,
 - b. a current resume,
 - c. three letters of recommendation, and
5. provide official TOEFL scores (if applicable); and
6. submit the payment of the \$50 application fee.

- B. Submit to the IFDI Program Coordinator:
 1. a portfolio: for students in digital imaging, this entails a CD-ROM of stills; for students in digital filmmaking, this entails a sample of a prior production on DVD, tape, or URL for streaming video; and
 2. a personal essay or statement of intent with respect to goals for the degree, and artistic philosophy. Note: applicants may, at the discretion of the M.F.A. Admissions Committee, also be requested to participate in personal interviews.

Recommended Preparation

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

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

Admission to Candidacy

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

1. complete the following core courses ART 544, IFDI 800, IFDI 840, IFDI 842 and MCOM 535 with a grade of "B" or better;
2. complete 12 hours of the electives course work with a grade point average of 3.5 or better; and
3. complete an approved proposal for either a thesis project or internship.

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

Internship and Thesis/Project

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

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

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

Minimum Degree Requirements

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

I. Prerequisite courses:

- ART 325 Advanced Problems in Design or equivalent determined by advisor
- MCOM 440 Television Production or equivalent determined by advisor

II. Common Core - Required Courses: (27-30 hours)

- ART 544 Digital Photographic Imaging3
- IFDI 800 Survey of Independent Film and Digital Imaging.....3
- IFDI 842 Critical Practices in Contemporary Photography.....3
- IFDI 880 Internship.....3
- IFDI 890 Masters Thesis Project 6-9
- MCOM 535 Documentary Filmmaking.....3

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

III. Ethics, Theory and Aesthetics Selectives (6-12 hours)

Select Two to Four of the Following:

- ART 520 Art in Context: . . . (3)
- ART 542 History of Photography (3)
- ART 810 Studies in Art: . . . (3)
- ENGL 840 Seminar: Philosophy in Literature (3)
- IFDI 840 Film Seminar (3)
- MCOM 511 Communication Ethics (3)
- MCOM 542 Film and TV Documentary (3)

IV. Applied Courses Selectives (18-24 hours)

Select Five to Eight of the following:

- ART 500 Topics in Art: (1-3)
- ART 528 Digital Motion Graphics (3)
- ART 554 Documentary Photography (3)
- ART 549 Photography: Combined Color Processes (3)
- ART 605 Digital Mixed Media Techniques (3)
- ART 609 Advanced Electronic Drawing and Design (3)
- ART 644 Advanced Photographic Digital Imaging (3)
- ART 830 Graduate Photography and Digital Imaging (3)
- MCOM 502 Digital Film Production (3)
- MCOM 505 Media Symposium: . . . (1)
- MCOM 520 Audio Production (4)
- MCOM 525 Desktop Publishing (3)
- MCOM 531 Screenwriting (3)
- MCOM 534 Video Production Editing (3)
- MCOM 539 Advanced Studio Production (4)
- MCOM 546 Advanced Video Editing (3)
- MCOM 570 Media Workshop: . . . (1-4)
- MCOM 577 Cinematography (3)
- MCOM 630 Directing Drama for TV/Film (3)
- MCOM 660 Non-Broadcast TV Operations (3)
- MCOM 725 Advanced Producing for Film-TV (3)
- MCOM 730 The Screenplay Project (3)

V. Electives (0-9 hours)

Up to 9 (nine) credit hours taken at Governors State, drawn from the Liberal Arts and at the 500 level and higher, may be counted toward total credit hours allowable for graduation.

VI. Total: 60 credit hours

Master of Arts in Political and Justice Studies

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

Recommended Preparation

An undergraduate major or minor in political science, criminal justice or a major in one of the social sciences or humanities, including anthropology, economics, sociology, history, philosophy, international studies, black studies, or area studies is recommended. Students may be required to demonstrate competency for graduate work by satisfying the following undergraduate preparatory courses at Governors State University or another accredited university: Principles and Theories in Political Studies (POLS505) or Contemporary Issues in Justice Systems (CJUS410). These courses must be completed with a grade of “C” or better and are required in addition to the degree requirements listed below. Research preparation such as SOS450 or CJUS415 is also highly recommended.

It is also highly recommended that students enroll in POJS815 - Theories and Approaches to Political and Justice Studies and attend a program orientation at the earliest possible opportunity they have.

Admission to Candidacy

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

1. complete each of the core courses listed below with a grade of “B” or better;
2. complete the selectives course work with a grade average of “B” or better; and
3. complete an approved proposal for either a thesis topic, internship project, or directed readings and obtain approval to study for the comprehensive examination.

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

Degree Requirements

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

I. Required Courses (15 Hours)

- POJS 815 Theories and Approaches to Political and Justice Studies 3
- POJS 819 Criminal Justice System and Process Analysis (3)
or
- POJS 820 The Presidency, Congress, and the Courts (3)
- POJS 821 American Government and Policy3
- POJS 830 Comparative Political and Justice Systems I3
- POJS 841 Research Methods3

II. Selectives (15 Hours)

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

A. American Politics

- POJS 610 Race, Class, Politics, and Justice (3)
- POJS 615 Civil and Human Rights (3)
- POJS 620 Community Conflict Resolution (3)
- POJS 632 Political Sociology (3)
- POJS 709 Gender, Political Culture, and the Law (3)
- POJS 725 American Political Behavior (3)
- POJS 820 The Presidency, Congress, and the Courts (3)
- POJS 824 Intergovernmental Relations (3)
- HIST 840 Research in African-American History (3)
- POLS 538 Urban Politics (3)

B. Public Policy

- POJS 705 Law, Society, and Public Policy (3)
- POJS 810 Seminar: Labor Force Participation (3)
- POJS 824 Intergovernmental Relations (3)
- POJS 835 Topics in Policy Analysis: . . . (3)
- CHEM 810 Special Topics: Environmental Policy (3)
- HLAD 718 Health Care Policy (3)
- POLS 540 Political Economy of Urban Development (3)

C. Justice Studies

- POJS 610 Race, Class, Politics, and Justice (3)
- POJS 615 Civil and Human Rights (3)
- POJS 635 Community Policing and Crime Prevention (3)
- POJS 705 Law, Society, and Public Policy (3)
- POJS 709 Gender, Political Culture, and the Law (3)
- POJS 710 Constitutional Law: Process and Change (3)
- POJS 819 Criminal Justice System and Process Analysis (3)
- POJS 837 Topics in Justice Studies: . . . (3)
- POJS 838 Futures Research in Justice System (3)
- POJS 846 Crime, Justice, and the Media (3)
- POJS 850 Victimology (3)

D. Comparative Politics and International Relations

- POJS 615 Civil and Human Rights (3)
- POJS 735 Third World in Global Development (3)
- POJS 715 U.S. Foreign Policy (3)
- POJS 836 Topics in Comparative Politics and International Relations: . . . (3)
- POJS 845 International Law and Organization (3)
- ECON 704 Current Global Economic Problems (3)
- HIST 505 Modern African History (3)
- HIST 530 Modern Middle Eastern History (3)
- HIST 547 Latin American History (3)
- HIST 565 Europe in the 20th Century (3)
- ICS 530 Third World Conference: . . . (3)
- ICS 532 African Politics (3)
- POLS 536 Problems in International Politics (3)
- POLS 548 Politics of Latin America (3)

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

Select one of the following options:

A. Thesis/Project Option (3 Hours):

The thesis must be approved by three faculty members, one of which is the thesis director.

POJS 890 Graduate Thesis/Project (3)

B. Directed Readings Option (6 Hours):

The directed readings option requires students to take the directed readings course twice covering two distinct areas of study. Readings are selected from the following areas: Politics and public policy, comparative politics and international studies, and justice studies. Students must successfully pass two 72 hour take-home comprehensive examinations covering the two areas selected.

POJS 869 Directed Readings in: . . . (3)

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

Students may select the internship project for a total of six credits. The internship paper option involves the application of the student's knowledge and skills in a culminating experience approved by a faculty committee and resulting in a major paper which must be approved by two faculty members, one of which is the internship director.

POJS 885 Internship Project (6)

IV. Total with Thesis/Project (33 Hours)

Total with Directed Readings/Internship Project (36 Hours)

Certificate in Biology Education

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

Teacher Certification

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

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

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

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

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

Admission to Biology Education

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

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

Continuation in the Certificate

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

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

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

Student Progress

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

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online.

Admission to Student Teaching

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

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC433 and EDUC434 with a grade of “B” or better;
3. must have completed methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Biology content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

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

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of “B” or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours)

The following courses can be taken at either the lower-division or upper-division level:
 EDUC 310 Foundations of Education3
 SPED 510 Survey of Students with Exceptionalities3

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

EDCP 500 Introduction to Educational Technology3
 EDUC 433 Principles of Science Education3
 EDUC 434 Teaching Secondary School Science3
 EDUC 440 Educational Psychology in Action3
 EDUC 499 Student Teaching: Secondary Biology12

II. Additional Requirements

Students may need to complete additional general education or Biology courses if their bachelor degree requirements do not meet the state standards for the endorsement in Biology Education.

III. Minimum Total of 24 Hours

Certificate in Chemistry Education

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

Teacher Certification

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

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

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

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

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

Admission to Chemistry Education

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

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

Continuation in the Certificate

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

1. complete EDUC310 (Foundations of Education, or equivalent) with a grade of "B" or better;

2. submit evidence of having passed the Basic Skills Test of the Illinois Certification Testing System; and
3. submit scores from the Measure of Academic Proficiency and Progress (MAPP).

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

Student Progress

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

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online.

Admission to Student Teaching

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

1. completed at least 48 hours of general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including a minimum of 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of “C” or better in each course, and EDUC433 and EDUC434 with a grade of “B” or better;
3. must have completed a methods course no more than two years prior to the commencement of student teaching;
4. have no more than six hours remaining to be completed in the major in which the student is enrolled with a G.P.A. of 3.0 or higher and completed all courses with a grade of “C” or better;
5. met all state requirements applicable to the subject matter area(s) in which the student will teach as outlined in Section IX, Staff Qualifications of the Illinois State Board of Education publication, Minimum Requirements for State Certificates;
6. submitted evidence of having passed the Chemistry content area exam of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

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

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University;
4. have a G.P.A. of 3.0 or higher in biology and chemistry courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDCP500, EDUC440, and SPED510, with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC433, and EDUC434;
7. earn a grade of “B” or better in EDUC499;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of the Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;

11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the Teacher Certification section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours)

The following courses can be taken at either the lower-division or upper-division level:
 EDUC 310 Foundations of Education3
 SPED 510 Survey of Students with Exceptionalities...3

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

EDCP 500 Introduction to Educational Technology ...3
 EDUC 433 Principles of Science Education3
 EDUC 434 Teaching Secondary School Science3
 EDUC 440 Educational Psychology in Action3
 EDUC 499 Student Teaching: Secondary
 Chemistry12

II. Additional Requirements

Students may need to complete additional general education or Chemistry courses if their bachelor degree requirements do not meet the state standards for the endorsement in Chemistry Education.

III. Minimum Total of 24 Hours

Certificate in English Education

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

Teacher Certification

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

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

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

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

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

Admission to English Education

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

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

Continuation in the Certificate

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

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

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

Student Progress

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

Conditional Continuation

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

Student Handbook

The Student Handbook Undergraduate Degrees in Secondary Education referred to in this catalog is available online.

Admission to Student Teaching

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

1. completed general education requirements with a G.P.A. of 2.75 or higher in courses taken at Governors State University;
2. completed professional education course requirements, except student teaching, including 100 clock-hours of field experience with a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and EDUC465 and ENGL574 with a grade of "B" or better;
3. must have completed methods courses no more than two years prior to the commencement of student teaching;
4. must have no more than six hours (at the discretion of the advisor) remaining to be completed in the major, with a G.P.A. of 3.0 or higher, and completing all courses with a grade of "C" or better;
5. met all state requirements applicable to areas of student teaching assignments as outlined in the "Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I, Subject G: Staff Qualifications";
6. submitted evidence of having passed the English Content Area Examination of the Illinois Certification Testing System; and
7. received a positive recommendation from the Secondary Education Student Progress Committee.

Degree Requirements

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

In addition, students must:

1. have a cumulative G.P.A. of 2.5 or higher;
2. earn a grade of “C” or better in all general education courses;
3. have a G.P.A. of 2.75 or higher for all general education courses taken at Governors State University, if applicable;
4. have a G.P.A. of 3.0 or higher in English courses with a grade of “C” or better in each course;
5. have a G.P.A. of 3.0 or higher for EDUC440, EDCP500 and SPED510 with a grade of “C” or better in each course;
6. earn a grade of “B” or better in EDUC310, EDUC465, EDUC520 and ENGL574;
7. earn a grade of “B” or better in EDUC499: Student Teaching;
8. complete a minimum of 100 clock-hours of supervised pre-student teaching experiences;
9. provide evidence of successful completion of Illinois and U.S. Constitution examinations;
10. complete at least one three-hour course in non-western or third world cultures;
11. show evidence of having passed the Assessment of Professional Teaching;
12. meet any additional requirements listed in the “Teacher Certification” section of this catalog; and
13. receive a positive recommendation from the Secondary Education Student Progress Committee.

I. Professional Education (minimum of 24 Hours)

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

EDUC 310 Foundations of Education3
 SPED 510 Survey of Students with Exceptionalities...3

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

EDCP 500 Introduction to Educational Technology ...3
 EDUC 440 Educational Psychology in Action3
 EDUC 465 Methods of Teaching English3
 EDUC 499 Student Teaching12

II. Additional Requirements

Students may need to complete additional general education or English courses if their degree requirements do not meet the state standards for the endorsement in English Education.

III. Minimum Total of 24 Hours

Certificate in Information Security

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

Special Admissions Requirements

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

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

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

Certificate Requirements

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

I. Required Courses (15 Hours)

CPSC 580/MIS 580 Information Security	3
CPSC 581/MIS 581 Information Security Policy and Management	3
CPSC 582 Cryptography and Network Security	3
CPSC 583 Laboratory in Information Security	3
CPSC 584 Special Topics in Information Security	3

II. Total - 15 Hours

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Ellen Foster Curtis, Dean

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

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

Graduate Programs

Accounting (M.S.)
Business Administration (M.B.A.)
Management Information Systems (M.S.)
Public Administration (M.P.A.)

Certificates

Accounting for Managers
Business Management
Leadership and Organizational Development
Public Management
Strategic Human Resource Management

Faculty of the College of Business and Public Administration

Division of Accounting/Finance/Management Information Systems

Richard Finkley, Chairperson

Professor

Aida Shekib

Associate Professors

Anthony Andrews
Dalsang Chung
Heikki Heino
Margaret Neumann
T. J. Wang
Mary Washington

Assistant Professors

David Green
Denise Grivetti
Yiyu Shen

Lecturers

Anthony Fontana
Edna Fry
David Gordon
Kathy Hamby

Division of Management/Marketing/Public Administration

Akkanad Isaac, Chairperson

Professors

David Curtis
Marsha Katz
Farouk Shaaban
William Wilkinson

Associate Professors

Theodore Alex
Christopher Ann Robinson-Easley

Assistant Professor

John Simon

Lecturers

Phyllis Anderson
 Sidney Barsuk
 Carla Burruss
 Constance Cook

Public Administration Program

Robert Donaldson, Program Director and Professor

Professors

Stuart Fagan
 William Nowlin
 Carl Stover
 John Swain

Associate Professors

Susan Gaffney

Assistant Professor

Mary Clark

Lecturer

James Whigham

Announcements

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

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

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

1. All students must have a signed study plan completed in the CBPA Academic Advising Office during the initial trimester of enrollment in the degree program.
2. Students must earn an overall G.P.A. of 3.0 or higher in all course work required for the degree.
3. Only credits earned with a grade of "B" or better will be considered for transfer credit.
4. Transfer credits earned more than five years before the request to transfer will not be accepted toward meeting degree requirements.
5. Transfer credits can be applied toward required courses only with the permission of the dean.
6. Credits for experiential learning will not be accepted toward meeting degree requirements unless approved by the dean.
7. A readmitted student may not apply credits earned more than five years before readmission to degree requirements, unless approved by the dean.
8. The total number of credits applied toward degree requirements earned in independent studies, internships, and practica cannot exceed six hours, unless approved by the dean. A maximum of three hours in internships can be counted toward this total.
9. A student who has enrolled in the same course three times without receiving a passing grade must receive permission from the dean to register for that class a fourth time.
10. A maximum of six credit-hours of graduate course work earned in the last semester of an undergraduate program and before official acceptance in the graduate program may be applied toward graduate requirements, with permission of the division chair and the dean.

Requirements for specific degree programs follow.

Student Course Load

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

Master of Science in Accounting

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

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

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

Special Admission Requirements

In addition to university admission requirements, applicants must have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission. A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

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

Required Preparation

If a student’s undergraduate degree is not in accounting, additional undergraduate course work will be required. Applicants should have completed the equivalent of the following preparatory courses with a grade of “C” or better in each course:

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

If the undergraduate degree is not in accounting, applicants will be required to complete the preparatory course work for the master’s program. The specific courses an individual will be required to complete will depend

on previous course work. With permission of the dean, students can enroll in graduate level courses for which they have completed the prerequisites before completing all of the preparatory courses.

Candidacy Requirements

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

1. satisfy any conditions of admission;
2. complete all preparatory courses with a grade of “C” or better in each course;
3. satisfy the written communication and intermediate algebra proficiency requirements;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

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

Students must show proficiency in intermediate algebra and written communication by either:

1. successfully passing proficiency examinations in intermediate algebra and written communications; or
2. scoring at an acceptable level on the GMAT (if applicable).

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

I. Core Accounting Courses (12 Hours)

ACCT 813 Seminar in Financial Accounting	
Theory and Practice	3
ACCT 842 Seminar in Auditing Standards	
and Applications	3
ACCT 851 Accounting Information Technology	
and Systems	3
ACCT 865 Integrative Perspective on Accounting	
Issues.....	3

II. Accounting Selective Courses (9 Hours)

Select three of the following courses:

- ACCT 725 Advanced Taxation of Individuals (3)*
 ACCT 726 Federal Income Taxation of Partnerships and Corporations (3)
 ACCT 780 Volunteer Income Tax Association Program (3)
 ACCT 815 Financial Statement Analysis (3)
 ACCT 827 Advanced Tax Research (3)
 ACCT 831 Seminar in Managerial Accounting Theory and Applications (3)
 ACCT 843 Seminar in Information Technology Auditing (3)
 ACCT 856 Seminar in International Accounting (3)
 ACCT 861 Governmental and Nonprofit Accounting (3)

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

III. Business Core Courses (6 Hours)

Select two of the following courses:

- ECON 801 Managerial Economics and Forecasting (3)
 FIN 801 Financial Management (3)
 MGMT810 Organizational Behavior in the Global Context (3)
 MGMT840 Operations Management: Strategies and Techniques (3)
 MKTG801 Strategic Marketing (3)
 MIS 800 Information Systems and Technology (3)

IV. Career Selectives (6 Hours)

Select at least six hours from CBPA courses numbered 800 or above.

V. Specialization Options

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

a. Auditing

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

b. Management Accounting and Technology

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

c. Tax Accounting

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

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

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

VI. Total - 33 Hours

Master of Business Administration

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

Special Admission Requirements

In addition to university admission requirements, applicants must have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission. A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

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

Master's Final Project

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

Thesis Option

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

Candidacy Requirement

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

1. satisfy any conditions of admission;
2. complete all preparatory courses with a grade of “C” or better in each course;
3. satisfy the written communication and intermediate algebra proficiency requirements;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

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

Students must show proficiency in intermediate algebra and written communication by either:

1. successfully passing proficiency examinations in intermediate algebra and written communication; or
2. scoring at an acceptable level on the GMAT (if applicable).

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

Prerequisite Competencies

Students will be expected to demonstrate, by proficiency examination or evidence of completion of appropriate course work, basic prerequisite competencies in the following areas:

- 1) calculus;
- 2) computing skills (Windows, word processing, spreadsheet, database, e-mail, Internet); and
- 3) students must also complete collegial proficiency exams or course work in written communications and intermediate algebra.

Foundation Courses (12 Hours):

- MGMT601 Foundations of Management (3) (Equivalent: MGMT301 and MKTG301)*
 - ECON 601 Foundations of Economics (3) (Equivalent: ECON301 and ECON302)*
 - MGMT610 Foundations of Managerial Statistics (3) (Equivalent: STAT361 and STAT362)*
 - ACCT 601 Foundations of Accounting and Finance (3) (Equivalent: ACCT301, ACCT302, and FIN301)*
- * Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business have satisfied most of these requirements. Undergraduate equivalent courses that may be used to satisfy each required foundation course are noted.

I. Required Courses (21 Hours)

- ACCT 801 Strategic Management Accounting3 *
 - ECON 801 Managerial Economics and Forecasting3
 - FIN 801 Financial Management.....3
 - MGMT810 Organizational Behavior in the Global Context.....3
 - MGMT840 Operations Management: Strategies and Techniques3
 - MKTG801 Strategic Marketing3
 - MIS 800 Information Systems and Technology3
- * Students with an accounting background must take ACCT815, 831, or 861 instead of ACCT801 to satisfy the M.B.A. core requirement in Accounting.

II. Master’s Final Project (3 Hours)

- MGMT849 Business Policy and Strategy.....3

III. Career Selectives or Specialization (9 Hours)

A student has three options: (1) select a specialization from among those listed below; (2) select nine hours from any CBPA courses numbered 800 or above; or (3) select nine hours of a group of specific courses to customize a specialization.

Specialization Options:**a. Human Resource Management**

- MGMT820 Human Resource Management Strategies (3)
MGMT825 Labor Management Relations (3)

Choose one of the following:

- MGMT821 Human Resource Selection and Compensation (3)
MGMT823 Problems in Business Ethics (3)
MGMT855 Leadership Dynamics (3)

b. Management Information Systems

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

c. Marketing

Choose three of four:

- MKTG805 Buyer Behavior (3)
MKTG810 Marketing Information: Methods and Analysis (3)
MKTG820 International Marketing (3)
MKTG850 Selected Contemporary Issues in Marketing:... (3)

d. Auditing

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

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

e. Management Accounting and Technology

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

f. Tax Accounting

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

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

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

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

g. International Business

- MGMT830 International Management (3)

Select two of the following courses:

- ACCT 856 Seminar in International Accounting (3)
FIN 825 International Finance (3)
MKTG820 International Marketing (3)

Select one of the following courses:

- ECON 704 Current Global Economic Problems (3)
POJS 715 U.S. Foreign Policy (3)
POJS 735 Third World in Global Development (3)
POJS 845 International Law and Organization (3)
POLS 536 Problems in International Politics (3)

h. Finance

Select three of the following courses:

- FIN 825 International Finance (3)
FIN 850 Investments (3)
FIN 853 Derivatives (3)
FIN 865 Advanced Financial Management (3)

IV. Total - 33 Hours (Graduate Core) and 12 Hours (Graduate Foundation)**Master of Science in Management Information Systems**

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

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

Special Admission Requirements

In addition to university admission requirements, applicants must have taken the Graduate Management Admissions Test (GMAT) (except as waived below) before admission and attain at least 950 based upon the following formula: Undergraduate G.P.A. x 200 + GMAT score > 950. Scores received must be from tests administered within five years of the date of admission.

A cumulative graduate G.P.A. can be substituted in the above formula for those students who have earned a graduate degree.

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

Required Preparation

All students will be required to have completed:

		Two semesters of programming languages Calculus
MIS	610	Information Systems for Managers (3) (Equivalent: MIS301 and MIS370)*
MIS	401	Business Systems Analysis (3)
MIS	420	Business Information Retrieval and Database Management (3)
MIS	440	Telecommunications and Distributed Data Systems (3)

However, students with applicable work experience (at least two years of experience in programming) may apply to waive the programming requirement. This can be done by submitting a portfolio documenting the work. Each portfolio will be evaluated by the MIS faculty.

Prerequisite courses may be waived on a course-by-course basis for students with appropriate academic or professional preparation. Generally, students with an undergraduate degree in MIS have satisfied most of these requirements.

Candidacy Requirements:

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

1. satisfy all conditions of admission;
2. complete all preparatory courses with a G.P.A. of 3.0 or better;
3. complete preparatory courses with a grade of “C” or better in each course;
4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

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

Students must show proficiency in intermediate algebra and written communication by either:

1. successfully passing college proficiency examinations in intermediate algebra and written communications;
2. completing appropriate courses in algebra and/or written communication; or
3. scoring at an acceptable level on the GMAT (if applicable).

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

Foundation Courses

Foundation courses may be waived on a course-by-course basis for students with appropriate academic preparation. Generally, students with an undergraduate degree in business have satisfied most of these requirements.

- I. **MIS Core: Required for all MIS Master’s Students (12 Hours)**
 MIS 801 Systems Analysis and Design3
 MIS 820 Database Development and
 Implementation3
 MIS 840 Distributed and Network Systems3
 MIS 860 Strategies in Internet Commerce3

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

- II. **Business Core: Required for all MIS Master’s Students (9 Hours)**
 MKTG801 Strategic Marketing3
 MGMT810 Organizational Behavior in the Global
 Context3
 MIS 800 Information Systems and Technology3

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

IV. Career Sequence (12-15 Hours)

Students may choose any 12-15 hours of approved CBPA or CPSC electives numbered 800 or above or may choose one of the following sequences:

a. Information Security

- CPSC 580/MIS 580 Information Security (3)
- CPSC 581/MIS 581 Information Security Policy and Management (3)
- CPSC 582 Cryptography and Network Security (3)
- CPSC 583 Laboratory in Information Security (3)
- CPSC 584 Special Topics in Information Security (3)

b. Networking

- MIS 844 Internetworking and Network Applications (3)
 - MIS 847 Wireless Communication (3)
- Choose any two of the following four courses:
- CPSC 570 Windows Systems (3)
 - CPSC 572 Advanced Windows Administration (3)
 - Approved MIS elective (800 or above) (3)
 - Approved MIS or CPSC elective (800 or above) (3)

c. Internet Commerce

- MIS 824 Web-Enabled Database Systems (3)
 - MIS 844 Internetworking and Network Applications (3)
 - MIS 847 Wireless Communication (3)
- Choose one of the following:
- ART 534 Design for Electronic Publishing (3)
 - CPSC 548 Computer Prog: Java (3)
 - Any MKTG elective 800 level or higher (3)

V. Master's Final Project Selective (choose one)

- MIS 890 MIS Graduate Research Thesis (6)
- MIS 895 Graduate Project (3)

VI. Total - 36 Hours**Master of Public Administration**

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

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

Special Admission Requirements

In addition to meeting university criteria, applicants must have an undergraduate degree with a cumulative G.P.A. of at least 2.50.

Required Preparation

To ensure that students have a satisfactory command of public administration fundamentals before taking graduate-level courses, at least nine hours of undergraduate preparatory course work or their equivalent are required of all M.P.A. students. Students with an undergraduate major in public administration may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in public administration are expected to complete the prerequisite preparatory courses. With permission of the dean, students can enroll in graduate-level courses in areas for which they have completed the prerequisites before completing all of the preparatory courses.

Preparatory Courses (9 to 12 Hours)

PADM 301 Introduction to Public Administration (3)

POLS 302 American National Government (3)

or

POLS 320 Local Governmental Systems (3)

Three to six hours of statistics:

MGMT610 Foundations of Managerial Statistics (3)

or

STAT 361 Statistics for Management I

and

STAT 362 Statistics for Management II (6)

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

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

PADM 855 Master's Research Paper

PADM 865 Problems in Applied Public Management

PADM 867 Master's Research Practicum

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

Before registering for either PADM855 or PADM867 students must:

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

Before registering for PADM865 students must:

1. complete all required courses; and
2. obtain permission from the CBPA Advising Office.

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

Candidacy Requirement

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

1. satisfy any conditions of admission;
2. complete all preparatory courses with a grade of "C" or better in each course;
3. satisfy the written communication proficiency requirement;

4. apply for candidacy after earning a minimum of nine and a maximum of 12 graduate credit-hours. Students who complete more than 15 hours of degree requirements before attaining candidacy status may still be required to complete up to 18 additional hours, approved by the dean, as a candidate before being approved for graduation by the college; and
5. maintain an overall G.P.A. of 3.0 or higher for all course work completed at Governors State University as a graduate student.

Degree Requirements

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

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

Students must show proficiency in written communication by either:

1. successfully passing a proficiency examination in written communication; or
2. completing appropriate course work in written communication.

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

I. Required Courses (24 Hours)

MIS 610 Information Systems for Managers*	3
MGMT810 Organizational Behavior in the Global Context	3
PADM 810 Seminar in Public Human Resource Administration	3
PADM 812 Seminar in Public Budgeting	3
PADM 840 Seminar in Public Policy	3
PADM 851 Seminar in Public Planning	3
PADM 852 Seminar in Research Methods	3
POLS 863 Seminar in American Institutions and Values	3

* Another graduate MIS course approved by the MPA Program Director or the Division Chair in the absence of the Program Director.

II. Master's Final Project (3 Hours)

Select one of the following:

PADM 855 Master's Research Paper (3)

PADM 865 Problems in Applied Public Management (3)

PADM 867 Master's Research Practicum (3)

III. Career Selective (9 Hours)

MGMT 860 Issues in Public and Private Management (3)

PADM 820 Seminar in Urban Government (3)

Select any one CBPA course numbered 800 or above (3)

IV. Total - 36 Hours

Accounting for Managers Certificate

The Accounting for Managers Certificate prepares business managers to organize, evaluate, and use financial information as a decision-making tool in the management control process.

Requirements for Admission

In addition to university admission requirements, to begin the Accounting for Managers Certificate, a student must have graduate student status at Governors State University and satisfy the prerequisites for the first course in the sequence. The prerequisite for enrollment in ACCT801 is ACCT601, or its equivalent, at the graduate level or ACCT301, ACCT302 and FIN301, or equivalent, at the undergraduate level.

Requirements for Completion of Certificate

The curriculum leading to the Accounting for Managers Certificate consists of three graduate accounting courses taken from the College of Business and Public Administration's Master of Business Administration and M.S. in Accounting programs.

The three courses are to be taken in the following order:

ACCT 801 Strategic Management Accounting	3
ACCT 815 Financial Statement Analysis	3
ACCT 831 Seminar in Managerial Accounting Theory and Applications	3

Total - 9 Hours

To receive the Accounting for Managers Certificate, each student must (1) be admitted to the program by the chair, ACFM Division, following proof of graduate student status and satisfaction of prerequisites for ACCT801; (2) complete the three courses with a cumulative grade point average of at least 3.0; (3) receive the approval of the Faculty Review Committee; and (4) upon completion of the required course work, submit an application for award of the certificate, a copy of portfolio contents, and a self-evaluation statement to the chair, ACFM Division.

Business Management Certificate

The College of Business and Public Administration offers a Business Management Certificate to prepare individuals for managerial positions; to enhance business and management competency for individuals new to management and administration; and to provide a foundation for individuals preparing to enter the M.B.A. program who do not have an undergraduate degree in Business, Management, Marketing, Accounting, or a related field. The program is designed to develop and/or enhance business and managerial knowledge, skills, and competencies that will increase an individual's performance and contributions to an organization's goals. The major goal of the certificate program is to provide basic business and management knowledge, skills, and competencies for immediate application or as a foundation for further graduate study in business administration.

Requirements for Completion of Certificate

The curriculum leading to the Business Management Certificate consists of the following courses:

MGMT601 Foundations of Management and Marketing	3
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Select three of the following courses:

ACCT 601 Foundations of Accounting and Finance (3)	
ECON 601 Foundations of Economics (3)	
MGMT610 Foundations of Managerial Statistics (3)	
MIS 610 Information Systems for Managers (3)	

Total - 12 Hours

To receive the Business Management Certificate each student must:

1. be admitted to the program following proof of graduate student status;
2. complete MGMT 601;
3. complete three additional courses (ACCT 601, ECON 601, MGMT 610, or MIS 610);
4. have a cumulative G.P.A. of at least 3.0; and
5. submit an application for award of the certificate to the CBPA Advising Office.

Leadership and Organizational Development Certificate

The College of Business and Public Administration offers a certificate program in Leadership and Management Development to prepare managerial professionals for leadership positions in public and private organizations. The program is designed to develop managerial and leadership skills by exposing program participants to a variety of real life organizational experiences, practices, leadership styles, and strategies. The major goal of the certificate program is to develop market leaders who have the leadership skills and conceptual knowledge to adapt and develop organizations to meet the rapid changes in the economic, global, and competitive environment.

Requirements for Admission

In addition to meeting the university admission requirements for graduate studies, students should have a minimum of two year’s experience in a managerial capacity, evidenced by submission of a letter from a current or former employer. The experience requirement may be waived by the dean in special situations.

Requirements for Completion of Certificate

The curriculum leading to the Certificate in Leadership and Organization consists of three graduate management courses. MGMT601 serves as a foundation course, and students are required to successfully complete that course as the first course in the sequence to develop the necessary academic background for studying the other two advanced courses.

Required courses (9 Hours) are:

MGMT601 Foundations of Management	3
MGMT810 Organizational Behavior in the Global Context	3
MGMT855 Leadership Dynamics	3

Total - 9 Hours

To receive the Leadership and Organizational Development Certificate each student must: (1) be admitted to the program following proof of graduate student status; (2) complete the three courses with a cumulative grade point average of at least 3.0; and (3) submit an application for award of the certificate to the CBPA Advising Office.

Public Management Certificate

This is a graduate certificate designed for students to gain managerial knowledge, skills, and competencies to enhance their contribution to the government or not-for-profit organizations at which they work and to the citizens and clients they serve. Students will comprehend and integrate the strengths of public and private organizations to improve effectiveness and efficiency of their own. Students will also comprehend and integrate the intricacies of managing public employees to advance the goals of organizations. Overall, students will develop or enhance their competencies in managing, leading, motivating, conflict resolution, decision-making, and problem solving.

Requirements for Completion of Certificate

To receive the Public Management Certificate each student must:

1. Be admitted to the program following proof of graduate student status;
2. Complete the following courses:

MGMT 810 Organizational Behavior in the Global Context	3
MGMT 860 Issues in Public and Private Management	3
PADM 810 Seminar in Public Human Resource Administration	3
3. Have a cumulative G.P.A. of at least 3.0; and
4. Submit an application for award of the certificate to the CBPA Advising Office.

Strategic Human Resource Management Certificate

This is a graduate certificate program designed to prepare students to assist or lead a component of the human resource management function in private, public, and not-for-profit organizations and enhance competency of individuals new to management and administration of human resources.

The effective management of an organization's human resources is one of the most critical challenges facing organizations today. The Strategic Human Resource Management Certificate provides students with an understanding and comprehension of the role of human resources in achieving the strategic vision of the organization, and it will provide students with the competencies to effectively contribute to the planning, recruiting, selection, compensation, and performance evaluation goals of the organization. The Strategic Human Resource Management Certificate will help students to develop skills and competencies in problem solving and decision making to ensure proper planning and deployment of people.

To be awarded the certificate, students must successfully complete the following courses:

- PADM 810 Seminar in Public Human Resource Administration or
- MGMT 820 Human Resource Management Strategies.....3

- MGMT 825 Labor Management Relations.....3
- Choose two of the following courses:
- MGMT 821 Human Resource Selection and Compensation (3)
- MGMT 823 Problems in Business Ethics (3)
- MGMT 855 Leadership Dynamics (3)

Total - 12 Hours

COLLEGE OF EDUCATION

Peggy Woodard, Interim Dean

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

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

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

Graduate Programs

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

Certificates

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

These do not typically lead to initial teacher certification.

Certifications and Accreditations

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

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

Faculty of the College of Education

Division of Education

George Garrett, Acting Chairperson

Professors

Marcus Ahmed
 Diane Alexander
 Lisa Chang
 George Garrett
 Maribeth Montgomery Kasik
 Georgia Kosmoski
 Linda Proudfit
 Colleen Sexton

Associate Professors

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

Assistant Professors

Taida Kelly
 Joe Matula
 Nancy Miller

Lecturers

Phillip Boudreau
 Mary Chladek
 Sandy Gandy
 Frances Jordan
 Bruce Ketcher
 Lora Knutson
 Patrick Miller
 Sharon Neste
 Morvan Ngaiyaye
 Ken Peterson
 James Riordan
 Lucianne Sweder
 Clyde Winters

Visiting Professor

Marian Marion

Division of Psychology and Counseling

Shannon Dermer, Acting Chairperson

Professors

D. Jon Carlson
 Lon Wolf
 Julia Yang

Associate Professors

Cyrus Ellis
 Alan Milliren
 Elizabeth Ruiz
 Catherine Sori
 Byron Waller
 Darlene Wright

Assistant Professors

Shannon Dermer
 Christopher Dyslin
 E. Jean Johnson
 Albert Tuskenis

Lecturers

Kim Jaroszewski
 Richard Lencki
 David Lewandowski
 Kevin Nicolei
 Patricia Robey
 Kim Snow

Visiting Professor

Arthur Freeman

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Arts in Counseling

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

Accreditation and ISBE Certification

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

The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the School Service Personnel Certificate with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for a school personnel certificate endorsed for school counseling shall either (1) hold or be qualified to hold a teaching certificate, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDUC310, COUN620, COUN622, and SPED510).

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

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

petition should include a letter with the supplementary admission materials. If approved, admission would be conditional; students must successfully pass the Basic Skills Test by the end of their third trimester. Failure to do so will result in dismissal from the program.

Admission Criteria

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

1. have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or a G.P.A. of 3.0 for the last 60 hours of undergraduate course work attempted; or a G.P.A. of 2.5 or higher for all undergraduate course work attempted and a score of at least 1050 on the verbal and quantitative portions of the Graduate Record Examination - General Test; or if G.P.A. is 2.49 or below GRE must be taken and petition procedures followed **
2. have recommendation of the faculty based on the submission of supplementary application packet which includes:
 - a. official transcripts of all previous college work;
 - b. counseling application form;
 - c. three letters of Personal Reference Forms; and
 - d. Statement of Character form.

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

Office of Admission
Governors State University
1 University Parkway
University Park, Illinois 60466
708.534.4490

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

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

- ** Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter include discussion of the factors contributing to the academic deficiency and why those factors could be judged by the faculty as being successfully remediated.

Application packet must be submitted by March 1 for fall admission and September 15 for winter admission. Admission may be affected by accreditation standards and requirements.

Admission to Candidacy

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

1. be admitted to the program;
2. complete COUN600, COUN630, COUN810, and COUN847 with a grade of "B" or better in each course; and
3. show proof of professional liability insurance.

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

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

Degree Requirements

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

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

A 600-hour internship sequence is required for all counseling students. Application deadlines for internship are as follows: fall trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15.

I. Required Courses (33 Hours)

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

II. Counseling Sequences

Select one of the following sequences:

Community Counseling Sequence (21 Hours)

COUN 633	Community Counseling (3)
COUN 842	Practicum in Vocational Counseling (3)
COUN 845	Practicum in Individual Counseling: Adult (3)
COUN 856	Practicum in Group Counseling: Adult (3)
COUN 859	Family Counseling Techniques (3)
COUN 871	Counseling Internship I: Community Counseling (3)
COUN 872	Counseling Internship II: Community Counseling (3)

Marriage and Family Counseling Sequence (27 Hours)

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

School Counseling Sequence (24 Hours)

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

Teaching Competency Classes for Non-Certified School Counseling Students

EDUC 310	Foundations of Education (3)*
COUN 620	Lifespan Developmental Issues (3)*
COUN 622	Applied Learning Theory for School Personnel (3)*
SPED 510	Survey of Students with Exceptionalities (3)*

* or equivalent courses

Required Sequence Courses

COUN 638	Introduction to School Counseling (3)
COUN 844	Practicum I: Elementary School Counseling (K-8) (3)
COUN 851	Consultation and School Staff Development (3)
COUN 852	Practicum II: Secondary School Counseling (6-12) (3)
COUN 853	Parent Education: Prevention and Intervention (3)
COUN 858	Development of School Counseling Programs (3)
COUN 868	Counseling Internship I: School Counseling (3)
COUN 869	Counseling Internship II: School Counseling (3)

III. Total - 54, 57, or 60 Hours

Master of Arts in Early Childhood Education

The graduate degree in Early Childhood Education offers options to serve students who prepared as elementary or special education teachers and now seek additional EC certification; those who pursued other objectives at the undergraduate level and now seek initial EC certification; and those who prepared in early childhood at the undergraduate level and now seek advanced study in early childhood education.

Teacher Certification

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

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

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

Upper Level Coursework Requirements:

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

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

A student holding an Illinois elementary or standard special education teaching certificate is not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Such a student is not required to repeat student teaching if he/she provides documentation from the institution at which he/she completed student teaching, showing that his/her student teaching was in K through third grade and/or he/she has successfully taught at these grade levels full-time for a minimum of 6 months. Students who have an Illinois teaching certificate do not need to complete additional general education requirements.

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

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

Option III: Students with Undergraduate Preparation in Early Childhood Education

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

Program Requirements

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

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

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

- if seeking the Initial Early Childhood Education certificate, evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test.

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

Conditional Continuation

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

Student Progress

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

Student Handbook

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

Admission to Lab Courses

Before enrolling in any lab courses, students must:

1. submit to their advisor verification of a passing score on the Illinois Basic Skills Exam;

2. before entering labs 3 and 4, verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course;
3. successfully complete all prerequisite coursework; and
4. continue maintaining a cumulative 3.0 G.P.A..

Admission to Student Teaching

Students required to student teach must:

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

Candidacy

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

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

To qualify for candidacy, a student must:

1. attain a score of "4" or higher on the GRE Writing Exam portion; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate prerequisites, SPED510, EDEC360, and EDCP500 with a "B" or better;
3. complete all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDEC812 or 822, and a grade of "C" or better in all other courses;
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Teacher Education and Certification; and

5. be recommended for candidacy by the Early Childhood Education program faculty.

Degree Requirements

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

In addition, students:

1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC610 and one EDEC812 or 822, and a grade of "C" or better in all other courses;
4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

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

Core Courses (18 Hours)

EDUC 610	Issues in Education	3
EDEC 740	Issues and Methods for At Risk/Special Needs	3
EDUC 811	Teacher as Researcher.....	3
EDEC 812	History and Philosophy of Early Childhood Education	3
EDEC 822	Advanced Early Childhood Development	3
EDEC 868	Culminating Experience:	3

(Note: This experience consists of writing a thesis, completing a research project, preparing a portfolio, completing an internship or other experience approved and supervised by a committee of three faculty members. Further information is available in the Graduate Early Childhood Education Student Handbook.)

Additional Required Courses

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

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

EDEC 860 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood.....3
 EDEC 885 Integrating Instruction in Early Childhood Education3

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

EDEC 680 Literacy Methods in Early Childhood Education3
 EDEC 681 Lab 3: Literacy in Early Childhood Education1
 EDEC 695 Methods of Teaching Primary Math, Science, and Social Studies3
 EDEC 696 Lab 4: Teaching Primary Math, Science, and Social Studies.....1
 * Students who do not document previous student teaching in grades K-3, or successful teaching experience while holding a valid teaching certificate at these grade levels, are required to complete:
 EDEC 499 Student Teaching12

Total - 40 - 60 Hours

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

EDEC 651 Lab 1: Infant and Toddler1
 EDEC 652 Children with and without Special Needs and Family in the Community3
 EDEC 665 Methods of Teaching in the Arts2
 EDEC 670 Preprimary and Special Education Curriculum Development in Early Childhood Education3
 EDEC 671 Lab 2: Preprimary1
 EDEC 680 Literacy Methods in Early Childhood Education3
 EDEC 681 Lab 3: Literacy in Early Childhood Education1
 EDEC 695 Methods of Teaching Primary Math, Science, and Social Studies3
 EDEC 696 Lab 4: Primary Math, Science, and Social Studies.....1
 EDEC 800 Psycholinguistics3
 EDEC 860 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood.....3
 EDEC 885 Integrating Instruction in Early Childhood Education3
 EDEC 499 Student Teaching.....12

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

Total - 57-76 Hours

Option III: Students with undergraduate preparation in early childhood education (15-19 Hours)

Students in this option must complete an additional preparatory course:

STAT 468 Statistics (or an equivalent course).....3
 The professional advancement courses as follows:
 PSYC 560 Research Methodology3
 PSYC 610 Measurement and Evaluation3
 PSYC 853 Human Neuropsychology I: Brain Function3
 SPED 619 Psychological Diagnosis of Learners with Exceptionalities3

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

EDEC 800 Psycholinguistics (3)
 EDEC 651 Infant/Toddler Laboratory (co-requisite EDEC652) (1)
 EDEC 652 Children with and without Special Needs and Family in the Community (co-requisite EDEC651) (3)
 EDEC 860 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood Education (3)
 EDEC 885 Integrating Instruction in Early Childhood Education (3)

Total - 33-37 Hours

Master of Arts in Education

The graduate program in Education is designed to enhance and facilitate the professional development of in-service classroom teachers at all levels. The program enables candidates to improve their effectiveness as teachers by increasing their knowledge and skill in their chosen area of teaching, preparing them to assume leadership roles within their school systems, taking responsibility for their continued professional development, and developing the skills that enable them to solve significant problems of practice. By relating theory to practice, the program emphasizes developing reflective practitioners committed to lifelong learning and to those who hold their students to high expectations.

Teacher Certification

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

Program Requirements

After meeting the university admission requirements, in order to continue in the program, candidates must, before completing nine hours of course work which must include EDUC610 and EDUC710, submit to the College of Education a supplemental application packet containing:

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

After the candidate has completed EDUC610 and EDUC710, the faculty will review this information and recommend that the candidate be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the candidate must earn a grade of “B” or better in EDUC610 and EDUC710, and both must be taken at Governors State University. Candidates who score a “1” or “2” on the GRE Writing Subtest will not be permitted to continue in the M.A. in Education program.

Conditional Continuation

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

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

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

Admission to Candidacy

To continue in the program the candidate must be accepted as a candidate for the M.A. in Education degree after completing EDUC610, EDUC710, EDUC800, and one additional course listed on the student’s approved study plan. Candidates must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester that they expect to have completed the courses required for candidacy: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of “B” or better in EDUC610 and EDUC710 and with a grade of “C” or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words written in response to directions in the M.A. in Education Student Handbook;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section “Teacher Certification”; and
5. be recommended for candidacy by the M.A. in Education program faculty.

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

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

Student Progress

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

Student Handbook

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

Degree Requirements

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

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of “B” or better in EDUC610 and EDUC710 and a grade of “C” or better in all other courses;
3. must complete all course work, including transfer credits, within six calendar years;
4. must pass a comprehensive examination in the area of specialization listed on the student’s approved study plan. (Further information regarding comprehensive examinations is available in the M.A. in Education Student Handbook.);
5. display the dispositions expected of graduate students as listed in the section, “Teacher Certification”; and
6. be recommended by the M.A. in Education program faculty.

I. Required Courses (15 Hours)

EDUC 610	Issues in Education	3
EDUC 710	Teacher Leadership and School Improvement	3
EDUC 800	Student Learning and Assessment	3
EDUC 811	Teacher as Researcher	3
EDUC 868	Culminating Experience	3

(Note: This experience consists of writing a thesis, completing a research project, preparing a portfolio, completing an internship, or other experience approved and supervised by a committee of three faculty members.)

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

II. Electives (6 Hours)

With advisor’s approval, candidates will select six hours of graduate education courses. A graduate course from related disciplines may be included with the approval of the advisor.

III. Sequences (15 - 18 Hours)

Candidates will select and complete a 15 - 18 hour sequence. Some of the sequences in the MA in Education program are offered on a less frequent basis. Please consult with your advisor about the availability and alternatives.

Computer Education

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

Applications

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

Programming

- Select six hours:*
- EDCP 620 Programming in QBASIC and Visual BASIC (3)
 - EDCP 640 Programming in PASCAL (3)
 - EDCP 645 Programming in C++ (3)

Curriculum and Instruction

- EDUC 700 Instructional Design (3)
 - EDUC 824 Academic Evaluation and Assessment (3)
- Select nine hours from courses that are clearly related to the student’s written goals for graduate study. These courses must be approved by the student’s faculty advisor and the coordinator of graduate studies.*

Language Arts

- EDUC 712 Developmental Issues in Language Arts Instruction (3)
- EDUC 714 Evaluating Learning in the Language Arts (3)
- EDUC 719 Teaching Writing in the Classroom (3)
- EDUC 835 Integrating Language Arts across the Curriculum (3)

Select one of the following:

- EDUC 716 Developing Writing Models from Children's Literature (3)
- EDUC 718 Teacher As Writer (3)
- EDUC 739 Teaching Higher Order Thinking Skills (3)
- EDCP 735 Educational Applications of the Microcomputer: Reading and Writing Development (3)

Mathematics Education

- EDUC 640 Teaching and Learning Mathematics (3)
- EDUC 818 Teaching Mathematical Problem Solving and Critical Thinking (3)
- EDUC 831 Strategies for Teaching Geometry (3)
- EDUC 833 Teaching Mathematics to Mathematically Able Students (3)

Select one of the following:

- EDUC 632 Teaching Mathematics to Low-Achieving Students (3)
- EDUC 732 Issues in Math Curriculum and Instruction (3)
- EDCP 732 Educational Applications of the Microcomputer: Mathematics (3)

Science Education

- EDUC 625 Models and Strategies for Science Education (3)

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

IV. Total - 36 Hours

Master of Arts in Educational Administration

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

Certification/Endorsement

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

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

Program Requirements

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

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

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- for Sequence in General Administrative and Chief School Business Official, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Type 75 Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;
- for Sequence in Higher Education Administration, two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a university administrator and submitted in a sealed format;

- for Sequence in General Administrative, a copy of a valid Illinois or comparable out-of-state initial, standard, or master teaching or a school service or administrative certificate;
- for Sequence in General Administrative and Chief School Business Official, evidence of having passed the Basic Skills Test of the Illinois Certification Testing System, or of possessing an Illinois teaching certificate that required passing this test;
- for Sequence in General Administrative evidence of two years teaching experience in a recognized public or private school as directed in the application materials;
- for Sequence in Chief School Business Official, evidence of two years of administrative experience in school business management is required before applying for state certification; and
- for Sequence in Higher Education, evidence of two years of experience in a higher education setting.

After the student has completed EDAD621 and EDAD729, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of “B” or better in EDAD621 and EDAD729.

Conditional Continuation

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

Admission to Candidacy

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

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester that they expect to have completed 12 credit-hours in courses required in the program: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. Application forms are available on the Division of Education website at www.govst.edu/edad.

To qualify for candidacy, a student must

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

Student Progress

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

Student Handbook

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

Degree Requirements

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

In addition students must:

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

Course Requirements for Sequence in General Administrative Endorsement

I. Required Courses - 33 Hours

EDAD 601	Curriculum Development and Learning Theories	3
EDAD 621	Foundations of School Administration and Organization.....	3
EDAD 713	Leadership and Organizational Behavior ..	3
EDAD 724	School Supervision	3
EDAD 729	Research in Educational Administration ...	3
EDAD 731	Community Relations	3
EDAD 822	Elementary and Secondary School Administration	3
EDAD 832	School Finance.....	3
EDAD 833	School Law	3
EDAD 834	Practicum in Instructional Leadership and School Management I	3
EDAD 835	Practicum in Instructional Leadership and School Management II.....	3

II. Selectives - 3 Hours

With advisor's approval, select three hours from the following courses:

- HEAD 618 The Adult Learner (3)
- EDAD 836 Administration of School Personnel (3)
- EDAD 838 Collective Negotiations (3)
- EDAD 850 Seminar: Educational Policies and Issues (3)
- EDAD 865 Information Technology for School Administrators (3)
- SPED 805 Administration and Supervision of Special Education (3)

III. Total - 36 Hours

Course Requirements for Sequence in Chief School Business Official Endorsement

I. Required Courses (33 Hours)

- EDAD 621 Foundations of School Administration and Organization.....3
- EDAD 729 Research in Educational Administration ...3
- EDAD 731 Community Relations3
- EDAD 832 School Finance.....3
- EDAD 833 School Law3
- EDAD 836 Administration of School Personnel3
- EDAD 838 Collective Negotiations3
- EDAD 839 School Finance II: Advanced Concepts/ Chief School Business Official.....3
- EDAD 840 School Finance III: Applications/ Chief School Business Official.....3
- EDAD 845 School Business Internship.....3
- EDAD 865 Information Technology for School Administrators3

II. Selectives - 3 Hours

(With advisor's approval)

III. Total - 36 Hours

Course Requirements for Sequence in Higher Education Administration

I. Required Courses - 30 Hours

- EDAD 729 Research in Educational Administration ...3
- HEAD 618 The Adult Learner3
- HEAD 621 Foundations of Higher Education Administration and Organization3
- HEAD 625 Institutions of Higher Education3
- HEAD 713 Leadership and Organizational Behavior in Higher Education.....3
- HEAD 731 Community Relations and Higher Education3
- HEAD 823 Higher Education Administration3
- HEAD 833 Higher Education Law3
- HEAD 834 Practicum in Higher Education Administration I3
- HEAD 835 Practicum in Higher Education Administration II3

II. Selectives - 6 Hours

With advisor's approval, select six hours from the following courses:

- EDAD 601 Curriculum Development and Learning Theories (3)
- EDAD 724 School Supervision (3)
- EDAD 836 Administration of School Personnel (3)
- EDAD 838 Collective Negotiations (3)
- EDAD 865 Information Technology for School Administrators (3)
- HEAD 832 Higher Education Finance (3)
- HEAD 850 Seminar: Higher Education Policies and Issues (3)

III. Total - 36 Hours

Master of Arts in Multicategorical Special Education

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

Certification/Endorsement

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

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

Option I: Students Holding a Teaching Certificate

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

Option II: Students Without Teaching Certificates

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

Program Requirements

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

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

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

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

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant’s record identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each trimester, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing

status. A student may not be admitted to the culminating project without achieving good standing status.

For Option II: Approval for Student Teaching:

Students required to student teach must:

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

Admission to Candidacy

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

To qualify for candidacy, a student must:

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

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

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

Degree Requirements

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

In addition, students must:

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

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

For Option I: Students who hold a teaching certificate

I. Required Courses (37 Hours)

SPED 619 Psychological Diagnosis of Learners with Exceptionalities3

SPED 805 Administration and Supervision of Special Education3

SPED 820 Learning Characteristics of Learners with Exceptionalities3

SPED 831 Behavioral Characteristics of Learners with Exceptionalities3

SPED 835 Methods for Teaching Learners with Exceptionalities3

SPED 840 Special Education Practicum I.....1

SPED 850 Special Education Practicum II1

SPED 860 Collaboration Skills for Teachers and Support Personnel3

SPED 863 Special Education Practicum III1

SPED 865 Graduate Seminar in Multicategorical Special Education4

EDUC 632 Teaching Mathematics to Low Achieving Students.....3

EDUC 811 Teacher as Researcher3

EDUC 846 Reading Remediation in the Classroom3

EDCP 737 Educational Applications of the Microcomputer: Special Education3

II. Total - 37 Hours

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

I. Required Courses (46 Hours)

SPED 619 Psychological Diagnosis of Learners with Exceptionalities3

SPED 805 Administration and Supervision of Special Education3

SPED 820 Learning Characteristics of Learners with Exceptionalities3

SPED 831 Behavioral Characteristics of Learners with Exceptionalities3

SPED 835 Methods for Teaching Learners with Exceptionalities3

SPED 840 Special Education Practicum I1

SPED 850 Special Education Practicum II1

SPED 860 Collaboration Skills for Teachers and Support Personnel3

SPED 863 Special Education Practicum III1

SPED 865 Graduate Seminar in Multicategorical Special Education4

EDUC 632 Teaching Mathematics to Low Achieving Students.....3

EDUC 810 Educational Research3

EDUC 846 Reading Remediation in the Classroom3

EDCP 737 Educational Applications of the Microcomputer: Special Education3

SPED 699 Special Education Student Teaching.....9

II. Total - 46 Hours

Master of Arts in Psychology

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

Clinical Sequence

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

Theoretical Sequence

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

Required Preparation

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

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed, with grades of "B" or higher, undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC410), Learning Cognition (PSYC422), Abnormal Psychology (PSYC430), Social Psychology (PSYC445), Child Development (PSYC512), Research Methodology (PSYC560), and Statistics (STAT468). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at another institution; **
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; **
3. have a score of at least 400 on the Psychology Specialty portion of the Graduate Record Exam (GRE); **

4. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term goals;
5. provide three letters of recommendation from professionals who can speak to the applicant's academic and/or clinical potential; and
6. Complete a "Statement of Character" Form available on the Admissions Office website at <http://www.govst.edu/admissions/mapsycapplication.htm>.

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

- ** Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter include discussion of the factors contributing to the academic achievement and why those factors could be judged by the faculty as successfully remediate.

Admission to Candidacy

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

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

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

Degree Requirements

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete PSYC740, PSYC849, and STAT860;
3. receive a passing score on the program comprehensive examination; and
4. receive positive endorsement from the faculty.

I. Required Courses (21 Hours)

PSYC 610	Measurements and Evaluation.....	3
PSYC 740	Topics in Multicultural Psychology.....	3
PSYC 760	Ethical and Legal Issues in Psychology	3
PSYC 821	Psychopathology	3
PSYC 829	Seminar in Human Development	3
PSYC 849	Advanced Research Seminar	3
STAT 860	Advanced Statistics in Behavioral Science	3

II. Psychology Sequences

Select one of the following sequences:

Clinical Psychology Sequence (31 hours)

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

ADDS 521	Screening, Referral, and Treatment Planning (3)
COUN 630	Counseling Theories (3)
COUN 725	Family Systems: Theory and Practice (3)
COUN 730	Life Style and Career Development (3)
PSYC 700	Introduction to Child Therapy (2)
PSYC 720	Social and Cultural Foundations (3)
PSYC 830	Clinical Therapy Techniques (2)
PSYC 840	Group Psychotherapy (3)
PSYC 863	Practicum in Psychotherapy (3)
PSYC 891	Internship Program I (3)
PSYC 892	Internship Program II (3)

Theoretical Psychology Sequence (13 hours)

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

III. Total - 52 or 34 Hours

Master of Arts in Reading

The master of arts in Reading program is designed for persons holding an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special teaching certificate and who either have, or will have, completed at least two years of appropriate teaching experience before completion of the M.A. program.

The program prepares teachers to undertake successfully the role of reading specialist or clinician and to deliver staff development within schools which are serving an expanding multicultural student population. Knowledge areas and competencies incorporated into the program's required course work were identified by the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education Joint Task Force of the International Reading Association.

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

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

Program Admissions

After meeting the university admission criteria, in order to continue in the program, students must, before completing six hours of course work, which must include at least one of the following courses: READ820 or READ821:

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

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of

previous graduate reading course work to be evaluated for transfer credit (see below for restrictions);

- scores from the Graduate Record Examination (GRE) (General Test), including a score of 4 or higher on the Writing Subtest;
- a valid Illinois or comparable out-of-state initial, standard or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials by completion of the program. This evidence must be submitted before admission to READ824.

After the student has completed six semester hours in READ course work, including READ820 and/or READ821, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or recommend to the division chair that the student be dismissed from the program. To receive a recommendation to continue, the student must meet the knowledge, skills, and dispositions standards outlined in the Teacher Education and Certification Section of this catalog, as well as earn a grade of “B” or better in each READ class.

Note: Those applicants who previously acquired ISBE 18 hour Reading or 24 hour Reading Teacher endorsements through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must submit all of the above materials, including GRE scores, prior to enrolling in the first of their additional ISBE Reading Specialist endorsement/certification and M.A. in Reading courses.

Conditional Continuation

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

Candidacy

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

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the trimester they expect to have completed the courses required for candidacy: September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. Application forms are available on the Division of Education website at www.govst.edu/education.

To qualify for candidacy, a student must:

- have an approved degree study plan and have completed any undergraduate prerequisites for courses on the student plan;
- have completed the courses listed above with a grade of “B” or higher; and
- receive a positive recommendation from the Reading faculty.

Note: Those applicants who have acquired ISBE 18 hour Reading or 24 hour Reading Teacher Endorsement through GSU course work (taken no more than six years prior to application for admission to the M.A. in Reading program) must apply for candidacy before the end of the first trimester during which they take additional, required courses for ISBE Reading Specialist endorsement/certification and the M.A. in Reading degree.

Student Progress

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

Student Handbook

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

Program Requirements

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

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

Course Requirements for M.A. in Reading

READ 819	Narrative and Expository Writing Instruction, K-12	3
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy	3
READ 821	Survey of Reading: Theory and Practice ...	3
READ 822	Teaching Reading in Content Areas	3
READ 823	Integrating Children’s and Adolescents’ Literature Across the Curriculum	3
READ 824	Reading Diagnosis	3
READ 825	Reading Remediation	3
READ 826	Reading Practicum I: Elementary School Reading	3
READ 827	Reading Practicum II: Middle and Secondary School Reading	3
READ 828	Seminar in Reading.....	3
READ 830	Developing and Supervising Reading Programs.....	3
EDUC 868	Culminating Experience	3

Total - 36 Hours

Note: A maximum of nine credit-hours of previous graduate reading course work may be applied to the degree requirements. Only courses potentially equivalent to specific M.A. in Reading courses (READ819, 820, 822, and 823) will be considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program (i.e., immediately after completing READ821 and one additional READ course). No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

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

Alternative Certification

(GSU Post-B.A. Certificate)

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

Eligibility

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

Special Admissions Requirements

Admission to the program is on a competitive basis.

Requirements include:

1. A complete Alternative Certification application:
 - a. alternative Certification application form;
 - b. official transcripts from all higher education coursework providing evidence of a bachelor’s degree or higher from a regionally accredited institution;

- c. 300 word essay expressing interest in the program and a career in education;
 - d. 1 reference which documents experience working with children or young adults;
 - e. documentation from employer(s) verifying five years of employment after receiving baccalaureate degree;
 - f. current resume; and
 - g. report indicating a passing score on the Illinois Basic Skills Certification Exam;
2. Holistic assessment of results of the Measure of Academic Proficiency and Progress (MAPP) Examination, writing examination, and Haberman's Urban Teacher Interview; and
 3. Signed contract to teach in one of the partnership districts.

Candidate Progress

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

Conditional Continuation

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

Candidate Handbook

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

Admission to Teaching Internship

Before beginning the teaching internship, candidates must:

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

Middle School Endorsement

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

Program Portfolio

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

Teacher Certification

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

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

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

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

To be recommended by Governors State University candidates must complete the program and apply for the certificate within one year of the program's ending date.

I. General Education Requirement for Teacher Certification

The Alternative Certification program requires that candidates have a background in general education. Courses can be taken at the lower or upper division levels. A grade of "C" or higher must be earned. The following areas provide the guideline for general education courses.

- Written Communication
- Oral Communication
- Mathematics
- Science
- Survey of American History
- U.S. Government
- Additional Social Sciences
- Additional Humanities
- Health/Nutrition
- Third World Culture

II. Professional Course Work Requirement (minimum 24 Hours)

The following courses must be taken at the upper-division level. A grade of "B" or higher must be earned.

EDUC 320	Future of American Education	3
EDUC 321	Effective Teaching and Laboratory.....	4
ALTC 601	Strategies for Teaching in the Content Area	4
ALT C602	Theory to Practice.....	3
ALTC 603	Alternative Certification Field Experience	2
ALTC 605	Reflective Teaching I - Management, Planning, and School Culture	3
ALTC 606	Reflective Teaching II - Quality Instruction in High Need Schools.....	3
ALTC 607	Reflective Teaching III - Teacher Leadership and Research-Based Instruction	3
ALTC 609	Middle School Curriculum and Instructional Strategies (0-1)	

III. Teaching Specializations (0-18)

Candidates must have 18 hours in one of the following teaching specializations:

- General Science
- Mathematics
- Language Arts
- Social Science

IV. Total - minimum of 24 Hours

Early Childhood Education for Currently Certified Teachers

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

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

Special Admission Requirements

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

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

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate early childhood coursework may be allowed to apply a maximum of six credit hours to the entitlement/certification requirements. Courses must have been completed no longer than six years prior to application for admission to the Entitlement/Certification Early Childhood Education Option. Petitions and documents for these applied credits must be submitted before or at the same time as application, prior to completion of EDEC 822 and EDEC 740. No courses taken at another institution after admission to the entitlement/certificate ECE option may be applied. The M.A. in Early Childhood Education faculty will evaluate all petitions for transfer of coursework, and only courses potentially equivalent to specific GSU Early Childhood courses as listed below will be considered.

Required Courses (16 Hours)

[In prerequisite order]

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

Prior to recommendation for entitlement leading to certification in Early Childhood Education, all candidates must document:

- passing GSU’s Early Childhood Education Comprehensive Examination; and
- passing ICTS Early Childhood Content Exam and ICTS EC APT Exam.

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

15 additional credit hours

EDEC 520	Beginning Writing and Reading Instruction	3
	prior to or concurrently with EDEC 822;and	
EDEC 499	Student Teaching.....	12

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

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

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

Certificate in Reading Specialist

Certificate in Reading Specialist leading only to Certification/Endorsement from ISBE (GSU Post-M.A. Certificate Program)

Students who graduated from GSU’s M.A. in Education with a Specialization in Reading Program during or after the spring/summer trimester 2000 may apply to the College of Education for the certificate in Reading Specialist in order to acquire the additional course work needed for ISBE certification/endorsement as a Reading Specialist. Formal application to this certificate is necessary, but admission to the M.A. in Reading program is not required. Students will be required to take all of the courses included in the M.A. in Reading program at the time of application for admission and were not taken in previous course work.

Individualized study plans will be developed to determine which of the courses are required. A minimum of nine hours must be earned to complete the certificate.

The typical courses include:

READ 819	Narrative and Expository Writing Instruction, K-12 (3)
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 823	Integrating Children’s and Adolescents’ Literature Across the Curriculum (3)
READ 827	Reading Practicum II: Middle and Secondary School Reading (3)
READ 830	Development and Supervision of Reading Programs (3)

Minimum Total - 9 hours

Certificate in Reading Teacher Endorsement

(GSU Post-B.A. Certificate Program)

This set of eight courses (24 trimester hours) meets the ISBE requirements for endorsement as Reading Teacher. It is designed for those whose goal is to teach reading to K-12 students. This leads to an ISBE endorsement, not an ISBE teaching certification program.

Special Admission Requirements

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

After meeting the university admission criteria, and in order to continue in the certificate, students, before completing six credit-hours (READ821 and one additional READ course), must submit:

- the certificate in Reading Teacher Endorsement application;
- an additional set of transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit, if applicable;
- a copy of valid Illinois or comparable out-of-state initial, standard, or master teaching certificate;
- evidence of having passed the Basic Skills Test of the Illinois Certification Testing System (ICTS), or evidence of possessing an Illinois teaching certificate that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials.

Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit-hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ819, 820, 822 or 823) will be considered.

Courses must have been completed no longer than six years prior to application for admission to the certificate

in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application for continuation in the certificate, i.e. prior to completion of READ821 and one additional READ course. No courses taken at another institution after admission to the certificate may be applied.

All petitions for transfer of coursework will be evaluated by the M.A. in Reading faculty.

Required Courses (24 Hours)

READ 819	Narrative and Expository Writing Instruction, K-12	3
READ 820	Psycholinguistic and Sociolinguistic Foundations of Literacy	3
READ 821	Survey of Reading: Theory and Practice ...	3
READ 822	Teaching Reading in Content Areas	3
READ 823	Integrating Children's and Adolescents' Literature Across the Curriculum	3
READ 824	Reading Diagnosis	3
READ 825	Reading Remediation	3

Select the practicum appropriate to original certificate:

READ 826	Reading Practicum I: Elementary School Reading (3) or
READ 827	Reading Practicum II: Middle and Secondary School Reading (3)

Total - 24 hours

Completion Requirements

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

Note: Those who complete the certificate in Reading Teacher Endorsement have the option of applying these credits towards the M.A. in Reading and for certification as a Reading Specialist. Admission requirements to the M.A. in Reading will apply, as well as time restrictions.

Post Master's School Counselor Certification

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

ISBE Certification

The Illinois State Board of Education (ISBE) has approved the School Counseling program to prepare candidates for the School Service Personnel Certificate with an endorsement in School Counseling. Candidates seeking to be recommended for this credential shall either (1) hold or be qualified to hold a teaching certificate from a regionally accredited institution, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDUC310, COUN 620 (or EDUC 330), COUN 622 (or EDUC 440) and SPED 510).

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

Admissions Criteria

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

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

Students will be admitted in the Fall and the Winter and applications must be received by March 1 for Fall and September 15 for Winter.

Required Preparation/Prerequisite Courses (30 Hours)

Counseling Course Prerequisites

COUN 630 Counseling Theories (3)*
 COUN 725 Family Systems: Theory and Practice (3)*
 COUN 730 Lifestyle and Career Development (3)*

COUN 847 Group Dynamics (3)*

PSYC 610 Measurements and Evaluation (3)*

PSYC 720 Social and Cultural Foundations (3)*

Teacher Competency Prerequisites

COUN 620 Life Span Development Issues (3)*
 (or EDUC 330)

COUN622 Applied Learning Theory for School Personnel (3)* (or EDUC 440)

EDUC 310 Foundations of Education (3)*

SPED 510 Survey of Students with Exceptionalities (3)*
 *or equivalent courses

Student Progress

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

Conditional Continuation

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

Certificate Requirements

Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.

In addition, candidates must complete all relevant requirements in the Teacher Education and Certification section of the University Catalog.

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

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

I. School Counseling Required Certificate Courses

(24 Hours)

COUN 638 Introduction to School Counseling3
 COUN 844 Practicum I: School Counseling3
 COUN 851 Consultation and School Staff
 Development.....3
 COUN 852 Practicum II: School Counseling3
 COUN 853 Parent Education: Prevention and
 Intervention.....3
 COUN 858 Development of School Counseling
 Programs.....3
 COUN 868 Counseling Internship I.....3
 COUN 869 Counseling Internship II.....3

II. Total - minimum of 24 hours

**Certificate in Supervisory Endorsement
 in Reading**

(GSU Post-M.A. Certificate)

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

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

Special Admission Requirements

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

Required Courses

Taken during the M.A. in Reading Program:

READ 830 Developing and Supervising
 Reading Programs3

Taken after completion of the M.A. in Reading
 Program or during the last trimester of enrollment:

EDAD 621 Foundations of School Administration
 and Organization3
 EDAD 724 School Supervision3

Total for Supervisory Endorsement in Reading - 9 Hours

COLLEGE OF HEALTH AND HUMAN SERVICES

Linda F. Samson, Dean

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

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

ACCREDITATION

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

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

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

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

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

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

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

Masters Programs

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

Certificates

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

Doctoral Programs

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

Faculty of the College of Health and Human Services

Department of Addictions Studies and Behavioral Health

Gregory Blevins, Department Chairperson

Professor

Cheryl Mejta

Lecturers

James Golding
David O'Donnell
Peter Palanca

Department of Communication Disorders

William Yacullo, Department Chairperson

Professor

Sandra Mayfield

Associate Professor

Catherine Balthazar

Assistant Professors

Jessica Bonner
Ravi Nigam

Lecturer

Susan Murphy

Department of Health Administration

Kyusuk Chung, Associate Professor,
Department Chairperson

Professors

Ralph Bell
Linda Samson

Assistant Professor

Rupert Evans
Tae-Hyun "Tanny" Kim

University Professor

Sang-O Rhee

Lecturers

Jennifer Groebner
Joseph West

Department of Nursing

Nancy MacMullen, Department Chairperson

Professor

Linda Samson

Associate Professors

Constance Edwards
Catherine Tymkow

Assistant Professor

Josephine McCaskill

University Lecturers

Tifany Batts
Shirley Comer
Martha Gainer

Department of Occupational Therapy

Elizabeth A. Cada, Department Chairperson

Associate Professor

Cynthia Carr

Assistant Professors

Catherine P. Brady
Robert Druzinsky

Instructor

Danila Cepa

University Lecturer

Patti Kalvelage

Department of Physical Therapy

Russell Carter, Department Chairperson

Professor

Ann Vendrely

Associate Professors

David Diers
Roberta O'Shea
Rebecca Wojcik

Assistant Professor

Robert Druzinsky

University Lecturer

Joyce Sligar

Department of Social Work

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

Associate Professor

Adelle Sanders

Assistant Professors

Kim Boland-Prom
Elizabeth Essex
Maristela Zell

Instructor

Lorri Glass, Undergraduate Program Coordinator

University Lecturers

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

Director, Field Experience and Continuing Education

Joanne Smith

DEGREE REQUIREMENTS FOR GRADUATE PROGRAMS

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

Requirements for specific degree programs follow.

Master of Health Science in Addictions Studies

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

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

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must:

1. have a cumulative G.P.A. of 2.5 or higher for all undergraduate courses; and
2. have completed the following course work or their equivalent: six hours of study in the behavioral sciences (three hours must be in an introductory psychology course and the additional three hours in psychology, sociology, social work, or anthropology); six hours of biological sciences or chemistry; and a statistics or research methods course;
PREREQUISITES: nine credit-hours of addiction-related course work, including three credits in multi-cultural perspective (may be completed after admission to the program).

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

Recommended Preparation

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

Admission to Candidacy

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

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

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

Degree Requirements

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

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

I. Required Courses (29 Hours)

ADDS 610	Psychopharmacology.....	3
ADDS 720	Substance Abuse Prevention	3
ADDS 845	Clinical Models of Addiction	3
ADDS 815	Substance Abuse Counseling	3
ADDS 821	Group Techniques	3
ADDS 825	Etiology and Epidemiology of Substance Abuse	3
ADDS 835	Planning, Managing, and Evaluating Substance Abuse Programs.....	3
ADDS 850	Treating Coexisting Disorders (3) or	
ADDS 855	Seminar in Substance Abuse (3)	
ADDS 865	Internship Seminar.....	1
ADDS 869	Comprehensive Examination.....	1
ADDS 880	Internship:	3

II. Career Selectives (3 Hours)

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

III. Total - 32 Hours

Master of Health Science in Communication Disorders

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

Graduate Accreditation/Certification

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

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

The program in Communication Disorders is designed to serve part-time students. Full-time students are also welcome.

Special Admission Requirements

This program accepts a limited number of applicants and generally admits students only for the fall trimester. Students must apply for admission by March 1 of the year in which enrollment is sought. Applicants will be ranked for admission on the basis of academic potential. The number admitted will be based on the number of available openings in the program. Priority will be given to the applications of qualified Illinois residents. Admission for the winter or spring/summer trimesters by petition will be considered only if warranted by openings in the program.

In addition to meeting university criteria, applicants must:

1. have completed a bachelor's degree in communication disorders, or its equivalent at a university with regional accreditation;
2. have a G.P.A. of 3.0 or higher for the last 60 semester-hours attempted before receiving the baccalaureate degree;

3. have a G.P.A. of 3.0 or higher for all courses attempted in communication disorders; and
4. complete the application materials of the Department of Communication Disorders.

Applicants not meeting one or more of above criteria must petition for special admission to the CDIS Admission Committee.

Recommended Preparation

Students should have completed the general education and professional education requirements for the Initial Special Certificate in Speech and Language Impaired specified in the Teacher Certification section of this catalog.

Thesis/Non-Thesis Option

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

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

Admission to Candidacy

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

To qualify for degree candidacy, a student must:

1. apply for candidacy in the trimester after completing nine graduate credit-hours in Communication Disorders courses;
2. have an approved study plan;
3. complete all undergraduate requirements in the approved study plan;
4. successfully complete graduate Communication Disorders courses taught by at least two different faculty in Communication Disorders;
5. earn a minimum G.P.A. of 3.00 in the first nine credits of graduate Communication Disorders courses;
6. earn no more than one grade of “C” in graduate Communication Disorder courses;
7. demonstrate acceptable speech, language, and hearing abilities; and

8. demonstrate interpersonal skills appropriate for the profession.

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

More detailed candidacy information is available through the program Graduate Student Handbook and the student’s advisor.

Degree Requirements

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

1. complete all required graduate Communication Disorders courses with a G.P.A. of at least 3.00;
2. satisfactorily complete all practicum requirements. Information about these requirements is available through the Communication Disorders program;
3. pass written qualifying examinations or complete a graduate thesis/project; and
4. graduate with no more than one grade of “C” in graduate Communication Disorders academic courses.

I. Required Courses (54 Hours)

CDIS 600	Professional and Scientific Foundations of Communication Disorders.....	3
CDIS 650	Advanced Assessment and Intervention in Speech-Language Pathology	3
CDIS 700	Voice and Resonance Disorders	3
CDIS 705	Articulation and Phonological Disorders...	3
CDIS 710	Child Language Disorders: Early Stages...	3
CDIS 720	Child Language Disorders: Later Stages ...	3
CDIS 730	Fluency disorders: Evaluation and Treatment	3
CDIS 740	Adult Language and Cognitive Disorders .	3
CDIS 750	Motor Speech Disorders: Differential Diagnosis and Treatment	3
CDIS 760	Dysphagia in Adults and Children	3
CDIS 770	Aural Rehabilitation: Principles and Procedures	3
CDIS 815	Professional Development Seminar in Communication Disorders	1
CDIS 850	Practicum in Audiology: Assessment	1
CDIS 852	Practicum in Audiology: Rehabilitation	1
CDIS 853	Practicum in Speech-Language Pathology.	6
CDIS 854	Practicum in Speech-Language Pathology: Public School	6
CDIS 858	Practicum in Speech-Language Pathology: Medical Setting	6

II. Thesis/Non-Thesis Option (3 or 1 Hours)

Select one of the following options:

Thesis Option:

CDIS 890 Graduate Thesis/Project (3)

Non-Thesis Option:

CDIS 835 Qualifying Examination in Communication Disorders (1)

III. Total Required with Thesis Option - 57 Hours

Total Required with Non-Thesis Option - 55 Hours

Master of Health Administration

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

Accreditation

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

Special Admission Requirements

In addition to meeting university criteria, applicants must:

1. have a G.P.A. of 3.0 or higher for the last 60 hours of undergraduate course work or a cumulative 3.0 G.P.A. for all previous graduate course work. Applicants with an undergraduate G.P.A. below 3.0 may be advised to take six hours of graduate course work as undeclared students, achieve grades of "B" or better in the course work, and re-apply for admission. The Admissions Committee will evaluate the applicant's work and determine eligibility for admission;
2. submit three standard evaluation forms that support the applicant for graduate study in health administration. Evaluations must be from previous academic faculty and/or from current or previous employers. If

the applicant has been out of school or unemployed for more than five years, he/she may petition for a waiver or a substitution of references;

3. submit a completed program questionnaire that is used for evaluation and advisement purposes; and
4. All international applicants must submit an ECE evaluation (see page 13 of this catalog for additional information.)

Required Preparation

An undergraduate major in one of the following fields is recommended: health administration, business administration, public administration, allied health disciplines, or social/behavioral sciences. Students should have completed the following prerequisite course work within the last five years: three hours in Health Care Accounting (HLAD502); three hours in statistics (HLAD304); three hours in economics (HLAD302); three hours of basic management (HLAD301); and three hours in political science (POLS455). Students are also expected to be computer literate and may be required to take a computer course or workshop to achieve literacy. Students without this or acceptable equivalent course work may be admitted to the program, but can only enroll in graduate courses for which they have satisfied the appropriate prerequisite courses. Students may seek a waiver from prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first trimester of enrollment.

Admission to Candidacy

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

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

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

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

Degree Requirements

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

In addition, a student must:

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

I. Required Courses (51 Hours)

HLAD 700	Introduction to Health Care Organization	3
HLAD 701	Community Health and Managerial Epidemiology.....	3
HLAD 705	Applied Research Methods for Health Administration.....	3
HLAD 715	Economics of Health Administration	3
HLAD 718	Health Care Policy.....	3
HLAD 725	Health Care Informatics.....	3
HLAD 740	Health Care Financial Management I	3
HLAD 745	Organizational Theories in Health Administration.....	3
HLAD 755	Health Care Management I.....	3
HLAD 806	Quantitative Decision-Making for Health Administration	3
HLAD 820	Health Care Program Planning and Evaluation.....	3
HLAD 823	Integrated Performance Improvement for Health Care Organizations	3
HLAD 835	Health Care Human Resource Management	3
HLAD 837	Health Care Law	3
HLAD 846	Health Care Financial Management II	3
HLAD 850	Strategic Planning and Marketing for Health Administration	3
HLAD 855	Health Care Management II	3

II. Capstone/Culminating Course Option (3 Hours)

Select three hours:

- | | |
|----------|--|
| HLAD 865 | Health Administration Field Experience (3) |
| HLAD 880 | Internship: Residency (multi-trimester, minimum of six months) (3) |
| HLAD 890 | Graduate Thesis/Project (3) |

III. Total - 54 Hours

Master of Science in Nursing

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

The sequence in clinical nurse specialist focus prepares the advanced practice nurses to serve the health needs of adults in a variety of settings. The graduate will be able to synthesize advanced knowledge of health-illness states of clients; integrate research-based problem solving and decision making in designing care for clients, families, and communities; use advanced therapeutic intervention skills in one's clinical practice; and implement effective communication strategies in collective management of client care. The graduate is prepared to assume the role of clinical specialist that reflects contemporary nursing practice standards. The graduate is also prepared to apply for certification as a clinical nurse specialist. The program consists of core courses at the 700 level designed to provide the knowledge and skills required of any advanced practice nurse. Specialty courses at the 800 level provide preparation for role as clinical specialist in adult health.

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

Accreditation

This major is accredited by the following organization:

National League for Nursing Accrediting Commission (NLNAC)

61 Broadway - 33rd Floor
 New York City, New York 10006
 Telephone: 800.669.1656, Ext. 153
 212.363.5555
 Fax: 212.812.0390
 Website: www.nlnac.org

Special Admission Requirements

In addition to meeting university admissions criteria, applicants must:

1. have a baccalaureate degree with a major in Nursing from an accredited nursing program in a regionally-accredited college or university;
2. have completed the following undergraduate courses or their equivalent: Nursing Research, Statistics, and Health Assessment;
3. have a current and valid license as a registered professional nurse in the state of Illinois;
4. submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing; and
5. have a cumulative GPA of 2.50 or higher in all undergraduate courses and a GPA of 3.0 or higher with a grade of "C" or better in all upper-division nursing courses. Applicants who do not meet the GPA requirements or who have graduated from non-graded baccalaureate programs will be conditionally admitted. A GPA of 3.0 must be maintained for the first nine hours of work completed. If a 3.0 GPA is not maintained, the student must petition the Nursing program for continued enrollment.

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

Applicants must assume all responsibility for fees associated with testing.

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

Other Requirements

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

Admission to Candidacy

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

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

Degree Requirements

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

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

I. Required Courses Clinical Nurse Specialist Sequence (42 Hours)

- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS 750 Advanced Clinical Pathophysiology (3)
- NURS 780 Advanced Health Assessment (4)
- NURS 781 Pharmacotherapy in Nursing (3)
- NURS 782 Health Care Policy and Nursing (3)
- NURS 802 Clinical Issues in Adult Health (3)
- NURS 803 Research in Adult Health (3)
- NURS 807 Adult Health and Illness I (5)
- NURS 808 Adult Health and Illness II (5)
- NURS 821 Clinical Specialist in Adult Health (5)
- NURS 846 Adult Health Internship and Project (5)

II. Required Courses Nursing Administration (42 Hours)

- ADDS 502 Introduction to Online Learning (2)
- HLAD 700 Introduction to Health Care Organization (3)
- HLAD 725 Healthcare/Nursing Informatics (3)
- HLAD 820 Health Care Program Planning and Evaluation (3)
- HLAD 823 Integrated Performance Improvement for Health Care Organizations (3)
- HLAD 835 Healthcare Human Resource Management (3)
- NURS 745 Theoretical Perspectives for Advanced Practice Nursing (3)
- NURS 782 Health Care Policy and Nursing (3)
- NURS 802 Clinical Issues in Adult Health (3)
- NURS 803 Research in Adult Health (3)
- NURS 835 Nursing Administration I (3)
- NURS 840 Nursing Financial Management (3)
- NURS 855 Nursing Administration II Seminar (3)
- NURS 856 Nursing Administration II Practicum (3)

Select elective workshop (1) from one of the following:

- Health Sciences
- Communication Studies
- Addictions Studies
- Management Information Systems

III. Thesis Option (3 Hours)

- NURS 890 Graduate Thesis/Project (1-8)
- Students who have focused research interests or who intend to pursue doctoral study may wish to conduct formal thesis/project research. Students may begin in the sixth trimester by registering for NURS890 for one hour. A minimum of three hours is required. More information about this option is available from the academic advisor.

IV. Total Required - 42 Hours and with Thesis - 45 Hours

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

The graduate professional degree in Occupational Therapy (Master of Occupational Therapy-M.O.T.) prepares students to assume general practice positions in occupational therapy in a variety of health, education, and social service delivery systems. This is an entry-level graduate degree. This curriculum is designed for the student who has a bachelor's degree (any major), appropriate prerequisite course work, and a strong commitment to pursuing a rigorous full-time course of study in Occupational Therapy.

Accreditation

The Occupational Therapy program has full accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is 301.651.AOTA.

Graduates of the program are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Illinois, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Special Admissions Requirements

In addition to meeting university admission criteria, applicants must have successfully completed the following prerequisites in addition to, or in conjunction with a baccalaureate degree:

Social and Behavioral Sciences (9 semester-credits total) to include General Psychology (3 credits). The following courses are strongly recommended: abnormal psychology, developmental psychology, or other related sociology or anthropology courses.

Natural Sciences (20 credit-hours) to include 8 credits of anatomy and physiology with lab or biology with lab, 4 credits of general chemistry I with lab, 4 credits of general chemistry II with lab which includes organic chemistry or 4 credits of organic chemistry with lab, and 4 credits of general physics I with lab.

Arts/or related disciplines

Expressive arts/media (3 semester-credits) for example course work in the following areas: art, theater, music, dance, photography, industrial arts, or home economics.

Other course work:

Medical Terminology (1 credit)

Orientation to Occupational Therapy (2 credits)

Survey of Research or Statistics course (3 credits)

Students must have a minimum cumulative G.P.A. of 2.75 and a minimum prerequisite G.P.A. of 3.0. Students must complete a specific application form when applying to the program.

Entry into the program by application is competitive. Applications for the program should be completed by May 1 for the fall trimester; October 1, for the winter trimester; and February 1, for the spring/summer trimester.

Information concerning the program and special application materials for the Occupational Therapy program are available from the GSU Office of Admission:

Admission Office
Governors State University
University Park, IL 60466
708.534.4490

Recommended Preparation

Students planning to pursue application into the M.O.T. program should complete a baccalaureate degree in any field of study and complete the above-stated prerequisite courses.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the program office. Application must be made when a student has completed at least 75 credit-hours and maintained a G.P.A. of 3.0 or higher for all graduate courses attempted.

Degree Requirements

I. Required Courses (98 Hours)

OCCT 701	Ethics, Policy, and Advocacy in Occupational Therapy.....	3
BIOL 701	Gross Anatomy I.....	3
BIOL 702	Gross Anatomy I Laboratory	1
BIOL 706	Physiology of Disease I	3
BIOL 707	Physiology of Disease I Laboratory	1
PHYT 705	Movement Analysis I	2
OCCT 706	Movement Analysis I Laboratory	1
BIOL 711	Gross Anatomy II	3
BIOL 712	Gross Anatomy II Laboratory.....	1
BIOL 716	Physiology of Disease II	4
PHYT 715	Movement Analysis II	2
OCCT 716	Movement Analysis II Laboratory	1
OCCT 720	Theories of Occupation.....	3
OCCT 750	Occupational Therapy Process	3
BIOL 726	Neuroscience	4
OCCT 725	Seminar in Occupational Therapy	1-3
OCCT 760	Human Development and Performance I	3
OCCT 740	Psychosocial Knowledge.....	3
OCCT 741	Psychosocial Knowledge, Lab.....	1
OCCT 742	Occupational Therapy Level I A.....	1
OCCT 750	Occupational Therapy Process	3
OCCT 770	Human Development and Performance II.....	3
OCCT 780	Research Methods for Occupational Therapy	3
OCCT 800	Occupational Therapy Assessment and Intervention I.....	3
OCCT 801	Occupational Therapy Assessment and Intervention I Lab	1
OCCT 802	Occupational Therapy Level I B.....	1
OCCT 820	Assistive Technology Methods and Tools	3
OCCT 810	Occupational Therapy Assessment and Intervention II	3
OCCT 811	Occupational Therapy Assessment II Lab ..	1
OCCT 812	Occupational Therapy Level I C.....	1
OCCT 830	Models of Health	3
OCCT 840	Managing Occupational Therapy Services.....	3
OCCT 860	Methods and Tools for Promoting Performance.....	2
OCCT 864	Exploring Interdisciplinary Team Process and Leadership.....	3
OCCT 865	*Occupational Therapy Level 2 Fieldwork A	10
OCCT 868	*Occupational Therapy Level 2 Fieldwork B	10
OCCT 862	Advanced Assistive Technology (optional).....	4
OCCT 869	Occupational Therapy Specialty Fieldwork (optional).....	5
OCCT 870	Independent Research Study	1-8

* All Occupational Therapy students must complete Level II fieldwork within 24 months following completion of academic preparation.

Master of Social Work (M.S.W.)

The Master of Social Work program prepares advanced social work professionals to provide services to at-risk socially and economically diverse children and families. Graduates are prepared for employment in social service agencies serving children, adolescents, and families in the southern urban/suburban/rural region of metropolitan Chicago. The primary goal of the GSU M.S.W. program is to prepare highly qualified, competent advanced social work professionals to engage in critical practice.

The Master of Social Work degree has two programs:

1) The Full MSW Program degree consisting of 60 credit-hours in the foundation and advanced curriculum for students who have not earned the baccalaureate social work degree. 2) The Advanced Standing Degree program consisting of 32 credit-hours in the advanced curriculum. This option is available for students who have a baccalaureate social work degree within seven years of the date of application to the M.S.W. program from a Council on Social Work Education accredited program.

Both a full-time and a part-time option are available for the completion of the M.S.W. degree. The full-time program is offered over a two-year period for students employed less than full-time. The part-time program is designed to be accessible to students who are employed full-time and who cannot complete their education on a full-time basis. The part-time program is offered over four years.

Accreditation

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

Admission to the M.S.W. Program

Applicants to the Master of Social Work degree program must submit an application to the M.S.W. program office, three letters of recommendation, essay responses to questions posed by the M.S.W. program faculty, and transcripts from all post-secondary institutions from which the applicant completed course work. Students are admitted to the Full M.S.W. Program in the Fall Trimester. For students accepted into the Advanced Standing degree program, their study begins in the Spring/Summer Trimester.

Special Admissions Requirements

In addition to meeting the university admission criteria, the following are required of applicants:

1. A bachelor's degree with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale
2. A liberal arts foundation that includes course work in the following areas:

- a. behavioral/social sciences (equivalent of nine credit-hours);
 - b. science/mathematical reasoning, which must include human biology and statistics (equivalent of six credit-hours); and
 - c. humanities/fine arts (equivalent of six credit-hours).
3. Submission of supplementary application packet which includes:
- a. official transcripts of all previous college work;
 - b. M.S.W. application form;
 - c. prerequisite Evaluation form with required catalog descriptions, if not GSU course work;
 - d. three letters of recommendation; and
 - e. essay responses.

Prospective students for the Advanced Standing Degree program must satisfy the above requirements in addition to having a 3.0 G.P.A. in baccalaureate social work course work.

Information related to the program and special application materials for the Master of Social Work program are available from the Governors State University Office of Admission.

Admission Office
 Governors State University
 1 University Parkway
 University Park, Illinois 60466
 708.534.4490

Admission occurs once a year. Advanced Standing and Full Program applications must be received by February 15. All admissions decisions are made by April 15.

Due to accreditation guidelines regarding faculty/student ratio, admission to the program is limited each year. Applicants are ranked for admission on the basis of:

- 1. undergraduate grade point average;
- 2. commitment to the mission of the M.S.W. program;
- 3. personal value system consistent with that of the social work profession
- 4. prior employment and/or volunteer experience serving the needs of vulnerable, at-risk, population groups; and
- 5. need for a part-time program due to the inability to leave employment to pursue professional education.

Degree Requirements

The M.S.W. program offers two (2) degree programs: Full Program and the Advanced Standing degree program. The Full Program consists of 60 credit-hours of course work in the foundation and advanced curriculum. The Advanced Standing program consists of 30 credit-hours of course work in the advanced curriculum and is restricted to prospective students who have completed a baccalaureate degree program in a social work education program accredited by the Council on Social Work Education (CSWE) within seven years from the date of application to the M.S.W. program.

M.S.W. Curriculum

Full Program Degree Requirements

Foundation Curriculum

SOCW 601 The Social Work Profession in a Diverse Society	3
SOCW 605 Human Behavior in the Social Environment I	3
SOCW 606 Human Behavior in the Social Environment II.....	3
SOCW 615 Social Welfare Policies and Provisions	3
SOCW 665 Social Work Research	3
SOCW 705 Social Work Practice I	3
SOCW 706 Social Work Practice II	3
SOCW 720 Field Practicum I.....	3
SOCW 721 Field Practicum I Integrative Seminar.....	2
SOCW 725 Field Practicum II	2
SOCW 726 Field Practicum II Integrative Seminar	2
SOCW Foundation Elective	3

Total 32 Credit-hours

Advanced Curriculum

SOCW 805 Theoretical Contexts of Practice with Children and Families	3
SOCW 810 Social Work Practice with Families.....	3
SOCW 812 Social Work Practice with Children and Adolescents	3
SOCW 820 Practice Evaluation	3
SOCW 837 Policy Practice with Children and Families.....	3
SOCW 853 Field Practicum III.....	3
SOCW 854 Field Practicum III Integrative Seminar	2
SOCW 855 Field Practicum IV.....	3
SOCW 856 Field Practicum IV Integrative Seminar	2
SOCW Advanced Elective.....	3

Total Advanced Credit-Hours - 28

Total Foundation and Advanced - 60 Hours

M.S.W. Advanced Standing Degree Requirements

SOCW 801 Transition to Advanced Social Work	3
SOCW 860 Advanced Topics in Social Work.....	1
Advanced Curriculum.....	28

Total Advanced Standing Credit-hours - 32 Hours

Student Candidacy Requirement

Graduate students seeking degrees at Governors State University must apply and be approved for candidacy in the degree program in which they have been admitted. The M.S.W. Full Program students apply for advancement to candidacy in the last term of the foundation curriculum. Advanced Standing students apply for candidacy during the fall trimester of their first year.

Advancement to candidacy occurs when students have demonstrated in their application for candidacy that they are progressing satisfactorily in the M.S.W. program and have maintained a 3.0 G.P.A. Application forms for this purpose are provided to students by the M.S.W. program.

Master’s Final Project

The advanced field practicum (SOCW853 and 855) is a graduate practicum that provides students with the opportunity to evaluate the relevance of theoretical and academic perspectives in the profession, and therefore meets the requirement of the master’s final project.

Field Practicum

The field practica require the completion of 900 clock-hours of supervised experience in a social work agency divided between foundation and advanced levels. Field experience on the advanced level must support the concentration in Practice with Children and Families and is restricted to agencies that serve this population. While work-site field placements are permitted, restrictions are placed on such practica.

The foundation field practica consist of two consecutive field practica experiences concurrent with classroom experiences in the form of integrative seminars. Field Practica I and its concurrent integrative seminar take place during the 15-week winter term, and Field Practica II and its concurrent integrative seminar occur over the 15-week spring/summer trimester. The foundation field requires 420 clock-hours under the supervision of a field instructor with a master of social work degree. The field experience provides students with the opportunity to apply knowledge, values, and skills acquired in the foundation course work.

The advanced field practica are designed to assist students with the integration and synthesis of practice knowledge, the internalization of social work professional values, and the application of practice skills as they become critically conscious and self-reflective practitioners. There are two advanced field practica: Field Practicum III and IV that span over two trimesters beginning with the fall trimester and ending with the winter term. As in the foundation field placement, students are also required to enroll concurrently in the field integrative seminars. The advanced field practica require 480 clock-hours under the supervision of a field instructor who has met the criteria that qualifies a professional to serve in this role.

Addictions Screening, Assessment, and Referral Certificate

The certificate program in Addictions Screening, Assessment, and Referral prepares health, human service, justice, and education professionals to deliver empirically-based services to individuals with substance use/abuse issues within their practice settings. Preparation is accomplished through the completion of academic course work delivered through state-of-the-art distance learning strategies, especially computer-based and web-based technologies.

Accreditation/Certification

Illinois residents seeking certification as Assessment/Referral Specialists through the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) may use the coursework to partially satisfy certification requirements. An optional internship and one year of paid work experience in assessment/referral are also required prior to state certification. The IAODAPCA office is located at 1305 Wabash Avenue, Suite L, Springfield, Illinois 62704-4938. State certification may be available in other states. It is suggested that applicants review licensure and certification requirements in the states in which they anticipate employment.

Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

- submit an application for admission to the certificate program; and
- have a bachelor’s degree in a health, human services, justice, or education area with a minimum cumulative G.P.A. of 2.50 on a 4.0 scale.

Admission to the certificate program is not a guarantee of admission to the M.H.S. program.

Certificate Completion Requirements

Students will complete the certificate program in Addictions Screening, Assessment, and Referral by satisfactorily passing each of the following courses with a minimum 70 percent achievement level; a final grade of “C” or better; and with a cumulative G.P.A. of “B” or better (3.0 on a 4.0 scale).

Required Courses (12 Hours)

ADDS 512	Changing Health Behaviors.....	3
ADDS 601	Substance Abuse Fundamentals	3
ADDS 602	Substance Abuse Screening, Motivation, and Referral	3
ADDS 603	Issues of Diversity in Substance Use and Abuse	3

Total - 12 Hours

Certificate in the Principles of Conductive Education

This online certificate program, which includes some laboratory experience in Conductive Education, is a part-time program designed for health and educational professionals. The purpose of this certificate program is to expand knowledge about conductive education to teach therapists and teachers an intervention based on principles of learning and intensive motor training and group processes for individuals with motor impairments. Conductive Education is a complex, integrated program of developmental learning. Individuals with motor impairments, including stroke, cerebral palsy, Parkinsons, and traumatic brain injury benefit from Conductive Education. Conductive Education addresses motor disorders from a functional learning standpoint. All course work is eligible for professional continuing education credit.

Special Admissions Requirements

In addition to the university certificate admissions requirements, students must:

- submit a copy of professional license/certification (teaching certificate or professional certification);
- submit a copy of malpractice/liability insurance;
- submit an updated résumé; and
- submit a statement of personal goals (1-2 pages).

Requirements for Completion of the Certificate

To receive the certificate in Conductive Education, students must successfully complete the following courses with a grade of “B” or better. All courses must be taken in sequence, beginning with the Principles of Conductive Education.

PHYT 510/OCCT 510 Principles of Conductive Education	3
PHYT 520/OCCT 520 Disease Process Relevant to Conductive Education	2
PHYT 530/OCCT 530 Advances in Motor Control and Motor Learning	3
PHYT 550/OCCT 550 Research in Conductive Education	2
PHYT 560/OCCT 560 Practicum in Conductive Education	3
PHYT 570/OCCT 570 Learning Processes in Conductive Education	3

Completion Requirements

In addition to completing the online classroom hours, students will engage in 16 contact hours of laboratory experience held at the Center for Independence through Conductive Education (Countryside, IL) learning hands-on handling techniques, and practical knowledge of how CE works. These 30 hours are included into the regularly scheduled CE program.

A capstone project of 45 hours will accompany the practicum experience (PHYT 560/OCCT 560). The Practicum will take place at the Center of Independence through Conductive Education.

Total - 16 Hours

Health Care Informatics Certificate

The Health Care Informatics Certificate program is designed to prepare health care professionals to work with information management systems. The program consists of an 18 credit-hour sequence of courses that provides career training and skills development for working professionals, career changers, and recent college graduates. The program is designed to supplement, rather than to replace, degree education. It allows students to explore new career opportunities and to stay current in the field.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- possess a bachelor’s degree at the undergraduate level (preferably, health administration, business/ public administration, allied health disciplines, or computer science) from a regionally accredited college or university; and
- complete the prerequisite courses, including CPSC305 (or equivalent course or professional experience) and a research methods course (HLAD705 or equivalent).

Certificate Requirements

To receive a certificate in HCI, students must:

1. complete all required course work;
2. earn a grade of “C” or higher for all course work;
3. maintain a “B” (3.0) average or higher for all course work; and
4. complete the capstone project.

Required Courses (18 Hours)

CPSC 578	Networking Essentials	3
HLAD 702	Information System for Health Care Managers	3
HLAD 713	Database Design and Administration of Health Care System	3
HLAD 725	Health Care Informatics.....	3
HLAD 801	Health Information System Analysis and Design	3
HLAD 833	Medical Records, Information Security and the Law.....	3

Total - 18 Hours**Courses of Study**

All courses are currently listed in the catalog. Students will take the required courses in the following sequence:

Fall Trimester

CPSC 578	Networking Essentials
HLAD 702	Information System for Health Care Managers

Winter Trimester

HLAD 713	Database Design and Administration of Health Care Systems
HLAD 725	Health Care Informatics

Spring-Summer Trimester

HLAD 801	Health Information System Analysis and Design
HLAD 833	Medical Records, Information Security, and the Law

Health Services Research Certificate

The Health Services Research Certificate program prepares students for entry-level research positions in the health care field. The curriculum is designed for part-time students and can be completed in three trimesters. The first trimester is dedicated to providing a base of knowledge in both statistics and fundamental areas of research concern in health care. The second trimester takes students to the first level of applying this base of knowledge. Second trimester courses focus on applying research strategies to health care problems and on beginning the process of identifying a suitable research project in conjunction with a faculty member in a mentor/student relationship. Finally, during the third trimester, the process is completed through instruction in computerized data analysis and the completion of a final project with the same faculty member. The final project will be a publishable, journal length article that will be submitted to an appropriate outlet. Students are admitted to the certificate program in fall trimester only.

Admission Requirements

In addition to meeting all relevant university requirements, applicants must:

- have graduated from a regionally accredited college or university with a minimum of a 2.5 grade point average for the last 60 hours of undergraduate course work; and
- submit three standard letters of recommendation that support the applicant's ability to complete the certificate program.

Certificate Requirements

To receive a certificate in HSR, students must:

1. complete all required course work;
2. earn a grade of "C" or higher for all course work;
3. maintain a "B" (3.0) average or higher for all course work;
4. successfully submit a research paper written in collaboration with a full-time faculty member for publication; and
5. submit an application for the certificate to the program director for approval upon successful completion of all requirements.

Required Courses (18 Hours)

STAT 520	Statistical Methods.....	3
STAT 611	Data Analysis Using SPSS.....	3
HLAD 703	Introduction to Health Services Research.....	3
HLAD 705	Applied Research Methods for Health Administration.....	3
HLAD 870	Independent Study: Health Services Research Proposal.....	3
HLAD 890	Graduate Thesis/Project: Health Services Research Final Project	3

Total - 18 Hours

Long-Term Care Administration Certificate

A certificate in the Long-Term Care Administration is offered for students who wish to obtain theoretical and practical knowledge in long-term care administration, as well as to prepare for the Illinois licensing examination for nursing home administrators. The certificate, along with successful completion of the nursing home administrator's examination, will generally enhance prospects for employment in the long-term care industry.

The sequence of courses for the long-term care certificate is approved by the Illinois Department of Professional Registration under Section 310.40 of the rules for the Nursing Home Administrators Licensing Act.

Special Admission Requirements

In addition to meeting the university requirements for admission, applicants must have completed the following courses or their equivalent:

- HLAD 301 Introduction to Healthcare Management Strategies
- HLAD 325 Health Care Organization

Requirements for the Certificate

HLAD 502 Management Accounting for Health Care Organizations	3
HLAD 503 Human Resource Management.....	3
HLAD 520 Introduction to Long-Term Care	3
HLAD 525 Nursing Home Administration	3

Total - 12 Hours

Completion

To receive the Long-Term Care Administration Certificate, students must complete each course with a grade of "C" or better and submit the petition for completion to their faculty advisor.

Nurse Educator Certificate

The Department of Nursing offers a certificate program to prepare nurses for the role of educator in academic settings. The program focuses on standards and competencies needed by nurse educators for curriculum development and design; teaching strategies for classroom and clinical environments; measurements and evaluation of student learning and program outcomes; and faculty role development for teaching in collegiate nursing programs.

The program is intended for nurses who have attained a master's or a doctoral degree in a clinical specialty and/or as a practitioner and who aspire to teach in academic nursing programs, as well as those who are currently in teaching positions and desire to update their knowledge and skills in educational theories, teaching methodologies, curricular trends, and resources.

Admissions Requirements

1. A master's or doctoral degree in nursing. Students enrolled and in good standing in their final six (6) hours of a master's or doctoral nursing program will be considered for admission on an individual basis.
2. Licensure as a registered professional nurse in Illinois.

Requirements for the Certificate

The curriculum leading to the Nurse Educator Certificate consists of four graduate courses:

NURS 860 Curriculum Development in Nursing	3
NURS 861 Instructional Methods in Nursing.....	3
NURS 862 Measurement and Evaluation in Nursing	3
NURS 863 Nurse Educator Field Experience.....	3

Total - 12 Hours

Completion

To receive the Nurse Educator Certificate each student must:

1. be admitted to the certificate according to the admission requirements;
2. complete the four required courses with a cumulative G.P.A. of at least a 3.0;
3. remove all grades of incomplete by the date that the certificate is to be completed;
4. complete all coursework within two (2) years from the date of admission;
5. meet all financial obligations to the university; and
6. submit an application for award of the certificate.

Certificate in Online Teaching

The use of the Internet to deliver education and training in fully-online and web-enhanced formats has grown in all sectors of our economy, creating a need for professionals who possess the skills to develop curriculum and facilitate high-quality online learning. This certificate program in online teaching prepares faculty members and trainers in all settings to design, produce, and facilitate online courses in accordance with best-practice guidelines. In keeping with the nature of this curriculum, all courses toward the certificate are offered online with no on-campus requirements.

Admission Requirements

All courses must be taken in sequence; students will be admitted only in the trimester in which the Introduction to Online Teaching course is offered.

Certificate Completion Requirements

The Certificate in Online Teaching will be awarded to participants who complete the 12 credit-hour program with a “B” or better in each required course and a 3.0 cumulative grade point average. The required courses include the following:

ONTL 650/NURS 650 Introduction to Online Teaching.....	3
ONTL 651/NURS 651 Facilitating Online Learning	3
ONTL 652/NURS 652 Designing Online Courses	3
ONTL 653/NURS 653 Producing Digital Content	3

Total - 12 hours

Certificate in Substance Abuse Intervention in Healthcare

The curriculum leading to a Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three- credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

Special Admission Requirements

In addition to meeting the university requirements for admission, all students must show:

- Proof of nursing licensure

Requirements for the Certificate:

NURS 550 Substance Abuse Issues in Health Care	3
NURS 551 Substance Abuse Screening in Health Care	3
NURS 552 Disparity and Diversity in Substance Abuse	3
NURS 553 Substance Abuse Intervention in Nursing Practice.....	3

Total - 12 hours

Completion

To receive the Certificate of Completion in Substance Abuse Intervention in Healthcare students must complete each course with a grade of “C” or better and submit the petition for completion to the Nursing Program Advisor. Graduate students must maintain a GPA of 3.0 or higher.

*Notes

*Master’s level nursing students who elect to take the course for credit will receive 3 credit hours for each course completed and may complete the program in one year. Courses in this sequence may not be used to replace any courses in the Masters of Science in Nursing Curriculum. Participants who successfully complete all four courses will receive a Certificate of Completion in Substance Abuse Intervention in Healthcare. Continuing Education contact hours have been applied for through

the Illinois Nurses Association (INA) for students who wish to pursue this option in lieu of academic credit.

*Undergraduate RN baccalaureate completion students may enroll in the program for elective credit toward the baccalaureate degree. Undergraduate nursing students at other colleges/universities are also eligible to enroll.

*RNs with at least 60 hours of college level credit are eligible to apply for admission to the certificate. Students completing the certificate may be eligible to use some of the credits earned to satisfy the elective requirement if they subsequently enroll in the RN completion baccalaureate degree program. (Please check with the Department of Nursing regarding nursing electives in the BSN program.)

Doctor of Nursing Practice (D.N.P.)

The doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: direct practice, community behavior, leadership/administration, or practitioner/educator. The sequence of courses provides the DNP graduate with the skills to assume leadership in meeting the health care needs of clients in a variety of settings; the program has an emphasis on the care of vulnerable populations.

Admissions Requirements:

Post-Baccalaureate

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-baccalaureate level must meet all the requirements for graduate admission. In addition, students must have at least a 3.0 GPA before progression into DNP 701.

Post Master's

Students requesting entry to the Doctor of Nursing Practice Program (DNP) at the post-master's level must be accepted into the graduate program and provide a transcript of completion of a master's in nursing program from an accredited institution.

Accreditation

Approval to grant the degree has been granted by the Illinois Board of Higher education in December, 2007. Approval by the Higher Learning Commission (HLC) has been approved. As a new doctoral level program, the D.N.P. will seek accreditation through the Collegiate Commission on Nursing Education (CCNE) Accreditation and/or National League for Nursing Accrediting Commission (NLNAC) when available.

Licensure

Students must produce evidence of nursing licensure in the appropriate jurisdiction prior to enrolling in clinical courses.

Special Admission Requirements

Applications with all supporting documents must be submitted by March 1 for Fall trimester admission and August 1 for Winter trimester admission. Late applications will be placed on a waiting list and will not be reviewed until all timely applicants have been processed. No action will be taken until all admission documents have been received. Admission to the Doctor of Nursing Practice is limited and competitive.

1. All required credentials must be on file in the Office of Admission before applicants can be admitted to the program.
2. Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admission.
3. Applicants are expected to meet the following admission requirements:
 - a. graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL;
 - b. a minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status;
 - c. evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois);
 - d. evidence of successful completion with a grade of B or better of an upper division statistics course taken within the last 5 years. Alternately, one may be taken concurrently with the first semester of graduate coursework;
 - e. a personal interview with a graduate admissions committee;
 - f. basic computer competency as follows: Students should be able to use e-mail with attachments, access online course materials and navigate WebCT courses, demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint, be able to effectively use clinical simulation modules, have beginning competency with a statistical package preferably SPSS, and be able to navigate the Web including access to online library materials, Nursing Blog, and similar sites. Students who are unfamiliar with web-supported instruction are encouraged to take ADDS 502 Introduction to Online Learning prior to or during the first term of enrollment;

- g. grades in all previous master's course work of "B" or better; and
- h. submit an application packet which includes:
 - i. the Graduate School Application Form. This is to be completed on-line;
 - ii. official (original) transcripts showing the award of the BSN and the MS in Nursing (if a post MS applicant) and any other program pre-requisites;
 - iii. a 300-500 word essay, which addresses your reasons for pursuing the Doctor of Nursing Practice, career goals, and practice interests;
 - iv. three letters of recommendation evaluating your scholarly potential. One should be from a clinical advisor or supervisor, one from an academic advisor or faculty member, and one from a nursing peer;
 - v. a curriculum vita or resume; and
 - vi. a copy of your current registered nurse license.

Other Requirements

1. Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first trimester of enrollment.
2. Applicants are responsible for all doctoral level tuition and fees. Applicants must assume all responsibility for fees associated with testing.

Admission to Candidacy

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

1. meet all conditions of admission; and
2. complete all core courses: DNP 701, DNP 702, DNP 703, DNP 801, HLSC 750, HLSC 830, HLSC 840, and STAT 860.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must: pass, during the last trimester of the student's program, the capstone project which will be reviewed by a panel of three nursing faculty members complete degree requirements within five (5) years of application for candidacy; and may repeat only one nursing course in which a grade of "F" is received.

I. Required Courses Post-Master’s Entry(44-47 Hours)

A. Core Courses (29 Hours)

DNP 701	Healthcare Leadership	3
DNP 702	Diversity, Spirituality & Social Issues.....	3
DNP 703	Policy, Power & Politics in Nursing Leadership.....	3
DNP 801	Advanced Evidenced-Based Nursing Practice	3
HLSC 750	Inter-Professional Collaboration.....	3
HLSC 841	Information Management Nursing Decision Support	3
HLSC 830	Epidemiology.....	3
HLSC 840	Responsible Conduct of Research	3
STAT 860	Advanced Statistics in Behavioral Health .	3
DNP 800	Nursing Leadership Internship	2

**B. Role Development Courses (10 - 13 Hours)
(select 1 area)**

Practitioner/Educator Role

NURS 860	Curriculum Development in Nursing (3)
NURS 861	Instructional Methods in Nursing (3)
NURS 862	Measurement & Evaluation in Nursing (3)
DNP 910	Practitioner/Educator Role Residency (4)

Community Behavior

HLSC 875	Healthcare Organizational Behavior (3)
DNP 820	Population-Based Healthcare Delivery Systems (3)
DNP 821	Risk Management in Population Health (3) or
HLSC 891	Healthcare Security & Disaster Preparedness (3)
DNP 920	Community Role Residency (4)

Leadership/Administration Role

DNP 830	Nursing Leadership, Innovation & Entrepreneurship (3)
HLAD 715	Economics of Health Administration (3)
DNP 930	Leadership/Administrator Role Residency (4)

Direct Practice Role

DNP 840	Care of Vulnerable Populations (3) Elective (3)
DNP 940	Advanced Practice Role Residency (4)

C. Capstone Courses (5 Hours)

DNP 960	DNP Capstone Proposal Development	1
DNP 961	DNP Capstone Project	4

Total - 44 -47 Hours

Required Courses Post-Baccalaureate Entry (86- 89 Hours)

The post-baccalaureate option requires that the following courses be completed prior and in addition to those required for the Post-Master’s Option:

A. Clinical Nurse Specialist (42 Hours)

NURS 745	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 750	Advanced Clinical Pathophysiology (3)
NURS 780	Advanced Health Assessment (4)
NURS 781	Pharmacotherapy in Nursing (3)
NURS 782	Health Care Policy and Nursing (3)
NURS 802	Clinical Issues in Adult Health (3)
NURS 803	Research in Adult Health (3)
NURS 807	Adult Health and Illness I (5)
NURS 808	Adult Health and Illness II (5)
NURS 821	Clinical Specialist in Adult Health (5)
NURS 846	Adult Health Internship and Project (5)
	OR

B. Nursing Administration (42 Hours)

ADDS 502	Introduction to Online Learning (2)
NURS 745	Theoretical Perspectives for Advanced Practice Nursing (3)
NURS 782	Health Care Policy and Nursing (3)
HLAD 700	Introduction to Health Care Organization (3)
HLAD 725	Healthcare/Nursing Informatics (3)
NURS 802	Clinical Issues in Adult Health (3)
NURS 803	Research in Adult Health (3)
NURS 835	Nursing Administration I (3)
NURS 840	Nursing Administration II (3)
NURS 855	Nursing Administration Seminar (3)
NURS 856	Nursing Administration Internship & Practicum (3)
HLAD 820	Health Care Program Planning and Evaluation (3)
HLAD 823	Integrated Performance Improvement for Health Care Organizations (3)
HLAD 835	Health Care Human Resource Management (3)

Select elective workshop (1) from one of the following:

- Health Sciences
- Communication Studies
- Addictions Studies
- Management Information Systems

Required Courses Post-Master’s Option (44-47 Hours)(Listed Above)

Total - 86-89 Hours

Doctor of Occupational Therapy (DrOT)

The Doctorate in Occupational Therapy (DrOT) is a post-professional clinical degree that provides occupational therapists with advanced skills and knowledge to enhance current practice and prepare the student to be an innovator in traditional and emerging areas of occupational therapy. The student will also have the opportunity to develop and/or refine academic and clinical teaching skills.

This program is designed for individuals with a master's degree in occupational therapy (or a bachelor's in occupational therapy and a master's in another field) who wish to pursue a doctoral degree in occupational therapy.

The DrOT will have three points of entry:

- Master of Occupational Therapy degree
- Baccalaureate of occupational therapy with a masters degree in an area of study other than occupational therapy (pre-requisite course work dependent on area of masters study)
- Baccalaureate of occupational therapy without additional master degree completion. The post baccalaureate entry would require that the student complete a minimum of 40 credit hours in the MOT curriculum to meet the prerequisite requirements.

Admission Requirements:

- Applicants who have a baccalaureate of occupational therapy (this was the entry level degree until 2005) without additional master degree completion will be required to complete a minimum of 40 credits in the MOT program before continuing on to the DrOT.
- Applicants who have a baccalaureate of occupational therapy with a masters degree in an area of study other than occupational therapy will be evaluated on a case-by-case basis to determine if they will need to take the required 40 credits in the MOT program that are pre-requisite to the DrOT.
- Applicants with a masters degree in occupational therapy degree and/or an entry level master of occupational therapy degree must meet the following admission requirements:
 1. graduation from an occupational therapy program accredited by ACOTE; International students must have graduated from a World Federation of Occupational Therapy (WFOT) program and have received certification from the National Board for Certification in Occupational Therapy (NBCOT);
 2. a minimum graduate GPA of 3.0, on a 4.0 point scale; note: applicants not meeting this criterion may be considered for conditional admission status;
 3. evidence of current certification from NBCOT;
 4. evidence of current state occupational therapy license;

5. evidence of successful completion (3.0 on a 4.0 scale) of an upper division statistic course or research methods course within the past 5 years; alternately, one may be taken concurrently with the first semester of graduate coursework;
6. basic computer competency including word processing and use of the Internet;
7. students who are unfamiliar with web-supported instruction are encouraged to take ADDS 502 Introduction to Online Learning prior to or during the first term of enrollment; this is recommended;
8. application essay;
9. curriculum vita or resume;
10. three letters of recommendation; and
11. a personal interview with a graduate program faculty advisor/mentor.

Application Procedure:

Application for admission must be submitted by May 1 for Fall trimester, October 1 for Winter trimester and May 1 for Spring/Summer trimester. Late applications will be placed on a waiting list and reviewed once all the applications that were received on time have been acted upon. The application process will consist of:

1. Graduate application will be completed
2. Official copies of all transcripts from schools attended will be submitted
3. An essay which will address the applicant's reasons (professional and career goals) for pursuing the Doctor of Occupational Therapy degree
4. Three letters of recommendation that address the applicant's potential for post professional study. One letter should be from an employer or supervisor, one from an occupational therapy colleague and one from an individual who can attest to your scholarly potential
5. Copy of current NBCOT certification
6. Copy of current state occupational therapy license

Applications will be reviewed by members of the DrOT program admission committee and recommendations will be received by the OT Department Program Chair. The committee recommendation will be based on the review of the admission materials, recommendations, course work to date, essay and interview. The committee will recommend those candidates who are the best qualified. The applicants will be notified of the decision via letter.

The DrOT degree will require 42 credit hours for those students entering with an occupational therapy master's degree. The DrOT curriculum includes 30 credits of required coursework, a minimum of 6 credits from a specialty concentration elective, 3 to 6 credits of clinical fellowship, and a 3 to 6 credit capstone research project. The repeating 1 credit Pro Seminar, OCCT 899 will result in the development of a professional portfolio built

over the sequence of the curriculum and in accordance with the study plan.

Successful achievement of the 30 credits of required course in the three focal areas of theory and practice, research and science, education and leadership objectives, plus successful achievement of a minimum of 6 credits from a specialty concentration elective will result in the student’s application for candidacy.

Admission to Candidacy

Candidacy is awarded by a committee of the DrOT faculty and the student mentor as reflected in the study plan and evidenced through the portfolio. Candidacy serves as the gateway for student progression to the doctoral clinical fellowship and capstone research project.

The 3 to 6 credit Clinical Fellowship will give the student the opportunity to incorporate theory, research and best practice methods in an evidence-based practice project in the chosen specialty concentration with leaders in their selected specialty area. (The number of credits required is based on the student’s experience and study plan.)

The 3-6 credit Capstone Research Project will give the student the scholarship opportunity to develop one or more projects based on theory and evidence. Through the capstone research project the student will collect data in response to a clinically relevant research question. The student will receive Institutional Review Board approval (from Governors State University) for the project before collecting data. That information will be presented and evaluated on campus as a platform presentation to classmates and at least three faculty members.

Degree Requirements

A. Required Courses (30 hours)

OCCT 790	Advanced Theories in OT	3
OCCT 792	Occupation Centered Practice& Process ..	3
OCCT 794	Evidence - Based Practice & Critical Thinking	3
OCCT 796	Leadership, Management, Innovation and Entrepreneurship	3
OCCT 798	Instructional Methods in Occupational Therapy	3
OCCT 890	Grant Funding	3
OCCT 892	Qualitative Research In Occupational Therapy	3
OCCT 894	Quantitative Research In Occupational Therapy	3
OCCT 896	Advocacy: Legal & Ethic Policy and Leadership	3
OCCT 899	Pro Seminar (1 credit repeated three times)	3

B. Specialty Concentration Elective Required: (6 Credit hours minimum)
 Specialty concentration electives will be developed as part of the doctoral student study plan.

C. Culminating Project Required Courses (6 hours)

OCCT 992	Clinical Fellowship	3-6
OCCT 994	Capstone Research Project	3-6

Total - 42 Hours

Doctor of Physical Therapy (D.P.T.)

The professional doctoral degree in Physical Therapy (D.P.T.) is designed for the student who has completed a bachelor’s degree in any major and specific prerequisite course work. The curriculum employs a systems approach, with emphasis on the musculoskeletal, neurological, cardiopulmonary, and integumentary systems. The specific responsibilities of patient screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment in physical therapy practice are related to the whole person. The curriculum integrates educational experiences in the classroom, laboratory, community, and clinical settings.

The purpose of the Physical Therapy program is to prepare students to be entry-level physical therapists practitioners who base decisions on scientific and clinical evidence for their roles as clinicians, leaders, advocates, and teachers. Within the broadening scope and increasing autonomy of physical therapy practice, graduates of the program will be prepared to become leaders in the community, profession, and healthcare who will advocate for patients and influence health policy.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the M.P.T. by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone 703.706.3245. The program will seek Accreditation Status for the D.P.T. through the process established by the CAPTE.

Approval to offer the degree was granted by the Illinois Board of Higher Education in January of 2006. Approval by the Higher Learning Commission of the North Central Association of Colleges and Schools is pending.

Licensure

After graduation from an accredited program, a student must pass a national examination and meet licensure requirements of the state in which they wish to practice.

Special Admissions Requirements

Applications for admission are due by November 1. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admission Office and the Physical Therapy Program Office. Due to accreditation guidelines and limited space availability, this program can only accept a limited number of students each year. Applicants will be ranked for admission on the basis of their academic potential and admission criteria. All prerequisite courses listed below must be completed before beginning the program; however, students may apply to the program one to two academic terms before prerequisite courses are completed.

In addition to meeting university admission criteria, applicants must:

1. have a bachelor's degree, any major, with a minimum cumulative G.P.A. of 2.8 on a 4.0 scale;
2. achieve a minimum of 1,000 points combined on the verbal reasoning and quantitative reasoning sections of the Graduate Record Examination (GRE);
3. have appropriate prerequisite course work with a minimum prerequisite G.P.A. of 3.0 on a 4.0 scale. The GSU equivalent course is given in parenthesis. The following courses (in semester credit-hours) or their equivalents are minimum prerequisites for entry into the D.P.T. program:
 - General biology with lab (8)
 - General chemistry with lab (8)
 - One additional biology or chemistry course with lab (4).
This must be a 200-level or higher course such as Organic Chemistry with lab (CHEM322/323), Cell Biology with lab (BIOL370/371), or Human Physiology I and II with lab (BIOL444/445/446/447)
 - Anatomy with lab (4-8); two semester sequence of 100-level Human Anatomy and Physiology with lab (8)
OR one semester of 200-level or higher with lab (4) such as Comparative Anatomy (BIOL360/361)
 - General Physics with lab (8) (PHYS352/353 and PHYS362/363)
 - Statistics (3) (STAT520)
 - Medical Terminology (1) (HLSC550) or Computer Application: Medical Terminology for the Health Professional (OCCT400)
 - General Psychology (3) (PYSC310)
 - Abnormal Psychology (3) (PSYC430)
 - Developmental Psychology (3) such as Seasons of Life (PSYC516) or Cognitive Development (PSYC523)
 - Orientation to Physical Therapy (2) (PHYT320)

4. submit a supplementary application packet which includes:
 - official transcripts of ALL previous college-level work,
 - supplemental information form,
 - official GRE scores,
 - three letters of recommendation,
 - a personal essay, and
 - official TOEFL scores (if applicable);
5. submit the payment of the \$75 application fee; and
6. participate in personal interviews conducted by the Physical Therapy Department admissions committee.

Technical Standards for the Doctor of Physical Therapy Program

To perform the essential functions of a physical therapist in an independent manner, accepted applicants and candidates for graduation from the Department of Physical Therapy in the College of Health Professions are required to certify that they understand and meet the technical standards of the Doctor of Physical Therapy Program (full text available from the Department office or the Department website). Applicants or students who are unable to independently meet any of the technical standards must be able to direct others in the safe and effective execution of any task. Applicants or students who may not meet the technical standards should contact the Department Chair to identify what reasonable accommodations, if any, the Department of Physical Therapy could make to enable the accepted applicant or candidate to meet the standards.

Admission to Candidacy

After an approved study plan is on file in the Department of Physical Therapy Office, each student must apply for admission to candidacy. Application forms are available in the department office. Application for candidacy must be made at the beginning of the third trimester in which the student is enrolled and before participation in Clinical Practicum (PHYT729). Students must have completed 38 credit-hours with a minimum G.P.A. of 3.0 to be accepted into candidacy and progress to the first clinical education experiences.

Degree Requirements

I. Required Courses: (117 hours)

A. Basic Sciences:

PHYT 601	Gross Anatomy I	.....3
PHYT 602	Gross Anatomy I Laboratory	.....1
PHYT 611	Gross Anatomy II	.....3
PHYT 612	Gross Anatomy II Laboratory	.....1
PHYT 726	Neuroscience	.....4
BIOL 706	Physiology of Disease I	.....3
BIOL 707	Physiology of Disease I Laboratory	.....1
BIOL 716	Physiology of Disease II	.....3

B. Physical Therapy:

PHYT 701	Patient Management I	.....2
PHYT 702	Patient Management I Laboratory	.....1
PHYT 705	Movement Analysis I	.....2
PHYT 706	Movement Analysis I Laboratory	.....1
PHYT 710	Integrative Physical Therapy Seminar	.....1
PHYT 711	Patient Management II	.....2
PHYT 712	Patient Management II Laboratory	.....1
PHYT 715	Movement Analysis II	.....2
PHYT 716	Movement Analysis II Laboratory	.....1
PHYT 717	Clinical Orthopedics I	.....2
PHYT 718	Clinical Orthopedics I Laboratory	.....1
PHYT 720	Integrative Physical Therapy Seminar II	...1
PHYT 721	Patient Management III	.....2
PHYT 722	Patient Management III Laboratory	.....1
PHYT 724	Pharmacology for Physical Therapists	.....2
PHYT 727	Physical and Electrical Agents Laboratory	.....1
PHYT 728	Physical and Electrical Agents in Physical Therapy	.....3
PHYT 729	Clinical Practicum	.....3
PHYT 730	Integrative Physical Therapy Seminar III	..1
PHYT 737	Clinical Orthopedics II	.....2
PHYT 738	Clinical Orthopedics II Laboratory	.....1
PHYT 740	Integrative Physical Therapy Seminar IV (1)	.....1
PHYT 742	Psychomotor Development Throughout the Lifespan	.....3
PHYT 743	Research in Physical Therapy Practice	.....3
PHYT 745	Exercise Physiology	.....2
PHYT 746	Exercise Physiology Laboratory	.....1
PHYT 755	Cardiopulmonary and Pulmonary Physical Therapy	.....3
PHYT 756	Neuroscience Therapeutics I	.....2
PHYT 757	Neuroscience Therapeutics I Laboratory	...1
PHYT 760	Interaction and Education for Patient Care	.....3
PHYT 762	Integumentary Physical Therapy	.....3
PHYT 766	Neuroscience Therapeutics II	.....2
PHYT 767	Neuroscience Therapeutics II Laboratory	..1
PHYT 770	Ethical, Leadership, and Policy Dimensions of Physical Therapy	.....3
PHYT 772	Orthotics and Prosthetics	.....2
PHYT 780	Physical Therapy in the Health Care Team	.....3
PHYT 782	Diagnostic Imaging for Physical Therapy	.....2
PHYT 783	Applied Research in Physical Therapy	.....2

PHYT 786	Physical Therapy Management of Medical/Surgical Conditions	.....2
PHYT 788	Comprehensive Patient Management	.....2
PHYT 792	Wellness and Human Performance	.....3
PHYT 801	Clinical Internship I	.....4
PHYT 802	Integrative Physical Therapy Seminar V	..1
PHYT 803	Clinical Internship II	.....4
PHYT 804	Integrative Physical Therapy Seminar VI	..1
PHYT 805	Clinical Internship III	.....5
PHYT 807	Clinical Internship IV	.....5
PHYT 808	Integrative Physical Therapy Seminar VII1

II. Selectives (Select one, 2 hours)

PHYT 811	Current Issues:2
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Topics will vary and may include topics in Orthopedics, Neurology, Cardiovascular, or Integumentary Physical Therapy

III. In addition to completing the required courses, students must also:

- satisfactorily complete all clinical internships in a variety of settings; and
- complete and present a graduate research project.

IV. Total -119 Hours

Transitional - Doctor of Physical Therapy (t-DPT)

The transitional Doctoral degree in Physical Therapy (t-DPT) is designed for the student who has completed a bachelor's or master's degree in physical therapy and has at least 6 months of full-time work experience in physical therapy practice.

The purpose of the t-DPT is to prepare licensed physical therapists to meet the challenges of a changing practice environment. Completion of this degree program will enhance the ability of practicing physical therapists to be leaders, educators and clinicians who incorporate evidence and cultural competence into practice. This program serves as a bridge between the content taught in bachelors and masters level programs and current physical therapy practice at the doctoral level.

Accreditation

The Physical Therapy program has been granted Accreditation Status for the first-professional DPT by the Commission on Accreditation in Physical Therapy Education (CAPTE), at 1111 N. Fairfax Street, Alexandria, VA 22314, telephone (703) 706-3245, or by e-mail at accreditation@apta.org. The program is not required to seek additional approvals for the t-DPT through the CAPTE.

Admission Requirements

Applications for admission will be accepted at any time during the year. Applications for admission are available from the GSU Office of Admission, the Physical Therapy Department Office and online. The Department of Physical Therapy Admissions Committee will review applications before an offer of admission is extended.

In addition to meeting the university admission criteria for graduate students, the following are required of applicants:

1. current licensure as a Physical Therapist in the United States or its territories;
2. a bachelor's or master's degree in physical therapy, with a minimum cumulative GPA of 2.8 on a 4.0 scale;
3. a minimum of 6 months of experience in full time practice as a physical therapist (1,000 hours);
4. two letters of recommendation;
5. computer access to complete online course work; and
6. approval for prior course work of up to 6 credit hours may be awarded based on individual qualifications and completion of the following:
 - Previous coursework at Governors State University
 - Award of American Board of Physical Therapist Specialties certification
 - Completion of a credentialed clinical residency program

Degree Requirements

I. Clinical Management Courses (12 credit hours)

PHYT 820	Clinical Decision Making I (Required first course)	3
PHYT 821	Clinical Decision Making II	3
PHYT 830	Teaching and Learning in Physical Therapy	3
PHYT 840	Management and Administration in Physical Therapy	3

II. Clinical Science Courses (9 credit hours)

PHYT 824	Pharmacology for Licensed Physical Therapists.....	3
PHYT 832	Human Performance and Wellness	3
PHYT 842	Imaging for Licensed Physical Therapists.....	3

III. Evidence Based Practice Courses (9-12 credit hours)

HLSC 840	Responsible Conduct of Research	3
PHYT 790	Introduction to Health Care Research (required for BA trained)	3
PHYT 825	Research I: Evidence Based Physical Therapy Practice	3
PHYT 875	Research II: Clinical Project (Capstone).....	3

IV. Electives (3-9 credit hours)

PHYT 852	Integumentary Physical Therapy	3
PHYT 850	Advocacy and Leadership in Physical Therapy	3
PHYT 860	Topics in Physical Therapy: (topics vary)	3
PHYT 800	Independent Study	3
EDPD640/NURS650	Online teaching	3
	Approved courses from other graduate programs	3

Total Credits - 33 hours for physical therapists who entered the program with a master's degree

42 hours for physical therapists who entered the program with a bachelor's degree

Note: In addition to successful completion of the courses, students must complete a Capstone Project to be reviewed by three faculty members.