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# COLLEGE OF EDUCATION

Andrea Evans, Dean

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

The graduate programs in Early Childhood Education, Multicategorical Special Education, Reading, Urban Teacher Education, School Counseling, School Psychology, and Educational Administration (Principal Leadership, Chief School Business Official, and Superintendent) are fully approved by the Illinois State Board of Education to offer related Illinois licenses. 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.

## Master's Programs

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Counseling (M.A.)

*Clinical Mental Health  
Marriage and Family  
School Counseling*

Early Childhood Education (M.A.)  
Education (M.A.)

*Bilingual/ESL  
Computer Education  
Curriculum and Instruction  
Mathematics Education  
Science Education*

Educational Administration (M.A.)

*Chief School Business Official  
Higher Education Administration  
Principal Leadership*

Multicategorical Special Education (M.A.)

Psychology (M.A.)

*Clinical  
Theoretical*

Reading (M.A.)

Urban Teacher Education (M.A.)

## Certificates

College Career Counseling  
Early Childhood Education for Currently Certified Teachers  
Mindfulness in the Helping Professions  
Online Teaching  
Post-Master's Clinical Mental Health School Counselor Certification  
Post-Master's School Counseling Certification  
Reading Teacher Endorsement  
Supervisory Endorsement in Reading  
These do not typically lead to initial teacher licensure.

## Specialist Degree Program

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School Psychology (Ed.S)

## Doctoral Program

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Counselor Education and Supervision (Ed.D.)  
Interdisciplinary Leadership (Ed.D.)  
*Superintendent (P-12)  
Higher Education Administration  
Public Safety  
Not-for-Profit/Social Entrepreneurship*

## Licensure and Accreditations

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The college offers graduate programs approved by the Illinois State Board of Education (ISBE) and subject to ISBE rules for teacher licensure in the areas of early childhood education, administration, reading, special education, urban teacher education, school counseling, and school psychology. 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

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### Division of Education

John Cook, Interim Chairperson

#### Professors

Diane Alexander  
Lisa Chang  
Steven Russell  
Colleen Sexton

#### Associate Professors

John Cook  
Larry Cross  
Sondra Estep  
Sandra Gandy  
Glenna Howell  
Tywanda Jiles  
Taida Kelly  
Jeannine Klomes  
Teri Sosa  
Barbara Winicki

#### Assistant Professors

Lynette Danley  
Daniel Hechenberger  
Katy Hisrich  
Megan McCaffrey  
Vickie Person  
Xiaobo She

#### Lecturers

Thomas Bierdz  
Phillip Boudreau  
Lucianne Brown  
James Cunneen  
Judy Cunningham  
Mary Fischer  
Michael Gordon  
Judy Hannigan  
Raquel Herrera-Byrne  
Audrey Manley  
Evie Plofsky  
Ellen Silver-Horrell  
Robin Wyatt  
Veronica Zalewski

### Division of Psychology and Counseling

Shannon Dermer, Chairperson

#### Professors

Linda Buyer  
Jon Carlson  
Shannon Dermer  
Catherine Sori

#### Associate Professors

Shea Dunham  
Chris Dyslin  
Cyrus Ellis  
Pat Robey  
Elizabeth Ruiz  
Albert Tuskenis  
Byron Waller  
Darlene Wright

#### Assistant Professors

Shaalein Carroll-Lopez  
Terri Christiansen  
Sasha Cervantes  
Barbara Gormley  
Sonya Lorelle  
Larry Maucieri  
Rebecca Michel  
Mazna Patka

#### Instructor

Alli Cipra

#### Lecturers

Molly Bachenberg  
Crystal Blount  
Jennifer Boender  
Matthew Covic  
Kim Jaroszewski  
Kevin Nicolei  
Timothy Pedigo  
Kim Snow  
Rosanne Tadsen

### 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

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

### Accreditation and ISBE Certification

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

The Illinois State Board of Education (ISBE) has approved the School Counseling sequence as leading to the Educator License with an endorsement in School Counseling. GSU counseling degree seeking students who wish to be recommended for an Educator license endorsed for school counseling shall either (1) hold or be qualified to hold a teaching license, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD7713, COUN7620, COUN6622, and SPED6101).

All School Counseling students must provide evidence of successful completion of the Test of Academic Proficiency or ACT, or the SAT prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are permitted to begin internship and before they are recommended for licensure.

International applicants (not residing in the U.S.) applying for the School Counseling sequence who has not met the Illinois Test of Academic Proficiency 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 Test of Academic Proficiency by the end of their third term. Failure to do so will result in dismissal from the program.

### Admission Criteria

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

1. have a G.P.A. of 2.75 or higher for all undergraduate course work attempted; or
2. have a G.P.A. of 3.0 for the last 60 hours of bachelors degree; or
3. have a G.P.A. of 2.74 or below for all undergraduate course work attempted and
  - a. attain a score of at least 302 on the verbal and quantitative portions of the Graduate Record Examination - General Test; or
  - b. take COUN6600, COUN6630 and COUN6609 (writing course) and complete with "B's" or better. (NOTE: completion of these courses does not guarantee admission.); and
4. have recommendation of the faculty based on the submission of supplementary application packet which includes:
  - a. official transcripts of all previous college work;
  - b. counseling application form;
  - c. three Personal Reference Forms; and
  - d. Statement of Character form.

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

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

5. 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 Clinical Mental Health and Marriage and Family Counseling sequences include introductory statistics, a course in research methodology, a course in abnormal psychology (PSYC3430), and course work in Addictions Studies at the 5000 level (Marriage and Family sequence must complete ADDS6300) or above totaling three credit hours; applicants for the School Counseling sequence must have completed a course in Introductory statistics, a course in research methodology, and course work in Addictions Studies at the 5000-level or above totaling three credit hours.

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

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

### Admission to Candidacy

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

1. be admitted to the program;
2. complete COUN6600, COUN7720, COUN7810, and COUN7847 with a grade of "B" or better in each course;
3. show proof of professional liability insurance; and
4. show proof of LiveText account (School Counseling only)

In addition, students in the school counseling sequence must display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals.

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

### Degree Requirements

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

Enrollment in COUN8842, COUN8844, COUN8845, COUN8852, and COUN8856 requires prior admission to candidacy and completion of course prerequisites.

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

Students must complete all core and sequence coursework having earned a grade of "B" or better. If any course grade is below a B, that course must be retaken. Any course with a grade less than a "B" cannot be used as a prerequisite for another course until it is retaken.

#### I. Required Courses (33 Hours)

COUN 6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN 6610	Research and Assessment (3)
COUN 6630	Counseling Theories (3)
COUN 7620	Life Span Developmental Issues (3)
COUN 7720	Social and Cultural Foundations (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
COUN 7810	Beginning Counseling and Human Relations Skills (3)
COUN 7847	Group Dynamics and Intervention (3)
COUN 7855	Assessment and Treatment Planning (3)
COUN 8811	Interventions with Children and Adolescents (3)

#### II. Counseling Sequences

Select one of the following sequences:

##### Clinical Mental Health Counseling Sequence (27 Hours)

COUN 7633	Mental Health Counseling, Community Counseling and Professional Orientation (3)
COUN 8842	Practicum 1: Individual and Vocational Counseling (3)
COUN 8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN 8848	Crisis Intervention and Trauma Counseling (3)
COUN 8849	Psychopharmacology and Substance Abuse Counseling (3)
COUN 8856	Practicum in Group Counseling: Adult (3)
COUN 8859	Family Counseling Techniques (3)
COUN 8971	Counseling Internship I: Clinical Mental Health Counseling (3)
COUN 8972	Counseling Internship II: Clinical Mental Health Counseling (3)

##### Marriage and Family Counseling Sequence (27 Hours)

COUN 7633	Clinical Mental Health Counseling, Community Counseling and Professional Orientation (3)
COUN 8825	Advanced Family Systems Theory (3)
COUN 8842	Practicum 1: Individual and Vocational Counseling (3)
COUN 8845	Practicum 2: Advanced Individual and Vocational Counseling (3)
COUN 8856	Practicum in Group Counseling: Adult (3)
COUN 8859	Family and Couples Counseling (3)
COUN 8860	Applied Systems Theory (3)
COUN 8981	Counseling Internship I: Marriage and Family Counseling (3)
COUN 8982	Counseling Internship II: Marriage and Family Counseling (3)

##### School Counseling Sequence (24 Hours)

Students who wish to pursue Educator License (School Counseling endorsement) and who do not currently hold a valid Illinois or comparable out-of-state initial, standard, or master teaching license must complete the teaching competency classes as well as the required sequence courses. All other students must complete only the required sequence courses.

#### Teaching Competency Classes for Non-Certified School

#### Counseling Students

EDAD 7713	Leadership and Organizational Behavior (3)*
COUN 6622	Applied Learning Theory for School Personnel (3)*
COUN 7620	Lifespan Developmental Issues (3)*
SPED 6101	Survey of Students with Exceptionalities (3)*

\* or equivalent courses

#### Required Sequence Courses

COUN 6638	Introduction to School Counseling (3)
COUN 8844	Practicum: School Counseling (K-12) (3)
COUN 8851	Consultation and School Staff Development (3)
COUN 8852	College Career Coaching Academy (3)
COUN 8853	Parent Education: Prevention and Intervention (3)
COUN 8858	Development of School Counseling Programs (3)
COUN 8968	Counseling Internship I: School Counseling (3)
COUN 8969	Counseling Internship II: School Counseling (3)

#### III. Total - 60, 60, or 57 Hours

## Master of Arts in Early Childhood Education

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

### Teacher Licensure

This program is approved by the Illinois State Board of Education for recommendation of the Initial Early Childhood License by entitlement, as well as the Early Childhood Special Education Approval. Four courses required for EC SPED approval are offered in this program: EDEC7780, EDEC6641/6640, EDEC6650/6651, and EDEC8830. To be recommended for licensure by Governors State University, students must complete the requirements listed under Option I or Option II and meet the requirements listed in the Teacher Licensure section of this catalog.

To be recommended for an Illinois State Board of Education teaching license, the student must present evidence of having passed the Test of Academic Proficiency (TAP), Content Area, and Assessment of Professional Teaching examinations of the Illinois Licensure Testing System.

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

### Upper Level Coursework Requirements:

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

### Option I: Students Holding an Illinois Elementary or Special Education License

A student holding an Illinois elementary or standard special education teaching license is not required to complete additional clinical hours in those areas in which they have previously had supervised experience. Those without

Kindergarten through third grade experience will be required to complete a practicum experience in one of those grade levels. Students who have an Illinois teaching license do not need to complete additional general education requirements.

### Option II: Students Without Illinois Elementary or Special Education Teaching Licenses

Students who do not hold Illinois elementary or special education licenses must complete EDEC4999 Student Teaching in addition to the course work listed below. Depending on their previous course work, they may be required to complete additional undergraduate general education course work, including the completion of a teaching specialization area. See an education advisor for further details.

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

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

### Program Requirements

In order to continue in the program after meeting university admission requirements and before completing nine hours of graduate course work which must include EDUC6100 and EDEC8810 or 8820 students must submit to the College of Education a supplemental application packet containing:

- \* transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and a grade of "B" or better in current graduate course-work;
- \* scores from the Graduate Record Examination (GRE) (General Test); and
- \* if seeking the Early Childhood Education license, evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System or evidence of possessing an Illinois teaching license that required passing this test.
- \* if seeking the Early Childhood Education license, complete the GSU approved criminal background check prior to enrolling in any field experience courses. Also, some assigned field site locations may, due to state licensing, require students to submit a brief physical including a TB test, as well as finger print background check. For more information, please consult with your advisor.

After the student has completed EDUC6100 and EDEC8810 or 8820, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to

continue, the student must earn a grade of "B" or better in EDUC6100 and in either EDEC8810 or 8820.

### Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student is likely to be successful in the program. The status of all students permitted to progress conditionally is reviewed by the appropriate professional (i.e. advisor, program coordinator, chair of student progress, etc.) each semester, 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 licensure are not eligible to progress conditionally.

### Student Progress

The faculty monitor and evaluate student progress continually. The section, Licensure of Teachers and Other School Professionals, 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 Graduate Student Handbook referred to in this catalog can be accessed via the internet through the GSU student portal.

### 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 Test of Academic Proficiency;
2. verify the completion of the general education requirements of English 1 and 2, Math 1 and 2, one science, and one social science course before entering labs 3 and 4;
3. complete all prerequisite coursework successfully; and
4. maintain a cumulative 3.0 G.P.A. with a grade of "C" or better in all coursework, having no more than two core or professional courses with a grade of "C".

### Admission to Student Teaching

Students required to student teach must:

1. if seeking teacher licensure for the first time, verify completion of any undergraduate general education requirements as well as documentation of an 18-19 credit hour in as teaching specialization area;
2. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other coursework, having no more than two core or professional courses with a grade of "C";

3. have no more than a total of nine approved general education/specialization hours outstanding; and
4. verify successful completion of the early childhood content area state examination.

### Candidacy

To continue in the program, the student must be accepted as a candidate for the M.A. in Early Childhood Education degree after completing EDUC6100 and three other EDEC graduate courses on the student's approved study plan.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed nine credit-hours in graduate EDEC courses or 15 hours in the program by the following date: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

1. attain a score of "4" or higher on the GRE Writing Exam; students scoring a "3" may be granted probationary status with additional requirements assigned;
2. complete undergraduate preparatory courses, SPED6101, EDEC3320, and EDCP6101 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 EDUC6100 and EDEC8810 or 8820, and a grade of "C" or better in all other courses having no more than two core or professional courses with a grade of "C";
4. display, or be judged as developing, the dispositions expected of graduate students as listed in the section, Licensure of Teachers and Other School Professionals; and
5. be recommended for candidacy by the Early Childhood Education program faculty.

### Degree Requirements

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

In addition, students:

1. must complete all course work on the student's approved study plan;
2. may apply a maximum of six hours of course credit earned from other accredited institutions or as a student-at-large toward the degree requirements, subject to approval by the coordinator of graduate studies;
3. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and either EDEC8810 or 8820, and a grade of "C" or better in all other course-work, having no more than two core or professional courses with a grade of "C";
4. must complete all course work, including transfer credits, within six calendar years; and
5. must pass a written comprehensive examination.

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

#### Core Courses (18 Hours)

EDEC 7740 Issues and Methods for At Risk/Special Needs (3)

EDEC	8810	History and Philosophy of Early Childhood Education (3)
EDEC	8820	Advanced Early Childhood Development (3)
EDEC	8968	Culminating Experience (3)
EDUC	6100	Issues in Education (3)
EDUC	8114	Teacher as Researcher (3)

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

#### Additional Required Courses

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

EDEC	4510	Beginning Reading and Writing Instruction (3)
EDEC	6620	Methods of Teaching in the Arts (2)
EDEC	6640	Child with and without Special Needs and Family in the Community (3)
EDEC	6641	Lab 1: Infant and Toddler (1)
EDEC	6650	Preprimary and Special Education Curriculum Development in Early Childhood (3)
EDEC	6651	Lab 2: Preprimary (1)
EDEC	7780	Psycholinguistics (3)
EDEC	8830	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC	8860	Integrating Instruction in Early Childhood Education (3)

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

EDEC	6680	Literacy Methods in Early Childhood Education (3)
EDEC	6681	Lab 3: Literacy in Early Childhood Education (1)
EDEC	6690	Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC	6691	Lab 4: Teaching Primary Math, Science, and Social Studies (1)

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

EDEC	4899	Practicum in Early Childhood (9)
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#### Total - 40-60 Hours

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

EDEC	4999	Student Teaching (12)
EDEC	6620	Methods of Teaching in the Arts (2)
EDEC	6641	Lab 1: Infant and Toddler (1)
EDEC	6640	Children with and without Special Needs and Family in the Community (3)
EDEC	6650	Preprimary and Special Education Curriculum Development in Early Childhood Education (3)
EDEC	6651	Lab 2: Preprimary (1)
EDEC	6680	Literacy Methods in Early Childhood Education (3)
EDEC	6681	Lab 3: Literacy in Early Childhood Education (1)

EDEC 6690	Methods of Teaching Primary Math, Science, and Social Studies (3)
EDEC 6691	Lab 4: Primary Math, Science, and Social Studies (1)
EDEC 7780	Psycholinguistics (3)
EDEC 8830	Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)
EDEC 8860	Integrating Instruction in Early Childhood Education (3)

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

#### Total - 57-76 Hours

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

Students in this option must complete an additional preparatory course:

STAT 2100 Statistics (or an equivalent course) (3)

The following professional advancement courses:

PSYC 4770	Research Methodology (3)
PSYC 6110	Measurement and Evaluation (3)
PSYC 8653	Human Neuropsychology I: Brain Function (3)

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

EDEC 6640	Children with and without Special Needs and Family in the Community (co-requisite EDEC6641) (3)
EDEC 6641	Infant/Toddler Laboratory (co-requisite EDEC6640) (1)
EDEC 7780	Psycholinguistics (3)
EDEC 8860	Integrating Instruction in Early Childhood Education (3)
SPED 8619	Psychological Diagnosis of Learners with Exceptionalities (3)

#### Total - 33-37 Hours

## Master of Arts in Education

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

### Teacher Licensure

Completion of the degree program does not lead to licensure 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 includes EDUC6100 and EDUC8244, submit to the College of Education a supplemental application packet containing:

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

After the candidate has completed EDUC6100 and EDUC8244, the faculty will review this information and recommend that the candidate be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the candidate must earn a grade of "B" or better in EDUC6100 and EDUC8244, and both must be taken at Governors State University. Candidates who score a "1" or "2" on the GRE Writing Subtest will not be permitted to continue in the M.A. in Education program.

## Conditional Continuation

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

- within one calendar year, he or she retakes the GRE and scores above a "3"; and
- within one calendar year, he/she maintains a "B" or better grade point average (based on a four-point scale) in all core or required courses and a grade of "C" or better in 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 term, and candidates are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, candidates are informed in writing of the transfer to good standing status. A candidate may not be admitted to the culminating project without achieving good standing status.

## Admission to Candidacy

To continue in the program the candidate must be accepted as a candidate for the M.A. in Education degree after completing EDUC6100, EDUC8244, EDUC8105, and one additional course listed on the student's approved study plan. Candidates must submit to the Division of Education Graduate Advising Office an application for candidacy in the term that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDUC8244 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section Licensure of Teachers and Other School Professionals; 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 accessible via the student portal on the GSU website.

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 via the student portal of the GSU website.

### Degree Requirements

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

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

In addition, students:

1. may apply a maximum of six hours of graduate credit earned from other accredited institutions or as an undeclared seeking student toward the degree requirements, subject to approval by the M.A. in Education coordinator;
2. must maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in EDUC6100 and EDUC8244 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, Licensure of Teachers and Other School Professionals; and
6. be recommended by the M.A. in Education program faculty.

#### I. Required Courses (15 Hours)

EDUC 6100	Issues in Education (3)
EDUC 8105	Student Learning and Assessment (3)
EDUC 8114	Teacher as Researcher (3)
EDUC 8244	Academic Evaluation and Assessment (3)
EDUC 8999	Culminating Experience (3)

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

Further information is available in the M.A. in Education Student Handbook via the student portal of the GSU website.

#### II. Electives (6 Hours)

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

#### III. Sequences (18 - 21 Hours)

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

##### Bilingual/ESL

BBED 6520	Foundations of Bilingual and ESL Education (meets the requirement for Theoretical Foundations of Teaching ESL) (3)
BBED 6525	Assessment of Language Minority Students (3)
BBED 6530	Methods and Materials for Teaching Bilingual Students (for the Bilingual Approval only) (3)
BBED 6538	Cross Cultural Education (3)
BBED 7977	Reading Strategies in Bilingual and ESL Programs (3)
BBED 8100	Practicum in Bilingual and ESL Education (elective – last course in the sequence) (3)
EDUC 6501	Topics in Education: Teaching English as a Second Language [equivalent to ENGL 508] (3)

18 credit hours are required for the Illinois State Board of Education's Bilingual/ESL endorsement.

21 credit hours (including BBED8100 Practicum in Bilingual and ESL Education) may be applied to fulfill the sequence requirement for the M.A. in Education with Specialization in Bilingual/ESL Education.

##### Computer Education

EDCP 6610	Evaluating Software for Instruction (3)
EDCP 7370	Educational Applications of the Microcomputer: Special Education (3)
EDCP 8100	Multimedia in Education (3)
EDCP 8200	Telecommunications in Education (3)
EDCP 8500	Coordinating Educational Technology (3)

##### Electives for Computer Education

*Select two of the following courses:*

EDCP 7320	Educational Applications of the Microcomputer: Mathematics (3)
EDCP 7350	Educational Applications of the Microcomputer: Reading and Writing Development (3)
EDCP 7360	Educational Applications of the Microcomputer: Science (3)
EDCP 7700	Administrative Uses of Microcomputers (3)

##### Curriculum and Instruction

EDUC 8257	Curriculum Development (3)
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**Electives for Curriculum and Instruction**

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

**Mathematics Education**

EDUC 5640	Teaching Math in Intermediate and Mid Grades (3)
EDUC 6400	Teaching and Learning Mathematics (3)
EDUC 8180	Teaching Mathematical Problem Solving and Critical Thinking (3)
EDUC 8310	Strategies for Teaching Geometry (3)
EDUC 8330	Teaching Mathematics to Mathematically Able Students (3)

**Electives for Mathematics Education**

Select one of the following:

EDUC 6320	Teaching Math to Low-Achieving Students (3)
EDUC 7732	Issues in Math Curriculum and Instruction (3)
EDCP 7320	Educational Applications of the Microcomputer: Mathematics (3)

**Science Education**

EDUC 6625	Models and Strategies for Science Education (3)
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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.

**Licensure/Endorsement**

Completion of Principal Leadership Sequence and compliance with other requirements presented in the "Teacher Licensure" section of this catalog, leads to the Illinois Principal endorsement on the initial Professional Educator License.

Completion of the Chief School Business Official Sequence and compliance with other requirements presented in the Licensure of Teachers and Other School Professionals section of this catalog leads to the Chief School Business Official endorsement on the initial Professional Educator License.

Note: Holders of an M.B.A., a Masters Degree in Finance, or a Masters Degree in Accounting from a regionally accredited institution may wish to complete the school finance sequence (EDAD8839, EDAD8840, and EDAD8845) to prepare for service as a Chief School Business Official. See Illinois State Board of Education website for endorsement requirements (<http://www.isbe.net/licensure/requirements/loos-pel-admin-end.pdf>).

**Program Requirements for Principal Leadership**

There is a selection process for acceptance into the Principal Leadership Sequence. After meeting the university admission criteria, students must meet the program selection criteria which includes:

- scores from the Graduate Record Examination (GRE General Test including a score of "4" or higher on the Writing Subtest);
- undergraduate GPA of 2.75 or higher;
- letter of recommendation and support from school district administrator;
- valid IL Professional Educator License;
- evidence of passing the Illinois Test of Academic Proficiency or equivalent;
- two years of full-time teaching experience;
- submission of a professional portfolio demonstrating impact on student learning and teacher leadership
- successful interview and written scenario

Contact program advisor for details of the selection process.

**Program Requirements for Chief School Business****Official**

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

- two recommendations submitted on the EDAD Admissions Recommendation Form. Recommendations must be completed by a school administrator who holds an Illinois Principal, CSBO or Superintendent Administrative Certificate or an out-of-state equivalent administrative license and submitted in a sealed format;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System;
- evidence of two years full-time of administrative experience in school business management is required before applying for state endorsement on the initial Professional Educator License.

**Program Requirements for 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;
- evidence of two years of full-time experience in a higher education setting.

**Conditional Continuation**

After the student has completed with a grade of "B" or better HEAD6621 and EDUC8114 (for Chief School Business Official and for Higher Education Administration) or completed with a grade of "B" or better EDAD7801 and 7802 (for Principal Leadership), 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.

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

### Admission to Candidacy

To continue in the HEAD or CSBO sequences, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing HEAD6621 and EDUC8114 and two other courses listed on the student's approved study plan.

To continue in the Principal Leadership sequence, the student must be accepted as a candidate for the M.A. in Educational Administration degree program after completing EDAD7801 and EDAD7802 and two other courses listed on the student's approved study plan.

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

To qualify for candidacy, a student must

- have completed the four courses referred to above with a grade point average of 3.0;
- display, or be judged as exhibiting, or developing, the dispositions expected of graduate students as listed in the section "Licensure of Teachers and Other School Professionals"; and
- receive a positive recommendation from the Educational Administration faculty.

### Student Progress

The faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other School Professionals 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 the student portal of the GSU website.

### Degree Requirements

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

In addition students must:

1. successfully complete 33 - 36 hours of required course work including supervised internship and three hours of selected course work for CSBO and six hours of selected course work for HEAD sequence;
2. pass a comprehensive examination; and
3. meet all other requirements listed in the Educational Administration Student Handbook.

### Course Requirements for Sequence in Principal Leadership Endorsement

#### I. Required Courses - 36 Hours

EDAD 7801	Organizational Leadership (3)
EDAD 7802	Technology Driven Leadership (3)
EDAD 7803	Principal as Evaluator (3)
EDAD 7804	Principal as Curriculum Leader (3)
EDAD 7901	Instructional Leadership (3)
EDAD 7904	Effective Operations for Spring (1)
EDAD 7905	Effective Operations for Summer (1)
EDAD 7906	Effective Operations for Fall (1)
EDAD 8101	School Improvement Process (3)
EDAD 8102	Leading for All Students (3)
EDAD 8103	School Law for Principals (3)
EDAD 8105	Engaging the Community (3)
EDAD 8201	Principal Internship I (2)
EDAD 8202	Principal Internship II (2)
EDAD 8203	Principal Internship III (2)

#### II. Total 36 Hours

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

#### I. Required Courses (33 Hours)

EDUC 8114	Teacher as Researcher (3)
EDAD 8105	Engaging the Community (3)
EDAD 8832	School Finance (3)
EDAD 8103	School Law for Principals (3)
EDAD 8836	Administration of School Personnel (3)
EDAD 8838	Collective Negotiations (3)
EDAD 8839	School Finance II: Advanced Concepts/Chief School Business Official (3)
EDAD 8840	School Finance III: Applications/Chief School Business Official (3)
EDAD 8845	School Business Internship (3)
EDAD 8865	Information Technology for School Administrators (3)
HEAD 6621	Foundations of Higher Ed Administration and Organization (3)

#### II. Selectives - 3 Hours (With advisor's approval)

EDAD 8846	Practicum Experience in School Business Management (1-3 hours)
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#### III. Total - 36 Hours

## Course Requirements for Sequence in Higher Education Administration

### I. Required Courses - 30 Hours

EDAD 7729	Research in Educational Administration (3)
HEAD 6618	The Adult Learner (3)
HEAD 6621	Foundations of Higher Education Administration and Organization (3)
HEAD 6625	Institutions of Higher Education (3)
HEAD 7713	Leadership and Organizational Behavior in Higher Education (3)
HEAD 7731	Community Relations and Higher Education (3)
HEAD 8823	Higher Education Administration (3)
HEAD 8833	Higher Education Law (3)
HEAD 8834	Practicum in Higher Education Administration I (3)
HEAD 8835	Practicum in Higher Education Administration II (3)

### II. Selectives - 6 Hours

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

EDAD 8838	Collective Negotiations (3)
HEAD 8832	Higher Education Finance (3)
HEAD 8850	Seminar: Higher Education Policies and Issues (3)

### III. Total - 36 Hours

## Master of Arts in Multicategorical Special Education

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

### Licensure/Endorsement

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

To be recommended for licensure, the student must present evidence of having passed the Test of Academic Proficiency and any other examinations required by the Illinois State Board of Education.

### Option I: Students Holding a Professional Educator License for Teaching

Students holding a teaching license 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 license do not need to complete additional general education requirements.

### Option II: Students Without Teaching Licenses

Students who do not hold a Professional Educator License for Teaching must complete SPED6999: Student Teaching, in addition to the coursework listed below. Depending on their previous coursework, they may be required to complete additional undergraduate general education coursework, 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 have successfully passed the IL Test of Academic Proficiency prior to enrolling in any Professional Education coursework, and before completing nine hours of coursework which must include SPED8619 and SPED8200. Also, the student 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);
- for Option I: a valid Illinois or comparable out-of-state Professional Educator License for Teaching;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System or evidence of possessing an Illinois teaching license that required passing this test; and
- for Option I: evidence of two years teaching prior to completion of program. Experiences will be evaluated by program faculty for appropriateness.

After the student has completed SPED8619 and SPED8200, the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in SPED8619 and SPED8200 which must be taken at Governors State University.

### Conditional Continuation

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

**For Option II: Approval for Student Teaching: Students required to student teach must:**

1. complete all professional education requirements maintaining a G.P.A. of 3.0 or higher, with a grade of "B" or better in a graduate level SPED course, and a grade of "C" or better in all other coursework,
2. have passed the Special Education General Curriculum Test (163) and the Learning Behavior Specialist I Test (155) of the Illinois Licensure Testing System, and
3. have no more than a total of nine general education hours outstanding.

**Admission to Candidacy**

To continue in the program, the student must be accepted as a candidate for the M.A. in Multicategorical Special Education degree after completing SPED8619, SPED8200, and two additional courses on the approved study plan. Students must submit to the Division of Education Graduate Advising Office an application for candidacy in the semester that they expect to have completed the courses required for candidacy: September 30 for fall term, January 31 for spring term, or May 31 for summer term. Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

1. have completed all undergraduate prerequisites for courses on the study plan;
2. have completed all coursework applicable to the degree with a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED8619 and SPED8200 and with a grade of "C" or better in all other courses;
3. display, or be judged as developing, the dispositions expected of graduate students as listed in the section Licensure of Teachers and Other School Professionals; 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 accessed via the student portal of the GSU website

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

**Degree Requirements**

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "B" or better in SPED8619 and SPED8200 and a grade of "C" or better in all other courses;
2. complete all course work, including transfer credits, within six calendar years; and
3. pass written comprehensive exams covering all course work.

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

**For Option I: Students who hold a teaching license**

**I. Required Courses (37 Hours)**

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical Special Education (3)

**II. Total - 37 Hours**

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

**I. Required Courses (46 Hours)**

EDCP	7370	Educational Applications of the Microcomputer: Special Education (3)
EDUC	6320	Teaching Mathematics to Low Achieving Students (3)
EDUC	8114	Teacher as Researcher (3)
EDUC	8463	Reading Remediation in the Classroom (3)
SPED	6999	Special Education Student Teaching (9)
SPED	8200	Learning Characteristics of Learners with Exceptionalities (3)
SPED	8310	Behavioral Characteristics of Learners with Exceptionalities (3)
SPED	8350	Methods for Teaching Learners with Exceptionalities (3)
SPED	8400	Special Education Practicum I (1)
SPED	8500	Special Education Practicum II (1)
SPED	8600	Collaboration Skills for Teachers and Support Personnel (3)
SPED	8619	Psychological Diagnosis of Learners with Exceptionalities (3)
SPED	8805	Administration and Supervision of Special Education (3)
SPED	8963	Special Education Practicum III (1)
SPED	8999	Graduate Seminar in Multicategorical Special Education (4)

**II. Total - 46 Hours**

## Master of Arts in Psychology

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

### Clinical Sequence

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

### Theoretical Sequence

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

### Required Preparation

While an undergraduate major in Psychology is strongly recommended, students without a psychology background may be admitted to the major and enroll for courses. Students must show evidence of having completed the following prerequisites (or their equivalent): Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC3201), Research Methodology (PSYC4750), and Statistics (STAT4720). These courses may not be used to fulfill degree requirements for the M.A. in Psychology and may be taken at another institution.

## Special Admission Requirements

In addition to meeting university admission criteria, applicants must:

1. have completed, with an overall G.P.A. of 3.0 or higher, no grade lower than a "C" and no more than two grades of "C," undergraduate courses from a regionally accredited college/university that are comparable to Personality Theories (PSYC3310), Cognitive Psychology (PSYC3520), Abnormal Psychology (PSYC3430), Social Psychology (PSYC3345), Child Development (PSYC 3201), Research Methodology (PSYC4750), and Statistics (STAT4720). Please note, these courses are prerequisites and may not be used to fulfill degree requirements of the M.A. and may be taken at another institution; \*\*
2. have earned a grade point average (G.P.A.) of at least 3.0 in the last 60 hours of undergraduate course work; \*\*
3. have a combined score (Verbal and Quantitative) of at least 302 on the Graduate Record Exam (GRE) general test if the GRE is taken after August 2011, or a combined score (Verbal and Quantitative) of 1050 if taken prior to August 2011; \*\*
4. demonstrate evidence of satisfactory professional writing and analysis by one of the following: a grade of "B" or higher in PSYC3102 (Thinking and Writing in Psychology) or its equivalent, or a score of 4.5 or higher on the Analytical Writing section of the GRE General Test; \*\*
5. provide a statement of the applicant's purpose in seeking a master's degree in Psychology and his/her long-term goals (applicants should be aware that faculty also evaluate this statement as a professional writing sample);
6. ask three professionals/professors who can speak to the applicant's academic and/or professional capabilities in the field of Psychology to complete and submit a Personal Reference Form available on the M.A. Psychology website accessed via the student portal of the GSU website; and
7. Complete a "Statement of Character" Form available on the College of Education, MA in Psychology, Admission and Program Requirements webpage.

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

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

\*\* Applicants not meeting one of the above noted admission criteria are eligible to petition for conditional admission to the program. Applicants choosing to petition should include a letter with the supplementary admission materials. Faculty recommend the letter, include discussion of the factors contributing to the academic achievement and why those factors could be judged by the faculty as successfully remediated. Faculty reserve the right to require additional coursework (for example, PSYC3102 or other undergraduate psychology courses) as a condition of admission.

### Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy. Application forms are available in the Division of Psychology and Counseling Office. Application for

candidacy should be made within two weeks of the start of the term in which degree candidacy is sought. To qualify for candidacy, a student must:

1. complete all preparatory courses listed above with the minimum grades required; and
2. complete PSYC6110, PSYC6160, PSYC6221, and PSYC6229 with a grade of "B" or better and submit core course candidacy evaluation forms for each course to the faculty.

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

### Degree Requirements

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

In addition, students must:

1. maintain a G.P.A. of 3.0 or higher, with a grade of "C" or better in each course and have no more than two courses with a grade of "C";
2. complete PSYC7240, PSYC8549, and STAT8260;
3. receive a passing score on the program comprehensive examination; and
4. receive positive endorsement from the faculty.

#### I. Required Courses (21 Hours)

PSYC 6110	Measurements and Evaluation (3)
PSYC 6160	Ethical and Legal Issues in Psychology (3)
PSYC 6221	Psychopathology (3)
PSYC 6229	Seminar in Human Development (3)
PSYC 7240	Topics in Multicultural Psychology (3)
PSYC 8549	Advanced Research Seminar (3)
STAT 8260	Advanced Statistics in Behavioral Science (3)

#### II. Psychology Sequences

Select one of the following sequences:

##### Clinical Psychology Sequence (31 hours)

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

ADDS 5200	Screening, Referral, and Treatment Planning (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
PSYC 7325	Introduction to Child Therapy (2)
PSYC 7320	Theories of Psychotherapy (3)
PSYC 7430	Psychotherapy Techniques I(2)
PSYC 7431	Psychotherapy Techniques II (3)
PSYC 8440	Group Psychotherapy (3)
PSYC 8463	Practicum in Psychotherapy (3)
PSYC 8920	Internship Program I (3)
PSYC 8921	Internship Program II (3)

##### Theoretical Psychology Sequence (13 hours)

PSYC 6070	Topics in Psychology (3)
PSYC 8950	Graduate Thesis/Project (4)
6 hours of electives selected with advisor (6)	

#### III. Total - 52 or 34 Hours

## Master of Arts in Reading

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

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

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

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

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

### Program Admissions

The Reading Teacher Endorsement program is offered in a cohort format with the majority of the courses offered online or as a hybrid delivery mode. Admission to the M.A. in Reading program is available at two points each year: summer term and fall term.

Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet, before completing their first term's course work (READ6210 or READ6220). These are due by August 1 for

those students beginning the program during the summer term and by November 1 for those students beginning the program during the fall term. The complete application packet includes:

- transcripts showing a cumulative G.P.A. of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- syllabi and/or detailed narrative descriptions of previous graduate reading course work to be evaluated for transfer credit (see below for restrictions);
- scores from the Graduate Record Examination (GRE) (General Test), including a score of 4 or higher on the Writing Subtest;
- a valid Illinois or comparable out-of-state initial, standard or master teaching license;
- evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System or evidence of possessing an Illinois teaching license that required passing this test; and
- evidence of two years teaching experience in a recognized public or private school as directed in the application materials prior to candidacy (READ7240).

After the student has completed six hours in READ coursework 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 disposition standards outlined in the Licensure of Teachers and Other Professionals section of this catalog, as well as earn a grade of "B" or better in each READ class.

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

### Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record and performance identifies evidence that the student will likely be successful in the program. The status of all students permitted to progress conditionally is reviewed by the faculty each term, and students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, students are informed in writing of the transfer to good standing status. A student may not be admitted to READ8260, READ8270, READ8828, or the culminating project (EDUC8999) without achieving good standing status.

### Candidacy

To continue in the program, the student must apply for and be accepted as a candidate for the M.A. in Reading after completing 12 hours of graduate course work that must include the following four courses: READ6200, READ6210, READ6220 and one additional READ course listed on the

student study plan. Candidacy must be attained prior to enrollment in READ7240, which in most cases will be taken during the student's third term in the program.

Students must submit to the Division of Education Graduate Advising Office an application for candidacy by the end of the first month of the term they expect to have completed the courses required for candidacy (i.e., their second term). Application forms are available via the student portal of the GSU website - College of Education Graduate Programs.

To qualify for candidacy, a student must:

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

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

### Student Progress

The program faculty monitor and evaluate student progress continually. The section Licensure of Teachers and Other Professionals 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 via the student portal of the GSU website - College of Education Graduate Programs.

### 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 Licensure of Teachers and Other Professionals section of this catalog;
5. must have candidacy before being admitted to READ7240;
6. must take the required comprehensive examination for the program during the term immediately following completion of READ8260 or READ8270, whichever is first;
7. must provide evidence of having passed the ILTS Exam (176 Reading Specialist) and/or the program comprehensive exam before being admitted to READ8260; and
8. be recommended by the M.A. in Reading program faculty.

## Course Requirements for M.A. in Reading

EDUC 8999	Culminating Experience (3)
READ 6190	Narrative and Expository Writing Instruction, K-12 (3)
READ 6200	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 6210	Survey of Reading: Theory and Practice (3)
READ 6220	Teaching Reading in Content Areas (3)
READ 6230	Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 7240	Reading Diagnosis (3)
READ 7250	Reading Remediation (3)
READ 7300	Developing and Supervising Reading Programs (3)
READ 8260	Reading Practicum I: Elementary School Reading (3)
READ 8270	Reading Practicum II: Middle and Secondary School Reading (3)
READ 8828	Seminar in Reading (3)

### Total - 36 Hours

Note: A maximum of nine credit-hours of previous graduate reading course work may be applied to the degree requirements. Only courses potentially equivalent to specific M.A. in Reading courses (READ6190, 6200, 6220, and 6230) will be considered. Courses must have been taken no longer than six years prior to application for admission to the M.A. in Reading program. Petitions and documents for these applied credits must be submitted before or at the same time as application for admission to the M.A. in Reading program. No courses taken at other institutions after starting course work for the GSU M.A. in Reading may be applied.

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

## Master of Arts in Teaching in Urban Teacher Education

### Alternative Teacher Licensure

The Master of Arts in Teaching in Urban Teacher Education prepares candidates to become an elementary or secondary Mathematics, Biology, or Chemistry teacher. Professional education courses provide preparation for teaching, and general education courses expand upon the candidate's knowledge of elementary school or secondary Mathematics, Biology or Chemistry curriculum. This program offers a combination of classroom instruction, field experiences, and a year-long residency in an elementary or secondary school.

### Eligibility

This program is designed for individuals who have obtained their bachelor's degree. Individuals must be willing to complete their residency and work in one of the program's partner school districts for a period of at least three years after completing the program.

## Program Admissions Requirements

Admission to the program is on a competitive basis.

Requirements include:

1. A complete Alternative Certification application:
  - Complete set of official higher education transcripts
  - 300-word typed essay expressing interest in the program and a career in education
  - Letter(s) of reference which document your experience working with children and/or young adults
  - Documentation of work experience from employer(s) - five (5) years preferred
  - Transcribed general education credits of sufficient scope to allow satisfaction of program requirements by the time this program is completed (nine to twelve additional credits may be earned within the scope of this program)
  - Current resume
  - Illinois Licensure Test of Academic Proficiency Exam results indicating a passing score on all sections
2. Holistic assessments including, but not limited to:
  - GRE scores, including Writing test
  - Interview
  - Group problem solving activity
  - Presentation

### Candidate Progress

The Alternative Licensure Assessment Committee made up of faculty and school district personnel 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 Licensure 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 Licensure faculty is available in the Alternative Licensure 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 semester. Candidates are informed in writing of their progress.

### Admission to Teaching Residency

Before beginning the teaching residency, candidates must:

1. Pass the Illinois Test of Academic Proficiency and the Illinois Elementary/Middle Content Area Test or Secondary Content Area Test (Chemistry, Biology, or Mathematics Exam);
2. apply for and receive an Illinois Type 23 Elementary Provisional Teaching or Type 25 Secondary Provisional Teaching License; and
3. have a signed agreement to teach in one of the partnership school districts.



## Middle School Endorsement

Requirements for the middle school endorsement are discussed in the section Licensure of Teachers and Other Professionals in this catalog. Candidates are encouraged to contact their advisor if middle school endorsements are desired so their study plan reflects this decision and required additional coursework.

Professional Teaching Standards and Standards for Licensure in Elementary and Secondary Education are emphasized throughout the program.

## Teacher Licensure

This program is approved by the Illinois State Board of Education for recommendation of the Initial Elementary or Initial Secondary Professional Educator License for Teaching by entitlement. To be recommended for license by Governors State University, elementary and secondary candidates must complete the program and apply for the license within one year of the program's ending date.

### I. General Education Requirement for Teacher Licensure

The Alternative Licensure MAT program requires that candidates have a background in general education. Courses can be taken at the lower or upper division levels. A grade of "C" or higher must be earned.

### II. Professional Course Work Requirement (33-34 Hours)

A grade of "B" or higher must be earned in all professional courses.

#### Prerequisite for ALL candidates:

EDUC 3320 Future of American Education (3)  
EDUC 3321 Effective Teaching and Laboratory (4)

#### All Candidates:

ACA 6110 Initial Field Experience (1)  
ACA 6230 Field Experience I (1)  
ACA 6340 Field Experience II (1)  
ACA 6420 Theory to Practice (3)  
ACA 7110 Research Based Reading Instruction (3)  
ACA 7220 Teaching English as a Second Language (3)  
ACA 8110 Student Learning and Assessment (3)  
ACA 8220 Action Research in Schools (3)  
ACA 8990 Best Practice in Urban Setting (3)

#### Elementary Licensure:

ACE 6130 Teaching in the Content Area (3)  
ACE 7230 Reflective Teaching I (3)  
ACE 8330 Reflective Teaching II (3)

#### Mathematics Licensure:

ACM 6140 Methods of Teaching Math 1 (3)  
ACM 7240 Methods of Teaching Math II (3)  
ACS 8345 Advanced Methods Secondary Teaching (3)

#### Science:

ACS 6150 Methods of Teaching Science I (3)  
ACS 7250 Methods of Teaching Science II (3)  
ACS 8345 Advanced Methods Secondary Teaching (3)

**Total - minimum of 33-34 Hours**

## Early Childhood Education for Currently Licensed Teachers

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

The program is designed for those who already possess an Elementary or Elementary Special Education Teaching License and now wish to pursue licensure in Early Childhood Education. This set of a minimum of six courses (16 hours) meets the ISBE requirements for entitlement leading to teacher licensure 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/License 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 license in Elementary or Elementary Special Education;
5. evidence of having passed the Test of Academic Proficiency of the Illinois Licensure Testing System (ILTS), or evidence of possessing an Illinois teaching license 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/licensure requirements. Courses must have been completed no longer than six years prior to application for admission to the Entitlement/Licensure Early Childhood Education Option. Petitions and documents for these applied credits must be submitted before or at the same time as application, prior to completion of EDEC8820 and EDEC7740. No courses taken at another institution after admission to the entitlement/licensure 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.

### I. Required Courses (16 Hours)

[In prerequisite order]  
EDEC 8820 Advanced Early Childhood Development (3)  
EDEC 7740 Issues and Methods for At Risk/  
Special Needs (3)  
EDEC 7780 Psycholinguistics (3)  
EDEC 6650 Preprimary and SPED Curriculum  
Development in EC (3)  
EDEC 6641 Lab 1: Infant and Toddler (1)

EDEC 6640 Child WWO Special Needs and Family in the Community (3)  
Prior to recommendation for entitlement leading to licensure in Early Childhood Education, all candidates must document passing the ILTS Early Childhood Content Exam and ILTS EC APT Exam.

## II. Additional Requirements:

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

### 15 additional credit hours

EDEC 4510 Beginning Writing and Reading Instruction (3) prior to or concurrently with EDEC8820; and  
EDUC 8702 Independent Study: Early Childhood Practicum (3-6 depending upon experience)

### 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 License must document completing the below courses:

EDEC 8830 Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood (3)  
SPED 6101 Survey of Students with Exceptionalities (3)

Note: Those who complete the entitlement/license 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.

## College Career Counseling Certificate

The College Career Counseling Certification offered by the Counseling Program in the Division of Psychology and Counseling is designed in the hybrid format that will be accessible to a diverse population of various localities. While most course work is accomplished online, the monthly face to face class meetings will enhance the community feeling among students. The curriculum includes a sequence of five 3-credit hour courses designed to prepare professionals to enhance college career readiness in adolescents and adults in preparation for the challenging workforce. The curriculum focuses on knowledge and skill building in the areas of college career assessment, college admission counseling and career coaching with individuals in the secondary and postsecondary settings. Practicing or retired professionals in counseling, academic advising, financial aid, registrar, student life, and human resources will find a window of opportunities for professional renewal, development, and advancement.

### Admission Criteria

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

1. Provide evidence of having completed a bachelor's degree from a regionally accredited institution of higher education.
2. Have an undergraduate GPA of 3.0 (A=4) or higher.

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

## Student Progress

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

## Conditional Continuation

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

## Certificate Requirements

Students must meet all university requirements for a certificate. A 100-hour practicum embedded in COUN8852 is required for all students.

### I. Required Preparation/Prerequisite Courses

To receive the College Career Coaching Certification, students must successfully complete the following courses with a grade of "B" or better.

Counseling Course Prerequisites

COUN 6620 Lifespan Developmental Issues\*  
COUN 7730 Life Style and Career Development\*  
\*or equivalent courses

### II. College Career Coaching Certificate Courses (9 Hours)

COUN 7735 Students in Higher Education  
COUN 8852 College Career Coaching Academy  
(Lab: COUN 3300 My Career Workshop or Community Service Learning Project)  
COUN 8862 College Admission Counseling

Total – minimum of 9 - 15 Hours

## Mindfulness in the Helping Professions Certificate

The College of Health and Human Services and the College of Education offer to train professionals to integrate mindfulness-based approaches to clinical practice. The program focuses on three areas: academic, professional, and personal. At the academic level, program participants will become familiar with current research on the application of mindfulness to a variety of clinical settings. At the professional level, participants will develop skills to utilize interventions to treat a variety of clinical problems and disorders, including anxiety and depression and stress-related illnesses. At the personal level, participants will integrate mindfulness practices into their lives.

The program is intended for post-masters mental health and

allied health professionals (nurses, addiction counselors, occupational therapists, physical therapists, psychologists, social workers) with access to clinical populations. In addition, current masters level GSU students enrolled in clinically-oriented programs and who are in their advanced clinical practicum/internship, are eligible for the program. The deadline for admission for fall semester will be March 15.

### Admissions Requirements

A master's or doctoral degree in mental health or allied health professions. Graduate students enrolled in and having good standing in their advanced practicum/internship and who have access to a clinical population will be considered for admission on an individual basis.

Applicants must:

1. Provide evidence of 30-60 hours and a master's, specialist, or doctoral degree from an accredited institution.
2. Provide evidence of being currently enrolled in a graduate degree program and having completed or being enrolled in an advanced clinical practicum/internship, or working toward clinical/counseling licensure with access to a clinical population.
3. Being in good academic standing at the last institution attended.
4. Have satisfied any university and program admission criteria for the certificate program for which they are applying.
5. Submit a non-refundable \$50 application fee.

### Requirements for the Certificate

The curriculum leading to the Mindfulness in the Helping Professions Certificate consists of six graduate courses:

SOCW 7801	Introduction to Mindfulness in the Helping Professions (3)
	or
PSYC 7801	Introduction to Mindfulness in the Helping Professions (3)
SOCW 7802	Laboratory in Mindfulness I (2)
	or
PSYC 7802	Laboratory in Mindfulness I (2)
SOCW 7803	Advanced Mindfulness in the Helping Professions (3)
	or
PSYC 7803	Advanced Mindfulness in the Helping Professions (3)
SOCW 7804	Laboratory in Mindfulness II (2)
	or
PSYC 7804	Laboratory in Mindfulness II (2)
SOCW 7806	Laboratory in Mindfulness III (2)
	or
PSYC 7806	Laboratory in Mindfulness III (2)
SOCW 7808	Laboratory in Mindfulness IV (2)
	or
PSYC 7808	Laboratory in Mindfulness IV (2)

**Total - 14 Hours**

### Completion

To receive the Mindfulness in the Helping Professions Certificate each student must:

1. Be admitted to the certificate according to the admission requirements;
2. Complete the eight required courses with a cumulative GPA of at least a 3.0;
3. Remove all grades of incomplete by the date that the certificate is to be completed;
4. Complete all coursework within two (2) years from the date of admission;
5. Meet all financial obligations to the university; and
6. Submit an application for award of the certificate.

### Certificate in Online Teaching

The use of the Internet to deliver education and training in fully-online and web-enhanced formats has grown in all sectors of our economy, creating a need for professionals who possess the skills to develop curriculum and facilitate high-quality online learning. This certificate program in online teaching prepares faculty members and trainers in all settings to design, produce, and facilitate online courses in accordance with best-practice guidelines. In keeping with the nature of this curriculum, all courses toward the certificate are offered online with no on-campus requirements.

### Admission Requirements

All courses must be taken in sequence; students will be admitted only in the term in which the Introduction to Online Teaching course is offered.

### Certificate Completion Requirements

The Certificate in Online Teaching will be awarded to participants who complete the 12 credit-hour program with a "B" or better in each required course and a 3.0 cumulative grade point average. The required courses include the following:

ONTL 6101	Introduction to Online Teaching (3)
ONTL 6201	Facilitating Online Learning (3)
ONTL 7101	Designing Online Courses (3)
ONTL 7201	Producing Digital Content (3)

**Total - 12 Hours**

### Certificate in Reading Teacher Endorsement (GSU Post-B.A. Certificate Program)

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

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

### Special Admission Requirements

In addition to meeting the university admission criteria, applicants must hold an Illinois (or comparable out-of-state) Early Childhood Certificate, Elementary, Secondary, or Special Teaching License. They should either have completed at least two years of appropriate teaching experience or will have completed two years of teaching experience before being enrolled in READ7240 Reading Diagnosis. Formal application to this certificate program is necessary.

The Reading Teacher Endorsement program is offered in a cohort format. Admission to the Reading Teacher Endorsement program is available at two points each year: summer term and fall term. Applications for summer term admission are due by February 15; applications for fall term admission are due by May 15.

After meeting the university admission criteria, in order to continue in the program, students must submit to the College of Education all components of the complete application packet before completing the first term's coursework (READ6210 and READ6220). The complete application packet includes:

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

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

### Faculty Monitoring of Student Progress

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

#### Required Courses (24 Hours)

READ 6190	Narrative and Expository Writing Instruction, K-12 (3)
READ 6200	Psycholinguistic and Sociolinguistic Foundations of Literacy (3)
READ 6210	Survey of Reading: Theory and Practice (3)
READ 6220	Teaching Reading in Content Areas (3)
READ 6230	Integrating Children's and Adolescents' Literature Across the Curriculum (3)
READ 7240	Reading Diagnosis (3)
READ 7250	Reading Remediation (3)

Select the practicum appropriate to original certificate:

READ 8260	Reading Practicum I: Elementary School Reading (3) or
READ 8270	Reading Practicum II: Middle and Secondary School Reading (3)

Total - 24 Hours

### Requirements for Transfer of Previous Graduate Coursework

Students with previous graduate reading coursework may be allowed to apply a maximum of six credit hours to the program requirements. Only courses potentially equivalent to specific GSU Reading courses (READ6190, 6200, 6220, or 6230) will be considered. Courses must have been completed no longer than six years prior to application to the certificate in Reading Teacher Endorsement. Petitions and documents for these applied credits must be submitted before or at the same time as application to the RDTE certificate program. No courses taken at another institution after admission to the certificate may be applied. All petitions for transfer of coursework will be evaluated by the MA in Reading program faculty. Under no circumstances will previous coursework that does not closely match one of the above GSU READ courses be applied for credit to the GSU RDTE certificate program.

## Post Master's Clinical Mental Health 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 Clinical Mental Health Counseling.

### 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. Be LPC of LPC eligible; and
3. Have a graduate GPA of 3.0 or higher.

Students will be admitted In the Fall and the Spring semesters. Applications must be received by February 15 for Fall term and August 15 for Spring term.

### Student Progress

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

### Conditional Continuation

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

### Certificate Requirements

1. Students must meet all university requirements for a certificate. See the internship manual or materials for additional information.
2. A 600-hour internship is required for all counseling students.

#### I. Required Preparation/Prerequisite Courses (30 Hours) Counseling Course Prerequisites

- COUN 6630 Counseling Theories (3)\*  
COUN 7810 Beginning Counseling and Human Relations Skills (3)\*  
COUN 7855 Assessment and Treatment Planning (3)\*

#### II. Clinical Mental Health Counseling Required Certificate Courses (24 Hours)

- COUN 7633 Community Counseling (3)  
COUN 8842 Practicum I: Individual & Vocational Counseling (3)  
COUN 8845 Practicum II: Individual & Vocational Counseling (3)

- COUN 8848 Crisis Intervention & Trauma Counseling (3)  
COUN 8849 Psychopharmacology & Substance Abuse Counseling (3)

### III. Total - minimum of 15 Hours

## Post Master's School Counseling Certification

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

### ISBE Licensure

The Illinois State Board of Education (ISBE) has approved the School Counseling program to prepare candidates for the Educator License with an endorsement in School Counseling. Candidates seeking to be recommended for this credential shall either (1) hold or be qualified to hold a teaching certificate from a regionally accredited institution, or (2) have completed the GSU or equivalent teaching competence courses (i.e. EDAD7713, COUN7620, COUN6622 and SPED6101).

All School Counseling students must provide evidence of successful completion of the Test of Academic Proficiency or ACT or SAT prior to admission to the program. All School Counseling students must present evidence of passing the ISBE School Counselor Proficiency Test before they are permitted to begin internship and before they will be recommended for Educator License.

### 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 Test of Academic Proficiency of the Illinois Licensure Testing System; and
3. have a graduate GPA of 3.0 or higher.

### Student Progress

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

### Conditional Continuation

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

When conditions are met, the student is transferred to good standing status. Students may not be admitted to the culminating project without achieving good standing status.

#### I. Required Preparation/Prerequisite Courses (30 Hours)

##### Counseling Course Prerequisites

COUN 6630	Counseling Theories (3)*
COUN 7720	Social and Cultural Foundations (3)*
COUN 7725	Family Systems: Theory and Practice (3)*
COUN 7730	Lifestyle and Career Development (3)*
COUN 7847	Group Dynamics (3)*
COUN 6610	Research and Assessment (3)*

##### Teacher Competency Prerequisites

COUN 6622	Applied Learning Theory for School Personnel (3)*
COUN 7620	Life Span Development Issues (3)*
EDAD 7713	Leadership and Organizational Behavior (3)*
SPED 6101	Survey of Students with Exceptionalities (3)** or equivalent courses

#### II. School Counseling Required Certificate Courses (24 Hours)

COUN 6638	Introduction to School Counseling (3)
COUN 8851	Consultation and School Staff Development (3)
COUN 8853	Parent Education: Prevention and Intervention (3)
COUN 8844	Practicum: School Counseling (K-12) (3)
COUN 8852	College Career Coaching Academy(3)
COUN 8858	Development of School Counseling Programs (3)
COUN 8968	Counseling Internship I: School Counseling (3)
COUN 8969	Counseling Internship II School Counseling (3)

#### III. Total - minimum of 24 Hours

### Certificate Requirements

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

Prior to receiving the university recommendation for the Educator License, students must provide evidence of having passed the School Counselor content area examination of the Illinois Licensure Testing System.

### Certificate in Supervisory Endorsement in Reading

#### (GSU Post-M.A. Certificate)

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

Note: This program leads to endorsement on existing licenses only and does not prepare candidates for an initial teaching license.

### Special Admission Requirements

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

### Required Courses

Taken during the M.A. in Reading Program:

READ 7300	Developing and Supervising Reading Programs (3)
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Additional Coursework is required for completion of this certificate program. Please contact the program advisor for additional information.

**Total for Supervisory Endorsement in Reading - 9 Hours**

### School Psychology Program

The Educational Specialist degree (Ed.S.) in School Psychology at GSU has been designed to equip professionals to directly and indirectly deliver a continuum of educational and mental health services to children and families in the region and beyond, and to work with teachers and other educators in public and private schools and other educational settings to enhance student learning and well-being. This program of study incorporates theoretical and applied approaches across developmental, cognitive, social, and behavioral domains to promote the development of a superior level of professional competence towards the implementation of school psychological services that are empirically supported, data driven, and culturally competent. Graduates of the program are prepared to enhance student achievement and wellness by functioning in multiple roles including treatment, assessment, and consultative modalities, as well as teaching and research roles. The entire program is a four-year, cohort-based model providing future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. Students accepted into the Ed.S. in School Psychology program will also earn a Master of Arts in School Psychology and will be eligible to apply for practice in Illinois.

The master's degree program (contained within the specialist degree program) typically takes two years of study and involves:

- A minimum of 36 hours of coursework
- A practicum in school psychology (125 hours)
- Completion of a portfolio containing performance-based and knowledge-based evidence demonstrating attainment of the program competencies.

The specialist's degree program typically takes a total of four years (2 beyond masters including internship) and involves:

- A minimum of 66 hours of coursework (30 hours beyond Master's)
- An advanced practicum in school psychology (125 hours)
- Completion of a capstone project providing evidence demonstrating completion of program competencies,

as well as consultation, intervention planning, and/or program evaluation evidence.

- A passing score on the National School Psychology Examination or State of Illinois Subject Area Test in School Psychology; applicants will be encouraged to take both examinations.
- A two-semester full-time internship which requires 1200 hours, at least half of which takes place in a school setting.

**Mode-of-Delivery:** Face-to-face (with many web-enhanced courses).

### Admission Requirements:

Admission to the program occurs annually (Fall only). Complete Admissions packets are accepted February 1 through March 15. Meeting or exceeding the minimum admission criteria does not guarantee admission to the program. The minimum criteria for admission are described below. Incomplete application packets will NOT be reviewed for admission. Please submit the following materials together in one envelope to the Psychology Advising Office (G386):

1. University Application for Admission.
2. \$50 application fee.
3. One set of official (unopened) transcripts from all colleges/universities attended. Applicants must have a grade point average (GPA) of at least 3.0 in the last 60 hours of undergraduate coursework.
4. Proof of having taken the General Test of the Graduate Record Exam (GRE) within five years of intended admission. Applicants are recommended to have GRE combined scores of 316 on the Verbal and Quantitative sections (or a combined Verbal and Quantitative score of 1050 if taken prior to August 2011); and 4.5 on the analytical writing section.
5. Evidence of satisfactory professional writing and analysis by one of the following:
  - a. A grade of "B" or higher in PSYC3102 (Thinking and Writing in Psychology) or its equivalent; or
  - b. A score of 4.5 or higher on the Analytical Writing section of the GRE General test.
 Applicants not meeting this criterion may have to complete PSYC 3102 or its equivalent prior to or upon admission to the program.
6. An essay outlining the applicant's purpose in seeking a specialist degree in School Psychology and long-term goals.
7. Personal Reference Forms from three professionals/professors who can attest to the applicant's academic and/or professional capabilities in the field of School Psychology.
8. Completed Statement of Character Form.
9. Proof of basic competency met by one of the following:
  - a. Official evidence of having passed the Test of Academic Proficiency (TAP) of the Illinois Licensure Testing System;
  - b. Official ACT Plus Writing score report demonstrating a composite score of at least 22;\*
  - c. Official SAT score report demonstrating a composite (mathematics and critical reading) score of at least 1030;\* or
  - d. Official evidence of having passed the previous Illinois Test of Academic Proficiency within five years.

- \* The writing subtest must have been taken for the ACT or SAT; however, the writing score is not included in the composite score requirement for either test.

Note: If the applicant holds a valid Illinois Educator Certificate or License and the Illinois Basic Skills test was previously passed for this issuance, the TAP/ACT/SAT test will not be required. In this case, the applicant would need to supply an official copy of their Illinois Educator Certificate or License as verification.

### Additional Admission Requirements:

In addition to submitting the elements above for admissions consideration, applicants must:

1. Complete the specified prerequisite coursework (see below) with no grade below B allowed. If these are not completed at the time of admission, they must be completed prior to attaining candidacy or taking courses for which they are prerequisite;
2. Pass an Illinois State Criminal Background check (only applicants approved to interview will need to complete this step);
3. Complete an admission's interview (if selected).

### Prerequisite Coursework:

Must be completed prior to admission with no grade below "B" allowed. Equivalent GSU courses are in parentheses.

Developmental Psychology (PSYC3201)  
 Abnormal Psychology (PSYC3430)  
 Cognitive, Behavioral, or Educational Psychology (PSYC3520, 4524, or EDUC4440)  
 Research Methods (PSYC4750)  
 Statistics for the Social Sciences (STAT4720)  
 Foundations of Education (EDUC2310)  
 Foundations of Special Education (SPED4100)  
 Substance Abuse (ADD5100 or equivalent)  
 Writing for Psychology (PSYC3102, evaluation, or 4.5 on analytical writing section of GRE)

### Degree Requirements:

#### Master of Arts (MA) in School Psychology (36 Hours)

- I. **Educational and Psychological Foundations (12 Hours)**
  - PSYC 6221 Psychopathology (3)
  - PSYC 6606 Cognitive/Educational Psychology (3)
  - PSYC 6629 Seminar in Human Development (3)
  - PSYC 6635 Seminar in School Psychology (3)
- II. **Data Based Decision Making and Assessment (18 Hours)**
  - PSYC 7620 Psychoeducational Lab (3)
  - PSYC 7625 Psychoeducational Assessment and Intervention (3)
  - PSYC 7630 Diagnostic Lab I (3)
  - PSYC 7635 Psychodiagnostics I: Intelligence (3)
  - PSYC 7640 Diagnostic Lab II (3)
  - PSYC 7645 Psychodiagnostics II: Psychobehavioral (3)
- III. **Intervention, Consultation, and Program Evaluation (3 Hours)**
  - PSYC 7320 Theories of Psychotherapy (3)

**IV. Field Experiences (3 Hours)**

PSYC 8965 Practicum in School Psychology (3)

**Total - 36 Hours**

**Educational Specialist (Ed.S.) in School Psychology (30 Hours beyond MA)****I. Educational and Psychological Foundations (6 Hours)**

PSYC 7240 Topics in Multicultural Psychology (3)  
PSYC 8635 Neuropsychology: Brain and Behavior (3)

**II. Data Based Decision Making and Assessment (3 Hours)**

STAT 8260 Advanced Statistics in Behavioral Science (3)

**III. Intervention, Consultation, and Program Evaluation (12 Hours)**

COUN 7725 Family Systems: Theory and Practice (3)  
PSYC 7650 Crisis and Intervention Strategies for Schools (3)  
PSYC 8858 Advanced Assessment and Intervention (3)  
PSYC 8930 Consultation and Program Evaluation (3)

**IV. Field Experiences (9 Hours)**

PSYC 8866 Advanced Practicum in School Psychology (3)  
PSYC 8960 Internship in School Psychology I (3)  
PSYC 8961 Internship in School Psychology II (3)

**Total - 30 Hours**

**Program Total - 66 Hours**

**Ed.D. in Counselor Education and Supervision**

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

**Admission Requirements**

Students for Ed.D. in Counselor Education and Supervision will be admitted for the fall term only. Late admissions packets will be accepted on a space available basis. Applications for admission are available from the GSU Admissions Office and the Division of Psychology and Counseling ([www.govst.edu/counseling](http://www.govst.edu/counseling)). Due to space availability, this program can only accept a limited number of students each year. All materials must be submitted by January 15 of that year for fall admission. Applicants will meet with an admissions committee prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a master's degree in counseling (CACREP approved) or a related field by the time they enter the doctoral program.

Students may be admitted to the program even if they do not have all of the prerequisites for the doctoral program, but must complete them before Candidacy.

In addition to meeting university admission criteria, applicants must:

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

**Academic advisor and Faculty advisor**

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

**Continuous Enrollment Requirement**

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

**Time Limit**

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



## Credits

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

## Transfer Credits

Up to 25 percent (12 Credit Hours) post-masters work may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

## Comprehensive Exam and Oral Defense

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

## Candidacy

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

## Teaching Experience

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

## Practica and Internship

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

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

## Capstone/Dissertation project

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

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

## Graduation

In order to graduate, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.0; been advanced to candidacy, passed the comprehensive exam, passed the oral defense, completed internship, passed the capstone/dissertation project defense, applied for graduation, and paid all fees.

## Ed.D. in Counselor Education and Supervision Requirements:

### Masters Degree Coursework:

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

### Core Coursework:

COUN 6600	Professional Orientation and Ethical Standards for Counselors (3)
COUN 6630	Counseling Theories (3)
COUN 7620	Life Span Developmental Issues (3)
COUN 7720	Social and Cultural Foundations (3)
COUN 7725	Family Systems: Theory and Practice (3)
COUN 7730	Life Style and Career Development (3)
COUN 7810	Beginning Counseling and Human Relations Skills (3)
COUN 7847	Group Dynamics and Intervention (3)
COUN 7855	Assessment and Treatment Planning (3)
COUN 8811	Interventions with Children and Adolescents (3)
COUN 6110	Research and Assessment (3)

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours). The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

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

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

### Professional Identity, Roles and Ethics (12)

COUN 9301	Professional Identity in Counselor Education and Supervision (3)
COUN 9330	Advanced Counseling Theory (3)
COUN 9365	Supervision (3)
PSYC 8501	Teaching in Psychology and Counseling (3)

### Practicum (6)

COUN 9360	Advanced Counseling Skills Practicum I (3)
COUN 9361	Advanced Counseling Skills Practicum II (3)

### Human Development and Biological Bases of Behavior (3)

PSYC 6229	Advanced Human Development (3)
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### Multicultural (3)

COUN 9320	Advanced Issues in Diversity (3)
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### Research (9)

COUN 8826	Research Literature in Counseling and Psychotherapy (3)
PSYC 8549	Advanced Research Seminar (3)
STAT 8260	Advanced Statistics (3)

### Internship (6)

COUN 9990	Internship I (3)
COUN 9991	Internship II (3)

### Capstone/Dissertation Project (9)

COUN 9999	Capstone/dissertation project (3 credit hours—repeatable)
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**Total - 48 Hours**

## Ed.D. in Interdisciplinary Leadership

The doctorate in Interdisciplinary Leadership is an online program based on a practitioner-scholar model with an emphasis on a core set of leadership principles and four concentrations. This program adopts a primarily applied action research-oriented model with a specific emphasis on addressing real-world problems and issues. The purpose of an interdisciplinary doctoral degree is to produce advanced leaders for the fields of education, not-for-profit, and public safety. A significant strength of the program is its experiential component, through which all graduates will have opportunities to integrate theory and practice. There is also a direct focus on sustainability of innovative practices and global competencies. The doctoral program requires passing of the doctoral written and oral comprehensive examinations, and completion of a capstone/dissertation project.

### Admission Requirements

Applicants will meet with an admissions committee comprised of at least three faculty representing different program concentrations prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants seeking to enroll in the Superintendent concentration of this Ed.D. program, must have completed a master's degree from a regionally accredited institution in Educational Administration or Principalship.

In addition to meeting university admission criteria, applicants must

1. Submit a statement describing personal and professional goals for seeking an Ed.D. in Interdisciplinary Leadership along with a vita or resume summarizing prior education and employment history and pertinent professional activities.
2. A master's degree from an accredited institution and a minimum cumulative GPA of 3.0.
3. The following minimum scores on the Graduate Record Exam taken within the past five years of intended admission: a combined GRE verbal and quantitative score of 1000 points or its equivalent on the revised Graduate Record Examination and a 4.0 on the analytical writing section.
4. Three letters of recommendation by professionals (Two must be from faculty members who have worked extensively with the applicant. The third letter may be from another faculty member or other professional)
5. An interview with a faculty admissions committee.

## Academic Advisor and Faculty Advisor

Upon admission to the Ed.D. program in Interdisciplinary Leadership, each student will be assigned two advisors. All doctoral students will be assigned an academic advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. The faculty advisor is in charge of mentoring the doctoral student in his or her area of concentration, and through the qualifying exam, oral defense, internship, and capstone project process. As the student's specialized interest(s) develop, the faculty advisor may change according to the procedures outlined in the Program Handbook.

## Program Requirements

**Continuous Enrollment** – Students must register for a minimum of nine graduate credits per semester.

**Time Limit** – Students must complete all coursework and capstone project within seven years after admission.

**Credits** – Minimum 60. Additional hours may be required for specialization or prerequisite.

**Qualifying Exam and Oral Defense** – Students must complete written and oral Qualifying Examinations before granted candidacy.

**Candidacy** – Candidacy is conferred upon completion of required coursework, passage of written Qualifying Exam and Oral Defense, and prior to capstone project.

**Capstone Project** – Consists of quantitative or qualitative inquiry into a topic of interest related to student's primary area of study. Continually reviewed by a doctoral committee composed of four tenured/ tenure track faculty members (two from concentration area and two members from outside of area). Student works with his/her chair in an advisory manner to select topic of inquiry and complete the project.

## Degree Requirements

### I. Core Courses: (18 Hours, plus the Qualifying Exam)

LEAD	9101	Research Literature, Data Analysis, and Decision Making (3)
LEAD	9102	Theories and Ethics of Leadership (3)
LEAD	9103	Finance and External Funding (3)
LEAD	9104	Strategic Planning/Collaboration/Sustainability (3)
LEAD	9105	Community Relations/Media/Technology (3)
LEAD	9106	Change, Diversity and Global Issues (3)
LEAD	9201	Qualifying Examination (3)

### II. Capstone Project (9 hours)

LEAD	9991	Capstone Project Seminar (3 Credits)
LEAD	9998	and LEAD 9999 Capstone Project (6 Credits)

### III. Concentrations

Not for Profit/Social Entrepreneurship (33 Hours)		
NPSE	9101	Public Relations for Not for Profit Organizations (3)
NPSE	9102	Public Policy and Finance for Not for Profits – Foundation (3)
NPSE	9103	Government and Governmental Relations (3)
NPSE	9104	Applied Management for Not for Profit Organizations (3)

NPSE	9105	Law for Not for Profit Organizations (3)
NPSE	9106	Issues and Trends for Not for Profits (3)
NPSE	9107	Special Topics in Not for Profits (3)
NPSE	9201	Public Policy and Finance for Not for Profits – Advanced (3)
NPSE	9202	Strategic Planning, Project Evaluation, and Sustainability (3)
NPSE	9203	Advanced Social Entrepreneurship (3)
NPSE	9204	Advanced Organizational Behavior (3)

### Superintendent (33 Hours)

SUPT	8836	Administration of School Personnel (3)
SUPT	8838	Collective Bargaining (3)
SUPT	8842	The Politics of Education (3)
SUPT	8860	The Dynamics of School Climate (3)
SUPT	9101	School Finance for Superintendents (3)
SUPT	9102	Education for Diversity (3)
SUPT	9103	Advanced Curriculum/Instruction/Assessment (3)
SUPT	9104	Facilities and Sustainability (3)
SUPT	9330	Advanced School Law (3)
SUPT	9340	The Superintendency – Issues and Trends (3)
SUPT	9350	District Improvement Planning (3)

### Higher Education (33 Hours)

HEAD	9101	Leadership in Colleges and Universities (3)
HEAD	9102	Organization, Governance, and Campus Culture in HE (3)
HEAD	9103	Strategic Planning in Higher Education (3)
HEAD	9104	Political and Legal Issues in Higher Education (3)
HEAD	9105	Theories of Teaching and Learning in Adult Education (3)
HEAD	9106	Student Affairs in Higher Education (3)
HEAD	9201	Accountability and Accreditation in Colleges and Universities (3)
HEAD	9202	Business and Fiscal Management in Colleges and Universities (3)
HEAD	9203	Emerging Trends in Higher Education (3)
HEAD	9001	Independent Study in Higher Education or Elective (3)
HEAD	9002	Special Topics in Higher Education (3)

### Public Safety (33 Hours)

PSJS	9001	Special Topics in Public Safety (3)
PSJS	9101	Budgeting in Public Safety (3)
PSJS	9102	Intergovernmental Relations in Public Safety (3)
PSJS	9103	Emerging Trends I: The Justice System (3)
PSJS	9104	Emerging Trends II: Public Safety (3)
PSJS	9105	Outreach and Collaboration in Public Safety (3)
PSJS	9106	Specialized Operations in Public Safety (3)
PSJS	9201	Social Action, Cultural Perspectives, and Problem Solving in Public Safety (3)
PSJS	9202	Public Safety Research Methods (3)
PSJS	9203	Intrapersonal Leadership and Ethics in Public Safety (3)
PSJS	9204	Ethical Organizational Leadership in Public Safety (3)

**Total - 60 Hours**

## Graduation Requirements

In order to graduate, a candidate must have completed all coursework (minimum of 60 credit hours) with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy, passed the qualifying exam, passed the oral defense, passed the capstone project defense, applied for graduation, and paid all fees.

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# COLLEGE OF HEALTH AND HUMAN SERVICES

Beth Cada, Dean

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

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

## ACCREDITATION

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

The graduate program in Communication Disorders is accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). It also is approved by the Illinois State Board of Education (ISBE) and leads to the eligibility for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology. The MHS in Communication Disorders also meets the educational requirements for licensure in speech-language pathology in the state of Illinois.

The graduate Nursing major is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Accreditation Commission for Education in Nursing, Inc. is located at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone 404.975.5000. Fax 404.975.5020.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.

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

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

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

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## Master's Programs

Addictions Studies (M.H.S.)  
*Addictions Counseling*  
 Communication Disorders (M.H.S.)  
 Health Administration (M.H.A.)  
 Nursing (M.S.N.)  
*Clinical Nurse Specialist*  
*Family Nurse Practitioner*  
*Nursing Administration*  
 Occupational Therapy (M.O.T.)  
 Social Work (M.S.W.)  
*Holistic Practice*  
*Practice with Children and Families*  
*School Social Work*

## Certificates

Addictions Screening, Assessment, and Referral  
 Family Nurse Practitioner  
 Health Care Informatics  
 Health Services Research  
 Long-Term Care Administration  
 Mindfulness in the Helping Professions  
 Nurse Educator  
 Principles of Conductive Education  
 Substance Abuse Intervention in Healthcare

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## 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.)