Academic Calendar

The complete academic calendar appears in the Schedule of Classes for each trimester.

FALL TRIMESTER 1983

Financial Aid Application Deadline ........................................ May 2
Advance Registration ......................................................... July 15-August 13
Admission Application and Credential Deadline ..................... August 5
Schedule Pick Up and Fee Payment for Advance Registered Students . . . . . . . . . . . . . . . August 23
Open Registration and Fee Payment ........................................ August 24
Classes Begin ................................................................. August 29
HOLIDAY—Labor Day ........................................................ September 5
HOLIDAY—Thanksgiving Recess Begins .................................. November 24
Classes Resume ............................................................... November 28
Trimester Ends ............................................................... December 10

WINTER TRIMESTER 1984

Advance Registration ........................................................... November 16-December 14
Financial Aid Application Deadline ......................................... December 1
Admission Application and Credential Deadline ...................... December 7
Schedule Pick Up and Fee Payment for Advance Registered Students . . . . . . . . . . . . . . . January 4
Open Registration and Fee Payment ........................................ January 5
Classes Begin ................................................................. January 9
HOLIDAY—Martin Luther King's Birthday (Observed) ................. January 16
HOLIDAY—Lincoln’s Birthday (Observed) ................................. February 13
Trimester Ends ............................................................... April 21

SPRING/SUMMER TRIMESTER 1984

Financial Aid Application Deadline ......................................... March 2
Advance Registration ........................................................... March 14-April 11
Admission Application and Credential Deadline ...................... April 6
Schedule Pick Up and Fee Payment for Advance Registered Students . . . . . . . . . . . . . . . April 24
Open Registration and Fee Payment ........................................ April 25
Classes Begin ................................................................. April 30
HOLIDAY—Memorial Day (Observed) ..................................... May 28
COMMENCEMENT ............................................................ June 2 and 3
Admission Application and Credential Deadline for Summer Session ........................................................................................................... June 4
HOLIDAY—Independence Day ................................................... July 4
Trimester Ends ............................................................... August 11
Notice: It should be understood that information in this Catalog is subject to change and does not constitute a contract between the student and the university. Through the university governance and administrative processes, changes may occur after publication and such changes take precedence over catalog statements. Students are responsible for meeting all applicable requirements and are encouraged to seek current information from appropriate offices.
# Table of Contents

Academic Calendar .......................................................... Inside Front Cover

The University ...................................................................... 5

Academic Services .................................................................. 7

Student Life ........................................................................... 13

Admissions Information .......................................................... 19

Degree Requirements .............................................................. 31

Academic Regulations ............................................................ 39

Tuition and Fees ...................................................................... 47

Financial Assistance ............................................................... 53

Undergraduate Studies ............................................................ 61

  Degrees Offered .................................................................. 63

  College of Arts and Sciences .............................................. 64

  College of Business and Public Administration ............... 79

  College of Education ....................................................... 89

  School of Health Professions .......................................... 94

  Board of Governors Degree Program ............................. 103

Graduate Studies .................................................................... 105

  Degrees Offered .................................................................. 108

  College of Arts and Sciences .............................................. 109

  College of Business and Public Administration ............... 121

  College of Education ....................................................... 126

  School of Health Professions .......................................... 137

Course Descriptions .............................................................. 145

Appendix ............................................................................... 263

Professional and Administrative Staff .................................. 277

  Illinois Board of Higher Education ............................... 291

  Board of Governors ....................................................... 291

Campus Map .......................................................................... 292

Catalog Index ......................................................................... 294

Regional Map ........................................................................ Inside Back Cover
AFFIRMATIVE ACTION STATEMENT
Governors State University is an equal employment opportunity/affirmative action university which administers its educational and employment programs in compliance with federal, state and local laws and does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap.
The University
Governors State University was chartered in 1969 in response to the dramatic growth of Illinois' community college system. The state recognized the need for an upper division, commuter university designed to allow graduates of the community college system and others in the southern Chicago metropolitan area access to baccalaureate and graduate study in a convenient location and at a reasonable cost.

The university is situated on a 750 acre campus with three lakes and several nature trails. The main building is a remarkable structure, nearly a quarter of a mile in length, with large open areas which integrate the facility with the surrounding landscape. The campus also boasts seventeen exciting outdoor or monumental sculptures which have been described as "perhaps the finest exhibition of monumental sculpture in the country."

In response to the needs of the region, the university provides educational opportunities in liberal arts, science, education, business and health. Special emphasis is given to programs in fields with growing employment opportunities at both the undergraduate and graduate levels. The university also gives special attention to liberal education to provide a broad educational base and preparation for continued learning.

The university provides service to diverse clientele over a wide geographic area, through off-campus instruction at numerous sites in the region. Mediated instruction in television and correspondence formats is also available. The provision of necessary academic support services—student activities, counseling, learning assistance, advisement, placement and other special programs—is integral to the university's commitment to its unique clientele.

The curricula of the university are offered through the Colleges of Arts and Sciences, Business and Public Administration, Education, and the School of Health Professions. A special undergraduate liberal arts degree is offered through participation in the Board of Governors Bachelor of Arts degree program. GSU is fully accredited by the North Central Association of Colleges and Secondary schools.

The constitution of the university provides for a governance system to ensure involvement of all constituencies in the policy making process of the university. The constitution established three senates: faculty, student and civil service, to be assisted by a coordinating council and charged to make recommendations to the president concerning policy matters.

Governors State, with Eastern, Western, Chicago State, and Northeastern Illinois universities are responsible to the Board of Governors of State Colleges and Universities. This board, as with other boards and trustees of other universities and colleges, is responsible to the state legislature and governor through the Illinois Board of Higher Education.
Academic Services
ADMISSION AND RECRUITMENT
The office of Admissions and Student Recruitment may be an individual’s first contact with Governors State University. The office provides preadmission counseling, which includes current information about the university curricula, admission requirements, transcript evaluation, and the transfer of credit process, as well as degree requirements. The office is responsible for the application and admission process for both undergraduate and graduate students, including receipt of applications and credentials, credential evaluation and notification regarding decisions on admission. The admissions counselor for international students provides assistance to applicants in the areas of international credential evaluation and information regarding requirements of the Department of Immigration and Naturalization Services.

The office is open Monday through Thursday, 8:30 am - 8:00 pm; Friday, 8:30 am - 5:00 pm; and Saturday, 9:00 am - 12:00 noon.

Preadmission counseling is available, with or without an appointment, during the following hours: Monday and Thursday, 1:00 pm - 8:00 pm; Tuesday and Wednesday, 9:00 am - 5:30 pm; Friday, 1:00 pm - 5:00 pm; and Saturday, 9:00 am - 12:00 noon.

Student-guided campus tours also are available by appointment Monday through Friday at 10:00 am, and Monday through Thursday at 4:00 pm.

REGISTRATION AND RECORDS
The Registrar’s Office coordinates registration, add/drop, grade processing, and graduation activities at various times during the academic year. In addition to those major functions, the Registrar’s Office maintains the official academic records of the university.

The Registrar’s Office serves both currently enrolled and former GSU students. A variety of services are available including: providing registration information; registering students for courses; producing official transcripts; certifying enrollment; verifying degrees earned; processing changes of address, name, or residence classification; producing grade reports; certifying students for graduation; and providing information concerning commencement.

Staff members are available to assist students in understanding university policies and procedures and in interpreting academic regulations. The office is open from 8:30 am - 8:00 pm, Monday through Thursday; from 8:30 am - 5:00 pm on Friday; and from 8:30 am - noon on Saturday.

UNIVERSITY LIBRARY
The University Library is open and reference and information service is provided 74 hours per week. Librarians are available to help students at three locations: the main reference desk, the documents/serials information desk, and the materials center information desk. The library staff offers tours of the library and provides bibliographic instruction to individuals and groups upon request.

The library maintains a comprehensive collection of print and audiovisual materials. These materials are, with few exceptions, on open shelves, readily accessible to users. The collection encompasses over 200,000 books; 20,000 media items, including 16mm films, video cassettes, recordings, filmstrips, slides, and kits; 300,000 microfiche; and 2,300 periodical subscriptions. The library is a depository for both U.S. and Illinois government documents.
Library resources and facilities include: the materials center collection containing curricular materials, textbooks, and juvenile literature in support of the teacher education program; the university archives; a pamphlet file for topical, ephemeral information; a test file, containing sample materials used for educational and psychological testing and measurement; video cassettes for the university telecourses; reserve materials assigned by faculty to support current courses; and a small collection of current fiction and nonfiction for recreational reading. The library provides student and lounge areas, equipment for using audiovisual materials, coin-operated photocopiers, and typewriters for student use.

Material in the library is identified and located through LCS (Library Computer System), a database providing users with on-line access to the collection and its holdings by author, title, and classification number; traditional author/title and subject card catalogs; and various indexes and abstracts. Librarians will do computer-assisted bibliographic searches (a fee-based service) upon patron request.

Books and journal articles not available in our library can often be obtained for students through cooperative networks or interlibrary loans. The library also has contractual agreements with other academic institutions which permit GSU students to use their libraries.

TESTING

The Testing Center administers the university competency testing program in addition to offering a variety of other services to students. These services include the administration of individual assessment instruments, with confidential interpretation to assist students in evaluating individual strengths and interests and to inform their decision making and planning.

United States and Illinois Constitution testing is available free. The center also administers the College Level Exam Program (CLEP) and Proficiency Exam Program (PEP) tests. Information regarding national testing programs such as the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT) and the Law School Admission Test (LSAT) is available.

Further information about these services can be obtained through the center during their office hours: Monday through Thursday, 11:30 am - 8:00 pm; and Friday and Saturday, 8:30 am - 5:00 pm.

LEARNING ASSISTANCE

The Center for Learning Assistance offers learning skills assistance to help students enhance their academic adjustment. The center offers course-related tutoring, self-instructional materials, and learning lab seminars. Remedial and tutorial assistance is provided in mathematics, research paper writing techniques, study methods, reading, and test taking.

The office hours are Monday through Thursday, 9:00 am - 9:00 pm; Friday, 9:00 am - 5:00 pm; and Saturday, 9:00 am - 12:00 noon.

CONTINUING EDUCATION

The Office of Continuing Education coordinates all off-campus courses, as well as on-campus conferences and workshops. The university has sponsored and coordinated
learning activities at over 50 locations including Arlington Heights, Kankakee, Wheeling, Mount Prospect, Fort Sheridan, Niles, as well as at numerous sites in Chicago. Besides traditional instructional methods, courses are also offered using a variety of instructional approaches that include telecourses, mediated instruction and correspondence.

The university provides high quality educational opportunities in career-oriented fields and liberal arts for both degree- and nondegree-seeking students.

ASSESSMENT OF PRIOR LEARNING

The Office of Assessment has dual responsibility for the review, evaluation and award of credit for prior experiential learning and administration of the Board of Governors Bachelor of Arts degree program.

Through the Credit Through Evaluation of Experiential Learning Process (CEEL), students may earn credit for prior learning which may be applied toward bachelor's or master's degree requirements. Governors State University, in part through its association with the Council for the Advancement of Experiential Learning (CAEL) has received significant recognition as a leader in this area. More information about the CEEL process can be found in the "Academic Regulations" section of this Catalog.

BOARD OF GOVERNORS DEGREE PROGRAM

The Illinois Board of Governors of State Colleges and Universities offers a special and unique type of bachelor of arts degree which is highly individualized and designed to meet the educational needs of many adults. More information about this program can be found in the "Undergraduate Studies" section of this Catalog.

COMMUNITY SERVICES

The Office of Community Services serves faculty and community groups in the planning, development, and management of noncredit instructional activities. Individuals or groups wishing to engage these services should contact the Office of Community Services.

ACADEMIC COMPUTING

Academic Computing Services (ACS) provides access to computer terminals and microcomputers for students, faculty, and staff through the ACS classroom and laboratory. Students enrolled at GSU may use the terminals and microcomputers to complete assignments. Terminal use requires an individual account which is assigned by the faculty member teaching the course in which the student is enrolled. Use of the microcomputers requires the student to provide a 5.25-inch floppy disk that can be formatted.

Current hardware includes CRT and hardcopy terminals, a variety of microcomputers, a graphics terminal and plotter, a Harris 1200 Remote Job-Entry station (RJE) using HASP, and access to a Control Data Cyber 170/730 using the Network Operating System (NOS) 2.0. Current software includes APL, BASIC, BMDP, COBOL, FORTRAN, Minitab, Pascal, RNF, SPSS, and XEDIT.

Lab hours are 8:30 am - 10:00 pm, Monday through Thursday; 8:30 am - 8:00 pm, Friday; and 8:00 am - 5:00 pm on Saturday. Assistants are available during these hours to answer questions.
INSTRUCTIONAL COMMUNICATIONS

The most modern communications media are available in the Instructional Communications Center (ICC). Two professional color television studios and remote TV production equipment are used to produce instructional television programming for distribution within the university or through local cable TV stations to homes and learning sites. Production facilities also include a computer typesetter, design studio, color and black and white darkroom equipment, and multi-image capabilities. Audio facilities include a fully equipped studio for both mono and stereo recording.

Working closely with academic programs, the ICC provides necessary training for students in the communication arts and sciences through academic courses, individual work in the media lab or student assistance to the professional staff in areas of the production process.

The Instructional Communications Center supports the university's teaching, research and public service in several ways. Instructional developers design appropriate materials for faculty to be used in classrooms, for independent study, and in off campus settings. The materials may include graphics, photographs, audio-tapes or television sequences.

PLACEMENT

The Placement Office provides employment search services to all students and alumni. Counseling and practical help in accomplishing the transition from academic life to employment is offered as well as other forms of assistance which include: job vacancy listings of full- and part-time employment; assistance in resume development; free credential referral service; on-campus job interviews; reference materials such as salary surveys, employer directories, and a variety of free handout materials. The Placement Office also compiles a monthly job vacancy bulletin, "The Career Communique," that is available through subscription.

The office is open Monday through Thursday, 8:30 am - 7:00 pm; and Friday, 8:30 am - 5:00 pm.
Student Life
The university experience at Governors State stretches far beyond the traditional classroom. Interaction with other students, faculty and administrators is an integral part of the educational process. Students are offered the opportunity to further develop their leadership, group and personal communication skills while becoming a part of the GSU community through involvement in student life programs. They have the chance to develop friendships and skills that can aid in their overall development.

NEW STUDENT ORIENTATION SESSIONS
All new degree-seeking students participate in an orientation offered in cooperation with the students' collegial area each fall. The orientation provides an overview of resources available to new students to assist them in adjusting to student life.

STUDENT RESOURCE CENTER
The center provides students with the following:

1. Housing information
   A listing of available local housing and prices is maintained. Students can also be referred to a local housing center's homeseeking service.
2. Locker assignment: available for each student
3. Jumper cables
4. Nonphoto and photo identification cards (small charge for photo ID cards)
5. Car pooling
6. Emergency weather transportation shuttles to the ICG
7. Use of camping gear
8. Use of bicycle and cross country ski equipment

INFORMATION OFFICE
Students who need a question answered or a referral can call or stop by the Information Office. Information and referral services for students are offered all day and each evening.

CHILD CARE CENTER
Students who are parents can use the campus Child Care Center which is subsidized and charges the lowest fees in the area. Licensed by the Department of Children and Family Services, the center provides programs for toilet-trained children two to twelve years old.

STUDENT ACTIVITY CENTER
A commuter institution needs a place where students can relax and visit before and after class with other members of the GSU community. The Student Activity Center is open late each evening and provides the following resources:

1. Free use of electric typewriters
2. Games and leisure activities
   a. backgammon
   b. chess
   c. table tennis
   d. pool table
e. foosball table
e. video games
3. television
4. a piano
5. lounging areas
6. mailboxes for student organization

INTRAMURAL AND RECREATIONAL ACTIVITIES
The university maintains a cooperative agreement with the YMCA to administer our gymnasium and pool facilities. Swimming, racquetball, and recreational classes are all available on campus. Students can join the "Y" for a nominal fee. Intramural programs are offered through the Student Activities Office. Students can spend time on our beautiful 750 acre campus using our bicycle trails, cross country ski trails, outdoor volleyball, basketball and tennis courts, and baseball fields.

CLUBS AND ORGANIZATIONS
Students are encouraged to participate in the over 25 student clubs and organizations on campus. The majority of our clubs are organized around specific academic areas. The Student Organization Council charters student clubs and organizations based on student interest. Presently, we have:

1. Accounting Club
2. Alpha Kappa Alpha (Sorority)
3. American Marketing Association
4. Criminal Justice Club
5. English Club
6. Finance and Real Estate Club
7. GSU Film/Video Society
8. GSU Navigators
9. Health Services Administration
10. Human Services/Communications Science Club
11. Infinity (Photographers)
12. International Students Association
13. Kennel Club
14. Medical Technology Club
15. National Students Speech/Hearing/Language Association (NSSHLA)
16. Naturalist Club
17. Professional Nurses Organization
18. Psychology Club
19. Public Administration Club
20. Social Work Club
21. Society for the Advancement of Management (S.A.M.)
22. Student Association of Alcoholism Sciences
23. Union of African People
24. Veterans Club
25. Volleyball Association
MUSIC PERFORMANCE OPPORTUNITIES
The Division of Fine and Performing Arts offers music performance opportunities and activities for students throughout the university. There are presently six performing groups open for participation to all students, either for credit or noncredit.

The GSU Community Chorale is composed of both students and community members. This group meets one evening a week and performs two major concerts a year featuring large works by master composers.

The University Singers is a newly formed group which meets twice a week during the day and offers an opportunity to perform various forms of vocal literature including the music of Brahms, Waring, Schubert and Bach.

The GSU Community Symphonic Band meets one evening a week and performs two concerts annually in addition to participating in the university's commencement ceremony. This group is open to community members and students.

The University Jazz Ensembles offer students and community members the opportunity to participate in any of the three groups currently meeting. Two ensembles meet during the day, and one meets in the evening. Those interested are encouraged to participate in any of these groups. Participation is determined by audition.

SOCIO-CULTURAL PROGRAMMING
Nationally known performers, artists, lecturers, films, dance and theatre troupes are brought to campus each year. A student "Program Advisory Committee" recommends the varied programs that are presented. Students with a validated ID are admitted to most events free.

A variety of leadership training workshops are offered to student leaders each trimester. Special art and photography exhibits are offered all year long in the university Visual Arts Gallery, as well as the Infinity Gallery.

CAMPUS STUDENT MEDIA
The Student Communications Media Board approves all student media groups on campus that receive whole or partial funding through student fees. Students can petition for the establishment of varied campus student communications media. Presently, we have:

1. The INNOVATOR
   A bimonthly student newspaper that is the main source of information on campus life.
2. Literary Journal
   A journal prepared by students which is composed of poems, essays and short stories, published annually.

GOVERNANCE
Students are encouraged to participate in the decision making processes affecting the university. Students share in the governance processes by serving as representatives on the student senate, the Board of Governors, and the Illinois Board of Higher Education.
STUDENT SENATE
Composed of 21 elected student representatives, the student senate is involved in all facets of student life on campus and acts as the official policy recommending body for students.

BOARD OF GOVERNORS
Each year a qualified student is elected as the university’s student member of the Board of Governors of State Colleges and Universities.

ILLINOIS BOARD OF HIGHER EDUCATION
A qualified student is also elected as a member of the Advisory Committee to the Illinois Board of Higher Education.

WOMEN’S RESOURCE CENTER
The Women’s Resource Center serves students and women in the community by providing referrals for educational, employment, family, financial, health, legal, and other problems. The center maintains files of resource materials and books, presents speakers, workshops, and conferences, and serves as a drop-in center for men and women in the GSU community. The center is supported by funds from the Office of Student Activities and the Division of Humanities and Social Sciences in the College of Arts and Sciences. Hours vary each trimester. An answering service is always available at 534-5000, extension 2435.

COUNSELING CENTER
The University Counseling Center offers services to students who wish to talk with trained persons about educational matters, personal concerns, and career-related issues in a confidential manner. The basic commitment of the center is to help students identify and meet individual needs; to assist in making adjustments in learning and living situations; and to enhance aspirational levels so that the students may come to realize and accept their individual worth and potential. Among the various services offered are individual and/or group counseling as well as academic support and career workshops that provide information and insights to help change behavior, make decisions and develop appropriate future plans.

The office hours are Monday through Thursday, 8:30 am - 8:00 pm; and Friday, 8:30 pm - 5:00 pm.

CAMPUS MINISTRIES
The Campus Ministries offers students of any religious persuasion an opportunity to discuss and express their spiritual values. The primary commitment of the office is to foster and facilitate spiritual growth and development. Among the various activities is a weekly discussion forum, “Theology for Lunch,” and spiritual counseling and guidance.
Admissions Information
General Admission and Application Information

Applications for admission are accepted in the Office of Admissions up to one year in advance of the expected trimester of enrollment. Persons may apply and be admitted for the fall trimester (September through December); the winter trimester (January through April); the spring/summer trimester (May through August); or the summer session (July and August). Application and credential deadlines are approximately three weeks prior to registration for each trimester and the summer session. Specific deadline dates are published in the academic calendar and in the Schedule of Classes for each trimester.

CLASSIFICATION FOR ADMISSION

Persons are admitted to Governors State University in one of the following three classifications:

Degree-seeking student (undergraduate or graduate)
Student-at-large (undergraduate or graduate)
Special nondegree student (undergraduate only)

DEGREE-SEEKING STUDENTS

Persons who plan to pursue a degree program at Governors State University should apply as a degree-seeking student. These students are admitted to a specific major and are assigned an academic advisor at the time of admission. They are also eligible to participate in advance registration and are given registration priority.

STUDENTS-AT-LARGE

Persons who plan to enroll in courses at Governors State University, but who do not intend to earn a degree, may be admitted as students-at-large at the undergraduate or graduate level. Students-at-large are not assigned academic advisors. They receive registration assistance from counselors in the Office of Admissions. Coursework completed in this status does not automatically apply to a degree program. Students-at-large are not eligible to earn any Governors State University degree. If at some later date a student-at-large wishes to enter a degree program, formal application and admission to that program is required. The application of such courses to degree requirements is governed by policies established by the university, the deans and faculty of each college, and in effect at the time of admission to a degree program. Graduate students may not apply more than fifteen hours of credit earned in this status toward degree requirements in a graduate program.

NOTE: Students-at-large are not eligible for university administered financial aid. A person on an F-1 visa is not eligible to enroll as a student-at-large unless the sponsoring university verifies enrollment in a degree program.
SPECIAL NONDEGREE STUDENTS
Persons who have not earned sixty semester hours of college credit, but who have had
equivalent specialized experiences, and intend to enroll in a course, workshop,
seminar or other university activity for credit, are eligible to become special nondegree
students.

Undergraduate Admissions Information
All baccalaureate programs offered by the university are planned for students who have
successfully completed two years of college, including a well-developed program of
general education. Admission policies of the university are formulated to assure an ad­
mitted student's reasonable opportunity for success in the chosen field of study.

DEGREE-SEEKING STUDENTS
Criteria for Admission to an Undergraduate Major
Persons will be admitted as undergraduates on a first-come, first-served basis to a
specific major. Persons are eligible for undergraduate admission if they:

1. Have earned an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree
from a regionally accredited institution of higher education; or
2. Have earned at least 60 semester hours (or 90 quarter hours) of credit from a
regionally accredited institution of higher education with at least a "C" average
(2.0 on a scale of 4.0) in any 60 semester hours (or 90 quarter hours) of the total
collegiate hours;
3. Were in good standing at the last institution attended; and
4. Have satisfied any collegial and/or major criteria if applicable for undergraduate
study in the specific major to which they apply.

NOTE: Applicants should refer to the information related to their areas of interest
in this publication for special collegial and/or major admission criteria and addi­
tional credentials which may be required.

Credentials/Procedures Required for Admission to an Undergraduate Major

1. Complete an undergraduate application (available through the Office of Admis­
sions), submit the application to the Office of Admissions prior to the application
and credential deadline for the term in which enrollment is desired.
2. Request that all previous institutions attended forward to the Office of Admis­
sions official transcripts. (These materials must be received prior to the applica­
tion/credential deadline for the term in which enrollment is desired).
3. Submit additional documentation, if required by the specific major to which ap­
plication is being made, to the Office of Admissions.
Notification Regarding Admission Status
Undergraduate degree-seeking students will receive a certificate of admission from the Office of Admissions upon being admitted to the university and will be assigned an academic advisor. Degree-seeking applicants are not eligible to register until they have received a certificate of admission. Students may be admitted conditionally. All conditions of admission are stated on the Certificate of Admission. Failure to meet stated conditions by the date specified will result in the student not being allowed to register for future terms and not being allowed to receive academic records from Governors State University.

STUDENTS-AT-LARGE
Criteria for Admission as an Undergraduate Student-at-Large
Persons will be admitted as undergraduate students-at-large if they:

1. Have earned an Associate of Arts or an Associate of Science degree from a regionally accredited institution, or
2. Have earned at least 60 semester hours (or 90 quarter hours) of credit, with at least a “C” average (2.0 on a scale of 4.0) from a regionally accredited institution.

Credentials/Procedures for Admission as an Undergraduate Student-at-Large

1. Students-at-large are NOT required to submit an application for admission prior to the registration period.
2. During registration on dates specified in the Schedule of Classes, or at any time during the add/drop period, persons planning to enroll as students-at-large should go directly to the registration area. At this time they will complete both the application and registration forms.
3. Applicants MUST bring their transcript(s) or diploma(s) to verify that they meet minimum admission requirements.

NOTE: All credentials will be returned to the student upon verification of admissibility. Once a student has registered as a student-at-large or has previously attended GSU in a degree status, it will not be necessary to furnish evidence of admissibility for subsequent registrations.

SPECIAL NONDEGREE STUDENTS
Requirements for Admission as a Special Nondegree Student
Persons may be admitted as special nondegree students based on the following requirements:

1. They must apply for admission in advance of the application and credential deadline. Persons seeking to apply and enroll for off-campus courses at an off-campus site, may, as an exception, submit the application at the time of enrollment.
2. They must petition for enrollment in the appropriate college for each separate term of enrollment.
3. They will be permitted to enroll only if space is available after eligible regular students are enrolled.
4. They may enroll for no more than two classes per trimester and may earn a maximum of 15 credit hours in this status.

NOTE: Credit received in this status cannot be used toward meeting minimum criteria for admission.
Credentials/Procedures for Special Nondegree Students

1. Complete an undergraduate application, available through the Office of Admissions.
2. Complete and submit a petition form, available through the Office of Admissions, specifying the course(s) in which enrollment is desired.
3. Request that an official transcript from all previous institutions attended be forwarded to the Office of Admissions. Admission will be conditional pending receipt of all official transcripts.

Notification Regarding Admission Status

Special nondegree students will receive a certificate of admission from the Office of Admissions upon being admitted and will be assigned to the dean of the college or the director of the BOG Program, as appropriate, for advisement purposes. Applicants are not eligible to register until their Certificate of Admission has been received.

Graduate Admissions Information

DEGREE-SEEKING STUDENTS

Criteria for Admission to a Graduate Major

Persons will be admitted as graduate students on a first-come, first-served basis to a specific major if they:

1. Have earned a bachelor's degree from a regionally accredited college or university; and
2. Were in good standing at the last institution attended; and
3. Have satisfied collegial and/or major criteria if applicable for graduate study in the specific major to which they apply. Such criteria may require additional documentation; letters of recommendation; a minimum grade point average at the undergraduate level and/or a minimal score on a graduate examination; a portfolio evaluation showing graduate level competency; or other evaluative data. Applicants should refer to the information related to their areas of interest in this publication for specific collegial and/or major criteria and additional credentials which may be required.

Credentials/Procedures Required for Admission to a Graduate Major

1. Complete a graduate application (available through the Office of Admissions), submit the application to the Office of Admissions prior to the application and credential deadline for the term in which enrollment is desired.
2. Request that all previous institutions attended forward official transcripts. (These materials must be received prior to the application/credential deadline for the term in which enrollment is desired.)
3. Submit additional documentation, if required by the specific major to which application is being made, to the Office of Admissions.
Notification Regarding Admission Status
Graduate degree-seeking students will receive a certificate of admission from the Office of Admissions upon being admitted to the university and will be assigned an academic advisor. Degree-seeking applicants are not eligible to register until they have received a certificate of admission. Students may be admitted conditionally. All conditions of admission are stated on the Certificate of Admission. Failure to meet stated conditions by the date specified will result in the student not being allowed to register for future terms and not being allowed to receive academic records from Governors State University.

STUDENTS-AT-LARGE
Criteria for Admission as a Graduate Student-at-Large
Persons will be admitted as graduate students-at-large if they have a bachelor's or graduate degree from a regionally accredited institution.

Credentials/Procedures for Admission as a Graduate Student-at-Large
1. Graduate students-at-large are not required to submit an application for admission prior to the registration period.
2. During registration on dates specified in the Schedule of Classes, or at any time during the add/drop period, persons wishing to enroll as students-at-large should go directly to the registration area. At this time they will complete both the application and registration forms.
3. Students must bring their transcript(s) or diploma(s) to verify that they meet the minimum admission requirement.

NOTE: All credentials will be returned to the student upon verification of admissibility. Once a student has registered as a student-at-large or has previously attended GSU in a degree status, it will not be necessary to furnish evidence of admissibility for subsequent registrations.

Supplemental Admissions Information
SPECIAL ADMISSIONS
1. Applicants not meeting one or more of the published minimum University criteria for admission and who fall into one or more of the categories cited below must petition for admission to a major under the Policy on Readmissions and Special Admissions:
   a. Applicants who are not in good standing at the last institution attended. (Applicants who have been suspended [dismissed] may petition for admission for a trimester no earlier than one year from the date of suspension [dismissal].)
   b. Undergraduate applicants with less than a 2.0 grade point average on a 4.0 scale for at least 60 semester hours of earned college credit, regardless of academic standing at the last institution attended.
   c. Undergraduate applicants who have earned at least 54, but less than 60 semester hours of college credit.
   d. Applicants seeking admission based on credit/degree(s) earned from a nonregionally accredited institution(s).
2. Applicants who meet minimum university criteria for admission, but who do not meet more selective criteria established by the desired major, should petition the appropriate division chairperson through the Office of Admissions, who will make a recommendation to the dean of the appropriate college.
3. Applicants not in good conduct standing at the last institution attended must petition for admission to the dean of Student Affairs and Services.

Additional information regarding special admissions opportunities and petitions for admission are available from the Office of Admissions.

**READMISSION**

Reapplication and readmission to the university is required in the following instances:

1. If a student has completed a degree at GSU and wishes to reenter as a degree-seeking student in another major or wishes to take classes as a student-at-large.
2. If a student has been admitted as a student-at-large or special nondegree student and is seeking admission to a major.
3. If a degree-seeking student has lost continuing status as defined by university policy and is seeking admission either to a major or as a student-at-large.
4. Degree-seeking students who have lost continuing status while on academic probation at GSU and are seeking admission to a major, and any student who has been academically suspended from GSU must petition for readmission under the Policy on Readmission and Special Admission and procedures established by the university and the Office of Admissions.

Students readmitted to the university who are on academic probation at GSU return under the same status unless they invoke their right of academic amnesty.

Students readmitted to the university who have been academically suspended will be placed on academic probation extended status for their first trimester after readmission unless they have invoked their right of academic amnesty.

A student twice suspended for academic reasons from the university will not be considered for readmission to the university at any later date.

Applications and credentials, if required for readmission to a specific major must be submitted in advance of the application/credential deadline for the trimester in which enrollment is desired.

Additional information regarding procedures for readmission and petitions for admission is available from the Office of Admissions.

**ENGLISH LANGUAGE PROFICIENCY**

This policy is intended to insure that students whose primary (native) language is not English have attained sufficient mastery of the English language to maximize the probability of the successful completion of their degree program.

All applicants for degree programs whose primary (native) language is not English, or who submit credentials from any country other than the United States to meet admission requirements, must provide evidence of having attained a minimum acceptable score of 500 for undergraduates and 550 for graduates on the Test of English as a Foreign Language (TOEFL). This TOEFL requirement does not take the place of the
Admissions Information

university testing requirement or the language proficiency requirements for specific majors as stated in this Catalog.

The TOEFL requirement may be waived by the director of Admissions and Student Recruitment (or designee) under certain conditions as follows:

1. If the applicant has a degree from a regionally accredited college or university in the United States with a program of study which included both a basic English composition course and an oral communication course.

2. If the applicant presents credentials documenting minimum criteria for admission from a country whose official language is solely English as cited in The World Almanac, Newspaper Enterprise Association (International Standard Book Number 0-671-43832-8).

TOEFL INFORMATION

For applicants not living in the United States, information on testing dates and locations and the TOEFL Bulletin of Information and Registration Form may be obtained at the American embassies and consular offices of the United States information services, at United States education commissions and foundations abroad, and at binational centers. Applicants may also contact the Educational Testing Service, Box 89, Princeton, New Jersey 08540, U.S.A., if they are unable to secure the TOEFL Bulletin and Registration Form in their native country.

International students living in the U.S.A. can obtain this information by contacting ETS in Princeton or by writing the admission counselor for international students in the Office of Admissions.

ADMISSION TO A DEGREE PROGRAM — NON U. S. CREDENTIALS

Admission Criteria

1. Prior to admission to a major at either the undergraduate or the graduate level, applicants who have earned college level credits and/or graduated from academic institutions outside the United States, and who are seeking to demonstrate admissibility based on evaluation of these credentials, must have their credentials evaluated to determine if they have the equivalent academic preparation to that stated previously in this publication.

2. All applicants for admission as defined above must comply with the University Policy on English Language Proficiency.

Credentials/Procedures

A completed application for admission should be sent to the Office of Admissions, in addition to the following documents and academic credentials:

1. “Summary of Education Experience Form,” obtained from the Office of Admissions;

2. Official TOEFL score report (see English Language Proficiency Policy);
3. Credentials for evaluation:
   a. national examination results;
   b. diplomas and/or certificates;
   c. complete records of all college, university, or other post-secondary work, including diplomas and/or certificates;
   d. college or university transcripts, if applicable.
Official (original) documents must be furnished and accompanied by certified English translations. These records must be certified by an official of the educational institution issuing them or by the United States or local government officials.
All credentials cited above must be in the Admissions Office TWO MONTHS PRIOR TO THE APPLICATION/ CREDENTIAL DEADLINE for the term for which the student is applying.

NOTE: Applicants on F-1, J-1 or J-2 visas should also see the section "Admission Information for International Students" which follows.

Admission Information for International Students

An international student is defined as anyone who is studying in the United States under an F-1, F-2, J-1 or J-2 visa as specified by the Department of Immigration and Naturalization.

ADMISSION REQUIREMENTS

Academic Preparation
To be considered for undergraduate admission, an international student applicant must have completed the equivalent of two years of university-level work at a regionally accredited institution of higher education in the United States. International student applicants to graduate majors must have completed a level of education equivalent to the baccalaureate degree from a regionally accredited institution of higher education in the United States.

The director of Admissions and Student Recruitment (or designee) will evaluate the applicant's credentials and determine if the applicant has met eligibility requirements for admission.

Language Proficiency
All international applicants for admission must comply with the University Policy on English Language Proficiency.

Financial Statement
All international applicants for admission must certify that adequate funds are available to meet all financial needs for the length of time necessary to complete a full-time course of study leading to a degree.

NOTE: The "Financial Statement-Certification of Finances" form is available from the Office of Admissions.
The applicant must review the "Financial Statement" and complete the "Certification of Finances" form on the reverse side. The completed form, with required supporting documentation, must be submitted to the Office of Admissions. No admission decision will be made until this certification process has been completed.

PROCEDURES FOR APPLICATION AND ADMISSION

1. The completed application for admission should be submitted to the Office of Admissions, Governors State University, Park Forest South, IL 60466, with the following documents:
   a. a completed "Certification of Finances" form with supporting documentation;
   b. an official TOEFL score report;
   c. academic credentials for evaluation
      (1) if the applicant has attended schools in the United States and is seeking admission based on attendance only at such schools, official transcripts and other required credentials (as indicated in the previous sections on credentials/procedures required for admission to undergraduate or graduate major) should be forwarded to the Office of Admissions.
      (2) if the applicant has attended schools outside the United States and is seeking admission based solely, or in part on such attendance, credentials should be submitted as indicated in the previous sections on criteria and credentials/procedures required for admission to an undergraduate or graduate major for applicants with credentials for countries other than the United States.

2. All credentials for students applying based on academic work completed outside the United States must be received by the Office of Admissions AT LEAST TWO MONTHS PRIOR TO THE APPLICATION AND CREDENTIAL DEADLINE for the trimester for which the student is applying.

3. Applicants on F-1 visa, unless the sponsoring university verifies enrollment in a degree program, are not eligible to enroll as students-at-large.

4. In general, applicants on F-1, F-2, or J-1, J-2 visas are not eligible to be classified as residents of the state of Illinois for tuition purposes, regardless of actual length of residence in the state of Illinois. However, a nonresident student with an F-1 visa may be reclassified as resident student, under the Board of Governors Regulations, if that student files with the university a declaration of residency and demonstrates that he/she is married to an individual who qualifies for resident status under the Board Regulations. (For a complete statement on the residency requirement, see "Appendix").

FEDERAL AUTHORIZATION

This institution is authorized under Federal Law—Act 101 (A) (15) (F); 18CFR2143—to enroll nonimmigrant alien students.

Although applicants on J-1 or J-2 visas may enroll at GSU, the university does not participate in the Exchange Visitor Program and is not authorized to issue Form DSP-66, which is required to extend the J-1 visa status.
NOTE: Governors State University does not have a University International Student Office, and most special services traditionally offered by such offices are not available. The admission counselor for international students in the Office of Admissions is available to assist students in obtaining visas and legal documents, and to evaluate credentials.

Since the university is a commuter institution, there are no dormitories or student housing facilities on campus. Students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago and commute either by car or train to GSU.
University Degree Requirements
The university awards a bachelor's or a master's degree to a student who has completed a degree program that includes a major, and in some cases at the undergraduate level, a concentration.

The following general requirements for the bachelor's and master's degrees are minimum standards established by the university. Individual colleges, the school and/or individual majors determine additional, more specific requirements that will be incorporated into an approved student study plan.

STUDENT STUDY PLAN
Every degree-seeking student is required to develop a student study plan with an assigned academic advisor during the first trimester of enrollment. The student study plan will detail the requirements for the degree sought which are in effect at the time of admission as a degree-seeking student. It will contain the amount of transfer credit, proficiency credit, and credit for life experience applied toward the degree requirements; the total credit hour requirement for the degree; required and elective courses; and the maximum number of credit hours and/or courses which can be taken off campus and applied toward the degree.

Whenever a student applies for acceptance of additional transfer credit from another regionally accredited institution, or seeks modification to the study plan, it must be reviewed and updated. When a student changes majors or is readmitted, a new study plan must be developed and approved. The student will be subject to the admissions and degree requirements in effect for the majors at the time of transfer or readmission.

RESIDENCY REQUIREMENTS
All degree-seeking students are required to earn a minimum of 24 credit hours of coursework from Governors State University prior to the award of each degree sought. In completing the requirements for a degree, students must earn at least 50% of the credit hours required for their degree (as specified on their individual study plans) through on-campus work.

For the purpose of this policy, on-campus work is defined as all coursework taken at the Governors State University main campus, at sites within the Prairie State Community College district or degree-granting sites approved by the governing boards.

GRADING AND ACADEMIC STANDING
The grading policy, in conjunction with the academic good standing policy established by the university, set minimum requirements for satisfactory progress toward degree requirements. They are detailed in the “Academic Regulations” section and the “Appendix” of this Catalog.

Undergraduate Requirements
TRANSFER CREDIT FOR UNDERGRADUATE STUDENTS
In general this statement applies to credits being transferred from regionally accredited institutions to majors except the Board of Governors Bachelor of Arts. The BOG/BA
policies are described in the section on "Undergraduate Studies" in the Catalog.

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

Generally, no more than 60 semester hours of lower division credit will be applied toward degree requirements. Ordinarily only credits earned with a grade of "C" or better or "P" (pass) will be considered for transfer credit at the lower division. Credits with grades of "D" may be considered for transfer if the cumulative grade point average for transfer credit is at least 2.00 (on a 4.00 scale) or if the credit was accepted for the associate's degree.

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

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

After admission to a degree program, additional transfer credit will NOT be accepted from another institution UNLESS permission to apply such credits toward degree requirements was obtained from the dean PRIOR to taking courses at another institution. Only credits with grades of "C" or better will be accepted in transfer after matriculation to a degree program.

Applicants seeking admission based on credit/degree(s) earned at non-regionally accredited institutions must petition for admission to the University Committee on Readmissions and Special Admissions. Applicants seeking to transfer credit from non-regionally accredited institutions toward degree requirements must petition the dean of the college in which the major is offered.

GRADUATION REQUIREMENTS FOR A BACHELOR'S DEGREE

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

1. Complete a minimum of 120 credit hours, including lower division credit hours for admission and any upper division level transfer credit accepted for a bachelor's degree.
2. Complete a minimum of 60 upper division credit hours, including any upper division transfer credit accepted toward degree requirements.
3. Satisfy the requirements of the liberal education policy.
4. Satisfy the requirements of the residency policy.
5. Demonstrate that all degree requirements have been met as defined in the student's study plan approved in the college.
7. Remove all incompletes for courses necessary for graduation by the end of the graduation processing date.
8. Satisfy the requirements of the university communication and computational competency policy.
9. Meet all financial obligations to the university.
10. Complete the collegial and university procedures which cover implementation of the above requirements.

NOTE: Graduation requirements for students in the Board of Governors baccalaureate program are stipulated in the BOG/BA Administrative Guidelines, and are included in the “Undergraduate Studies” section of this Catalog.

LIBERAL EDUCATION
All undergraduate degree-seeking students are required to complete the following general education requirements prior to graduation:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Written or Oral)</td>
<td>6</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>6</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Any Combination of the Above</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

All students who transfer to GSU from a regionally accredited Illinois community college, having earned an A.A. or A.S. degree, will have fulfilled the requirements of this policy.

COMMUNICATION AND COMPUTATION COMPETENCY TESTING
All undergraduate students admitted to a degree program must take, preferably during their first trimester of enrollment, a set of university approved examinations to assess their competence in communication and computation skills. Undergraduate degree-seeking students will not be permitted to register for more than a cumulative total of twenty (20) credit hours until they have met the testing standards established by the University Examinations Committee or have passed the designated equivalent courses with a minimum grade of “C.” No student will be permitted to take the tests more than two times. After two unsuccessful attempts, students must complete the equivalent courses in order to take course work beyond twenty (20) hours. Examinations for assessing competence in communication and computation skills will be offered periodically throughout the academic year.

REQUIREMENTS FOR A SUBSEQUENT BACHELOR’S DEGREE
A student having earned a baccalaureate degree may earn a subsequent bachelor’s degree at Governors State University by:

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

Graduate Requirements

TRANSFER CREDIT FOR GRADUATE STUDENTS
This policy is intended to apply only to credits being transferred from regionally accredited institutions to all Governors State University graduate majors.

The decision to accept transfer credit earned at regionally accredited institutions prior to admission toward degree requirements for graduate majors is made by the academic advisor during the first trimester of enrollment when the Student Study Plan is developed. The Student Study Plan will detail the requirements for the degree including the number of transfer credits accepted toward the requirements.

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

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

No more than fifteen (15) credit hours taken as a graduate student-at-large shall be transferable towards the requirements of any degree.

Undergraduate students in the last trimester of their studies may elect to enroll for graduate credit in courses totaling a maximum of nine (9) credit hours beyond the bachelor of arts requirements which may be applied toward graduate degree requirements.

After admission to a degree program, additional transfer credit will NOT be accepted from another institution UNLESS permission to apply such credits toward degree requirements was obtained from the dean PRIOR to taking courses at another institution. Only credits with grades of "B" or better will be accepted in transfer after matriculation to a graduate degree program.

Collegial units may establish more stringent requirements subject to review by the Graduate Studies Council and approval by the provost prior to implementation.

GRADUATION REQUIREMENTS FOR A MASTER’S DEGREE
In order to graduate with a master’s degree a student must meet the following minimum university degree requirements:

1. Complete at least 32 credit hours in graduate level courses, of which at least two (2) credit hours are designated as master’s final project.
2. Complete a minimum of twelve (12) graded credit hours in graduate-only courses (numbered 800-999).
3. Complete no more than seventeen (17) credit hours from the same faculty member, including credit hours related to the master’s final project.
4. Apply no more than eight (8) graduate credit hours awarded for experiential learning through the established procedures to degree requirements.

5. Be admitted to master's degree candidacy at least one trimester prior to the trimester in which the degree is to be awarded. Degree seeking students will be granted "Degree Candidate" status upon:
   a. completion of an approved graduate study plan;
   b. completion of specific major candidacy requirements;
   c. verification of academic good standing at the time of award of candidacy status and maintenance of this status thereafter;
   d. submission of an application for admission to candidacy and approval of the application; and
   e. filing, with the Registrar's Office, on the date of program approval for inclusion in the candidate's academic record.

6. Complete a master's final project which can include a thesis, project, practicum/internship, or in some other way demonstrates an integration of graduate work that is accepted by a committee of three approved faculty. Each major shall provide students with a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.

7. Complete all coursework for the degree, except the final project within four (4) years of admission to candidacy. The final project must be completed within five (5) years of admission to candidacy.

8. Demonstrate that all degree requirements have been met as defined in the approved study plan.

9. Satisfy the requirements of the residency policy.

10. Be in Academic Good Standing.

11. Remove all incompletes for courses necessary for graduation by the end of the graduation processing date.

12. Meet all financial obligations to the university.

13. Complete the college/school and university procedures which cover implementation of the above requirements.

REQUIREMENTS FOR A SUBSEQUENT MASTER'S DEGREE

1. Applying and being admitted to the graduate degree program.

2. Meeting requirements of the University Residency Policy for the subsequent degree. Credit earned and applied toward any degree previously earned may not be applied toward a subsequent degree and may not be included in hours required to meet residency requirements for a subsequent degree.

3. Completing all requirements of the subsequent degree program as stipulated in the student study plan.

4. Meeting university, college/school and/or major degree requirements for the subsequent degree.
APPLICATION FOR GRADUATION

The application process for graduation should begin within the first month of the term of expected graduation. Students should complete an Application for Graduation and a Student Progress Report form which are available in the Registrar's Office. Upon completion of these forms, students must meet with their assigned academic advisor to review the Student Study Plan and verify expected completion of degree requirements. Students should have no more than 16 credit hours outstanding toward degree requirements, either as incomplete work or as current enrollment, at the time of application.

Upon approval of the advisor, the division chairperson and the dean/director, the application is forwarded to the Registrar's Office by the beginning of the second month of the trimester of expected graduation. Should, for any reason, a student not complete necessary requirements for graduation during the expected term, a subsequent application and approval process is required.

COMMENCEMENT

Commencement takes place once a year in early June. Participation is optional. Students who have graduated in August or December of the previous year, or are candidates for graduation in April of the current year will have the opportunity to participate in commencement.

Diplomas are awarded only upon verification of completion of all degree requirements, and satisfaction of all financial obligations to the university.
Academic Regulations
The major academic regulations and requirements related to evaluation, satisfactory progress and registration are contained in this section. Students should refer to the Student Handbook for policies and procedures related to student conduct and grievances.

**STUDENT RESPONSIBILITY**

Each student is responsible for knowledge of and adherence to all university requirements and regulations.

Each student is also responsible for knowing the degree requirements for the major in which he/she is enrolled, and enrolling in courses which meet those degree requirements.

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

**GRADING**

Upon completion of a course, a grade will be assigned by the instructor. The basis for the grade will be described in the course syllabus. Grades provide academic evaluation and are the basis for determining academic standing.

**Grade Point Average**

The following grades, with assigned grade points, will be used to compute a student's grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

The grade point average is computed by dividing the total number of grade points by the total number of credit hours attempted on both a term and a cumulative basis.

**Pass/No Credit Option**

Undergraduate students may apply a maximum of 12 credit hours of elective coursework taken on a pass/no credit basis toward bachelor degree requirements.

Upon approval, a specific major may designate courses to be taken on the pass/no credit option only.

A grade of "P" (pass) is assigned upon satisfactory course completion. A grade of "NC" (no credit earned) is assigned based upon unsatisfactory performance. These grades are not used in calculating the grade point average.

**Incomplete Coursework**

Students may request, and may be granted, an "I" (incomplete) grade for a given course based on requirements established by the university and the instructor. At the time of approval of the request for the incomplete, a deadline for completion and submission of work will be established. After the deadline for submitting work has passed, an "I" or an "E" (extended incomplete) will become a "F" (for graded coursework) or a "NC" (for courses taken on the pass/no credit option).
Repetition of Courses
A student may reenroll in a course. After completion of the repeated course, the most recent grade earned will be included in the grade point average calculation. A grade of "R" (repeat) will be reflected for the prior attempt(s).

Other Codes
Other codes may be used to identify a student's status in a course: "W" (withdrawal); "S" (satisfactory progress on an ongoing thesis/project); "V" (visitor/auditor); and "X" (administrative withdrawal).

The complete University Grading Policy appears in the "Appendix" of the Catalog.

ACADEMIC CREDIT REPORTING

General Information — Academic credit is reported in three ways: (1) student status report, (2) grade resubmittal form, and (3) official transcripts (issued per student request).

Student Status Reports — Approximately one week after the end of each trimester, the Registrar's Office mails to each student a status report indicating courses taken, grades received, credits earned and grade point average. Also included in the report is a cumulative record for coursework completed at Governors State University.

Grade Resubmittal Forms — In cases where "I" (Incomplete) or "M" (missing grade at the time of grade processing) have been assigned to students for specific courses, a grade resubmittal form is printed and distributed to the faculty member immediately after student status reports are mailed. Upon completion of the coursework, the faculty member submits the grade resubmittal forms to the Registrar's Office. The Registrar's Office sends one copy of this form to the student indicating the grade assigned.

Official Transcripts — Official transcripts are issued by the Registrar's Office upon the student's written request. Transcripts are $2.00 each.

Transcripts are not issued for students with outstanding financial obligations to the university or for students who have an Admissions' Office hold.

ACADEMIC STANDING

Academic Standing is defined as follows:

Good Standing — Undergraduate students who maintain a minimum cumulative grade point average of 2.0, and graduate students who maintain a minimum cumulative grade point average of 3.0 are in good standing.

Probation I — A student who does not meet the cumulative minimum grade point average for the first time will be placed on Probation I for the next trimester.

Probation II — If a student on Probation I enrolls for credit and does not achieve the minimum cumulative grade point average, the student will be placed on Probation II for the next trimester.
Suspension — If a student on Probation II enrolls for credit and does not achieve the minimum cumulative grade point average, the student will be academically suspended from the university for one year.

Students who are suspended and plan to reenroll will be subject to the provisions of the Policy on Readmission and Special Admission (see "Admissions" section). Students may appeal the length of the suspension under the provisions of this policy.

A student suspended twice for academic reasons will not be considered for readmission at any later date.

Probation Extended — Students who are readmitted after being suspended, and in some exceptional cases students readmitted after losing continuing student status while on probation, are readmitted on Probation Extended.

These students will remain on Probation Extended each trimester of enrollment as long as they meet the required minimum grade point average each trimester. Upon achieving the minimum cumulative grade point average, they are back in good standing.

Students on Probation Extended who do not meet the minimum requirements for a trimester will be academically suspended. Students on Probation Extended who receive a grade of "I" (incomplete) will not be permitted to register for a subsequent trimester until the incomplete grade has been removed.

Continuing Students Admitted Prior to Fall 1979 — For those students continuously enrolled since spring/summer trimester 1979 who have elected to stay on the pass/no credit grading option, academic standing is calculated based on maintaining a 75% completion ratio.

HONORS

Dean's List — Each trimester, undergraduate students who have achieved outstanding academic performance will be recognized by appearing on the Dean's List providing they meet the following conditions:

1. The student has been admitted to a degree program.
2. During the trimester the student has earned at least six credit hours of graded coursework without any grades of incomplete.
3. The student is in academic good standing.
4. The student has a trimester grade point average of 3.70 or higher for all graded coursework attempted.

Graduation with Honors — Students graduating with baccalaureate degrees will receive honors when their cumulative grade point average (for all courses taken at GSU) is 3.80-3.94. Students will receive high honors when their GSU cumulative grade point average is 3.95-4.00.

Transcripts and diplomas will reflect the achievement of honors or high honors.

ACADEMIC AMNESTY

Academic amnesty, if granted at the time of readmission, allows students to have their grade point average calculated from the point of reentry for the purpose of establishing academic standing. Applicants must request amnesty at the time of application for
readmission under provisions of the Readmissions and Special Admissions Policy. The following restrictions apply:

1. Academic amnesty may be granted only to students who have previously been placed on probation, or suspended, and have not been enrolled at GSU for at least three (3) trimesters prior to application for readmission.
2. Application and readmission must be to a major other than the major in which the student was previously enrolled.
3. Upon readmission with amnesty, the academic record of courses and grades will not be changed. The transcript will indicate that academic amnesty has been granted.
4. GSU coursework taken prior to readmission with amnesty with a grade of "C" or better for undergraduates, or "B" or better for graduates, may be applied to the requirements of the new major upon approval of the appropriate division chairperson and dean/director. These grades will not be included in the calculation of the grade point average after readmission with amnesty.
5. Undergraduate students readmitted with amnesty must complete a minimum of twenty-four (24) graded credit hours after readmission, prior to graduation in the new major.
6. Graduate students readmitted with amnesty must complete at least one-half of the number of credit hours required for the degree in the new major after readmission, prior to graduation in the new major.
7. Academic amnesty may be granted to a student only once.

CONTINUING STUDENT STATUS
A continuing student at Governors State University is defined as any degree-seeking student whose enrollment at GSU has not been interrupted for more than one consecutive trimester. Enrollment is defined as registration for one or more credit hours or audit (noncredit programs/courses are excluded). Degree-seeking students are subject to the curricular requirements in effect at the time of their initial admission provided they maintain continuing student status.

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

INTRA-UNIVERSITY MAJOR CHANGES
Any continuing, degree-seeking student applying for a change from one college, major and/or concentration to another college, major and/or concentration is subject to the admission and degree requirements in effect in the new college, major and/or concentration at the time of the change.

ACADEMIC HONESTY
Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the appropriate:

- use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and behavior during examinations.
These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on "Academic Honesty" appears in the Student Handbook.

INDEPENDENT STUDY

Independent study is defined as all individualized coursework, planned and developed by the student and accepted by a faculty sponsor, with the exception of a master's thesis, a master's final project, internships or practica.

The following restrictions apply to independent study:

1) written proposals must be approved by the division chairperson in consultation with the faculty sponsor, 2) a student may enroll for a maximum of three credit hours of independent study in any one trimester, 3) a maximum of nine undergraduate credit hours and six graduate credit hours of independent study may be applied to degree requirements, and 4) independent study credit may be used to meet elective credit only.

Exceptions to the above restrictions are subject to the approval of the dean/director upon request from the division chairperson. Individual majors may establish more restrictive limits.

Independent study credit hours may be applied toward residency requirements.

CEEL (CREDIT THROUGH EVALUATION OF EXPERIENTIAL LEARNING)

Governors State University recognizes the fact that many university students are mature and bring a wealth of experience to the academic arena. An assumption is made that some students may acquire competencies by experiential means, that is, through work, noncredit inservice training, and/or through a variety of learning experiences, and that these competencies are relevant, useful and verifiable. The university grants credit for prior learning and/or proficiency examination scores which are equal to or higher than acceptable levels. This credit may be used to meet admissions requirements or as credit toward a degree. The governing board for the university has given permission to GSU to award credit for prior experiential learning to five percent of the total university enrollment. The CEEL process is an option open only to students enrolled in or seeking admission to a degree program at GSU.

To initiate the process, the student contacts an admissions counselor if she/he is applying for admission, or his/her advisor if application is being made for credit toward a degree. CEEL application forms may be obtained from collegial offices or the Office of Assessment. An assessment fee of $25 is charged for all assessments except proficiency tests and military experience credit. The gathering of necessary documents and the study and assessment of the experiences by faculty are often time consuming. Therefore, students should begin the process at least six months before admission is desired, or during their first trimester at GSU, if the credit is to be used for completing graduation requirements. Undergraduate credit may be awarded at both the lower and upper division levels. The maximum at each level is 60 credit hours. Only nine upper division credit hours may be used to meet the undergraduate residency requirement.

The maximum number of credit hours which may be awarded at the graduate level is eight, which may be used to meet the graduate residency requirements.
The Office of Assessment conducts a special CEEL seminar each trimester to provide directions in preparing the prior learning portfolio. All students desiring to use the process are encouraged to attend the seminar. Additional information may be obtained from the Office of Assessment.

The CEEL process is not a part of the BOG/B.A. degree program and applicants to and/or students in this program do not use this process for evaluation of experiential learning. (See the section on “Board of Governors Bachelor of Arts Degree Program” in this Catalog.)

SPECIAL REGISTRATION PERMISSION
Special registration permission is required when a student wishes to enroll for more than 16 hours during any trimester or more than 9 hours in either block 2 or 3. (In determining the hours for these blocks, block 1 hours count half value.)

Special registration permission must be authorized in writing on the registration form by the dean or authorized designee.

AUDIT REGISTRATION
Enrolled students or others wishing to attend the meetings of a course without earning academic credit may register as auditors.

Because the courses offered at Governors State University are primarily intended for students registering for academic credit, auditors may register only during late registration periods. Audit registration requires the approval of the instructor. All attendance and work is voluntary.

Auditors pay only a $5 service fee and no late fee is assessed. A change from audit registration to credit registration or vice-versa must be accomplished by the end of the add/drop period.

UNIVERSITY HOLD LIST
The University Hold List, administered by the Registrar’s Office, is a means of identifying students with unsatisfied financial or academic obligations to the university. Students on the hold list may not register and may not have their diplomas, transcripts or other academic records released.
Tuition and Fees
## ON-CAMPUS TUITION SCHEDULE

<table>
<thead>
<tr>
<th>Illinois Resident</th>
<th>Non-Illinois Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Tuition</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time (12 hours or more)</td>
<td>$453.00</td>
</tr>
<tr>
<td>Part-time (per hour)</td>
<td>37.75</td>
</tr>
<tr>
<td><strong>Graduate Tuition</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time (12 hours or more)</td>
<td>495.00</td>
</tr>
<tr>
<td>Part-time (per hour)</td>
<td>41.25</td>
</tr>
</tbody>
</table>

## OFF-CAMPUS TUITION SCHEDULE

<table>
<thead>
<tr>
<th>Illinois Resident</th>
<th>Non-Illinois Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Tuition</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time (12 hours or more)</td>
<td>555.00</td>
</tr>
<tr>
<td>Part-time (per hour)</td>
<td>46.25</td>
</tr>
<tr>
<td><strong>Graduate Tuition</strong></td>
<td></td>
</tr>
<tr>
<td>Full-time (12 hours or more)</td>
<td>609.00</td>
</tr>
<tr>
<td>Part-time (per hour)</td>
<td>50.75</td>
</tr>
</tbody>
</table>

Off-campus rates apply to courses taught at locations other than the main campus.

## FEE SCHEDULE

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Description</th>
<th>Trimester</th>
<th>Per 7 1/2 Week Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Fee</td>
<td>per course</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>B.A</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>M.A</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Late Fee</td>
<td></td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Parking Fee</td>
<td></td>
<td>9.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td></td>
<td>20.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Installment Payment Fee</td>
<td></td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>Transcript Fee (per transcript)</td>
<td></td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Health Insurance Fee (optional)*</td>
<td></td>
<td></td>
<td>60.00/year</td>
</tr>
<tr>
<td>BOG Degree Program Assessment Fee</td>
<td></td>
<td>30.00/per assessment</td>
<td></td>
</tr>
<tr>
<td>CEIL Assessment Fee</td>
<td></td>
<td>23.00/per assessment</td>
<td></td>
</tr>
</tbody>
</table>

*Non-Refundable

**Students registering only for block 2 must purchase a trimester parking permit for $9.00; they may redeem the permit at the end of a block 2 for a partial refund.

†Basic plans for single student; rates for major medical and/or coverage for additional individuals are variable.
DESCRIPTION OF FEES

Student Activity Fee
These fees are placed in a special account called the Student Activity Fund. This fund is used to support co-curricular student activity programs. Some of the activities and programs receiving funding support are:
- Special Cultural Entertainment
- Student Senate
- Student Clubs and Organizations
- Child Care Center
- Student Activities Resource Center
- Women’s Resource Center
- INNOVATOR
- GSU Jazz Band and Chorale
- Short Term Loans

Collection of this Student Activity Fee is required by the Board of Governors for all schools in the system.

Audit Fee
The audit fee is assessed for students who wish to attend the meetings of a course but do not wish to receive academic credit.

Health Insurance Fee
Participation in the health insurance program is optional. Information on the health insurance plan is available in the Student Development Office.

Late Fee
This applies to students who register and pay fees during late registration for any trimester (or block 3), and to students paying tuition via the installment method who do not pay the balance due on time.

Graduation Fee
Every applicant for graduation pays this fee to cover the cost of application processing, diploma, cap and gown rental, and commencement.

Parking Fee
Students paying this fee receive automobile decals for unlimited parking during a trimester.

Installment Payment Fee
This fee is charged to full-time students who choose to pay on the installment method.

Transcript Fee
This fee is charged for every university transcript.
PAYMENT OF TUITION AND FEES
Tuition and applicable fees must be paid prior to but no later than the specified dates for each academic term. Registration and official enrollment in courses is not complete until all tuition and fees have been paid.

Installment Method
Students registering for nine or more credit hours may take advantage of the installment payment method. Fifty percent of tuition and all fees must be paid during registration. The balance of tuition must be paid not later than the Friday before the start of block 3. Students must pay their tuition and fees as stipulated or their registration will be cancelled and all their classes will be dropped.

Payment Via Credit Card
As a convenience to students, the university accepts tuition and fee payment via MasterCard or VISABank AmeriCard credit cards.

UNDERGRADUATE AND GRADUATE STATUS
Undergraduate tuition rates apply to all undergraduate students, including those admitted to a specific major, undergraduate students-at-large and special nondegree students.

Graduate rates apply to all students holding a baccalaureate degree, including those admitted to a specific major at either the undergraduate or graduate level. Students-at-large who have earned a baccalaureate degree must be admitted and enroll as graduate students regardless of the level of the coursework in which they intend to enroll.

A student shall be an undergraduate or graduate based on the status at the end of the term preceding that term for which a student is being billed.

If delayed posting or retroactive changes to a student’s record affect the status of a currently enrolled student, the student will be billed or refunded any difference in tuition rates for the current term, but tuition adjustments for previous terms will not be made.

RESIDENCY CLASSIFICATION RULES
To be considered a resident, a student must have lived in Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which he/she registers at the university, and must continue to maintain a bona fide residence in the state.

To be considered a resident, a person who is not a citizen of the United States of America generally must have a permanent resident status with the United States Immigration and Naturalization Service and must also meet and comply with all other applicable requirements of these regulations to establish resident status.

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

For complete regulations regarding resident status, see the “Appendix” of the Catalog.
REFUNDS
The university is authorized to grant refunds in accordance with Board of Governors Regulations.
Specific board approval is required for any refund of mandatory fees other than those listed below. The term “refund” may mean the cancellation of an unpaid obligation as well as an actual refund of amounts paid previously.

100% Refunds
Students who drop courses on or before the tenth day of regularly scheduled classes for a trimester or block are entitled to a full refund of tuition and fees.

50% Refunds
Students who completely withdraw from the university (withdrawal from all courses) after the tenth day but before the twenty-first day of regularly scheduled classes for a trimester or block are entitled to a 50% refund of tuition and fees.

Additional Information
Students may receive a refund of mandatory fees if:

- a scholarship is awarded which covers those fees, and an application for refund is made no later than sixty calendar days after the close of the term.
- declared ineligible by the university for enrollment prior to the first day of scheduled classes.
- the student changes from full-time to part-time status on or before the tenth day of regularly scheduled classes (those fees not applicable to part-time status will be refunded).

Upon receiving such a refund the student will not be eligible for activities and benefits covered by such fees.

The president or the president’s designee may authorize the refund of a part or all of a student’s mandatory fees because of the student’s death or disability, extreme hardship, or institutional error. Board of Governors approval is required to refund fees established by the board.

Refund periods are listed in the Schedule of Classes. Refunds are mailed via check approximately three weeks from the request date. VISA/Bank AmeriCard and MasterCard refunds are processed for account credit within three days of the request date.
Financial Assistance
The primary purpose of any financial aid program is to assist students in obtaining the financial resources necessary to cover increasing educational costs. The Office of Financial Aid provides information, counseling, and direct financial assistance to students who experience financial difficulty in pursuing a university education.

Financial aid programs are based on the premise that the primary responsibility for paying college expenses rests with the student and parents. The analysis of a student's or family's financial strength includes consideration of current income, assets, family size, number of children and number in college, retirement allowance, uninsured medical/dental expenses, and any other factors which seriously alter a student's or family's financial situation. Financial aid programs are designed to supplement student or family resources by bridging the gap between costs and the student's or family's measured ability to pay. "Need" is the difference between the costs of attending the university and the total of the resources an applicant has available.

The Office of Financial Aid attempts to meet the full need of all eligible applicants by "packaging" funds from various sources.

ELIGIBILITY CRITERIA

In general, a student is eligible for aid based on meeting the following requirements:

The student:

1. has "need," if applying for "need" based aid;
2. is a U.S. citizen or a permanent resident;
3. is not in default on a National Direct Student Loan, Guaranteed Student Loan or PLUS loan;
4. does not owe a refund on a Pell Grant or a Supplemental Educational Opportunity Grant;
5. is a degree-seeking student;
6. is enrolled on at least a half-time basis; and
7. is making satisfactory progress in a degree program. Satisfactory progress, for the purpose of determining eligibility for financial aid means:
   a. enrolling for and earning a minimum of six credit hours each trimester, and
   b. being in good academic standing.

Students not in compliance with both the above standards for the first trimester will receive a letter notifying them of their status. Upon failure to comply for a second consecutive trimester, eligibility for all state, federal and institutional aid will be withdrawn. Eligibility may be restored by the director of Financial Aid if the student meets both required standards for a subsequent trimester. Students may appeal withdrawal of eligibility through policies and procedures established by the university and the Office of Financial Aid.

PROGRAMS AVAILABLE

The Office of Financial Aid administers and coordinates aid funds from federal, state, university and private sources. The various aid programs available may be divided into four broad categories: grants/scholarships, loans, student employment and other benefits. Grants are gift assistance and are usually based on need. Scholarships are also gifts and are usually based on academic achievement. Loans are generally low interest notes which must be repaid with interest at a future date, usually commencing six...
months after leaving school. Student employment is often available during the academic year either on or off campus. Other types of aid include Veterans benefits, Vocational Rehabilitation assistance and other types of benefits.

GRANTS/SCHOLARSHIPS

Pell Grant (formerly BEOG)
The Pell Grant Program is a federal aid program designed to provide financial assistance to undergraduate students who demonstrate financial need under the guidelines of the program. Once a student is determined eligible, the amount of the award is based on the cost of education at the school attended for enrollment on a half-time, three-quarter time, or full-time basis.

Supplemental Educational Opportunity Grant (SEOG)
The SEOG is a federally sponsored program for undergraduate students with exceptional financial need. Grants cannot exceed one-half of the total assistance provided the recipient.

Illinois State Scholarship Commission Monetary Award (ISSC)
This is a need-based scholarship for undergraduates which pays either full or partial tuition and fees. Applicants must have no other conflicting tuition scholarship/grant.

Community College Scholarship
A two-year scholarship is awarded annually to one student from each of the participating community colleges. Awards are based on merit and must be recommended by an official of the applicant's community college. The scholarship covers tuition and fees, plus an allowance for books, supplies, and transportation expenses. Participating colleges are: Richard J. Daley College, Joliet Junior College, Kankakee Community College, Kennedy-King College, Moraine Valley Community College, Olive-Harvey College, Prairie State College and Thornton Community College.

Adult and Special Education Scholarship
Tuition waivers are available for undergraduate or graduate students specializing in adult and special education. They are provided through the Illinois Office of Education.

Illinois General Assembly Tuition Waiver
Tuition waivers are available for undergraduate and graduate students at state supported colleges or universities. Applications are processed by state senators' and representatives' offices in the resident's legislative district.

Division of Rehabilitative Services Scholarship
Scholarships are available to undergraduate students having a handicap to employment. The amount of assistance is determined by the Division of Rehabilitative Services. Students should apply to the Division of Rehabilitative Services in Springfield.

GSU Tuition Waiver
This tuition waiver is available for financially disadvantaged students, as determined by the GSU Office of Financial Aid. Waivers are provided for undergraduate and graduate students.
Financial Assistance

GSU Talent Scholarship
A tuition-only scholarship is available to undergraduate and graduate students who exhibit extracurricular talent in leadership and service, communication arts, and creative and performing arts. It is not restricted by financial need.

Senior Citizen Tuition Waiver
Tuition and fee payment for up to six credit hours per trimester is available to undergraduate or graduate students who are 65 years or older, or are 60-64 years of age and not working full-time, or retired.

American Logistics Association Scholarship
A cash stipend is awarded to one undergraduate student per year who demonstrates the ability and desire to pursue a career in the logistical field.

Illinois National Guard/Naval Militia Scholarship
Tuition and fee scholarships are available to undergraduate and graduate students who are currently enlisted members (for at least one year) of the National Guard or Naval Militia.

LOANS

National Direct Student Loan
Need-based, low interest (currently 5%) loans are available. Undergraduate and graduate students may borrow up to $6,000 cumulative total (for undergraduates) or $12,000 cumulative total (for graduates).
Repayment begins six months after graduation or upon dropping below half-time status.

Illinois Guaranteed Loan Program
Low-interest (currently 7% or 9%) loans are available to undergraduate and graduate students. An academic year loan limit of $2,500 for undergraduates and $5,000 for graduate students applies. Students should contact local lending institutions for applications.

Nursing Student Loan
Loans of up to $2,500 are available to undergraduate and graduate nursing students.

GSU Short Term Loan
Loans of up to $150 are available for undergraduate and graduate students in temporary financial distress. This loan must be repaid within one month.

STUDENT EMPLOYMENT

College Work-Study Program (CWS)
Student employment is available to undergraduate or graduate students based on financial need. The total CWS award depends on need and the availability of funds.

GSU State Funded Part-Time Job
Part-time jobs are available to undergraduate and graduate students without Work-Study, National Direct Student Loan or Supplemental Grants. The amount varies dependent on the job.
Graduate Assistantship
Assistantships are available to graduate students admitted to and enrolled in a degree program at least half-time. The maximum salary is $400 per month, and a tuition waiver may also be offered. Interested applicants should contact the dean of the college in which they are enrolled.

COOPERATIVE EDUCATION
As part of their degree program, students can earn income while gaining practical work experience in their area of interest and earning academic credit. Placements are available to undergraduate and graduate students. Information can be obtained from coordinating faculty in each college/school.

OTHER ASSISTANCE
Student-to-Student Scholarship
A maximum of $100 is available for emergency situations which could not be planned and budgeted for, as determined by the GSU Office of Financial Aid. This aid is intended primarily for undergraduates. Monies are donated by GSU students and matched by state funds.

GSU Emergency Fund
A maximum of $100 is available for emergency situations for students who could not continue to attend GSU without such assistance. Funds are provided in part by a donation from the GSU Alumni Association.

Students seeking information on specialized grants or funding from private sources of financial aid should contact the Office of Financial Aid for listings of available fellowships and loans.

APPLICATION PROCEDURES
All applicants must submit financial information concerning themselves and/or their parents. This information is submitted by completing the appropriate Financial Aid Form (FAF) which is processed by the College Scholarship Service (CSS). All applicants must file a Financial Aid Form. The forms are available at college counseling offices and the Office of Financial Aid. CSS does not award financial aid. The information received from CSS is used in determining need and eligibility for funds. All information is held in confidence.

In addition to the CSS form, all applicants must complete a GSU Application for Financial Aid. Additional information will also be requested and is explained on the application. The application is not complete until all required documents are on file. Incomplete files are not processed. Applicants with complete financial aid files by May 1 will receive priority consideration for financial aid. Applications received and/or completed after that date will be processed on a first-come, first-served basis. The following credentials are required to complete the application file:

1. A Financial Aid Form Need Analysis Report (FAFNAR), which is the College Scholarship Service (CSS) analysis of your Financial Aid Form (FAF).
2. A completed financial aid application with proper documentation attached, including 1040's, W-2's, and other income documents.
3. An affidavit of parental nonsupport, if necessary.
4. A financial aid transcript(s) returned from the college(s) you previously attended.
5. Additional data necessary to clarify or verify the financial information submitted.

Requests for additional data are sent by the university when deemed necessary.

GSU financial aid applications and CSS Financial Aid Forms are available in the Office of Financial Aid. The process of applying for financial aid requires time and attention. You must apply early in order to receive full consideration. It is helpful if you or your parents complete the IRS 1040 or 1040A income tax form in early February since the applications and financial statements require income and tax data.

Remember to retain copies of all forms you send to all agencies and institutions for future reference. Also, you should keep all notifications, award letters and other financial aid correspondence from all agencies and institutions. These are important documents and may be needed for reference by university officials, prospective employers and others.

VETERANS AFFAIRS

The Office of Veterans Affairs administers all veteran-related services and programs and serves the student veteran by providing advising and counseling. All veterans intending to enroll at Governors State University should contact the Veterans Office prior to their registration so that eligibility for veterans benefits can be established and the proper paperwork can be initiated. Veterans who are unsure of their benefit status should also contact the office since changes in entitlement and legislation could make them eligible for benefits of which they are not aware.

G.I. Bill

The G.I. Bill is a federally funded program administered by the Veterans Administration. The eligibility requirements include:

1. The veteran must have served on active duty for more than 180 continuous days, any part of which occurred after January 31, 1955, but before January 1, 1977.
2. The veteran must either have been released under conditions other than dishonorable, or have continued on active duty.
3. Benefits must be used within ten years of release from active duty.

Each eligible person is entitled to educational assistance for a period of one and one-half months for each month of service on active duty up to a maximum of 45 months. Rates are as follows*:

<table>
<thead>
<tr>
<th></th>
<th>0 Dep.</th>
<th>1 Dep.</th>
<th>2 Dep.</th>
<th>Each Add.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>342</td>
<td>407</td>
<td>464</td>
<td>$29</td>
</tr>
<tr>
<td>3/4 time</td>
<td>257</td>
<td>305</td>
<td>348</td>
<td>$22</td>
</tr>
<tr>
<td>1/2 time</td>
<td>171</td>
<td>204</td>
<td>232</td>
<td>$15</td>
</tr>
</tbody>
</table>

Less than 1/2 time = reimbursement of tuition and fees.

*Rates listed are those in effect at time of printing and are subject to change.

To qualify for these benefits, veterans must provide a certified copy of their DD214 (Report of Separation) and necessary documents to establish eligibility for dependents (i.e., marriage licenses, divorce decrees, birth certificates, records of adoption, etc.). These should be submitted to the Veterans Office at least one month prior to the beginning of the student’s first trimester of enrollment.
Veterans Education Assistance Program (VEAP)
Veterans and service persons currently serving are eligible for this program if they:
1. Entered active duty after December 31, 1976;
2. Were released under conditions other than dishonorable or continue on active duty; and
3. Have satisfactorily contributed to the program.
Benefits must be used within ten years of discharge from active duty. Benefit rates vary depending on the amount the veteran contributed to the program. Payments are received for the number of months the veteran contributed to the program, or for 36 months, whichever is less. No additional benefits are paid for dependents. A certified copy of the veteran’s DD214 must be submitted to the Veterans’ Office at least one month prior to the veteran’s first trimester of enrollment.

Illinois Veterans Scholarship
The Illinois Veterans scholarship, funded by the State of Illinois, provides scholarships to veterans attending state supported colleges, universities, and community colleges in Illinois. The eligibility requirements include:
1. One year or more of continuous active duty if discharged after August 11, 1967 (less than one year if before that date);
2. A discharge other than dishonorable;
3. Illinois residency prior to entering military service and return to Illinois within six months after discharge; and
4. At least one day of service on or before May 7, 1975 (if initial application is after September 1981).
Active duty personnel are also eligible for this scholarship if they would otherwise meet the above requirements if discharged.
Eligible veterans are entitled to 120 semester hours of tuition. Those whose initial applications were prior to September 1981 are also entitled to payment of some fees. The student has 12 years from the initial term of use to complete his/her course of study (or 120 hours whichever comes first).
Veterans must present a DD214 (Report of Separation) to the Veterans’ Office at least one month prior to his/her first trimester of enrollment. If the applicant is currently on active duty, he/she should submit a statement from his/her commanding officer indicating length of service and home of record at time of original entry into service.
Other programs and services include the VA work-study program, VA tutorial assistance, discharge upgrading and liaison services between the veteran and the VA. Forms and applications for all of the veterans benefit programs are available in the Office of Veterans Affairs.

AIR FORCE ROTC PROGRAM
Students at Governors State University may enroll in the Air Force ROTC program through a “Cross-Town” agreement between Governors State University, Illinois Institute of Technology, and Air Force ROTC. Air Force Aerospace Studies are available to undergraduate and graduate students with at least two years of full-time study remaining. Air Force ROTC Scholarships (paying full tuition and fees, all textbook costs, and monthly subsistence allowance) are available to both undergraduate and graduate students.
Application for the program should be made no later than the month of March prior to GSU enrollment in the fall. All successful applicants will be required to complete the six-week summer field training before enrollment in the fall trimester. Additional information about this program may be obtained by writing:
Department of Aerospace Studies AFROTC Detachment 195 (AU) Illinois Institute of Technology Chicago, Illinois 60616 or you may call or visit:
Detachment 195 AFROTC (AU)
3201 South Michigan Avenue
Chicago, Illinois 60616
(312) 567-3525
Undergraduate Studies
The goal of undergraduate programs is to encourage the development of the individual's values and talents which may be employed in solving the problems of a complex society. Special emphasis is directed to the development of students' capacity for independent judgment and creative thought. Undergraduate study combines both theory and practice to educate students and to prepare them for the world of work.

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

ARTICULATION AGREEMENTS

In an effort to clarify and standardize curricula and degree requirements, and to minimize the transfer problems associated with course equivalency determination, GSU has developed approximately 300 articulation agreements with area community colleges. Articulation agreements allow students to plan a four year degree program beginning at the community college and finishing at GSU. These agreements assure the smooth transition from lower division to upper division study and completion of a bachelor's degree.

UNDERGRADUATE STUDENT STATUS

Undergraduate Degree Seeking Students are those who meet the established admission requirements of the university and college, as well as those for the specific bachelor's degree sought.

Undergraduate Students-at-Large are those who have earned a minimum of 60 semester hours, with an overall 2.0 grade point average or who have an A.A. or A.S. degree from a regionally accredited institution and are taking courses but not pursuing a bachelor's degree in a specific major at the time of admission.

Special Nondegree Students are those who have not earned 60 semester hours of college credit but who have had equivalent specialized experiences and enroll in a course, workshop, seminar or other university activity for academic credit.

COMPETENCY TESTING AND LIBERAL EDUCATION

In order to ensure the continued quality of undergraduate degree programs, the university will implement a competency testing policy and a liberal education policy at the beginning of the 1983-84 academic year. All undergraduate students must comply with these policies as a part of the requirements for a bachelor's degree. Further information is available in the section on "Degree Requirements" in this Catalog.
<table>
<thead>
<tr>
<th>Major/Concentration</th>
<th>Degree Offered</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Board of Governors</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Degree</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Accounting</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Finance</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Management Information</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Systems</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Marketing</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Personnel Management &amp; Labor Relations</td>
<td>Bachelor of Health Science (B.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Production Management</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>Bachelor of Health Science (B.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Bilingual/Bicultural Education</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Special Education</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>English</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>English Education</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Environmental Biology</td>
<td>Bachelor of Science (B.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Science Education</td>
<td>Bachelor of Science (B.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Environmental Chemistry</td>
<td>Bachelor of Science (B.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Science Education</td>
<td>Bachelor of Science (B.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Bachelor of Health Administration (B.H.A.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Media Communications</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>Bachelor of Health Science (B.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Music</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Nursing</td>
<td>Bachelor of Science in Nursing (B.S.N.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Office Administration</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Business Education</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Photography</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Social Work</td>
<td>Bachelor of Social Work (B.S.W.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Alcoholism Sciences</td>
<td>Bachelor of Arts (B.A.)</td>
<td>Business &amp; Public Administration</td>
</tr>
</tbody>
</table>
College of Arts and Sciences

Art (B.A.)
English (B.A.)
Environmental Biology (B.S.)
Environmental Chemistry (B.S.)
Intercultural Studies (B.A.)
Interpersonal Communication (B.A.)
Media Communications (B.A.)
Music (B.A.)
Photography (B.A.)
Social Sciences (B.A.)

The College of Arts and Sciences provides a liberating education conferring the breadth and energy of imagination associated with the liberal arts. The curricula are concerned with the preservation and communication of the accumulated wisdom and cumulative culture of society as well as the discovery of new knowledge. The college seeks to provide roots in past traditions and human experience while forming an appreciation of the interrelation of knowledge and the unity of humanity.

Courses in the natural and physical sciences acquaint students with some of the methods and results of efforts to understand and shape the natural environment. Courses offered in the social sciences encourage students to explore the problems connected with individuals and groups living together in the peculiar conditions of the modern world. The humanities and fine arts focus on values and perspectives as they are expressed in intellectual and artistic works. The college also provides learning experiences which encourage students to apply the liberal arts tradition to the world of work. Students have the opportunity to study in such growing fields as media, photography, communication and computer science.

Students benefit from extensive facilities including: art and photography galleries; music, art, photographic and film studios; a music recital hall; as well as biology, chemistry and environmental science laboratories.

A continuing series of events including jazz, electronic, symphonic and choral concerts; media symposia and workshops; and photography and visual arts exhibits are sponsored by the college. Throughout the year the intellectual life of the university community is enriched by workshops and conferences on such diverse topics as global studies; language and culture; race; energy; science and science education.

CERTIFICATION
The college offers approved programs for teacher certification in the areas of English and science education.

General Admission and Degree Requirements
All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.
Specific Major Requirements
Following are detailed requirements for the undergraduate majors and concentrations in the College of Arts and Sciences. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

Presentation of Curricular Information
The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit, the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.

Art
The undergraduate major provides art students with instruction and exposure to all of the media of studio art as well as a historical foundation for both western and nonwestern areas.

SPECIAL ADMISSION REQUIREMENTS
Prior to admission, applicants must have completed the following lower division coursework: nine hours in art history and 12 hours in art studio.

DEGREE REQUIREMENTS
Students must complete 41 hours in the core of which 20 hours must be upper division and 66 hours in support of which 27 hours must be in art at the upper division level.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>9</td>
</tr>
<tr>
<td>Art Studio</td>
<td>12</td>
</tr>
<tr>
<td>ART 501 Life Study: Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 505 Advanced Drawing: Life Study as Abstraction and Expression</td>
<td>3</td>
</tr>
<tr>
<td>ART 508 Intermediate Design I: Drawing for Graphic Impact</td>
<td>2</td>
</tr>
<tr>
<td>ART 510 Advanced Design Principles II: 2-D Design Problems</td>
<td>2</td>
</tr>
<tr>
<td>ART 531 Sculpture: 3-D Design in Fabrication Processes</td>
<td>2</td>
</tr>
<tr>
<td>ART 530 Non-Western Art Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 520 Western Art Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 533 Sculpture: Fiber, Clay, Metal</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>6</td>
</tr>
<tr>
<td>Select at least six hours from among nonwestern art courses:</td>
<td></td>
</tr>
<tr>
<td>ART 521 Art of the South Pacific</td>
<td>3</td>
</tr>
<tr>
<td>ART 522 Pre-Columbian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 525 Art of First Americans (American Indians)</td>
<td>3</td>
</tr>
<tr>
<td>ART 527 African Art</td>
<td>3</td>
</tr>
</tbody>
</table>
Select at least three hours from among western art courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 511</td>
<td>Artforms</td>
<td>3</td>
</tr>
<tr>
<td>ART 514</td>
<td>American Art: The Folk Traditions</td>
<td>3</td>
</tr>
<tr>
<td>ART 516</td>
<td>Modern Art: Great Artists</td>
<td>3</td>
</tr>
<tr>
<td>ART 517</td>
<td>Art Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>ART 518</td>
<td>Women Artists</td>
<td>3</td>
</tr>
<tr>
<td>ART 519</td>
<td>20th Century Art and Architecture</td>
<td>3</td>
</tr>
</tbody>
</table>

In consultation with advisor, select 18 hours from at least two of the following four areas:

**Painting/Drawing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 551</td>
<td>Intermediate Painting and Drawing Composition</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 555</td>
<td>Painting Composition</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 553</td>
<td>Advanced Painting and Drawing</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 558</td>
<td>Painting and Drawing Composition</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 561</td>
<td>Painting: Development of a Theme</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 563</td>
<td>Painting: Special Problems</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**Printmaking/Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 571</td>
<td>Printmaking: Advanced Printmaking Process (Intaglio-etching, litho)</td>
<td>3-4</td>
</tr>
<tr>
<td>ART 573</td>
<td>Advanced Printmaking I: Woodcut Techniques (Black and white relief)</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 575</td>
<td>Advanced Printmaking II: Color Reduction Woodcut</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 578</td>
<td>Advanced Printmaking: Serigraphy/Lithography</td>
<td>3-4</td>
</tr>
<tr>
<td>ART 581</td>
<td>Printmaking: Advanced Studio</td>
<td>2</td>
</tr>
<tr>
<td>ART 583</td>
<td>Advanced Materials and Presentation Workshop</td>
<td>1-2</td>
</tr>
</tbody>
</table>

**Sculpture**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 535</td>
<td>Sculpture: Metal I</td>
<td>2</td>
</tr>
<tr>
<td>ART 537</td>
<td>Sculpture: Art Metal</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 539</td>
<td>Sculpture: Advanced Metal Workshop II</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 541</td>
<td>Sculpture: 3-D Wood</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 543</td>
<td>Sculpture: Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 545</td>
<td>Sculpture: Advanced Figure Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Art History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 465</td>
<td>Interrelation of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART 511</td>
<td>Artforms</td>
<td>3</td>
</tr>
<tr>
<td>ART 516</td>
<td>Modern Art: Great Artists</td>
<td>3</td>
</tr>
<tr>
<td>ART 517</td>
<td>Art Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>ART 518</td>
<td>Women Artists</td>
<td>3</td>
</tr>
<tr>
<td>ART 519</td>
<td>20th Century Art and Architecture</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 500</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 521</td>
<td>Art of the South Pacific</td>
<td>3</td>
</tr>
<tr>
<td>ART 523</td>
<td>Pre-Columbian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 525</td>
<td>Art of First Americans (American Indians)</td>
<td>3</td>
</tr>
<tr>
<td>ART 527</td>
<td>African Art</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 533</td>
<td>Aesthetics and Literary Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** | 34 |

**Total** | 120 |
English

The undergraduate English major enables students to obtain a full appreciation and understanding of works of the imagination as the incomparable record of humanity's journey. In pursuit of this objective, the student acquires the necessary skills of analysis and expression of the liberally educated person. The curriculum emphasizes a variety of approaches to a wide range of literature, relating to social contexts, understanding linguistic evolution, function, and content, and applying these to personal and professional growth and enrichment. The study of English is presented as perhaps the most personally enriching endeavor the individual can undertake, a study which can and does affect all aspects of life, and also equips the student with the breadth of knowledge and basic general skills increasingly in demand by a complex and rapidly changing society.

DEGREE REQUIREMENTS

Core Requirements 42

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 311</td>
<td>Survey of English Literature I: Beowulf to the</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18th Century</td>
<td></td>
</tr>
<tr>
<td>ENGL 312</td>
<td>Survey of English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 510</td>
<td>Major English Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 520</td>
<td>Major American Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 551</td>
<td>Shakespeare I: Histories and Comedies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 552</td>
<td>Shakespeare II: Tragedies and Romances</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 540</td>
<td>Bible as Literature in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 560</td>
<td>Philosophical Themes in Contemporary Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 533</td>
<td>Aesthetics and Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 542</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 510</td>
<td>African Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 512</td>
<td>Black Literature I: 1760-1900</td>
<td>3</td>
</tr>
<tr>
<td>LIT 513</td>
<td>Black Literature II: 1900-1941</td>
<td>3</td>
</tr>
<tr>
<td>LIT 540</td>
<td>Chinese Culture: Language and Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from between:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 545</td>
<td>Counter-Propaganda</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 592</td>
<td>Historical Studies in the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 21

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>6</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
</tbody>
</table>

Electives 57

Total 120

English Education Concentration

CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard High School Certificate by entitlement and qualifies students to teach in the field of English education.
RECOMMENDED PREPARATION
Prior to admission, students should have completed the following lower division coursework in order to graduate with 120 hours as noted: five hours in survey of American, and/or English literature; nine hours in communications (oral and written); seven hours in science (including laboratory); five hours in mathematics; three hours in health and physical education; nine hours in social science (including U.S. history/government); and nine hours in music, art, and humanities.

DEGREE REQUIREMENTS
Students must (1) have an overall GPA of at least 2.5 with no individual course grade lower than a "C" in professional education courses; (2) complete a minimum of 100 hours of supervised pre-student teaching clinical experiences; and (3) provide evidence of successful completion of the Illinois and United States Constitution examination.

Core Requirements
(See English.)

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 510 Survey of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EGED 518 Language, Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EGED 523 Methods of Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>EGED 528 Teaching Reading in High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 499 Student Teaching (English Education)</td>
<td>5</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

| Communications (oral and written) | 9 |
| Science (including laboratory) | 7 |
| Mathematics | 5 |
| Health and Physical Education | 3 |
| Music, Art, and Humanities | 9 |
| Social Science (including U.S. history/government) | 9 |

Electives

13

Total

120

Environmental Biology

The Bachelor of Science degree in environmental biology offers coursework in biology and ecology with a focus on field methods. Students evaluate and use a wide variety of laboratory and field techniques and apply principles and methods of plant and animal ecology to the practice of conservation. Overall emphasis on environmental issues gives the curriculum a unique "practical" flavor compared to more traditional biology degrees.

Graduates are qualified for entry positions as ecologists, naturalists, aquatic biologists, park rangers or wildlife biologists, as well as positions which deal with environmental education, environmental planning or resource evaluation and use. Employment may be found with local municipalities, other governmental and private agencies or in private industry. Students interested in graduate study may also pursue a M.S. in environmental biology which builds directly on the undergraduate curriculum.

Students also have the option of pursuing the concentration in science education in the environmental biology major. This concentration prepares students to meet the need for qualified science teachers which is expected to remain high in the future in light of recent state and federal emphasis on improving science and mathematics education in our high schools.
RECOMMENDED PREPARATION
Prior to admission, students should have completed the following lower division coursework:
three hours in college algebra; three hours in statistics; eight hours in general chemistry with
laboratory; four hours in organic chemistry with laboratory; eight hours in general biology with
laboratory; three hours in plant taxonomy; and four hours in genetics, microbiology, zoology, or
comparative anatomy. Deficiencies must be completed during the first three trimesters of enroll­
ment. Some courses may not be available at GSU.

DEGREE REQUIREMENTS

Core Requirements 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology with Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Plant Taxonomy</td>
<td>3</td>
</tr>
<tr>
<td>Genetics, Microbiology, Zoology, or Comparative Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322 Ecology: Basic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 365 Comparative Animal Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 422 Ecological Methods</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 423 Ecological Methods Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 455 Ecology of Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 466 Experimental Botany</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 467 Experimental Botany Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 522 Ornithology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 523 Ornithology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 555 Evolution and Ethology of Mammals</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 556 Evolution and Ethology of Mammals Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 566 Plant Microenvironments I</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 567 Plant Microenvironments Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 43

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 465 Comparative Animal Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 320 Introduction to Computing: BASIC</td>
<td>3</td>
</tr>
<tr>
<td>PADM 536 Environmental Land Use Planning</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 525 Ethics and Environment</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 545 Environmental Law and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 322 Physical Environments: Characteristics and Development</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 323 Physical Environments: Characteristics and Development Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select six hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 532 Ecology of Lakes</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 533 Ecology of Lakes Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 542 Ecology of Streams</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 548 Ecology of Streams Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 492 Environmental Chemistry: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 585 Soil Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 38

Total 120

Science Education Concentration

CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard High School Certificate by entitlement and qualifies students to teach in one or more fields: biological science or general science.
RECOMMENDED PREPARATION
Prior to admission, students should have completed the following lower division coursework:
eight hours in general chemistry with laboratory; four hours in organic chemistry with laboratory;
eight hours in general biology with laboratory; three hours in plant taxonomy; and four hours in
 genetics, microbiology, zoology, or comparative anatomy. Deficiencies must be completed dur­
 ing the first three trimesters of enrollment. Some courses may not be available at GSU.
In addition, students should have completed 33 hours from the following in order to graduate
with 123 hours as noted: nine hours in oral and written communications; nine hours in social
sciences (U.S. government/history required); nine hours in humanities, music, and art; three
hours in health and physical education; three hours in college algebra; and three hours in
 statistics.

DEGREE REQUIREMENTS
Students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a
"C" in professional education courses; (2) complete a minimum of 100 hours of supervised pre­
 student teaching experiences, and (3) provide evidence of successful completion of the Illinois
and United States Constitution examination.

Core Requirements
(See Environmental Biology.)

Concentration Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>DUC 510</td>
<td>Survey of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>SCED 533</td>
<td>Principles of Science Education</td>
<td>3</td>
</tr>
<tr>
<td>SCED 544</td>
<td>Teaching Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>SCED 545</td>
<td>Teaching Secondary School Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SCED 520</td>
<td>Managing the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 499</td>
<td>Student Teaching: (Science Education)</td>
<td>5</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Communications</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (U.S. government/history required)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Chemistry with Laboratory</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry with Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CPSC 320</td>
<td>Introduction to Computing: BASIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Select ten hours in science courses to fulfill credit hour requirements
to teach in specific subject areas with advisor's approval.

Total 123

Environmental Chemistry

The Bachelor of Science in environmental chemistry provides the student with the
coursework of a traditional chemistry curriculum as well as courses dealing with the en­
vironment as a whole. The curriculum provides a strong background in the basic con­cepts of physics and analytical, organic, physical, and inorganic chemistry. Upon
graduation the student is prepared for employment in public service or private industry
as a chemist and/or an environmental specialist in a wide variety of entry level posi­
tions.

With the program's emphasis on chemistry, the environment and instrumentation tech­
niques, students seeking to build on this foundation are well prepared to pursue
graduate work in chemistry or environmental science in general and are ideally prepared for entry to the Master of Science degree program in analytical chemistry at GSU.

Students also have the option to choose the science education concentration in the environmental chemistry major.

**RECOMMENDED PREPARATION**

Prior to admission, applicants should have completed the following lower division coursework: eight hours of calculus, five hours of physics with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and four hours of analytical chemistry with laboratory. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at GSU.

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Chemistry with Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry with Laboratory</td>
<td>8</td>
</tr>
<tr>
<td>Analytical Chemistry with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322 Ecology: Basic Principles</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 366 Physical Chemistry I: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 367 Physical Chemistry I: Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 368 Physical Chemistry II: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 369 Physical Chemistry II: Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 492 Environmental Chemistry: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 493 Environmental Chemistry: Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 544 Biochemistry: Lecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 426 Instrumental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 427 Instrumental Analysis Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 433 Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>STAT 520 Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 320 Introduction to Computing: BASIC</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 525 Ethics and Environment</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 545 Environmental Law and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 322 Physical Environments: Characteristics and Development</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 323 Physical Environments: Characteristics and Development Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three hours from between:

| CHEM 555 Electrochemistry | 2 |
| CHEM 556 Electrochemistry: Laboratory | 3 |
| CHEM 566 Radiochemistry | 1 |
| CHEM 567 Radiochemistry: Laboratory | 1 |

Select three hours from between:

| ESCI 575 Air Quality Control Research | 2 |
| ESCI 576 Air Quality Control Research Laboratory | 1 |
| ESCI 583 Soil Ecology | 3 |
| ESCI 593 Water Quality Analysis | 2 |
| ESCI 596 Water Quality Analysis Laboratory | 1 |

**Electives**

<table>
<thead>
<tr>
<th>Electives</th>
<th>39</th>
</tr>
</thead>
</table>

**Total**

| Total | 120 |
Science Education Concentration

CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard High School Certificate by entitlement and qualifies students to teach in one or more fields: physical science or general science.

RECOMMENDED PREPARATION

Prior to admission, students should have completed the following lower division coursework: eight hours of calculus, five hours of physics with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, and four hours of analytical chemistry with laboratory. Deficiencies must be completed during the first three trimesters of enrollment, and some courses may not be available at CSU. In addition, students should have completed 27 hours from the following in order to graduate with 123 hours as noted: nine hours in oral and written communications; nine hours in social sciences (U.S. government/history required); nine hours in humanities, music, and art; and three hours in health and physical education.

DEGREE REQUIREMENTS

Students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a "C" in professional education courses. (2) complete a minimum of 100 hours of supervised pre-student teaching experiences, and (3) provide evidence of successful completion of the Illinois and United States Constitution examination.

Core Requirements 39

(See Environmental Chemistry.)

Concentration Requirements 23

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Survey of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>SCED 533</td>
<td>Principles of Science Education</td>
<td>3</td>
</tr>
<tr>
<td>SCED 544</td>
<td>Teaching Secondary School Science</td>
<td>2</td>
</tr>
<tr>
<td>SCED 545</td>
<td>Teaching Secondary School Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SCED 520</td>
<td>Managing the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 499</td>
<td>Student Teaching: Science Education</td>
<td>5</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 61

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Communications</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (U.S. history/government required)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Humanities, Music, and Art</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physics with Laboratory</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>STAT 520</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 320</td>
<td>Introduction to Computing: BASIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 12 hours in science courses to fulfill credit hour requirements to teach in specific subject areas with advisor's approval.

Total 123
Intercultural Studies

The intercultural studies major is an interdisciplinary degree program which provides students with a background in the political, anthropological, economic and historical aspects of African, Latin American, and third world countries as well as ethnic/racial communities in the United States. Students are provided with comparative and crosscultural knowledge and skills for advanced and professional studies in law, policy analysis, business, political science, anthropology, international relations, history and education.

Skills in intercultural studies prepare students for employment opportunities in public institutions and private industry.

DEGREE REQUIREMENTS

Core Requirements 39

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 310</td>
<td>Introduction to Intercultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ICS 375</td>
<td>Intercultural Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 316</td>
<td>African History</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 411</td>
<td>Urban Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 547</td>
<td>Latin American History</td>
<td>3</td>
</tr>
<tr>
<td>LIT 510</td>
<td>The African Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 521</td>
<td>Comparative Latin American Literature</td>
<td>3</td>
</tr>
<tr>
<td>POLS 545</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Economic Development of Minority Communities</td>
<td>3</td>
</tr>
<tr>
<td>POLS 538</td>
<td>Urban Politics</td>
<td>3</td>
</tr>
<tr>
<td>ICS 465</td>
<td>Multiple Projects in Community Research</td>
<td>3</td>
</tr>
<tr>
<td>ICS 541</td>
<td>Ethnicity, Culture and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ICS 510</td>
<td>460 Writing Intercultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>ICS 540</td>
<td>500 Hispanic Experience in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 542</td>
<td>Caribbean History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 544</td>
<td>History of Civil Rights</td>
<td>3</td>
</tr>
<tr>
<td>HIST 545</td>
<td>American Negro Slavery</td>
<td>3</td>
</tr>
<tr>
<td>ICS 547</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>ICS 546</td>
<td>Caribbean Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ICS 548</td>
<td>African Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>LIT 512</td>
<td>Black Literature I: 1760 to 1900</td>
<td>3</td>
</tr>
<tr>
<td>LIT 513</td>
<td>Black Literature II: 1900 to 1941</td>
<td>3</td>
</tr>
<tr>
<td>LIT 514</td>
<td>Black Literature III: 1941 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ICS 530</td>
<td>Third World Studies Conference</td>
<td>3</td>
</tr>
<tr>
<td>ICS 520</td>
<td>Women in Latin American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 571</td>
<td>Culture and Communication Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 9

Select three hours from among the following political science/economics courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 531</td>
<td>Readings, Black Politics and American Political System</td>
<td>3</td>
</tr>
<tr>
<td>POLS 530</td>
<td>Political Economy of Global Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ICS 575</td>
<td>Church and Politics in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ICS 532</td>
<td>African Politics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 533</td>
<td>Economic Development in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ECON 435</td>
<td>Comparative Economic Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICS 535</td>
<td>Third World in Perspective: An Interdisciplinary Survey</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among the following history/cultures courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 540</td>
<td>Hispanic Experience in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 542</td>
<td>Caribbean History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 544</td>
<td>History of Civil Rights</td>
<td>3</td>
</tr>
<tr>
<td>HIST 545</td>
<td>American Negro Slavery</td>
<td>3</td>
</tr>
<tr>
<td>ICS 547</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>ICS 546</td>
<td>Caribbean Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ICS 548</td>
<td>African Civilizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among the following literature/interdisciplinary courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 512</td>
<td>Black Literature I: 1760 to 1900</td>
<td>3</td>
</tr>
<tr>
<td>LIT 513</td>
<td>Black Literature II: 1900 to 1941</td>
<td>3</td>
</tr>
<tr>
<td>LIT 514</td>
<td>Black Literature III: 1941 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ICS 530</td>
<td>Third World Studies Conference</td>
<td>3</td>
</tr>
<tr>
<td>ICS 520</td>
<td>Women in Latin American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 571</td>
<td>Culture and Communication Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 72

Total 120
Interpersonal Communication

The undergraduate interpersonal communication major studies communication between individuals and groups. Students learn communication theories and concepts, and develop a more accurate perception of self and others through effective speaking and listening. The program demonstrates how people communicate face-to-face, in small groups, and in organizational and public settings. Students also gain an understanding of how people of various social and cultural backgrounds communicate. Emphasis is placed on verbal and nonverbal messages and their effects on individuals and groups.

The primary goal of the major is to train students as communication generalists by developing the knowledge and skills necessary for effective interpersonal and group management. The degree prepares them to pursue graduate studies in communication, or careers in government, education, personnel management, advertising, and public and human relations.

RECOMMENDED PREPARATION
Prior to admission, the following lower division coursework is recommended: six hours in principles of speech and three hours in group discussion.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Speech</td>
<td>.6</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 310</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 420</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 450</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 460</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 531</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 532</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 533</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 550</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 565</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 570</td>
<td>.3</td>
</tr>
<tr>
<td>PSYC 527</td>
<td>.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 hours from the courses listed below or others within the university with approval of advisor:</td>
<td></td>
</tr>
<tr>
<td>CPSC 515</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 560</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 561</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 567</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 571</td>
<td>.3</td>
</tr>
<tr>
<td>ICOM 667</td>
<td>.3</td>
</tr>
<tr>
<td>I&amp;TT 510</td>
<td>.1</td>
</tr>
<tr>
<td>I&amp;TT 520</td>
<td>.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>64</th>
</tr>
</thead>
</table>

| Total | 120 |
**Media Communications**

Students in the undergraduate media communications major have an opportunity to develop writing and production skills as well as a practical and theoretical understanding of the processes and impact of media on individuals, groups, and society. Such media as television, film and print are considered in various forms and uses, including journalistic applications.

Within a broad and flexible program reflecting opportunities for study and careers, media communications students prepare themselves for job upgrading, new careers or further study in media. The variety of opportunities include writing, editing, reporting, producing, directing, managing, teaching and researching.

**RECOMMENDED PREPARATION**

Prior to admission, students should have completed at least six hours of coursework in media skills (including production and media writing).

**DEGREE REQUIREMENTS**

Students are expected to take either a production, history, or effects/theory course in more than one specific medium.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCOM 500</strong> Media and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 505</strong> Media Symposium</td>
<td>2</td>
</tr>
<tr>
<td><strong>MCOM 510</strong> Theory and History of a Free Press</td>
<td>2</td>
</tr>
<tr>
<td>Select at least three hours from among the following advanced production courses:</td>
<td></td>
</tr>
<tr>
<td><strong>MCOM 340</strong> Film/Video Project I</td>
<td>2</td>
</tr>
<tr>
<td><strong>MCOM 341</strong> Film/Video Project II</td>
<td>2</td>
</tr>
<tr>
<td><strong>MCOM 535</strong> Television: Remote Color Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 539</strong> Advanced Color Television Production</td>
<td>4</td>
</tr>
<tr>
<td><strong>MCOM 545</strong> Animation</td>
<td>4,6</td>
</tr>
<tr>
<td><strong>MCOM 590</strong> Media Team Field Project</td>
<td>4</td>
</tr>
<tr>
<td><strong>MCOM 595</strong> Media Production Practicum</td>
<td>2-8</td>
</tr>
<tr>
<td>Select at least three hours from among the following aesthetics/criticism courses:</td>
<td></td>
</tr>
<tr>
<td><strong>MCOM 540</strong> Film Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 542</strong> Film and Television Documentary</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 555</strong> Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 556</strong> Urban Journalism</td>
<td>3</td>
</tr>
<tr>
<td>Select at least six hours from among the following theory/trends courses:</td>
<td></td>
</tr>
<tr>
<td><strong>MCOM 560</strong> Women in the Media</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 565</strong> Broadcasting in America</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 567</strong> Children and Television</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 580</strong> Chicago Media Laboratory</td>
<td>2</td>
</tr>
<tr>
<td><strong>ICOM 420</strong> Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>Select at least 11 hours in additional media courses. These are to be chosen from the media courses listed above or from the following courses:</td>
<td></td>
</tr>
<tr>
<td><strong>MCOM 450</strong> Writing for Print Media</td>
<td>3</td>
</tr>
<tr>
<td><strong>MCOM 470</strong> Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>MCOM 480</strong> Internship</td>
<td>1-8</td>
</tr>
<tr>
<td><strong>MCOM 530</strong> Television Production</td>
<td>4</td>
</tr>
<tr>
<td><strong>MCOM 550</strong> Newswriting and Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>
Music

The courses in the music core include theory, history/literature, performance, applied studies and piano. As many students will use their skills to teach, compose and perform in the latter half of the twentieth and earlier half of the twenty-first century, much of the required coursework is specifically designed to develop skills in twentieth century music. Upon completing the core requirements, students are able to focus their studies in theory/composition or performance.

SPECIAL ADMISSION REQUIREMENTS
Applicants must: (1) have completed the following lower division coursework prior to admission: 12 hours in music theory, four hours in music history/literature, four hours in applied music studies, four hours in ear training, four hours in ensemble performance, and four hours in minor instrument, voice diction, or piano; and (2) complete and pass with a grade of C+ a music proficiency examination administered by GSU prior to the first registration.

DEGREE REQUIREMENTS
Students must complete 55 hours in the major core, 21 of which must be upper division, and attend a minimum of 80% of the GSU music program concerts each trimester for at least four trimesters.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 315</td>
<td>Music History: 18th and 19th Century Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 320</td>
<td>20th Century Music I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 515</td>
<td>Materials of Music II: 20th Century Harmonic Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUS 522</td>
<td>Afro-American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 525</td>
<td>History of Jazz</td>
<td>2</td>
</tr>
<tr>
<td>MUS 540</td>
<td>Applied Music (This course is offered for one credit hour. Students must enroll for four trimesters, two of which must be consecutive. Music students are strongly encouraged to enroll in this course each trimester until degree requirements are met.)</td>
<td>4</td>
</tr>
</tbody>
</table>

Select four hours from among:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 556</td>
<td>Symphonic Band</td>
<td>1</td>
</tr>
<tr>
<td>MUS 560</td>
<td>University Singers</td>
<td>1</td>
</tr>
<tr>
<td>MUS 562</td>
<td>GSU Chorale</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three hours from between:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 516</td>
<td>Materials of Music II: Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MUS 584</td>
<td>Choral Arranging</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
</tbody>
</table>
### Photography

Students in the photography major develop the technical skills and aesthetic abilities required of both the commercial and fine arts photographer. The foundation of undergraduate studies includes photographic theory and history. Interdisciplinary experiences are designed to provide a base for the photographer as communicator with a well-defined balance of artistic integrity and economic responsibility.

The college boasts excellent facilities including a studio, darkroom and gallery. The Infinity Gallery hosts exhibitions for students, faculty and professionals from throughout the country; while an active student organization sponsors many additional events throughout the year including lectures and workshops.

**RECOMMENDED PREPARATION**

Applicants should have completed the following coursework: three hours of photographic techniques, and three hours of advanced photographic techniques.

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Photographic Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 500 History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 510 Photographic Theory</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 570 Media Workshop</td>
<td>2</td>
</tr>
<tr>
<td>Select three hours from between:</td>
<td></td>
</tr>
<tr>
<td>PHOT 530 Color Photography: Positive Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 531 Color Photography: Negative Processes</td>
<td>3</td>
</tr>
<tr>
<td>Select at least six hours from among the following skills courses:</td>
<td></td>
</tr>
<tr>
<td>PHOT 530 Color Photography: Positive Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 531 Color Photography: Negative Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 535 Non-Silver Photographic Process</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 540 Product Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 542 Photo Illustration</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 543 Portraiture and Fashion Photography</td>
<td>2</td>
</tr>
<tr>
<td>PHOT 545 Architectural Photography</td>
<td>2</td>
</tr>
<tr>
<td>PHOT 550 Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 555 Documentary Photography</td>
<td>3</td>
</tr>
<tr>
<td>Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>Media Production Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Select nine hours from among the following aesthetic courses:

- PHOT 560 Photographic Equivalence Studies ........................................... 3
- MCOM 500 Media and Society ............................................................... 3
- Art Theory Elective ............................................................................. 3
- Media Theory Elective ...................................................................... 3

Select three hours from among the following history/trends courses:

- Art History Elective ........................................................................ 3
- Media Trends Elective ...................................................................... 3

Electives ........................................................................................................ 54

Total ............................................................................................................ 120

Social Sciences

Students who major in social sciences at the undergraduate level are exposed to an interdisciplinary core curriculum, drawn from and bridging several of the disciplines in social sciences. The curriculum is designed to provide the students with a basic understanding of social behavior, problem solving skills related to a wide variety of human activities, and the ability to conduct, analyze, interpret, and apply social research in its many settings. In addition, the student has the opportunity to specialize in one of several social sciences or related fields, drawing upon the resources of the entire university, or to continue to pursue a program of interdisciplinary studies. Consequently, graduates of the program, depending upon their career goals and objectives, may acquire a diverse portfolio of skills that are highly in demand in government, public service, education, industry, and business.

RECOMMENDED PREPARATION

Prior to admission, students should have completed at least 12 hours of coursework in history, sociology, political science, economics, geography, anthropology, urban studies, or other social sciences.

DEGREE REQUIREMENTS

Core Requirements .......................................................................................... 42

- HIST 310 American Economic History ................................................. 3
- HIST 520 American Urban History ....................................................... 3
- SOSC 311 Survey of Social Science ......................................................... 3
- SOSC 530 Urban Studies: Introduction to the City .................................. 3
- SOC 535 Idea of Community ................................................................... 3
- SOC 520 Technology and Social Change ............................................... 3
- SOC 540 Sociology of the Family ............................................................ 3
- SOC 551 Sociology of Ethnic Relations .................................................. 3
- SOC 585 Work and Family Life ............................................................... 3
- ENGL 590 Research Techniques ............................................................. 3

Requirements Beyond Core ........................................................................... 24

- ENGL 535 Literature and History ............................................................ 3
- ENGL 560 Philosophical Themes in Contemporary Literature ................. 3
- Art and/or Humanities ............................................................................ 3

Select 12 hours with advisor's approval in: history, sociology, political science, anthropology, urban studies, economics, geography, women's studies, other social sciences and/or related fields ................................................................. 12

Electives ........................................................................................................... 54

Total .............................................................................................................. 120
College of Business and Public Administration

Business Administration (B.A.)
Criminal Justice (B.A.)
Office Administration (B.A.)
Public Administration (B.A.)

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, education, and industry. Because each of the functions of a complex business or government organization is interrelated, students are required to be familiar with the functional areas of business. The college offers majors leading to the Bachelor of Arts in business administration; criminal justice; office administration; and public administration. The business administration major offers, as part of its curriculum, an opportunity for students to pursue an in-depth study in one of the following concentrations: accounting, finance, management information systems, marketing, personnel management and labor relations, and production management. In addition to preparing students for careers as administrative managers of office operations, the office administration major offers students an opportunity to pursue a concentration in business education which prepares them to become certified to teach in the state of Illinois. The public administration major is designed to prepare students for the problems and techniques needed for executive leadership in government. The undergraduate criminal justice major is planned to provide a broad awareness of the criminal justice system and prepares students for careers in law enforcement, corrections, and consumer protection.

CERTIFICATION
State teacher certification is available to graduates of the office administration major with a concentration in business education.

COLLEGE POLICIES

Competency Examinations
Competency examinations in written English and elementary algebra are required of all undergraduate students at the university. In addition, business administration majors must take an examination in intermediate algebra. Passing scores on these examinations may be higher for students in the College of Business and Public Administration than the university criteria.

Students are advised to review English and algebra prior to taking the examinations; they may not repeat the examinations.

The pass/no credit grading option is permitted for those students required to enroll in the algebra and/or written communications courses based on unsatisfactory performance on the required examinations.

Student Study Plans
Student study plans are developed with the student advisors located in the dean's office during the first trimester of enrollment. The advisor will explain the degree program
and use the student's transcripts to develop a study plan that will lead to degree completion in the major to which the student has been admitted. The study plan must be signed by the dean or his designee. Students must have an approved study plan on file in the college office in order to register for a subsequent trimester.

Announcements
Students are responsible for checking the bulletin board, located in the corridor across from the dean's office, for announcements concerning scheduling, policies and collegial procedures.

Residency Requirements
Undergraduate students in the College of Business and Public Administration must complete a minimum of 30 credit hours at GSU.

Internships
All internships will be coordinated by appropriate faculty in the College of Business and Public Administration. Specific weekly meeting dates will be announced during the orientation meeting.

Electives
All business and/or public administration electives must be approved by the dean or his designee. University policy allows undergraduates to take a maximum of 12 elective credit hours on the pass/no credit grading option. Students will not be permitted to choose the pass/no credit option for core requirements, requirements beyond the core, or for business and/or public administration electives.

Repeating Courses
Beginning with students admitted for the fall 1982 trimester, a student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean in order to register for that class a fourth time.

Course Substitution
Course substitution must be approved by the dean or his designee. The substitution is valid only for the term specified.

Independent Study
In addition to the faculty sponsor and division chairperson, the dean of the College of Business and Public Administration must approve an independent study. Students who have not successfully completed the competency examinations or successfully completed the required courses will not be allowed to register for independent study courses. Only senior students completing their last trimester should apply for independent study.
Limitations on Nontraditional Courses
Undergraduate students in the College of Business and Public Administration shall take a minimum of 54 upper division undergraduate hours in regularly scheduled courses for fulfilling the degree requirements. Exceptions to this policy must be approved by the dean of the college.

Transfer Credit
At the undergraduate level, "D" grades earned at another institution are not transferrable unless they were accepted for an associate's degree.

General Admission and Degree Requirements
All applicants must meet university admission and degree requirements. (See “Admissions” and “Degree Requirements” sections). It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

Specific Major Requirements
Following are detailed requirements for the undergraduate majors and concentrations in the College of Business and Public Administration. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

Presentation of Curricular Information
The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.

Business Administration
The Bachelor of Arts in business administration degree prepares students for positions of leadership in business. Students are prepared for the challenges of professional life through the study of the functional areas of business in the business core portion of the program. In addition, students in the program may select a concentration in one of the following fields: accounting, finance, management information systems, marketing, personnel management and labor relations, and production management.

RECOMMENDED PREPARATION
Prior to admission students should have earned at least 18 hours undergraduate coursework in business, three hours each in algebra and calculus, and six hours of written communication in order to graduate with 120 hours as noted.
### DEGREE REQUIREMENTS

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED</td>
<td>360</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MIS</td>
<td>390</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>301</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLAW</td>
<td>320</td>
<td>Legal Environment of Administration</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>361</td>
<td>Statistics for Management I</td>
<td>3</td>
</tr>
<tr>
<td>STAT</td>
<td>362</td>
<td>Statistics for Management II</td>
<td>3</td>
</tr>
<tr>
<td>FIN</td>
<td>301</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>301</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG</td>
<td>301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>410</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>420</td>
<td>Managerial Economics: The Economics of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>469</td>
<td>Business Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>302</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>301</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Business Administration Courses</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

**Note:** Fifteen hours of advanced business administration courses must be approved by the advisor.

### Accounting Concentration

#### Core Requirements

(See Business Administration.)

#### Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>332</td>
<td>Cost Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>351</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>352</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>410</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>440</td>
<td>Audit Concepts and Standards</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>331</td>
<td>Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>301</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>
### Finance Concentration

Core Requirements 39  
(See Business Administration.)

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 435 Estate Planning</td>
<td>3</td>
</tr>
<tr>
<td>FIN 440 Insurance and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 445 Analysis of Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>FIN 450 Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 460 Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 36  
ACCT 302 Managerial Accounting | 3 |
ECON 301 Principles of Microeconomics | 3 |
ECON 302 Principles of Macroeconomics | 3 |
Algebra | 3 |
Calculus | 3 |
Written Communication | 6 |
Business Electives | 15 |

Electives 30  
Total 120

### Management Information Systems Concentration

Core Requirements 39  
(See Business Administration.)

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 351 Computer Programming: COBOL</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 362 Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 451 Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>MIS 460 Introduction to Management Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MIS 465 Information Retrieval</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 36  
ACCT 302 Managerial Accounting | 3 |
ECON 301 Principles of Microeconomics | 3 |
ECON 302 Principles of Macroeconomics | 3 |
Algebra | 3 |
Calculus | 3 |
Written Communication | 6 |
Business Electives | 15 |

Electives 30  
Total 120

### Marketing Concentration

Core Requirements 39  
(See Business Administration.)

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 320 Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 430 Marketing Management: Product and Price Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 440 Marketing Logistics and Distribution</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 450 Promotional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 460 Marketing Research</td>
<td>3</td>
</tr>
</tbody>
</table>
### Business Administration

#### Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Business Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

**Electives**: 30

**Total**: 120

#### Personnel Management and Labor Relations Concentration

**Core Requirements**

(See Business Administration.)

**Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT</td>
<td>Personnel Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Compensation and Incentive Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Labor Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Business Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

**Electives**: 30

**Total**: 120

#### Production Management Concentration

**Core Requirements**

(See Business Administration.)

**Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT</td>
<td>Job Design and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Materials and Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Production and Inventory Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>Seminar in Production and Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Business Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

**Electives**: 30

**Total**: 120
Criminal Justice

Criminal Justice as a field of study covers the traditional aspects of the criminal justice system: law enforcement, courts and the judiciary, corrections, and juvenile justice. It also recognizes the interdependence of social traditions, values and legal structures that necessarily impact on policy questions in a democratic society. The major focuses on the social problems of crime and delinquency and the methods of managing these problems for the social good.

The requirements for the degree include the development and effective use of interpersonal communication skills; a broad social behavioral approach to the understanding of crime, the process and issues relevant to each component of the criminal justice system and its agencies, and crime prevention; the supervisory and management skills, constitutional rights and restraints, substance abuse, alcoholism and related curricular applications to criminal justice; the development of analytical skills through research, statistics and computer applications; and lastly, a synthesis through an internship experience.

RECOMMENDED PREPARATION

Prior to admission students should have completed three hours of algebra, six hours of written communication, and nine hours of administration coursework in order to graduate with 120 hours as noted.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 301 Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECON 405 Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>POLS 440 Constitutional Law: Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 310 Criminal Justice Organization and Process</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 390 Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 320 Correctional Process</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 330 Issues in Juvenile Justice and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 340 Judicial Process and Issues for Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 430 Communications in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 435 Law Enforcement and the Ghetto</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 440 Crime Causation Theories and Social Control</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 445 New Dimensions in Corrections</td>
<td>3</td>
</tr>
<tr>
<td>PADM 480 Internship in Public Administration*</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 301 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 302 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 302 American National Government</td>
<td>3</td>
</tr>
<tr>
<td>STAT 361 Statistics for Management I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Business, Public Administration, and/or other related area</td>
</tr>
<tr>
<td>Electives</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

NOTES: Students having had career experience in a criminal justice agency may substitute three hours of elective coursework in lieu of this requirement.

** Fifteen hours of business, public administration, and/or other related courses must be approved by the advisor.
Office Administration

The Bachelor of Arts degree in office administration prepares students for careers as administrative managers in private and public organizations. The curriculum includes those areas necessary for modern business office management: personnel management, space planning and design, communications, work flow, and measurement. Moreover, the courses in the curriculum are designed so that students develop an understanding of the administrative functions in business. Thus, the areas of business including accounting, finance, economics, management information systems, and marketing form an integral component of the office administration major.

RECOMMENDED PREPARATION

Prior to admission students should have earned three hours of algebra, six hours of written communication and nine hours in business courses to graduate with 120 hours as noted.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 360</td>
<td>Business Communications</td>
</tr>
<tr>
<td>MIS 390</td>
<td>Introduction to Management Information Systems</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BLAW 320</td>
<td>Legal Environment of Administration</td>
</tr>
<tr>
<td>STAT 361</td>
<td>Statistics for Management I</td>
</tr>
<tr>
<td>ACCT 302</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Principles of Financial Management</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MKTG 301</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MGMT 340</td>
<td>Production Management</td>
</tr>
<tr>
<td>OFAD 310</td>
<td>Office Organization and Management</td>
</tr>
<tr>
<td>OFAD 320</td>
<td>Records Administration</td>
</tr>
<tr>
<td>OFAD 410</td>
<td>Human Relations of the Office</td>
</tr>
<tr>
<td>OFAD 420</td>
<td>Office Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 301</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td>Business Administration Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

| Electives | 45 |

| Total | 120 |

Business Education Concentration

CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard High School Certificate by entitlement and qualifies students to teach in the field of business education.

RECOMMENDED PREPARATION

Prior to admission students should have completed the following lower division coursework: three hours in business communications; six hours in oral and written communications; nine hours in humanities, music, and art; seven hours in science (including laboratory coursework); five hours in mathematics (including algebra); three hours in U.S. history or government; three hours in microeconomics; three hours in macroeconomics; three hours in health and physical education; and five hours in business courses in order to graduate with 120 hours as noted.
DEGREE REQUIREMENTS

Students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a "C" in professional education courses; (2) complete a minimum of at least 100 hours of supervised pre-student teaching experiences; and (3) provide evidence of successful completion of the Illinois and United States Constitution Examination.

Core Requirements
(See Office Administration.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Survey of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>BUED 451</td>
<td>Principles and Problems in Business Education</td>
<td>3</td>
</tr>
<tr>
<td>BUED 452</td>
<td>Methods of Teaching Basic Business</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 499</td>
<td>Student Teaching: (Business Education)</td>
<td>5</td>
</tr>
</tbody>
</table>

Select three hours from among:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 453</td>
<td>Methods of Teaching Office Skill Subjects</td>
<td>3</td>
</tr>
<tr>
<td>BUED 454</td>
<td>Methods of Teaching Bookkeeping and Related Subjects</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 310</td>
<td>Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communications (oral and written)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities, Music, and Art</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Science (including laboratory)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (including Algebra)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>U.S. History or Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 310</td>
<td>Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communications (oral and written)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities, Music, and Art</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Science (including laboratory)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (including Algebra)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>U.S. History or Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives | 13  
Total | 120

Public Administration

The Bachelor of Arts degree in public administration is designed to prepare students to deal with problems relevant to public policy, organization development, management, budgeting, planning, and personnel concerns. The major also contains courses in the areas of local government, political theory, management techniques, management information systems and criminal justice. Students completing the undergraduate public administration major have a comprehensive understanding of the field of public administration and are prepared for administrative responsibility within a democratic political system.

RECOMMENDED PREPARATION

Prior to admission students should have earned 15 hours from among the following courses: three hours of algebra; six hours of written communication; and six hours from statistics, economics, government, and public administration courses.
### DEGREE REQUIREMENTS

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 361</td>
<td>Statistics for Management I</td>
<td>3</td>
</tr>
<tr>
<td>PADM 301</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECON 405</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>POLS 320</td>
<td>Local Government Systems</td>
<td>3</td>
</tr>
<tr>
<td>PADM 420</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 440</td>
<td>Constitutional Law: Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PADM 435</td>
<td>Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLS 460</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>CJUS 310</td>
<td>Criminal Justice Organization and Process</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 390</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 320</td>
<td>Legal Environment of Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 450</td>
<td>Introduction to Urban Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Requirements Beyond Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 301</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 302</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Public Administration Electives</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Total

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>
College of Education

Elementary Education (B.A.)
Psychology (B.A.)

The College of Education prepares students to be professionally competent in the areas of human growth and development related to the fields of education and psychology. The college offers two majors leading to the Bachelor of Arts degree: elementary education with concentrations available in bilingual/bicultural education and special education, and psychology with a concentration available in mental health.

The emphasis of the elementary education major is to prepare highly qualified teachers for kindergarten through middle school or junior high school. The curriculum focuses on the traditional aspects of teacher preparation while addressing issues necessary to meet the changing needs of society.

The psychology major presents a study of human behavior from a multi-disciplinary perspective with an emphasis on systems of psychology and human development, as well as experiences in human relations development and training.

CERTIFICATION

Teacher certification is available in elementary and bilingual education.

General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the College of Education. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.
Elementary Education

The elementary education major offers the final two years of the curriculum in teacher education. The major is designed to prepare qualified teachers to meet the challenges facing education in the 1980s.

The curriculum provides a combination of classroom instruction, pre-practicum clinical experience, and student teaching. Field experiences are available in selected schools in both the Chicago public school system and a number of suburban school districts.

Students in elementary education may choose a concentration in bilingual/bicultural education or in special education. Students in bilingual/bicultural education are prepared in learning methods and techniques for non-English speaking and culturally different children. The concentration in special education focuses on the knowledge and skills for the delivery of intellectual, physical, psychological or sociological services to individuals with special needs including those who are mentally retarded or who have related dysfunctions.

CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard Elementary Certificate by entitlement.

RECOMMENDED PREPARATION

Prior to admission students should have completed the following 42 hours of lower division general education: nine hours of oral and written communications; nine hours of social sciences (including U.S. history or government); nine hours of humanities, music, and art; seven hours of science (including laboratory coursework); five hours of mathematics; and three hours of health and physical education.

In addition, it is recommended that the remaining 18 hours of lower division coursework be taken in one or more of the general education categories listed above, thus, allowing for 60 hours of lower division coursework to be applied against the 78 hour general education requirement. In any case, the 78 hours must be satisfied before certification will be recommended.

DEGREE REQUIREMENTS

Students must: (1) acquire 28 hours of professional education composed of nine hours of foundation courses, 12 hours of methods courses, two hours of professional seminar, and five hours of student teaching and at least 78 hours of general education; (2) have an overall GPA of at least 2.5 with no grade below a "C" in professional education courses; (3) complete a minimum of 100 hours of supervised pre-student teaching clinical experiences; and (4) provide evidence of successful completion of the Illinois and United States Constitution Examination.

Core Requirements

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 510 Survey of Exceptional Students</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 370 Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ELED 380 Methods of Teaching Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ELED 424 Methods of Teaching Elementary Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among the following methods courses:

<table>
<thead>
<tr>
<th>Methods Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 428 Methods of Diagnosis and Remediating Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 442 Methods of Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>SCED 422 Methods of Teaching Elementary Science</td>
<td>2</td>
</tr>
<tr>
<td>SCED 423 Methods of Teaching Elementary Science Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
**Elementary Education**

*Professional Seminar and Student Teaching*
- **ELED 469** Classroom Management Strategies .................................................. 2
- **EDUC 499** Student Teaching: (Elementary Education) ........................................... 5

**Requirements Beyond Core**
- Oral and Written Communications ................................................................. 9
- Social Sciences (including U.S. history or government) ...................................... 9
- Humanities, Music, and Art .................................................................................. 9
- Science (including laboratory coursework) .......................................................... 7
- Mathematics ......................................................................................................... 5
- Health and Physical Education ............................................................................. 3
- Additional hours to be selected from fields listed above ..................................... 36

**Electives**
- 14

**Total**
- 120

*NOTE:* Students may be advised to combine these electives with general education hours to complete one or more 18-hour teaching specialities in an academic discipline or to elect additional courses in reading, special education, or other areas, with approval of advisor.

---

**Bilingual/Bicultural Education Concentration**

**CERTIFICATION**
This curriculum is approved by the Illinois State Board of Education for recommendation of the Transitional Bilingual Certificate (Spanish) by entitlement and the Standard Elementary Certificate by entitlement.

**SPECIAL ADMISSION REQUIREMENTS**
All applicants will be required to take oral proficiency and reading comprehension examinations when applying for admission to the bilingual/bicultural education concentration. Students must meet the criteria established by the Illinois State Board of Education for Transitional Bilingual Education Certification in order to be admitted to the concentration. Students will be advised as to remediation of Spanish language deficiencies. Students may reapply for admission to the concentration upon achievement of the minimum ISBE required language skills criteria.

The examination may be taken once a trimester until the student passes the minimum criteria.

**RECOMMENDED PREPARATION**
(See Elementary Education.)

**DEGREE REQUIREMENTS**
(See Elementary Education.)

**Core Requirements**
(See Elementary Education.)

**Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED 520</td>
<td>Current Issues in Bilingual/Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BBED 525</td>
<td>Educational Assessment in the Bilingual Classroom</td>
<td>2</td>
</tr>
<tr>
<td>BBED 530</td>
<td>Methods of Teaching in Bilingual/Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>BBED 535</td>
<td>Methods of Teaching Reading and Language Arts to Bilingual/Bicultural Students</td>
<td>3</td>
</tr>
<tr>
<td>BBED 540</td>
<td>Basic Concepts of Linguistics in Bilingual Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**
(See Elementary Education.)

**Total**
- 78

**Total**
- 120
Special Education Concentration
CERTIFICATION
This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard Elementary Certificate by entitlement.

RECOMMENDED PREPARATION
(See Elementary Education.)

DEGREE REQUIREMENTS
(See Elementary Education.)

Core Requirements 28
(See Elementary Education.)

Concentration Requirements 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 560</td>
<td>The Handicapped Student in the Regular Classroom</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 510</td>
<td>Speech and Language Characteristics of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 532</td>
<td>Teaching Mathematics to Low-Achieving Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Behavioral Problems in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 78
(See Elementary Education.)

Electives 2

Total 120

Psychology
The undergraduate major in psychology provides students with a knowledge of the factors which affect human behavior and the techniques which treat behavioral and psychological disorders. The curriculum provides many opportunities for development of special interests, personal growth and research in the behavioral sciences under faculty supervision.

Undergraduate students who expect to do graduate study in psychology should, with the assistance of their advisor, carefully select the courses which will qualify them for admission to a graduate program. Graduate programs commonly require 24-30 hours in undergraduate psychology including statistics, research methodology, cognitive learning, developmental psychology, experimental psychology, social psychology and abnormal psychology.

Students with an interest in the area of mental health may pursue this concentration within the psychology major. The mental health concentration focuses on recent trends and legislation to provide services in the community, treatment in the least restrictive environment, and to broaden the perspective of mental health from servicing patients to servicing persons experiencing emotional difficulties because of economic hardships, family problems or physical or social handicaps. Graduates are prepared for employment in both privately and publicly funded agencies providing mental health services.
DEGREE REQUIREMENTS

Core Requirements 37

- PSYC 420 Principles of Psychology 3
- PSYC 430 Abnormal Psychology 3
- PSYC 512 Child Development 3
- PSYC 518 Laboratory in Transactional Analysis 2
- PSYC 520 Learning Cognition I 4
- PSYC 524 Principles of Behavior Change 3
- PSYC 530 Personality Theory 3
- PSYC 535 Social Psychology 3
- PSYC 540 Professional Standards in Human Service and Research 3
- PSYC 560 Research Methodology 3
- STAT 468 Statistics 3
- COUN 541 Theories and Treatment of Emotional Disturbance 4

Electives 83

Total 120

Mental Health Concentration

Core Requirements 37
(See Psychology.)

Concentration Requirements 16

- PSYC 538 Laboratory in Hidden Feelings and Meanings 3
- PSYC 541 Rights of Mental Patients 1
- PSYC 542 Psychological Issues and Values 2
- COUN 548 Alternate Approaches to Traditional Psychotherapy 3

Select four hours from between:
- COUN 555 Theories and Treatment of Emotional Disturbance in Children I 4
- COUN 558 Theories and Treatment of Emotional Disturbance in Adults 4

Select at least three hours from among:
- COUN 544 Family Counseling 3
- PSYC 543 Eastern Perspectives in Psychotherapy 2
- PSYC 547 Workshop on Human Sexuality 2
- PSYC 559 Psychodrama 3

Electives 67

Total 120
School of Health Professions

Communication Disorders (B.H.S.)
Health Administration (B.H.A.)
Medical Technology (B.H.S.)
Nursing (B.S.N.)
Social Work (B.S.W.)

The undergraduate degree programs in the School of Health Professions prepare students for a variety of employment opportunities in the health field, or for further education in graduate programs. In addition to traditional lecture-discussion courses all programs provide extensive field experiences through a vast network of hospitals and medical centers in the Chicago region. The school offers a few courses of general interest to other students, but most courses are designed to meet the professional education needs of the various majors. The school also provides continuing education courses for health professionals at many off-campus locations throughout the metropolitan region.

CERTIFICATIONS AND/OR ACCREDITATIONS

The medical technology major is fully accredited by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA). Graduates are eligible for certification offered by the Board of Registry, American Society of Clinical Pathologists (ASCP), and the National Certification Agency for Clinical Laboratory Personnel (NCA).

Nursing majors are approved by the Illinois Department of Registration and Education. The baccalaureate nursing major is accredited by the National League for Nursing.

The social work major is in the process of seeking accreditation by the National Council on Social Work.

General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See “Admissions” and “Degree Requirements” sections.) It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the School of Health Professions. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward
degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit, the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.

Communication Disorders

The undergraduate major in communication disorders offers preprofessional education in speech-language pathology and related areas. The curriculum includes courses in fundamental areas necessary to understand normal aspects of speech, language, and hearing. Coursework is also offered to give the student basic knowledge concerning disorders of speech, language, and hearing, and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

As a preprofessional curriculum, the undergraduate major does not qualify students for state certification, but rather provides the foundation necessary for the graduate curriculum which leads to certification.

RECOMMENDED PREPARATION

Prior to admission, students should have completed the following lower division coursework in order to graduate with 120 hours as noted: eight hours in oral and written communications, six hours in science and mathematics, six hours in social science (including U.S. history or government), three hours in health or physical education, six hours in humanities, and an additional 13 hours selected from the above fields and/or psychology.

DEGREE REQUIREMENTS

Students must provide evidence of successful completion of the Illinois and United States Constitution examination.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 304 Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 310 Introduction to Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 322 Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 330 Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 345 Speech Physiology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 350 Analysis of Verbal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 401 Articulation Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 410 Introduction to Clinical Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 420 Introduction to Rehabilitative Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 430 Diagnostic Methods in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 440 Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 325 Health Care Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 510 Survey of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 320 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 430 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 530 Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>STAT 468 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from between:

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 560 Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 468 Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from between:
Health Administration

The purpose of the undergraduate health administration major is to train administrators who will be able to develop and manage health services organizations and programs. The curriculum is designed to be an educational mechanism through which students obtain the understanding and skills necessary for health administration. Specifically, the major is designed to train administrators for unit or department head positions in large and complex health care institutions such as hospitals, and for executive director positions in small and/or less complex health care institutions such as clinics, nursing homes, and family service agencies.

**DEGREE REQUIREMENTS**

Students must achieve a grade of "C" or better in all core courses.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLAD 325</td>
<td>Health Care Organization: 3</td>
</tr>
<tr>
<td>HLAD 330</td>
<td>Medical Ethics: 3</td>
</tr>
<tr>
<td>HLAD 340</td>
<td>Medical Sociology: 3</td>
</tr>
<tr>
<td>HLAD 355</td>
<td>Health Care and Politics: 3</td>
</tr>
<tr>
<td>HLAD 450</td>
<td>Health Planning: 3</td>
</tr>
<tr>
<td>HLAD 460</td>
<td>Health Care Economics: 3</td>
</tr>
<tr>
<td>HLAD 465</td>
<td>Health Care: Legal Aspects: 3</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting: 3</td>
</tr>
<tr>
<td>ACCT 402</td>
<td>Management Accounting for Health Care Organizations: 3</td>
</tr>
<tr>
<td>MGMT 301</td>
<td>Principles of Management: 3</td>
</tr>
<tr>
<td>MGMT 320</td>
<td>Personnel Management: 3</td>
</tr>
<tr>
<td>STAT 361</td>
<td>Statistics for Management I: 3</td>
</tr>
<tr>
<td>CPSC 451</td>
<td>Computer Systems: 3</td>
</tr>
<tr>
<td>HLAD 490</td>
<td>Health Administration Practicum: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Microeconomics: 3</td>
<td></td>
</tr>
<tr>
<td>Algebra: 3</td>
<td></td>
</tr>
<tr>
<td>Composition: 3</td>
<td></td>
</tr>
<tr>
<td>Speech: 3</td>
<td></td>
</tr>
</tbody>
</table>

Select six hours from among the following management and policy application courses:

| HLAD 410 | Introduction to Long-Term Health Care: 3 |
| HLAD 413 | Long-Term Health Care Management: 3 |
| HLAD 445 | Mental Health Administration: 3 |
| HLAD 430 | Ambulatory Care System Management: 3 |

<table>
<thead>
<tr>
<th>Electives</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>
Medical Technology

This major is a two-year professional curriculum which prepares students for careers in a variety of clinical laboratory settings. The curriculum includes clinical practice that is integrated with coursework. The major seeks to provide instruction and evaluation based upon identified competencies, current needs within the profession, and responsiveness to individual needs. The clinical laboratory experience gives the student the opportunity to perform simple and complex laboratory analyses, to gain knowledge of clinical medicine, and to recognize the importance of quality assurance. Classroom material integrated with the laboratory work helps the students develop skill in data correlation, decision making, and problem solving. While developing technical competency, students are provided learning opportunities that introduce them to the expanding role of the medical technologist, in the areas of teaching, research, and administration.

ACCREDITATION AND CERTIFICATION

The medical technology major at GSU is accredited by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA). Graduates are eligible for certification offered by the Board of Registry, American Society of Clinical Pathologists (ASCP) and the National Certification Agency for Clinical Laboratory Personnel (NCA). Students who seek certification from these agencies must successfully complete the program and pass an examination administered by the certifying agency. The agencies require that Governors State University verify successful completion of the academic program.

SPECIAL ADMISSION REQUIREMENTS

Applicants must have earned credit within the past seven years with a grade of "C" or better in the following prerequisite courses: eight hours of inorganic chemistry I and II, four hours of organic chemistry, eight hours of general biology I and II, four hours of microbiology, and three hours of college algebra.

RECOMMENDED PREPARATION

Prior to admission, the following lower division coursework is recommended in order to graduate with 125 hours as noted: three hours in English composition, three hours in literature, six hours in humanities, six hours in social science, and six hours in additional courses in the humanities, social sciences, or arts.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 544</td>
</tr>
<tr>
<td>BIOL 444</td>
</tr>
<tr>
<td>BIOL 445</td>
</tr>
<tr>
<td>BIOL 446</td>
</tr>
<tr>
<td>BIOL 447</td>
</tr>
<tr>
<td>MEDT 340</td>
</tr>
<tr>
<td>MEDT 320</td>
</tr>
<tr>
<td>MEDT 321</td>
</tr>
<tr>
<td>MEDT 322</td>
</tr>
<tr>
<td>MEDT 323</td>
</tr>
<tr>
<td>MEDT 330</td>
</tr>
<tr>
<td>MEDT 331</td>
</tr>
<tr>
<td>MEDT 332</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>MEDT 333</td>
</tr>
<tr>
<td>MEDT 350</td>
</tr>
<tr>
<td>MEDT 351</td>
</tr>
<tr>
<td>MEDT 352</td>
</tr>
<tr>
<td>MEDT 420</td>
</tr>
<tr>
<td>MEDT 421</td>
</tr>
<tr>
<td>MEDT 422</td>
</tr>
<tr>
<td>MEDT 423</td>
</tr>
<tr>
<td>MEDT 430</td>
</tr>
<tr>
<td>MEDT 431</td>
</tr>
<tr>
<td>MEDT 432</td>
</tr>
<tr>
<td>MEDT 433</td>
</tr>
<tr>
<td>MEDT 440</td>
</tr>
<tr>
<td>PHYS 402</td>
</tr>
<tr>
<td>CPSC 501</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

**Lower Division**

- Inorganic Chemistry I: 4
- Inorganic Chemistry II: 4
- Organic Chemistry: 4
- General Biology I: 4
- General Biology II: 4
- Microbiology: 4
- College Algebra: 3
- English Composition: 3
- Literature: 3
- Humanities: 6
- Social Science: 6
- Additional hours in social sciences, humanities, or the arts: 6

**Upper Division**

- HLAD 325 Health Care Organization: 3
- ENGL 381 Communications I: 3
- HLPE 315 Health Professions Education Instruction Skills: 3
- Select three hours from between:
  - STAT 321 Statistics and Probability I: 3
  - STAT 361 Statistics for Management I: 3

**Electives**

- 9

**Total**

- 126
Nursing

The nursing major provides opportunities for registered nurses from either an associate's degree program or a diploma program to obtain a baccalaureate degree in nursing. This major is designed to prepare nurses to practice as generalists in health care settings with clients of all ages. It acquaints the nurse with the historical development of nursing and the trends affecting nursing and health care delivery. Leadership abilities of the professional nurse are emphasized. The theoretical basis of nursing is explained as well as the changing scope of nursing practice. Beginning research activities are developed. This major also prepares students for graduate education.

ACCREDITATION

The major is accredited by the National League for Nursing Council of Baccalaureate and Higher Degrees.

SPECIAL ADMISSION REQUIREMENTS

Applicants must:

1. Have earned at least 26 semester hours of lower division nursing credits with a grade of "C" or better. Applicants with an associate's degree in nursing may transfer this credit; applicants who have graduated from a diploma program may receive this credit by taking the American College Testing (ACT) Proficiency Examinations in: Maternal and Child Nursing (AA#453), Adult Nursing (AA#554), and Psychiatric/Mental Health Nursing (AA#503). These examinations must be passed with a standard score of 45 or better. Examination reports reflecting acceptable scores on each examination must be on file prior to admission to the major. These examinations are administered at GSU by the Office of Student Development.

2. Have earned at least 34 additional lower division semester hours as follows: four hours of anatomy and physiology, four hours of microbiology, four hours of general chemistry, four hours of organic chemistry, three hours of English composition, three hours of rhetoric, three hours in a humanities elective, three hours of general psychology, three hours of general sociology, and three hours in a social sciences elective. Applicants with an associate's degree in nursing may be admitted conditionally pending completion of any identified deficiencies in these courses; diploma program graduates must have completed the coursework prior to admission to the program. Applicants lacking this credit are encouraged to take the College Level Examination Program (CLEP) tests in these areas. These examinations are administered at various institutions of higher education throughout the Chicago metropolitan area.

3. Successfully complete the Competency Assessment for Admission Test (CAAT) with a standard score of 53 (66th percentile) on the Test of Clinical Nursing Knowledge Base and a standard score of 23 (66th percentile) on the Test of Clinical Nursing Skills. These tests will be administered through the Division of Nursing.

4. Be currently licensed as a registered nurse in the state of Illinois.

5. Have a minimum of two years experience as a registered nurse within the past five years, or have graduated from an approved associate's degree program or diploma school of nursing within the last two calendar years.

6. Carry current nursing malpractice liability insurance.

Applicants with credentials from countries other than the U.S. must have their credentials evaluated through the Office of Admissions to determine eligibility for admission. These applicants will be required to take and pass the Test of English as a Foreign Language (TOEFL) with a score of 500 or above.

Applicants must assume all responsibility for fees associated with testing. All credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the major until all required credentials are on file in the Office of Admissions.
DEGREE REQUIREMENTS

Students must earn a grade of "C" or better in all nursing courses.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 304</td>
<td>Nursing: Concepts and Processes</td>
<td>4</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Nursing: The Collaborative Role</td>
<td>3</td>
</tr>
<tr>
<td>NURS 320</td>
<td>Nursing: Teaching Clients/Families</td>
<td>5</td>
</tr>
<tr>
<td>NURS 410</td>
<td>Nursing: Principles of Management of Client/Patient Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Nursing: Care in Distributive Settings</td>
<td>7</td>
</tr>
<tr>
<td>NURS 430</td>
<td>Nursing: Care in Episodic Settings</td>
<td>5</td>
</tr>
<tr>
<td>NURS 440</td>
<td>Nursing: Senior Seminar and Project</td>
<td>4</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition and Rhetoric</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 444 Physiologic Systems I</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 445 Physiologic Systems I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 446 Physiologic Systems II</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 447 Physiologic Systems II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 517 Life Cycle Development</td>
<td>3</td>
</tr>
<tr>
<td>HLAB 325 Health Care Organization</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 310 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 468 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 560 Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 544 Biochemistry: Lecture</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 545 Biochemistry: Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**

(At least three hours must be in liberal education courses.)

**Total**

126

Social Work

The social work major prepares students for entry level employment in various social work and social welfare positions. The student is equipped with an interdisciplinary foundation which taps disciplines such as communication, sociology, psychology, economics, political sciences, research methods, anthropology, and history. While the curriculum is designed to provide the necessary requirements for a basic foundation, there is also an opportunity for social work students to explore individual areas of interest such as gerontology, corrections, or child welfare through their choice of electives.

Students in social work may select a concentration in alcoholism sciences which prepares them to deal with the many manifestations of the abuse of alcohol in our society. The problems associated with the disease of alcoholism are present in virtually all arenas of social work and the individual who has studied this disease will be equipped to confront these problems directly and provide a treatment plan. Students selecting this concentration are required to complete a supervised field practicum in an alcoholism treatment agency.
RECOMMENDED PREPARATION

Students should have successfully completed the following lower division coursework in order to graduate with 120 hours as noted: nine hours in oral and written communication; 12 hours in mathematics and sciences; three hours of humanities; three hours of art; and at least one introductory course in sociology, economics, anthropology, political science and psychology to total 15 hours.

DEGREE REQUIREMENTS

Students must complete an approved 400 clock-hour field practicum.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 320</td>
<td>Fields of Welfare Services</td>
</tr>
<tr>
<td>SOCW 340</td>
<td>Social Policy</td>
</tr>
<tr>
<td>SOCW 355</td>
<td>Theories of Social Work Practice</td>
</tr>
<tr>
<td>SOCW 530</td>
<td>Urban Dynamics</td>
</tr>
<tr>
<td>SOC 430</td>
<td>Racism: Individual and Institutional</td>
</tr>
<tr>
<td>SOCW 445</td>
<td>Methods of Social Casework</td>
</tr>
<tr>
<td>CPSC 515</td>
<td>Introduction to Computer Applications and Data Analysis</td>
</tr>
<tr>
<td>SOCW 420</td>
<td>Community Organization</td>
</tr>
<tr>
<td>SOCW 450</td>
<td>Social Group Work</td>
</tr>
<tr>
<td>SOCW 565</td>
<td>Teamwork in Organizations</td>
</tr>
<tr>
<td>ICOM 420</td>
<td>Communication Research</td>
</tr>
<tr>
<td>SOCW 460</td>
<td>Proseminar in Social Work I</td>
</tr>
<tr>
<td>SOCW 350</td>
<td>Social Work Perspectives on Human Behavior</td>
</tr>
<tr>
<td>SOCW 468</td>
<td>Proseminar in Social Work II</td>
</tr>
<tr>
<td>SOCW 490</td>
<td>Practicum in Social Work</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 51

Oral and Written Communication | 9
Mathematics and Science | 12
Humanities | 3
Art | 3

Complete 15 hours by taking an introductory course in each of the following fields:
- Sociology | 3
- Economics | 3
- Anthropology | 3
- Political Science | 3
- Psychology | 3

Select three hours from between the following social welfare policy and services courses:

- SOCW 575 | Social Services for Children | 3
- CJUS 310 | Criminal Justice Organization and Process | 3

Select three hours from among the following human behavior and social environment courses:

- PSYC 430 | Abnormal Psychology | 3
- PSYC 512 | Child Development | 3
- PSYC 515 | Adulthood | 3
- PSYC 519 | Psychosocial Aspects of Aging | 3

Select three hours from among the following social work practice courses:

- SOCW 459 | Social Work and the Law | 3
- SOCW 570 | Social Work in Health Care | 3
- SOCW 590 | Social Work Practice with Minorities | 3
- SOCW 595 | Management and Supervision in the Human Services | 3
- ICOM 532 | Nonverbal Communication | 3

Electives 23

Total 120
Alcoholism Sciences Concentration

DEGREE REQUIREMENTS

Students must complete an approved 400 clock-hour field practicum.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Social Work.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALC 310 Substance Abuse: Current Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ALC 315 Alcoholism: The Recovery Process</td>
<td>4</td>
</tr>
<tr>
<td>ALC 501 Alcohol and Subcultures</td>
<td>3</td>
</tr>
<tr>
<td>ALC 515 Alcoholism: Self-Help Groups</td>
<td>2</td>
</tr>
<tr>
<td>ALC 518 Alcoholism: A Systems Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Communication</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>12</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete 15 hours by taking an introductory course in each of the following fields:

- Sociology: 3 hours
- Economics: 3 hours
- Anthropology: 3 hours
- Political Science: 3 hours
- Psychology: 3 hours

<table>
<thead>
<tr>
<th>Electives</th>
<th>17</th>
</tr>
</thead>
</table>

Total | 120 |
Board of Governors Degree Program

Bachelor of Arts (B.A.)

Governors State University, in cooperation with the four other universities which comprise the Board of Governors system, offers a unique program designed to meet the needs of mature adults with job and family commitments who wish to complete an undergraduate degree. A major characteristic of the program is the recognition that many adults through their personal and professional experiences have acquired a large amount of learning; the program is designed to assess the adult learner's experience and to equate it to academic credit where appropriate.

The Board of Governors system-wide program was the recipient of the Theodore G. Mitau award in 1982. The award was given by the American Association of State Colleges and Universities, which chose the program as one of the top six innovative programs offered at state institutions throughout the United States. The GSU program, established in 1973, has enrolled more than 2,800 students, and has graduated more than 1,000 students.

The individualized and flexible program permits the student to use regular GSU courses, transfer credits from regionally accredited institutions, independent study courses through correspondence, telecourses, and extension courses taught at several sites. The student is also given the option of applying for academic credit through the preparation of a prior learning portfolio which documents specific prior learning gained through nonacademic pursuits. University faculty evaluate and recommend credit for prior learning. Students are also encouraged to use proficiency examinations such as the College Level Examination Program (CLEP) and the American College Testing Program Proficiency Examination Program (ACT-PEP) to document prior nonacademic learning.

ADMISSION REQUIREMENTS

A student begins the admission process by submitting an undergraduate application for admission, approved by the BOG office, to the Office of Admissions prior to the application and credential deadline for the term in which enrollment is desired. Students are admissible to the program on a first-come, first-served basis if they have a total of 60 semester hours of academic work from a regionally accredited institution or the equivalent, which may include credit for prior nonacademic learning. The student must request official transcripts from all previous institutions attended, which reflect all coursework attempted and earned, including grades. These transcripts should be forwarded to the Office of Admissions. If a student has left a previous college for academic reasons, he/she may not be admitted to the Board of Governors Degree Program for six months following the academic suspension (dismissal). If assessment of prior experiential learning is required for admission, portfolio materials should be submitted directly to the BOG office.
DEGREE REQUIREMENTS
Prior to graduation with a Board of Governors Bachelor of Arts Degree, students must meet the following requirements:

Students must have earned:
- 120 total credit hours or equivalent;
- 40 credit hours or equivalent at the upper division (junior-senior) level;
- 15 credit hours at one Board of Governors university, or from a combination of Board of Governors universities;
- 12 credit hours each in social science, natural science/mathematics, and humanities earned in any combination or under any approved method.

Additional requirements include a "C" (2.0) overall grade point average with a "C" or better grade in any coursework taken after admission to the degree program. Students must meet the requirements of the university competency testing policy and the U.S. and Illinois Constitution testing requirement.

GSU offers undergraduate courses for BOG/B.A. students at diverse sites throughout the GSU service region. In addition, independent study courses and telecourses are available in a variety of subjects.

Students may obtain additional information from the BOG Degree Program Office. Prospective students who have not completed 60 semester hours of college work, and who are applying for admission on the basis of credits for prior experiential learning or credit based on proficiency examination scores, should contact the BOG program staff at least six months before their desired term of admission. These students must attend a special seminar which provides directions in preparing the prior learning portfolio. The seminar is offered each trimester.
Graduate Studies
Graduate education is the pursuit of knowledge and the means to knowledge at an advanced level. Graduate education is distinct and different from basic levels of education both in kind and in degree. It demands of students greater intellectual maturity and autonomy, a deeper responsibility for their own learning, more intense study, and the mastery of different and more complex skills. An earned graduate degree is a distinction. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. A student may judge his or her own achievement, but the university must decide what it will or will not endorse. More specifically, graduate education imposes the following obligations.

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

GRADUATE STUDENT STATUS
There are three categories of graduate students as follows:

Graduate Degree-Seeking Students are those who meet the established admission requirements of the university and college as well as those for the specific master's degree sought.

Master's Degree Candidates shall be placed in this category when they have: completed an approved graduate study plan, completed the specified programmatic requirements, applied for and been admitted to candidacy; and when the date of program approval has been filed with the Registrar's Office for inclusion in the candidate's academic record.

Graduate Students-at-Large are defined as those who have earned a bachelor's degree and are taking courses but not pursuing a graduate degree in a specific major at the time of admission. No more than 15 credit hours taken as a graduate student-at-large shall be transferable toward the requirements of any degree program. Graduate students-at-large may not take graduate level courses designated as reserved for master's degree candidates only.

MASTER'S FINAL PROJECT
A master's degree candidate shall prepare a thesis or project, do a practicum/internship, or in some other way demonstrate an integration of his/her work (as described below) that is accepted by a committee of three approved faculty. Each major shall provide students a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.
Final alternatives will vary by major; however, each major shall require one or more of the following:

**The master's thesis** must present evidence of (a) a thorough review and understanding of the literature germane to the subject, (b) the ability to do independent research, and (c) the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline.

**The master's project** is a sustained work that intellectually supports the degree program but which may not be, in its entirety, a written document (thesis) nor an internship. (For example, creative projects in the fine and performing arts.) However, it must provide evidence of the ability and effort to carry out a major application of theory or advanced methods relative to master's level work in the profession or discipline.

**The graduate practicum/internship** is designed to provide an important and new learning experience to the student that is in some way complementary to the academic coursework which it follows. The practicum/internship should provide an opportunity for the student to evaluate the relevance of theoretical and academic perspectives, in the professional field.

**Additional study and examinations**, one or more graduate-only (numbered 800-999) courses and comprehensive examinations, may be designated as a master's final project alternative.

**REGISTRATION FOR THE MASTER'S THESIS OR MASTER'S PROJECT**

If students do not complete their work in the trimester in which they register for the thesis or project, they must reregister in the following trimester. Students will receive credit only once on their transcript for a master's thesis or project. The thesis or project may be a graded or nongraded course.

A student may petition for an exception to continuous registration for a master's thesis or a master's project if compelling reasons warrant. The petition must be approved by the chairperson of the master's thesis/project, the division chairperson and the dean/director of the college/school.
## GRADUATE DEGREE PROGRAMS OFFERED

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree Offered</th>
<th>College/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholism Sciences</td>
<td>Master of Health Sciences (M.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Analytical Chemistry</td>
<td>Master of Science (M.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Art</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Master of Business Administration (M.B.A.)</td>
<td>Business &amp; Public Administration Education</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>Master of Health Science (M.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Counseling</td>
<td>Master of Arts (M.A.)</td>
<td>Education</td>
</tr>
<tr>
<td>Education</td>
<td>Master of Arts (M.A.)</td>
<td>Education</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>Master of Arts (M.A.)* Certificate**</td>
<td>Education</td>
</tr>
<tr>
<td>English</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Environmental Biology</td>
<td>Master of Science (M.S.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Master of Health Administration (M.H.A.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Health Professions Education</td>
<td>Master of Health Science (M.H.S.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Instructional and Training Technology</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Media Communication</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Multicategorical Special Education</td>
<td>Master of Arts (M.A.)</td>
<td>Education</td>
</tr>
<tr>
<td>Music</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Nursing</td>
<td>Master of Science in Nursing (M.S.N.)</td>
<td>School of Health Professions</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Master of Public Administration (M.P.A.)</td>
<td>Business &amp; Public Administration Education</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Master of Arts (M.A.)</td>
<td>School of Health Education</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Master of Arts (M.A.)</td>
<td>Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

*Degree awarded by Chicago State University.

**Certification recommendation made through Chicago State University.
College of Arts and Sciences

Art (M.A.)
Analytical Chemistry (M.S.)
English (M.A.)
Environmental Biology (M.S.)
Instructional and Training Technology (M.A.)
Intercultural Studies (M.A.)
Interpersonal Communication (M.A.)
Media Communications (M.A.)
Music (M.A.)
Social Sciences (M.A.)

The graduate curricula of the College of Arts and Sciences provide a variety of opportunities for students seeking career advancement or personal enrichment. In general, the curricula consist of a combination of advanced coursework and research. Students have the opportunity to work closely, both in the classroom and on their research with faculty who have distinguished records as teachers and scholars.

The college's facilities include a visual arts gallery, a photographic gallery, music studios, art studios, a photographic studio, a film studio, and a recital hall. Communication students have access to the university's professional audio, monochrome, and color television studios. The science division features hands-on experience with scientific instrumentation and a variety of facilities such as chemistry laboratories, biology laboratories, plant growth chambers, a greenhouse, and field equipment including a mobile laboratory. In addition to the other university computer facilities, the college has a microcomputer laboratory for advanced studies and research.

Students in the College of Arts and Sciences also benefit from the numerous events sponsored by the college during the year in its role as a regional cultural resource. Speakers, performers, and artists who come to the campus for these events frequently visit classes and/or hold special workshops, clinics, or discussions open to students in their fields.

Advanced students in music perform as soloists and in the college's jazz, electronic, symphonic, and choral groups. Art and photography students have opportunities to exhibit their work. Students in other majors present research papers both on and off campus and participate in the various workshops, symposia, and conferences sponsored by the college. Social sciences and communications students are able to draw upon the diversity of the entire Chicago metropolitan region in their research, learning experiences, and application of their knowledge to occupational settings. These experiences enrich the intellectual life of the university and provide stimulating challenges for its graduate students.

General Admission and Degree Requirements
All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

Specific Major Requirements
Following are detailed requirements for all the graduate majors in the College of Arts and Sciences. Some majors have special admission requirements in addition to univer-
sity requirements. The major admission requirements are noted where they apply. The specific degree requirements for each major are noted as well.

**Analytical Chemistry**

The Master of Science degree in analytical chemistry prepares students for employment as analytical chemists in a wide range of public and private laboratories that specialize in the application of wet chemical and instrumental procedure to problem solving. This graduate major is designed to build upon an undergraduate background in chemistry or environmental chemistry, providing a theoretical base in analytical chemistry while emphasizing practical experience with analytical instrumentation. Hands-on experience with instrumentation is the focus of the curriculum and is its most important asset. The curriculum also has a biochemistry component, recognizing the importance of future genetic engineering technology and the analytical techniques that will need to be developed. The curriculum has a nonthesis option whereby students take additional coursework in an area of interest such as computer science, instead of writing a detailed thesis. All students will complete a master's project, usually in conjunction with a faculty member's research efforts, although other projects such as internship arrangements may be considered. The results of this project will be submitted to the student's degree committee for evaluation. Students choosing the thesis alternative will prepare a thesis manuscript based on their master's project and also will make a presentation in a seminar format. Students considering doctoral work and/or those who have a strong research focus will normally complete a thesis.

**RECOMMENDED PREPARATION**

While an undergraduate major in chemistry or environmental chemistry is strongly recommended, students without a chemistry background may enroll in the major; but students must complete the prerequisite undergraduate coursework listed below as early as possible during graduate study: eight hours in Physical Chemistry I and II (CHEM 366, CHEM 368) with Labs (CHEM 367, CHEM 369); eight hours in Organic Chemistry I and II (CHEM 322, CHEM 323), three hours in Biochemistry (CHEM 544); three hours in Statistical Methods (STAT 520); and three hours in Computer Programming: BASIC (CPSC 320).

**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 622 Chromatography</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 623 Chromatography Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 744 Analytical Biochemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 745 Analytical Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 666 Spectrochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 667 Spectrochemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 866 Chemical Equilibrium Theory</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 822 Gas Chromatography/Mass Spectrometry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 862 Photochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

| MATH 555 Numerical Analysis | 3 |

Select three hours from between:

| CHEM 555 Electrochemistry | 2 |
| CHEM 556 Electrochemistry Laboratory | 2 |
| CHEM 566 Radiochemistry | 2 |
| CHEM 567 Radiochemistry Laboratory | 2 |

**Total**

10 or 18
Art

The graduate major in art is focused around a core, so that students are able to obtain specific training within one of the given four areas of specialization: painting/drawing; printmaking/design; sculpture; and art history (Western and non-Western). Also included in the core are requirements for a master’s project which, depending on one’s area of specialization, will result in either a show or an historical thesis. The remaining courses in the graduate major are chosen within a specific area of specialization with the advisor’s guidance.

SPECIAL AdMISSION REQUIREMENTS
Applicants must: (1) have an undergraduate major in one of the humanities; and (2) have submitted a proposal, acceptable to degree program advisor, that outlines academic goals with supporting rationale and plan of study and includes examples of previous work (e.g., sculptures, research papers, drawings, prints, or paintings, etc.). Students will not be admitted to the art major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 517</td>
<td>Art Since 1945</td>
</tr>
<tr>
<td>ART 805</td>
<td>Art and Society</td>
</tr>
<tr>
<td>ART 810</td>
<td>Studies in Art</td>
</tr>
<tr>
<td>ART 820</td>
<td>Art Seminar</td>
</tr>
<tr>
<td>ART 890</td>
<td>Graduate Thesis/Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 523</td>
<td>Pre-Columbian Art</td>
</tr>
<tr>
<td>ART 527</td>
<td>African Art</td>
</tr>
<tr>
<td>ART 530</td>
<td>Non-Western Art Seminar</td>
</tr>
<tr>
<td>Select 14 hours from one of the following four areas:</td>
<td></td>
</tr>
<tr>
<td>Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 501 Life Study: Drawing</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 505 Advanced Drawing: Life Study as Abstraction and Expression</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 551 Intermediate Painting and Drawing Composition</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 555 Painting Composition</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 553 Advanced Painting and Drawing</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 558 Painting and Drawing Composition</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 563 Painting: Special Problems</td>
<td>2-4</td>
</tr>
<tr>
<td>ART 850 Painting: Analysis and Composition</td>
<td>2-3</td>
</tr>
<tr>
<td>ART 855 Graduate Painting Composition</td>
<td>2-3</td>
</tr>
</tbody>
</table>
English

The master's degree in English leads to an in-depth knowledge and understanding of civilization and culture as manifested in literature. The curriculum explores and analyzes major works, in their critical contexts, their social origins and implications, and from different cultural, historical, and philosophical perspectives. The student gains not only a comprehensive grasp of great literature in English, but also a variety of skills that can be applied to rapidly changing personal and societal conditions. The study of English is designed to impart to the student abilities that transcend any narrow specialization or particular career preparation, although it will augment, supplement, and enrich greatly the lives and work of those who undertake it.

SPECIAL ADMISSION REQUIREMENTS
Applicants must have an undergraduate major in English, literature, language, linguistics, or a related field.

RECOMMENDED PREPARATION
Students without the following undergraduate prerequisite coursework will be required to complete any deficiencies, as early as possible during graduate study: three hours in Survey English Literature I, three hours in Survey English Literature II, three hours in American Literature I, three hours in American Literature II, and three hours in Shakespeare I or II. Completion of deficiencies is required in addition to graduate degree requirements noted.
DEGREE REQUIREMENTS

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 510</td>
<td>Major English Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 520</td>
<td>Major American Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 590</td>
<td>Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td>LIT 845</td>
<td>Seminar in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 850</td>
<td>Seminar in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 840</td>
<td>Seminar: Philosophy in Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 533</td>
<td>Aesthetics and Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 890</td>
<td>Graduate Thesis Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

Select three hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 512</td>
<td>Black Literature I: 1760 to 1900</td>
<td>3</td>
</tr>
<tr>
<td>LIT 513</td>
<td>Black Literature II: 1900 to 1941</td>
<td>3</td>
</tr>
<tr>
<td>LIT 540</td>
<td>Chinese Culture: Language and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 532</td>
<td>Literature of immigrant children</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 535</td>
<td>Literature and History</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 540</td>
<td>Bible as Literature in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 560</td>
<td>Philosophical Themes in Contemporary Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 545</td>
<td>Counterpropaganda</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 592</td>
<td>Historical Studies in the English Language</td>
<td>3</td>
</tr>
<tr>
<td>EGED 518</td>
<td>Language, Teaching and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 33

NOTE: *If this course has been taken previously at GSU, then three hours of graduate research in literary criticism (ENGL 870) will be substituted.

Environmental Biology

The Master of Science degree in environmental biology prepares students as professional biologists with a strong environmental focus. Required courses cover the spectrum of environmental biology from physiological to behavioral to community ecology, while at the same time emphasizing the applied aspects of these disciplines. Students are trained in the application of computers, statistics and methods of quantitative ecology in the design of field projects and laboratory experiments. Students also take at least one in-depth field studies course, followed by a master's project which usually is a formal thesis, but may involve an internship with a private or governmental agency.

Faculty research interests range widely, and include such topics as loon behavior, resource partitioning in aquatic communities, forest ecology, the role of diet in population dynamics among voles, and peat formation processes in the Okefenokee.

Graduates are qualified to assume a variety of professional roles in private or public environmental agencies or to pursue the Ph.D.

RECOMMENDED PREPARATION

While an undergraduate major in biology, ecology, environmental science, interdisciplinary science, or parks and recreation is strongly recommended, students without the appropriate background may enroll in this major; but students must complete the following prerequisite undergraduate coursework as early as possible during graduate study: three hours in Mammalogy (BIOL 555 and BIOL 556), three hours in Ecology of Behavior (BIOL 453), three hours in Ornithology (BIOL 522 and BIOL 523), three hours in Basic Ecology (BIOL 322), three hours in Statistical Methods (STAT 520), three hours in Plant Microenvironments I (BIOL 566 and BIOL 567), and three hours in Ecological Methods (BIOL 422 and BIOL 423).
**DEGREE REQUIREMENTS**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 655</td>
<td>Animal Behavior: Field Studies I</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 656</td>
<td>Animal Behavior: Field Studies I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 622</td>
<td>Ornithology II</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 623</td>
<td>Ornithology II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 666</td>
<td>Plant Microenvironments II</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 667</td>
<td>Plant Microenvironments II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 822</td>
<td>Population Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 855</td>
<td>Experimental Design: Laboratory and Field</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 870</td>
<td>Graduate Research</td>
<td>1-6</td>
</tr>
<tr>
<td>BIOL 890</td>
<td>Graduate Thesis/Project</td>
<td>1-6</td>
</tr>
<tr>
<td>ESCI 899</td>
<td>Graduate Thesis Presentation in</td>
<td>1</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

Select three hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 532</td>
<td>Ecology of Lakes</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 533</td>
<td>Ecology of Lakes Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 542</td>
<td>Ecology of Streams</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 543</td>
<td>Ecology of Streams Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Select four hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 827</td>
<td>Seminar in Community Ecology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 856</td>
<td>Seminar in Animal Ecology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 866</td>
<td>Seminar in Plant Ecology</td>
<td>2</td>
</tr>
</tbody>
</table>

Select three hours from among:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 728</td>
<td>Field Studies: Thorn Creek Woods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 733</td>
<td>Ecology of Prairies: Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 755</td>
<td>Animal Behavior: Field Studies II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 766</td>
<td>Field Studies: Okefenokee Swamp</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

32

**Instructional and Training Technology**

The instructional and training technology major is designed specifically for students who wish to obtain new or additional skills in: designing and developing training courses and materials; developing human resources; or producing the media component of training courses and materials. The major emphasizes the application of these skills in the private sector—business, industry, consulting firms, adult learning centers, continuing education, and other settings.

The courses were designed in consultation with trainers, human resource developers, and instructional developers representing 28 Chicago-based businesses and industries. Internships for qualified students are available with a variety of metropolitan Chicago firms.

**RECOMMENDED PREPARATION**

An undergraduate major in one of the following fields is recommended: business, education, media, audiovisual, communications, English, psychology, or liberal arts.
DEGREE REQUIREMENTS

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&amp;TT 510</td>
<td>Introduction to Instructional and Training Technology</td>
<td>1</td>
</tr>
<tr>
<td>I&amp;TT 520</td>
<td>Training Product Design</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 815</td>
<td>Training Techniques</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 825</td>
<td>Research in Instructional and Training Technology</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 847</td>
<td>Evaluation/Cost Benefit Analysis in Instructional and Training Technology</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 850</td>
<td>Consulting and Teamwork in Instructional and Training Technology</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 860</td>
<td>Seminar: Instructional and Training Technology in Business</td>
<td>1</td>
</tr>
<tr>
<td>I&amp;TT 866</td>
<td>Instructional and Training Technology Master's Project I</td>
<td>2</td>
</tr>
<tr>
<td>I&amp;TT 867</td>
<td>Instructional and Training Technology Master's Project II</td>
<td>2</td>
</tr>
<tr>
<td>I&amp;TT 868</td>
<td>Internship in Instructional and Training Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

Select at least 14 hours from the following courses based upon the student's interests, needs, and career goals, subject to approval of advisor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&amp;TT 810</td>
<td>Training Course Development</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 820</td>
<td>Principles of Message Design</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 852</td>
<td>Solving Performance Problems</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 755</td>
<td>Computers in Training and Education</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 550</td>
<td>Organizational Communication, Change and Development</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 830</td>
<td>Television for Training and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 858</td>
<td>Project Management in Instructional and Training Technology</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 840</td>
<td>Evaluating HRD Systems</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 843</td>
<td>Managing HRD Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 320</td>
<td>Photography for Instructional Support</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 539</td>
<td>Advanced Color Television Production</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 535</td>
<td>Television: Remote Control Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 730</td>
<td>Television Directing</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 36

Intercultural Studies

The graduate major in intercultural studies examines the cross-cultural, theoretical and applied aspects of third world cultures and systems in American central urban regions, as well as in selected developmental regions. The focus of the major is interdisciplinary and comparative, and includes advanced study in political science and policy analysis. Students are provided with an understanding of various aspects of intercultural relations, third world cultures/systems and the structure and developmental problems of ethnic/racial communities in the United States.

RECOMMENDED PREPARATION

An undergraduate major in political science, anthropology, economics, sociology, history, international studies, black studies, or Latin American studies is strongly recommended.

Students not having an undergraduate major in one of these fields may be required to take prerequisite coursework. Such prerequisite requirements will be based upon an individual evaluation of previous educational experience.
Interpersonal Communication

The graduate interpersonal communication major focuses on the symbolic transactions between individuals and groups in various social settings including interpersonal, small-group, organizational, public, and intercultural interactions. The major emphasizes an in-depth, specialized understanding of communication theories and research, as well as applications and skills pertinent to various social and professional contexts. Students are prepared to become communication specialists in such career areas as government, education, personnel management, advertising, public relations, mental health and other related helping professions.

RECOMMENDED PREPARATION

Prior to admission, students should have completed the following undergraduate coursework: three hours in communication theory and three hours in communication research.

DEGREE REQUIREMENTS

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICOM 810</td>
<td>Applied Approaches to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 820</td>
<td>Graduate Seminar in Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 535</td>
<td>Communication Sensitivity</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 831</td>
<td>Therapeutic Communication</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 860</td>
<td>Communication Training Programs</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 630</td>
<td>Managing Communication Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 868</td>
<td>Practicum in Therapeutic Communication</td>
<td>4</td>
</tr>
<tr>
<td>ICOM 890</td>
<td>Graduate Thesis/Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

Select at least 11 hours from the following with advisor's approval:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICOM 531</td>
<td>Listening: Theory and Process</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 560</td>
<td>Communication and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 565</td>
<td>Advertising as Communication</td>
<td>3</td>
</tr>
<tr>
<td>ICOM 567</td>
<td>Advertising Strategy and Consumer Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 33 hours
Media Communications

The graduate major in media communications is unique in the Chicago area for its combination and balance of theory and aesthetics/criticism with specialized professional and production courses in television, film, cable, and print journalism. The curriculum is appropriate to working professionals and is also responsive to the needs of teachers, community leaders, and others desiring to better understand the processes of media and their impact upon our lives.

Contemporary Issues and Graduate Seminars are an essential ingredient of study and are designed to fully explore the current concerns and theories of the discipline. Students include advance production or graduate research in their individualized study plans developed with a faculty advisor.

RECOMMENDED PREPARATION

No specific undergraduate major is required. However, undergraduate production course work in the area of intended professional specialization is recommended since some advanced level production courses have prerequisites.

DEGREE REQUIREMENTS

Students electing to take the additional 11 hours of coursework in lieu of a master's project must successfully pass a comprehensive examination administered by a three-member graduate committee.

### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 803</td>
<td>Contemporary Issues</td>
<td>2</td>
</tr>
<tr>
<td>MCOM 830</td>
<td>Graduate Seminar in Media Communications</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 820</td>
<td>Graduate Communication Research</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 550</td>
<td>NewsWriting and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 530</td>
<td>Television Production</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 539</td>
<td>Advanced Color Television Production</td>
<td>4</td>
</tr>
<tr>
<td>MCOM 651</td>
<td>Investigative and Specialized Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 630</td>
<td>Writing for Radio and Television</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 631</td>
<td>Writing for Film/Video</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 545</td>
<td>Animation</td>
<td>4,6</td>
</tr>
<tr>
<td>MCOM 590</td>
<td>Media Team Field Project</td>
<td>4</td>
</tr>
<tr>
<td>PHOT 740</td>
<td>Photographic Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 730</td>
<td>Television Directing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total:** 33 hours

**Core Requirements**

- 24 or 32 hours

---

### Additional Course Options

- MCOM 571 Culture and Communication Process
- MCOM 550 Organizational Communication, Change and Development
- PSYC 531 Laboratory in Interpersonal Growth
- ICOM 532 Nonverbal Communication
- ICOM 620 Content Analysis in Communication
- ICOM 735 Explorations in Self, Culture and Communication
- ICOM 855 Media in Organizations
- ICOM 853 Organizational Public Communication
- PSYC 825 Imaging Process in Psychotherapy
- EDUC 826 Culture/Communication and the Classroom Teacher
- PSYC 827 Human Sexuality
- ICOM 631 Philosophy of Human Communication
Music

The graduate music core consists of requirements in theory, performance, applied studies and music history. Students can use the remaining hours required for graduation to focus their studies in theory/composition, pedagogy and methods, and/or performance. All students are required to complete a master’s project, the form of which is determined by the programmatic focus—recital, research project, historical study, pedagogical study, etc. In addition to various recitals and concerts annually presented by the university’s student organizations and individual students, the major also sponsors performances by the university string quartet, the faculty jazz quartet, solo faculty recitals and performances by guest artists.
SPECIAL ADMISSION REQUIREMENTS

Applicants must: (1) have earned an undergraduate major in music from a regionally accredited college or university; (2) have an undergraduate GPA of 3.0 on a 4.0 scale for all coursework in the music major; (3) complete a performance audition and receive a quality rating of "B" or better from the music audition committee (this audition is used to determine placement in performance groups); and (4) successfully pass a music theory examination administered by GSU prior to the first registration. (This examination is used for placement in theory courses.)

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 578 Counterpoint/Form</td>
<td>4</td>
</tr>
<tr>
<td>MUS 804 Black Composers</td>
<td>3</td>
</tr>
<tr>
<td>MUS 810 20th Century Music History II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 811 20th Century Music History III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 830 Graduate Research Seminar: Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 540 Applied Music (This course is offered for one credit hour. Students must enroll for at least two consecutive terms. Music students are strongly encouraged to enroll in this course each trimester until degree requirements are met.)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 890 Graduate Thesis/Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Select three hours from among:
(The following courses are offered for one credit hour each. Students must enroll for at least three credit hours, two credit hours of which must be in consecutive trimesters in the same course. Music students are strongly encouraged to enroll in one of these courses each trimester until degree requirements are met.)

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 552 GSU Contemporary Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 556 Symphonic Band</td>
<td>1</td>
</tr>
<tr>
<td>MUS 558 Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS 560 University Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 11 hours from among:
(MUS 579 Studio Recording Techniques | 1-4 |
MUS 527 Scoring for Film and Television | 2 |
MUS 515 Materials of Music II: 20th Century Harmonic Techniques | 3 |
MUS 574 Composition/Electronic Music I | 3 |
MUS 575 Composition II | 3 |
MUS 576 Electronic Music II | 3 |
MUS 584 Choral Arranging | 3 |
MUS 516 Materials of Music II: Orchestration | 3 |
MUS 519 Materials of Music III: Keyboard Improvisation | 1 |
MUS 581 Vocal Pedagogy | 3 |
MUS 824 Advanced Conducting | 3 |

Total | 32 |

Social Sciences

The master's degree in social sciences is designed to accommodate students from many and diverse disciplinary backgrounds who seek to broaden and/or intensify their knowledge and understanding of the social sciences for purposes of personal enrichment, career enhancement, career change, or preparation for further graduate studies. A core curriculum of interdisciplinary graduate seminars provides the foundation for pursuit of advanced knowledge, either through specialization in any of several social sciences offered throughout the university or through interdisciplinary study in areas of topical focus. Depending upon the student's needs and goals, a program of study can be developed in concert with an advisor to meet a wide range of objectives related to the social sciences either in applied or theoretical contexts.
RECOMMENDED PREPARATION
Students should have an undergraduate major in history, sociology, geography, political science, economics, anthropology, urban studies, planning, women's studies, other social sciences, or a related field, or have earned at least 24 undergraduate credits in the above fields. Students who do not meet this requirement must complete required undergraduate prerequisite coursework in addition to graduate degree requirements.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 863</td>
<td>Seminar in American Institutions and Values</td>
</tr>
<tr>
<td>HIST 830</td>
<td>Graduate Seminar in Historical Studies</td>
</tr>
<tr>
<td>SOSC 840</td>
<td>Graduate Seminar in Community Studies</td>
</tr>
<tr>
<td>SOC 830</td>
<td>Graduate Seminar in Social Thought</td>
</tr>
<tr>
<td>SOSC 870</td>
<td>Graduate Research</td>
</tr>
<tr>
<td>SOSC 890</td>
<td>Graduate Thesis/Project</td>
</tr>
<tr>
<td>SOSC 590</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>HIST 780</td>
<td>Local History: Resources and Methods</td>
</tr>
</tbody>
</table>

Requirements Beyond Core
Select nine hours from among the fields of history, sociology, urban studies, women's studies, political sciences, anthropology, economics, geography, or other social sciences and related fields as approved by advisor.

| Electives | 3 |

| Total | 33 |
College of Business and Public Administration

Business Administration (M.B.A.)
Public Administration (M.P.A.)

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

COLLEGE POLICIES

Competency Examinations

Competency examinations in written English and elementary algebra are required for all graduate students. M.B.A. students must also take an intermediate algebra examination. It is advisable for students to review English and algebra before testing. Examinations cannot be repeated. Students unsure of their status regarding these examinations, should contact the college office. Test dates will be established each trimester.

Students unsuccessful in passing the competency examinations will be required to enroll in algebra and/or communications courses as appropriate and may elect the pass/no credit grading option in these courses.

Transfer Credit

A maximum of nine hours will be approved for transfer from another institution. Graduate students will be expected to complete the M.B.A. and M.P.A. core (21 hours) in the College of Business and Public Administration. Credit earned more than five years prior to request for transfer will not be accepted.

Candidacy Requirement

Beginning with students admitted for the fall 1981 trimester, graduate students are admitted to candidacy after the following conditions have been satisfied:

1. Removal of any conditional admission status.
2. Completion of competency exams or the required courses in the fields of communications and quantitative methods.
3. Completion of all preparatory requirements.
4. M.B.A. students admitted for fall 1982 or prior terms who have been continuously enrolled, must have their GMAT scores on file in the dean’s office.
5. Successful completion of nine credits of 800 level graduate work with a GPA of 3.0. Graduate credit accumulated beyond 15 hours (excluding preparatory coursework) will not apply toward the degree if candidacy status is not attained.

Student Course Load
Graduate students may not take more than 12 hours a trimester without obtaining permission from the dean of the college or his designee.

Course Substitution
Course substitution must be approved by the dean or his designee. The substitution is valid only for the term specified.

Grading
Beginning with students admitted for the fall 1982 trimester, students classified as graduate students must earn a "C" grade or better in all courses to receive credit towards graduation.

Repeating Courses
Beginning with the students admitted for the fall 1982 trimester, a student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean prior to registration for that course a fourth time.

Electives
All business and/or public administration electives must be approved by the dean or his designee.

Nontraditional Coursework
Students in the College of Business and Public Administration must take a minimum of 30 graduate hours in regularly scheduled courses in order to meet degree requirements. Exceptions to this policy must be approved by the dean of the college.

Independent Study
Students who have not successfully completed the competency examinations in quantitative foundations and written communication or not successfully completed the required courses will not be allowed to register for independent study courses. Only graduate students completing their last trimester should apply for independent study. The dean of the college, in addition to the faculty sponsor and the division chairperson, must approve all applications for independent study.

Internships
Internships will be available to all students. Graduate students will be allowed a maximum of three hours of internship toward completion of degree requirements. All internships will be coordinated by the designated faculty in the College of Business and Public Administration. Specific weekly meeting dates will be announced by the coordinator during the orientation meeting.
Credit for Life Experience
The College of Business and Public Administration does not grant or accept graduate
credit for life experience toward graduate degree requirements.

Announcements
Students are responsible for checking the BPA bulletin board, located in the corridor
across from the dean's office, for announcements concerning scheduling, policies, and
collegial procedures.

General Admission and Degree Requirements
All applicants must meet university admission and degree requirements. (See “Admis­sion” and “Degree Requirements” sections.)

Specific Major Requirements
Following are detailed requirements for the graduate majors in the College of Business
and Public Administration. Some majors have special admission requirements. The major
admission requirements are noted where they apply. The specific degree re­quirements for each major are noted as well.

Business Administration
The College of Business and Public Administration offers a graduate major in business
administration leading to the degree of Master of Business Administration (M.B.A.). The
master of business administration major provides a student the opportunity to prepare
for positions of executive leadership. The M.B.A. degree provides a general manage­ment
program of study designed primarily, but not exclusively, for students with
business undergraduate degrees. The major is also designed to accommodate those
with undergraduate degrees in the liberal arts, sciences, engineering, education, and
other disciplines by providing the necessary preparatory coursework. In the M.B.A.
degree program, the student studies a broad core of courses designed to provide an
understanding of business operations and management. In addition, elective courses
may be used to undertake a modest degree of concentration in a single functional area
if desired.

SPECIAL ADMISSION REQUIREMENTS
Applicants must have taken the Graduate Management Admissions Test (GMAT) prior to admi­sion and attain at least 950 based upon the following formula: Undergraduate GPA × 200 +
GMAT score ≥ 950.

RECOMMENDED PREPARATION
In order to ensure that students have a satisfactory command of business fundamentals prior to
taking graduate level courses, at least 27 hours of undergraduate preparatory coursework or
their equivalent are required of all MBA students. Students with an undergraduate major in business
may be prepared to enroll immediately in graduate level courses. Students who do not have an
undergraduate major in business are expected to complete the necessary prerequisite preparatory
coursework. With permission of the dean, students can enroll in graduate level courses in areas
for which they have completed the prerequisites prior to completing all of the preparatory
coursework.
Preparatory Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLAW</td>
<td>325</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>FIN</td>
<td>301</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MATH</td>
<td>355</td>
<td>Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MKTC</td>
<td>301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT</td>
<td>501</td>
<td>Foundations of Accounting or ACCT 301</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>501</td>
<td>Foundations of Economics or ECON 301 and ECON 302</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>501</td>
<td>Foundations of Management or MGMT 301 and MGMT 340</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>510</td>
<td>Foundations of Managerial Statistics or STAT 361 and STAT 362</td>
<td>3</td>
</tr>
<tr>
<td>CPSC</td>
<td>510</td>
<td>Foundations of Computers and Information Systems or MIS 390</td>
<td>3</td>
</tr>
</tbody>
</table>

DEGREE REQUIREMENTS

Students must successfully pass competency examinations in elementary and intermediate algebra and written English or complete courses in quantitative foundations and/or written communication.

A thesis is optional for M.B.A. students. The thesis option provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting the thesis option will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor and examining committee will be appointed by the dean or his designee. A candidate who is approved for the thesis option will be required to defend the thesis orally. If a thesis is presented in partial fulfillment of the requirements of the degree, the candidate must present a minimum of 27 graduate credit hours. The thesis must be completed within one year after it is approved.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>801</td>
<td>Accounting for Administrative Control*</td>
<td>3</td>
</tr>
<tr>
<td>ECON</td>
<td>801</td>
<td>Problems in Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN</td>
<td>801</td>
<td>Problems in Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>810</td>
<td>Problems in Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>840</td>
<td>Problems in Production Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT</td>
<td>849</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG</td>
<td>801</td>
<td>Problems in Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core

Select 12 hours from among courses numbered 500 or above with approval of advisor. A graduate thesis may be elected with approval of dean.

Total: 33

NOTE: *Students with an accounting background must take ACCT 850 instead of ACCT 801 to satisfy the M.B.A. core requirement in accounting.

Public Administration

The College of Business and Public Administration offers a graduate degree program in public administration leading to the degree of Master of Public Administration (M.P.A.). The graduate public administration major prepares middle and upper level managers in the public sector with the techniques and methods of personnel work, budgeting, organizing, and other functions necessary for further promotion. Students pursuing a degree in public administration will acquire the skills and tools which can provide the perspective and base on which to build a successful administrative career.
SPECIAL ADMISSION REQUIREMENTS
Applicants must have an undergraduate GPA of at least 2.50.

RECOMMENDED PREPARATION
Prior to admission students should have completed the following undergraduate prerequisite coursework: three hours in Introduction to Public Administration (PADM 301); three hours in Statistics for Management I (STAT 361); three hours in Public Finance (ECON 405); and three hours in American government (POLS 302 or POLS 320).

DEGREE REQUIREMENTS
Students must successfully pass competency examinations in elementary algebra and written English or complete courses in quantitative foundations and/or written communication.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 863</td>
<td>3</td>
</tr>
<tr>
<td>PADM 812</td>
<td>3</td>
</tr>
<tr>
<td>PADM 820</td>
<td>3</td>
</tr>
<tr>
<td>PADM 835</td>
<td>3</td>
</tr>
<tr>
<td>PADM 840</td>
<td>3</td>
</tr>
<tr>
<td>PADM 850</td>
<td>3</td>
</tr>
<tr>
<td>PADM 851</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 880 Internship: (Public Administration)*</td>
<td>3</td>
</tr>
<tr>
<td>PADM 852 Seminar in Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PADM 855 Master's Research Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three credit hours, with advisor's approval, from the areas of social sciences, communications, health, or other areas appropriate to the student's career and educational goals.

Total: 33

NOTE: *Students with career experience in the public sector may substitute for PADM 880 three hours of coursework in social studies, communications, health, or other areas appropriate to the student's career and educational goals subject to approval of advisor.
College of Education

Counseling (M.A.)
Education (M.A.)
Educational Administration and Supervision (M.A.)
Multicategorical Special Education (M.A.)
School Counseling (M.A.)
School Psychology (M.A.)

The College of Education prepares graduate students to be professionally competent in the areas of education, psychology, and counseling.

The college offers graduate majors in education, counseling, school counseling, school psychology and multicategorical special education. In addition, the college offers cooperative degree and certification programs in educational administration and supervision in partnership with Chicago State University and Northeastern Illinois University.

CERTIFICATION

State certification is available in the following areas: Educational Administration and Supervision, School Counseling, and School Psychology.

The Multicategorical Special Education major is currently pending approval by the State Superintendent of Education.

COLLEGIATE POLICIES

Student Study Plan

All students are required to develop a student study plan during the first trimester of enrollment in the college; they may not engage in advance registration or enroll for courses after that time if they have not done so. The student should make an appointment with the advisor to develop a student study plan, preferably before the first enrollment but not later than one month after the beginning of the first trimester.

General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

Specific Major Requirements

Following are detailed requirements for all the graduate majors in the College of Education. Some majors have special admission requirements in addition to university requirements. The specific degree requirements for each major are noted as well.

Counseling

The counseling major prepares individuals to enter counseling and psychology related professions with a special focus on urban community settings. Students may receive skill preparation for direct-service to clients; for diagnostic, consultative and evaluative services; and for community 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 two semester practicum placement is required.
RECOMMENDED PREPARATION
Prior to admission students should have completed the following undergraduate prerequisite courses: abnormal psychology, developmental psychology, and research methods or statistics.

DEGREE REQUIREMENTS
Students must complete practicum sequence at an approved site and receive a positive recommendation.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 630</td>
<td>Counseling and Psychotherapy: Introduction</td>
</tr>
<tr>
<td>COUN 810</td>
<td>Beginning Counseling and Human Relation Skills</td>
</tr>
<tr>
<td>COUN 843</td>
<td>Advanced Theories in Counseling and Therapy</td>
</tr>
<tr>
<td>COUN 847</td>
<td>Group Dynamics and Intervention</td>
</tr>
<tr>
<td>COUN 868</td>
<td>Counseling Psychology Practicum I: Agency Systems</td>
</tr>
<tr>
<td>COUN 869</td>
<td>Counseling Psychology Practicum II: Clinical Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 605</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>COUN 826</td>
<td>Research Literature in Counseling and Psychotherapy</td>
</tr>
<tr>
<td>Select three hours from between:</td>
<td></td>
</tr>
<tr>
<td>COUN 633</td>
<td>Community Counseling</td>
</tr>
<tr>
<td>COUN 636</td>
<td>Human Service Systems</td>
</tr>
<tr>
<td>Select three hours from between:</td>
<td></td>
</tr>
<tr>
<td>COUN 844</td>
<td>Individual Counseling and Therapy: Child/Adolescent</td>
</tr>
<tr>
<td>COUN 845</td>
<td>Individual Counseling and Therapy: Adult</td>
</tr>
<tr>
<td>Select 12 hours from among:</td>
<td></td>
</tr>
<tr>
<td>PSYC 825</td>
<td>Imaging Process in Psychotherapy</td>
</tr>
<tr>
<td>PSYC 827</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC 831</td>
<td>Therapeutic Communication</td>
</tr>
<tr>
<td>COUN 850</td>
<td>Group Therapy in Transactional Analysis</td>
</tr>
<tr>
<td>COUN 852</td>
<td>Group Counseling: Child/Adolescent</td>
</tr>
<tr>
<td>COUN 853</td>
<td>Adlerian Family Counseling</td>
</tr>
<tr>
<td>COUN 854</td>
<td>Advanced Individual Therapy Techniques: Child</td>
</tr>
<tr>
<td>COUN 855</td>
<td>Advanced Individual Therapy Techniques: Adult</td>
</tr>
<tr>
<td>COUN 856</td>
<td>Group Counseling: Adult/Adolescent</td>
</tr>
<tr>
<td>COUN 857</td>
<td>Behavior Therapy</td>
</tr>
<tr>
<td>COUN 859</td>
<td>Family Therapy Techniques</td>
</tr>
<tr>
<td>COUN 860</td>
<td>Marriage and Couple Therapy</td>
</tr>
</tbody>
</table>

Total: 39

Education
This major is for professional development of master teachers for classroom teaching and for other positions of leadership in prekindergarten, elementary, middle, and secondary school settings.

The curriculum includes a balanced set of core courses, support courses, and elective courses for advanced specialization in the following functional areas: (1) early childhood education, (2) elementary bilingual/bicultural education, (3) elementary mathematics education, (4) elementary social studies education, (5) reading, (6) secondary business education, (7) secondary English education, (8) secondary music education, and (9) secondary science education. A large portion of the curriculum is closely related to classroom instruction and will help the student develop specific skills as master teachers and instructional leaders. The graduate project required as part of the curriculum helps the student to apply these skills before graduation.
SPECIAL ADMISSION REQUIREMENTS
Applicants must: (1) have adequate professional education preparation as evidenced by either currently holding or having previously held a valid teaching certificate, or having a minimum of one year full-time, paid teaching experience within the past six years; (2) have demonstrated the potential to pursue graduate study as evidenced by having earned a grade point average in the last 60 hours of undergraduate coursework of at least a 2.5; (3) submit aptitude test scores from the Graduate Record Examination; (4) submit a brief written statement describing professional and/or personal goals; this statement will be used to determine assignment to an advisor.

It is strongly recommended that applicants have access to a classroom situation in which they will be able to observe and interact with students.

Applicants must meet admissions criteria 1, 3, and 4 above. Applicants not meeting admissions criterion 2 must petition for admission through the Office of Admissions. Applicants accepted for admission through the petition process will be admitted "conditionally." Students on conditional admission who do not maintain academic good standing will be dropped from the major.

Prerequisite courses, including those required as prerequisites in the functional areas of advanced specialization, must be completed before taking graduate courses but will not be counted toward the 33-hour degree requirement. Students may petition to demonstrate competency in prerequisite areas.

DEGREE REQUIREMENTS
In addition to university requirements for admission to candidacy, to qualify for degree candidacy in this major, a student must: (1) have removed any admission criteria deficiencies; (2) have completed a minimum of 12 hours, and no more than 18 hours, of graduate credit in the major to include coursework in educational research, learning theory, and at least one advanced methods course, with a grade of "B" or better in each course; (3) have completed prerequisite coursework in the elected functional area of advanced specialization; and (4) have formed a degree committee comprised of the student's academic advisor and two other full-time approved faculty. The disciplines represented on the committee must reflect the student's elected functional area of advanced specialization. The committee's role is to review the study plan, advise the student, review and act upon the application for candidacy, review and evaluate the graduate project and to recommend the student for graduation.

Applicants must complete a graduate project acceptable to the degree committee and receive degree committee recommendation for graduation.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 818</td>
<td>Learning Theory</td>
</tr>
<tr>
<td>EDUC 810</td>
<td>Educational Research</td>
</tr>
<tr>
<td>EDUC 825</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>EDUC 890</td>
<td>Graduate Thesis/Project</td>
</tr>
</tbody>
</table>

Select at least three hours from among the following advanced methods courses:

- BUED 820 Methods of Teaching Business Nonskill Subjects | 3 |
- BUED 822 Methods of Teaching Business Skills Subjects | 3 |
- SCED 822 Beyond Textbook Science | 3 |
- EGED 810 Advanced Methods of Teaching English | 3 |
- MUS 815 Advanced Methods of Teaching Music | 3 |
- ELED 850 Advanced Methods of Teaching Reading | 3 |
- ELED 851 Advanced Methods of Teaching Elementary Mathematics | 3 |
- ELED 852 Advanced Methods of Teaching Social Studies | 3 |
- ELED 831 Teaching Social Studies, Science and Mathematics to Limited English Proficient Students | 3 |
- ELED 834 Individualizing Preschool Curriculum and Instruction | 3 |
- ELED 853 Advanced Methods of Teaching Language Arts | 3 |
Requirements Beyond Core

Through the professional support courses, the candidate will be able to provide a more effective learning environment in the classroom through the improvement of classroom skills and the further development of the candidate's understanding of the physical and emotional growth patterns of the child. The candidate can select courses from such areas as educational media, assessment and evaluation, computer applications, the multicultural classroom, the exceptional child, and child and adolescent growth and development, etc.

These nonmethods courses are broadly designed to enable teachers in a variety of disciplines to develop professionally.

The candidate is to select six hours from among the following list. Courses are to be selected with the approval of the degree committee.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 710</td>
<td>Open Education—Theory and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 817</td>
<td>Education in a Multiethnic Setting</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 567</td>
<td>Children and Television</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 819</td>
<td>Improving Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 821</td>
<td>Meaningful Evaluation Beyond Testing</td>
<td>3</td>
</tr>
<tr>
<td>I&amp;TT 755</td>
<td>Computers in Training and Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>ELED 738</td>
<td>Nutrition, Education, and Intellectual Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>Behavior Problems in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>IBED 520</td>
<td>Current Issues in Bilingual/Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 828</td>
<td>Teacher/Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 534</td>
<td>Philosophy of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 823</td>
<td>Mainstreaming and the Classroom Teacher</td>
<td>2,3</td>
</tr>
<tr>
<td>PHOT 520</td>
<td>Photography for Instructional Support</td>
<td>3</td>
</tr>
<tr>
<td>COUN 510</td>
<td>Physical and Sexual Abuse of Children</td>
<td>3</td>
</tr>
<tr>
<td>SOC 801</td>
<td>Child and Family in the Community</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Electives are available for advanced specialization in an elective functional area. Courses are to be selected with approval of the degree committee and are to include at least six hours in an academic discipline. In addition to the electives suggested for the functional areas of specialization, candidates may elect to take courses from the advanced methods courses and/or professional support courses.

Total

33

**Educational Administration and Supervision**

Governors State University, Chicago State University, and Northeastern Illinois University cooperatively offer the master's degree program in educational administration and supervision. The degree is awarded by Chicago State University. The curriculum provides background and specific skills necessary for employment as a school business manager, an elementary or secondary school principal, a supervisor, a curriculum consultant, a department chairperson, or a community college administrator. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Students admitted to the master of arts degree program must elect one of four concentrations: educational administration, educational supervision, chief school business official, or community college administration.
CERTIFICATION
Depending upon student selection of a concentration, students may qualify for the State of Illinois General Administrative Certificate, General Supervisory Certificate, or the Chief School Business Certificate. Completion of either the Educational Administration concentration or the Educational Supervision concentration meets the Chicago Board of Education course requirements for administrative and supervisory positions. The state does not provide certification in community college administration.

SPECIAL ADMISSION REQUIREMENTS
Applicants must have: (1) a GPA of 2.75 on a 4.0 scale for the last 60 hours of undergraduate study (Note: Student's with a GPA of 2.5 through 2.749 may petition for conditional admission to the major); (2) written recommendations from two school officials; and (3) professional experience as evidenced by two years of verified full-time teaching experience in schools recognized by the Illinois Office of Education for students selecting either the Educational Administration concentration, the Educational Supervision concentration, or the Chief School Business Official concentration. College experience is desirable for students selecting the Community College Administration concentration.

DEGREE REQUIREMENTS
To assure the opportunity for students to draw from a variety of resources available at the three universities, students must complete at least 15 credit hours (but no more than 18) at Chicago State University and the remaining 15-18 hours either at Governors State University or at Northeastern Illinois University. Also, students must successfully complete: a supervised practice, a comprehensive examination, and the Illinois and United States Constitution examination.

Chief School Business Official Concentration

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Finance**</td>
<td>3</td>
</tr>
<tr>
<td>Collective Negotiations**</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 801 Leadership and Staff Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 815 Socio-cultural Factors and Children’s Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 720 School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 810 Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 801 Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 865 Practicum in Administration and Supervision I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 866 Practicum in Administration and Supervision II</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements Beyond Core
Select six hours from the following specialty courses with advisor’s approval:

<table>
<thead>
<tr>
<th>Course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 512 Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>ACCT 830 Financial Reporting Theory</td>
<td></td>
</tr>
<tr>
<td>ACCT 855 Audit Theory and Philosophy</td>
<td></td>
</tr>
<tr>
<td>EDAD 810 Introduction to Educational Administration</td>
<td></td>
</tr>
<tr>
<td>FIN 860 Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>PADM 812 Seminar in Public Budgeting</td>
<td></td>
</tr>
</tbody>
</table>

Total 33

NOTES: *Course requirement may be waived if competency in the area of educational research is demonstrated.

**As part of this cooperative degree program, these courses are offered by Chicago State and Northeastern Illinois Universities.
### Community College Administration Concentration

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 810</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 820</td>
<td>The Community College</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 818</td>
<td>Supervision of Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 823</td>
<td>Community College Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 801</td>
<td>Leadership and Staff Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 815</td>
<td>Socio-cultural Factors and Children's Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 720</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 810</td>
<td>Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 865</td>
<td>Practicum in Administration and Supervision I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 866</td>
<td>Practicum in Administration and Supervision II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

Select three hours from the following specialty courses with advisor's approval:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 801</td>
<td>Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 825</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 840</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 850</td>
<td>Seminar: Educational Policies and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

NOTE: *Course requirement may be waived if competency in the area of educational research is demonstrated.*

### Educational Administration Concentration

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 810</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 818</td>
<td>Supervision of Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 801</td>
<td>Leadership and Staff Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 815</td>
<td>Socio-cultural Factors and Children's Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 720</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 810</td>
<td>Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 865</td>
<td>Practicum in Administration and Supervision I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 866</td>
<td>Practicum in Administration and Supervision II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements Beyond Core**

Select six hours from the following specialty courses with advisor's approval:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 825</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 840</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 850</td>
<td>Seminar: Educational Policies and Issues</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 801</td>
<td>Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

NOTE: *Course requirement may be waived if competency in the area of educational research is demonstrated.*

### Educational Supervision Concentration

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 825</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 818</td>
<td>Supervision of Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 801</td>
<td>Leadership and Staff Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 815</td>
<td>Socio-cultural Factors and Children's Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 720</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 810</td>
<td>Educational Research*</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 865</td>
<td>Practicum in Administration and Supervision I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 866</td>
<td>Practicum in Administration and Supervision II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 801</td>
<td>Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
</tbody>
</table>
Requirements Beyond Core

Select six hours from the following specialty courses with advisor’s approval:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 810</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 840</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 850</td>
<td>Seminar: Educational Policies and Issues</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 801</td>
<td>Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 33

NOTE: *Course requirement may be waived if competency in the area of educational research is demonstrated.

Educational Administration and Supervision Certificate Only Programs

For candidates who already possess a master’s degree and are interested in certification only, the following sequences are provided for each of the state certificates. Admission into these sequences requires: (1) a master’s degree from a regionally accredited college or university; (2) two years of either verified full-time teaching or school business management experience (depending upon certificate program selection); (3) written recommendations from two school officials; and (4) evidence of successful completion of the Illinois and United States Constitution examination.

The curriculum can also enable persons with master’s degrees to attain Illinois endorsements including: (1) the General Administrative Endorsement, (2) the General Supervisory Endorsement, and (3) Chief School Business Official Endorsement.

CERTIFICATE REQUIREMENTS

Chief School Business Official Certificate Sequence

The candidate must complete the following 21 credit hours of graduate level coursework at Governors State University or their equivalents at Chicago State University and/or Northeastern Illinois University:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collective Negotiations*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>School Finance*</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 810</td>
<td>Introduction to Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 801</td>
<td>Microcomputers: Educational Applications</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 840</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 865</td>
<td>Practicum in Administration and Supervision I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 866</td>
<td>Practicum in Administration and Supervision II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21

NOTE: *As part of this cooperative certificate program, these courses are offered by Chicago State and Northeastern Illinois Universities.
Multicategorical Special Education

The multicategorical special education major prepares experienced teachers to teach mentally retarded, learning disabled, and socially/emotionally disordered students. While a range of degree of handicap will be addressed, focus will be upon the mildly handicapped, taking cognizance of the overlap among the categorical groupings. Graduates of the program are able to function effectively in a variety of educational settings: the special classroom, the regular classroom, the resource room, and as consultants to educators, ancillary staff, and parents.

CERTIFICATION
The program is pending approval by the State Superintendent of Education. Upon approval, a Standard Special Certificate (Type 10) for the areas of Educable Mentally Handicapped, Learning Disabilities, and Social/Emotional Disorders will be issued through entitlement.

SPECIAL ADMISSION REQUIREMENTS
Applicants must (1) have adequate professional education experience as evidenced by having a minimum of one year full-time, paid teaching experience within the past six years and currently holding or having previously held a valid teaching certificate (if not holding or having previously held a valid teaching certificate, successfully complete EDUC 499, Student Teaching; Special Education); (2) have demonstrated the potential to pursue graduate study as evidenced by having earned at least a 2.50 grade point average in the last 60 hours of undergraduate coursework with at least a 2.75 in education courses; and (3) submit a brief typewritten statement describing professional and/or personal goals.
RECOMMENDED PREPARATION
Prior to enrollment in any graduate courses, students must have completed the following undergraduate prerequisite coursework: three hours in Survey of Exceptional Students (EDUC 510), three hours in Behavior Problems in the Classroom (EDUC 565), three hours in The Handicapped Student in the Regular Classroom (SPED 560), three hours in Speech and Language Characteristics of Exceptional Students (CDIS 510), and three hours in Teaching Mathematics to Low-Achieving Students (EDUC 532).

DEGREE REQUIREMENTS
In addition to university requirements for admission to candidacy, to qualify for degree candidacy in this major, a student must: (1) have completed a minimum of 12 hours and no more than 18 hours of graduate credit in the major to include: Learning Theory, Educational Research, Learning Characteristics of Mildly Handicapped Students, Behavioral Characteristics of Mildly Handicapped Students, and Methods for Teaching the Mildly Handicapped with a grade of "B" or better in each course; and (2) have formed a degree committee comprised of the student's academic advisor and two other full-time approved faculty. The committee's role is to review the study plan, advise the student, review and act upon the application for candidacy, review and evaluate the graduate project and to recommend the student for graduation.

Students must complete a master's project acceptable to the degree committee and receive degree committee recommendation for graduation.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 818 Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 810 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>SPED 820 Learning Characteristics of Mildly Handicapped Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 831 Behavioral Characteristics of Mildly Handicapped Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 840 Special Education Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 846 Methods for Teaching Mildly Handicapped Students</td>
<td>3</td>
</tr>
<tr>
<td>SPED 850 Special Education Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 820 Psychological Diagnosis of Individuals with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 855 Graduate Seminar in Multicategorical Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 860 Consultative Techniques for Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 890 Graduate Thesis/Project</td>
<td>3</td>
</tr>
<tr>
<td>Requirements Beyond Core</td>
<td>10</td>
</tr>
<tr>
<td>PSYC 824 Principles of Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>ELED 842 Reading Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>ELED 844 Reading Strategies for Individualizing Instruction</td>
<td>4</td>
</tr>
<tr>
<td>ELED 846 Reading Remediation in the Classroom</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

School Counseling
The major in school counseling (K-12) prepares professionals to work in elementary, middle and secondary schools as counselors, guidance workers, career and vocational counselors.

Students are admitted from a variety of backgrounds, but experience in educational settings is extremely helpful in seeking employment.

The major provides an academic core in psychology and counseling. The coursework that leads to certification is prescribed in order to meet state requirements. All students must complete a practicum in a school setting for one trimester which is typically a minimum of one full day per week. K-12 practica are available only during the fall or winter trimesters.
CERTIFICATION
This curriculum is approved by the Illinois State Board of Education for recommendation of the School Service Personnel Certificate (Type 73) with Guidance Endorsement. The recommendation is contingent upon the student qualifying for Illinois teacher certification.

RECOMMENDED PREPARATION
No specific undergraduate major is required but qualification for Illinois State Teacher Certification is needed in order to obtain the Illinois School Service Personnel Certificate with Guidance Endorsement upon completion of the program.

Prior to admission students should have earned a grade of at least a "B" in the following undergraduate prerequisite courses: three hours in statistics and three hours in research methodology.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 510 Adolescence</td>
<td></td>
</tr>
<tr>
<td>PSYC 512 Child Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 605 Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>COUN 630 Counseling and Psychotherapy: Introduction</td>
<td></td>
</tr>
<tr>
<td>COUN 639 Behavior Problems</td>
<td></td>
</tr>
<tr>
<td>COUN 640 Career Education in Schools</td>
<td></td>
</tr>
<tr>
<td>COUN 810 Beginning Counseling and Human Relation Skills</td>
<td></td>
</tr>
<tr>
<td>COUN 844 Individual Counseling and Therapy: Child/Adolescent</td>
<td></td>
</tr>
<tr>
<td>COUN 851 Consultation and School Staff Development</td>
<td></td>
</tr>
<tr>
<td>COUN 852 Group Counseling: Child/Adolescent</td>
<td></td>
</tr>
<tr>
<td>COUN 853 Adlerian Family Counseling</td>
<td></td>
</tr>
<tr>
<td>COUN 858 Administration of Student Personnel Services</td>
<td></td>
</tr>
</tbody>
</table>

Requirements Beyond Core 9

Select at least six hours from between:

| COUN 865 Practicum in Elementary School Counseling | 6 |
| COUN 867 Practicum in Secondary School Counseling | 6 |

Select at least three hours from among:

| EDAD 720 School-Community Relations | 3 |
| COUN 861 Practicum in Parent Study Group Leadership | 3 |
| PSYC 852 Personality and Vocational Assessment | 3 |

Total 45

School Psychology

The school psychology major prepares students to apply psychological principles within the school setting. The major emphasizes a "consultative" approach to providing these services. School psychologists must be able to identify, evaluate, and remediate, or offer solutions to, the many problems that school children exhibit in learning, development, behavior, and in crisis situations. School psychologists are trained to be sensitive not only to the needs of both the "exceptional" and "normal" child, but also the the professional staff, the administration, parents, and community. Being a consultant, the school psychologist knows when to seek outside help to assist in problem solving. The school psychologist is prepared to assist in the formulation of the Individual Educational Plan (IEP) and, in many instances, must synthesize a wide range of psychological findings into a well organized plan of action.
All students must complete a practicum in a school setting for one trimester, which is typically a minimum of one full day per week, and is offered during both the fall and winter trimesters. The extensive nature of this major typically requires a minimum of two and one-half years of part-time study.

CERTIFICATION
This curriculum is approved by the Illinois State Board of Education for recommendation of the School Service Personnel Certificate (Type 73) with School Psychologist Endorsement. The recommendation is contingent upon satisfactory completion of an Internship in School Psychology (PSYC 920).

RECOMMENDED PREPARATION
Prior to admission students should have earned a grade of "B" or better in the following undergraduate prerequisite courses: three hours in Statistics (STAT 468), three hours in Abnormal Psychology (PSYC 430), three hours in Child Development (PSYC 512), and three hours in Personality Theory (PSYC 530).

DEGREE REQUIREMENTS
Students must: (1) complete an approved practicum and receive the positive recommendations of faculty supervising the practicum, and (2) maintain at least a 3.0 GPA with no more than two "Cs" in the required courses.

Core Requirements 51

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 520</td>
<td>Learning Cognition I</td>
</tr>
<tr>
<td>PSYC 524</td>
<td>Principles of Behavior Change</td>
</tr>
<tr>
<td>PSYC 560</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>EDUC 510</td>
<td>Survey of Exceptional Students</td>
</tr>
<tr>
<td>PSYC 853</td>
<td>Human Neuropsychology I: Brain Function</td>
</tr>
<tr>
<td>PSYC 855</td>
<td>Individual Assessment I: Intelligence</td>
</tr>
<tr>
<td>PSYC 857</td>
<td>Individual Assessment II: Personality</td>
</tr>
<tr>
<td>COUN 630</td>
<td>Counseling and Psychotherapy: Introduction</td>
</tr>
<tr>
<td>COUN 844</td>
<td>Individual Counseling and Therapy: Child/Adolescent</td>
</tr>
<tr>
<td>COUN 852</td>
<td>Group Counseling: Child/Adolescent</td>
</tr>
<tr>
<td>COUN 810</td>
<td>Beginning Counseling and Human Relation Skills</td>
</tr>
<tr>
<td>PSYC 843</td>
<td>Nonbiased and Pluralistic Assessment of Children and Minority</td>
</tr>
<tr>
<td>PSYC 830</td>
<td>Consultation Seminar in School Psychology I</td>
</tr>
<tr>
<td>PSYC 840</td>
<td>Consultation Seminar in School Psychology II</td>
</tr>
<tr>
<td>PSYC 850</td>
<td>Consultation Seminar in School Psychology III</td>
</tr>
<tr>
<td>PSYC 860</td>
<td>Consultation Seminar in School Psychology IV</td>
</tr>
<tr>
<td>COUN 858</td>
<td>Administration of Student Personnel Services</td>
</tr>
<tr>
<td>PSYC 865</td>
<td>Practicum in School Psychology</td>
</tr>
</tbody>
</table>

Requirements Beyond Core 9

Select at least three hours from between:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 555</td>
<td>Theories and Treatment of Emotional Disturbance in Children I</td>
</tr>
<tr>
<td>COUN 639</td>
<td>Behavior Problems</td>
</tr>
<tr>
<td>COUN 556</td>
<td>Theories and Treatment of Emotional Disturbance in Children II</td>
</tr>
<tr>
<td>COUN 853</td>
<td>Adlerian Family Counseling</td>
</tr>
</tbody>
</table>

Select, with advisor's approval, at least three hours from among:

Courses in the program that are appropriate to the student's personal and/or professional goals.

Total 60
School of Health Professions

Alcoholism Sciences (M.H.S.)
Communication Disorders (M.H.S.)
Health Administration (M.H.A.)
Health Professions Education (M.H.S.)
Nursing (M.S.N.)

The graduate degree programs in the School of Health Professions prepare students for a variety of employment opportunities in the health field, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research activities through a vast network of hospitals and medical centers in the Chicago region. Traditional lecture discussion and seminar courses provide the theoretical bases for the clinical and research experiences. The school offers a few courses of general interest to students in the three colleges, but most courses are designed to meet the professional education needs of the various majors. The school also provides credit and noncredit continuing education courses and workshops for health professionals at many off-campus locations throughout the Chicago region.

CERTIFICATIONS AND/OR ACCREDITATIONS

The graduate health administration major is accredited by the Accrediting Commission on Education for Health Services Administration.

The graduate communication disorders major is an approved program for certification in Speech and Language Impaired, by the Illinois State Board of Education. This major is also preparing to apply for accreditation by the American Speech-Language Hearing Association. Graduates are eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association. Previous graduates have been extremely successful in obtaining this certification.

The graduate nursing major is preparing to apply for accreditation by the National League of Nursing.

General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

Specific Major Requirements

Following are detailed requirements for all the graduate majors in the School of Health Professions. Some majors have special admission requirements in addition to university requirements. The major admission requirements are noted where they apply. The specific degree requirements for each major are noted as well.
Alcoholism Sciences

The alcoholism sciences major is designed to prepare individuals to enter this developing professional career field. Students study the use and abuse of alcohol in our society. The curriculum is based on the premise that alcoholism is a complex phenomenon which requires an interdisciplinary academic approach. To work as a professional in the field, alcoholism specialists need theoretical and empirical knowledge of psychology and sociology. They also need knowledge of epidemiology, education and community health approaches to prevention, as well as background in the political, legal and historical development of the field. Alcoholism specialists must also have a working knowledge of planning, management and evaluation of services.

As specialists in the areas of alcoholism treatment, administration, prevention and research, graduates of the major in alcoholism sciences are prepared to be leaders in the field.

RECOMMENDED PREPARATION

While two or more years experience in the alcoholism field and an undergraduate major in alcoholism sciences or a related field are strongly recommended, applicants without a background in alcoholism sciences may apply to the major; however, these applicants must complete the following undergraduate prerequisite coursework as early as possible during graduate study: four hours in Alcoholism: The Recovery Process (ALC 315), three hours in Alcoholism: A Systems Approach (ALC 518), and three hours in algebra.

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALC 720 Substance Abuse Prevention</td>
</tr>
<tr>
<td>ALC 815 Alcoholism: Treatment Issues</td>
</tr>
<tr>
<td>ALC 825 Epidemiology of Substance Abuse</td>
</tr>
<tr>
<td>ALC 835 Alcoholism: Program Planning, Management &amp; Evaluation</td>
</tr>
<tr>
<td>HLSC 880 Internship: Alcoholism</td>
</tr>
<tr>
<td>HLSC 890 Graduate Thesis/Project: Alcoholism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements Beyond Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALC 530 Psychopharmacology</td>
</tr>
<tr>
<td>STAT 520 Statistical Methods</td>
</tr>
</tbody>
</table>

Select at least four hours from among:

| ALC 563 Impact of Alcoholism in the Workplace | 1 |
| ALC 565 Women and Alcohol | 1 |
| ALC 567 Alcohol and Black Americans | 1 |
| ALC 601 Alcoholism: Experimental Approaches to Treatment | 2 |
| ALC 620 Alcoholism: Social/Control Models | 2 |
| COUN 544 Family Counseling | 3 |
| COUN 856 Group Counseling: Adult/Adolescent | 3 |

or other alcoholism specific courses as approved by advisor.

Total: 32

Communication Disorders

The graduate major in communication disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience in both speech-language pathology and audiology.
CERTIFICATION
Graduates are eligible through entitlement for the Illinois State Board of Education certificate in Speech and Language Impaired. Graduates are also eligible to take the certification examination offered by the American Speech-Language-Hearing Association.

SPECIAL ADMISSION REQUIREMENTS
Applicants must: (1) have a GPA of 2.75 or better on a 4.0 scale for all undergraduate work attempted prior to the award of the baccalaureate degree; and (2) submit three letters of recommendation from faculty in the applicant's undergraduate major indicating that they would accept the applicant into their own program, thereby providing an assessment of potential ability as a graduate student in the program and the ability to carry out work in the field.

All applicants will be admitted conditionally pending verification of adequate speech and hearing to function as a speech pathologist.

Any applicant without preprofessional preparation in communications disorders, who meets all other admission requirements, may enroll in the curriculum but must complete all communications disorders undergraduate courses before enrolling in graduate courses.

DEGREE REQUIREMENTS
In addition to university requirements, to qualify for degree candidacy in the major, the student must: (1) apply for candidacy after earning a minimum of 12, and a maximum of 18 credit hours, with a minimum grade of "B" in each course, from at least two faculty in the major; (2) demonstrate adequate oral communication abilities, (3) demonstrate adequate auditory discrimination ability, and (4) demonstrate adequate interpersonal skills. Skill levels noted in items (2), (3) and (4) above are evaluated based on the professional judgment of faculty and administrators through regular reviews of student progress. Unsuccessful applicants will not be permitted to complete the degree program. More detailed candidacy information is available through the communication disorders division.

---

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 810</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 813</td>
<td>Language Disorders of Children</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 816</td>
<td>History, Philosophy, and Professional Aspects of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 818</td>
<td>Behavior Principles in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 820</td>
<td>Clinical Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 825</td>
<td>Stuttering Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 830</td>
<td>Speech and Language of the Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 833</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 836</td>
<td>Aphasia Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 840</td>
<td>Communication Disorders in Craniofacial Anomalies</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 845</td>
<td>Advanced Rehabilitative Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 850</td>
<td>Practicum in Audiology: Assessment</td>
<td>1</td>
</tr>
<tr>
<td>CDIS 852</td>
<td>Practicum in Audiology: Rehabilitation</td>
<td>2</td>
</tr>
<tr>
<td>CDIS 854</td>
<td>Practicum in Speech Pathology: Public School</td>
<td>5</td>
</tr>
<tr>
<td>CDIS 856</td>
<td>Practicum in Speech Pathology: Mental Health Center</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 858</td>
<td>Practicum in Speech Pathology: Hospital</td>
<td>3</td>
</tr>
<tr>
<td>CDIS 870</td>
<td>Independent Study: (Comprehensive Examination)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 48
Health Administration

The health administration major prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large health care institutions. The purpose of the major is to train administrators who will be able both to manage and develop various health service organizations and programs, and also to facilitate improved health status and well-being of individuals in their service area. The graduates of the master's degree program find employment with hospitals, mental health institutions and neighborhood health centers, as well as a variety of governmental and private health care programs, such as HHS offices, health insurers, and health related professional associations.

ACCREDITATION
The major is accredited by the Accrediting Commission on Education for Health Services Administration (ACEHSA).

SPECIAL ADMISSION REQUIREMENTS
Applicants must: (1) have a GPA of 2.5 on a 4.0 scale for the last 60 hours of undergraduate coursework; and (2) submit three standard reference forms and a completed division questionnaire.

RECOMMENDED PREPARATION
An undergraduate major in one of the following fields is recommended: health administration, business administration, allied health disciplines, behavioral sciences, or public administration. Students without appropriate background may enroll in the major, but will be required to complete undergraduate prerequisite coursework as follows: three hours in Management Accounting for Health Care Organizations (ACCT 402), three hours in statistics, three hours in economics (Principles, Micro, or Foundations), and three hours in Foundations of Management (MGMT 501) or six hours of undergraduate management courses.

DEGREE REQUIREMENTS
Students must earn a minimum grade of "B" for each of the required program courses, maintain an overall GPA of 3.0, and pass a comprehensive written examination.

Students must also file a graduate study plan and a degree candidacy application upon completion of a minimum of nine hours chosen from the following courses: Health Care Sociology (HLAD 801), Economics of Health Administration (HLAD 815), Health Care Organization: Problems and Policies (HLAD 810), and Quantitative Methods for Decisions (MATH 810). The student must be admitted to degree candidacy after the completion of nine credit hours and before the completion of 18 credit hours, not including prerequisites.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLAD 642</td>
<td>Health Care: Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 801</td>
<td>Health Care Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 810</td>
<td>Health Care Organization: Problems and Policies</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 815</td>
<td>Economics of Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>MATH 810</td>
<td>Quantitative Methods for Decisions</td>
<td>3</td>
</tr>
<tr>
<td>MIS 710</td>
<td>Management Information Systems for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 818</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 837</td>
<td>Health Care Law</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 840</td>
<td>Health Care: Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 845</td>
<td>Organizational Theories in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 850</td>
<td>Strategic Planning for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HLAD 855</td>
<td>Hospital Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Select five hours from between:

- HLAD 865 Health Administration: Field Experience ........................................ 5
- HLAD 880 Internship: (Residency...) (multi-trimester, minimum of six months) .................. 5

Requirements Beyond Core

Select nine hours from among the following courses or any other courses in the university that are appropriate to the student's study plan with advisor's approval:

- HLAD 820 Health Care Program Evaluation .................................................. 3
- HLAD 823 Quality Assurance for Health Care .................................................. 3
- HLAD 828 Ambulatory Care: Issues and Problems ........................................... 3
- HLAD 830 HSA: Lecture Series ......................................................................... 3

Total 9

50

Health Professions Education

Health professions education is a graduate level career advancement and retraining major for health practitioners who wish to be educators and for educators who wish to teach health. The curriculum is based upon a foundation of educational skills essential to promote health. Completion of the curriculum will enable an already certified teacher to obtain additional certification in health through transcript evaluation.

CERTIFICATION

Students with ISBE teacher's certification may apply for an additional state of Illinois teacher's certificate in health education through transcript evaluation.

SPECIAL ADMISSION REQUIREMENTS

Applicants must: (1) have an undergraduate degree which indicates training in either a recognized health field or a teacher training program; and (2) meet one of the credential requirements of actual or eligibility for registration, certification, or licensure in a recognized allied health occupation, or possess teacher certification. In addition, practical experience in the student's occupation is recommended prior to entering the program.

DEGREE REQUIREMENTS

Core Requirements

- HLPE 810 Health Education Program Planning .................................................. 3
- HLPE 820 Health Professions Education: Continuing Education ......................... 6
- HLPE 830 Analytical Epidemiology ..................................................................... 3
- PSYC 815 Learning Processes: Adults .................................................................. 3
- HLPE 825 Health Professions Education: Values Clarification Techniques .......... 4
- HLPE 790 Health Professions Education: Practicum ........................................... 4

Requirements Beyond Core

Select nine hours from the following courses based upon student's career goals, subject to approval of advisor:

- HLPE 535 Health Science Education: Assessment of Clinical Instruction ............ 3
- HLSC 610 Nutrition .............................................................................................. 2
- HLPE 620 Health Professions Education: Current Trends and Issues ......... 3
- HLPE 630 Health Science Education: Special Issues in Community Health .... 2
- HLPE 802 School Health Programs ..................................................................... 2
- HLSC 870 Independent Study ............................................................................. 1-8

Total 32
Nursing

The graduate nursing major provides a master's degree program for nurses who have a baccalaureate degree in nursing. The major prepares nurses to function as nurse specialists in restorative nursing, teachers of nursing and administrators of nursing services. Students apply research concepts, theories and skills in developing one of these functional roles in advanced nursing practice. The clinical specialists use clinical expertise to improve the quality of client care with selected populations in specific acute, chronic or community health care environments. The teacher is prepared to teach nursing in associate degree or baccalaureate programs. The nurse administrator is prepared to assume beginning administrative positions in nursing service organizations.

SPECIAL ADMISSION REQUIREMENTS

Applicants must:

1. Have acquired a baccalaureate with a major in nursing in an approved nursing program from a regionally accredited college or university.

2. Have completed the following undergraduate coursework with a grade of "B" or better: three hours in Research Methodology (PSYC 360), three hours in Statistics (STAT 468), and three hours in Nursing: Health Assessment (NURS 330).

3. Submit scores on the aptitude test of the Graduate Record Examination (GRE)—results are used for advisement purposes.

4. Have verifiable employment as a registered nurse for at least two of the past five years, or have graduated from a baccalaureate nursing program within the last two calendar years. Students must have letter(s) verifying employment from employer(s) forwarded to the Office of Admissions.

5. Have current and valid licensure as a registered nurse in the state of Illinois.

6. Have a cumulative GPA of 2.50 (4.0 scale) in all undergraduate coursework and a 3.0 (4.0 scale) GPA with no grade less than "C" in all upper division nursing courses.

7. Carry current nursing malpractice/liability insurance.

8. Submit three letters of recommendation which provide evidence of leadership potential, work experience, and communication skills; two letters of recommendation must be submitted by the student’s former college/university nursing instructors, and one from a nonacademic source.

9. Submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing.

Applicants who do not meet the GPA requirements or who have graduated from nongraded baccalaureate programs must take the following National League for Nursing Achievement tests (baccalaureate form): Medical/Surgical Nursing, Psychiatric Nursing, Maternal/Child Nursing, Community Health Nursing. These tests must be passed at or above the fiftieth percentile. Persons who have taken the achievement tests within the last five years may waive retaking the tests if their scores were acceptable and they have the scores forwarded to the GSU Office of Admissions.

Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admissions. These applicants will be required to take and pass the "Test of English as a Foreign Language" (TOEFL) with a score of 550 or above.
Applicants must assume all responsibility for fees associated with testing. All credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the program until all required credentials are on file in the Office of Admissions. Students not meeting admission criteria may petition for admission through the Office of Admissions. Admission to the program does not carry with it nor guarantee admission to degree candidacy.

**RECOMMENDED PREPARATION**

Prior to admission to candidacy, students must have completed the following undergraduate coursework: three hours in Research Methodology (PSYC 360), three hours in Statistics (STAT 468), and five hours in Nursing: Health Assessment (NURS 330).

**DEGREE REQUIREMENTS**

Students may apply for degree candidacy only after they have: (1) completed prerequisite courses in statistics, research methodology, and physical assessment with a grade of "B" or better in each course — these courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution; (2) completed the core nursing courses NURS 710, NURS 720, and NURS 730 with a grade of "B" or better in each course; and (3) submitted GRE scores — students who have not taken this examination in the time of admission must do so during their first trimester of enrollment in the major. Students who have not been awarded degree candidacy will not be permitted to proceed with additional coursework in the major.

Students must: (1) pass, during the last trimester of the student’s program, an oral comprehensive examination over the major area of study. (This examination may be repeated only once); and (2) complete all degree requirements within a three-year period from the date on which the student formally enroll for study after having been admitted. Candidates who are unable to meet this requirement may petition to have their credentials and degree plans reevaluated. Such candidates must expect to meet any additional requirements which have evolved since their original matriculation.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 710</td>
<td>Nursing: Theories and Models</td>
<td>3</td>
</tr>
<tr>
<td>NURS 720</td>
<td>Theoretical Foundations of Role Preparation in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 730</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 740</td>
<td>Advanced Concepts in Nursing Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 11 hours from among the following courses with advisor's approval; courses selected should reflect the student's interest in a functional area:

- NURS 825: Proseminar in Restorative Nursing
- NURS 830: Curriculum and Instruction in Nursing
- NURS 835: Nursing Administration I
- NURS 840: Nursing Administration II
- NURS 845: Seminar and Practicum in Restorative Nursing Practice
- NURS 850: Seminar and Practicum in Teaching Nursing
- NURS 855: Seminar and Practicum in Nursing Administration

**Requirements Beyond Core**

Select nine hours from the following courses with the advisor's approval; courses selected should reflect student's interest in a functional area:

- SOC 540: Sociology of the Family
- COUN 610: Crisis Intervention
- COUN 633: Community Counseling
- COUN 847: Group Dynamics and Intervention
- EDAD 820: The Community College
- HLAD 801: Health Care Sociology
- PSYC 521: Cognitive Psychology Applied to Instruction
- PSYC 585: Human Values
- POLS 730: Political Psychology

**Total**

32
Course Descriptions
COURSE NUMBERING

Starting with the 1983-84 academic year, all courses offered at Governors State University are identified by a three or four letter abbreviation of the academic discipline plus a three digit number (e.g., ACCT 302 identifies an accounting course). Course descriptions are listed alphabetically by academic discipline and in ascending numerical order. Previously matriculated students who need to cross reference courses under the prior collegial numbering system should refer to a trimester Schedule of Classes.

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

- 300-499 Upper division undergraduate courses;
- 500-599 Courses open generally to both undergraduate and graduate students;
- 600-799 Graduate level courses, open to undergraduate students by permission;
- 800-999 Courses open to graduate students only.

The second and third digits are used to distinguish between courses within an academic discipline.

COURSE LISTINGS

Samples:

**ECON 810 Labor Economics (3)**
Study of the development and structure of the labor movement, wage determination, and public policy toward labor. Prerequisites: ECON301 and ECON302.

**ART 561 Painting: Development of a Theme (2-4)**
Students select a theme and/or motif and create works to achieve a painting unified through the development of the theme. Prerequisite: Permission.

**COUN 868 Counseling Psychology Practicum I: Agency Systems (3)**
Practice one day per week in an approved agency site. Development of critical analysis of the agency as a human service delivery system. Prerequisites: Candidacy, permission of instructor and successful preapplication.

Each course listing has two or three elements:

1. **Boldface**—indicates course number, title and credit hours. Credit hours are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit hours is shown. Credit hours followed by a "t" are graded only on a pass/no credit basis.

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

3. Certain courses have special admission requirements; these are identified in italics following the word prerequisite(s).
Accounting

ACCT 301 Financial Accounting (3)
Emphasizes the beginning accounting cycle, and integrates accounting principles and their applications to business objectives, financial statement preparation, flow of resources, noncurrent assets, theory of liabilities, equities, inventory evaluation, depreciation methods, budgeting, and a development of accounting principles. Emphasis is given to financial accounting information useful to investors, economists, the general public, and other external groups.

ACCT 302 Managerial Accounting (3)
Focuses on analysis of managerial accounting, an examination of the information needed for planning and controlling, and an investigation of the manner in which accounting can provide the information. Emphasizes accounting as a management information tool. Prerequisite: ACCT 301 or equivalent.

ACCT 331 Cost Accounting I (3)
Includes exposure to a broad range of cost accounting concepts and their terminology. Measurement and accumulation of costs will include such topics as direct and indirect costs, the rationale behind the cost allocation procedures, cost-volume relationships, and the application of burden. Prerequisite: ACCT 301 or equivalent.

ACCT 332 Cost Accounting II (3)
An advanced study of cost accounting and decision making concepts, objectives and terminology essential to the cost accountant's role in business. Includes cost-volume ratios, cost accumulation for product costing, job order and process costing, performance measurement, transfer pricing, internal control, subjective probabilities, CPA applications, and operations research. Prerequisite: ACCT 331.

ACCT 351 Intermediate Accounting I (3)
Deals with the problems of financial accounting measurement and includes such areas as the determination of periodic income, revenue recognition, cost allocation, flow of funds, inventory valuation, depreciation theory, liability recognition. Corporate equity measurement, communication of accounting data, form of statement presentation, and accounting terminology are also studied. Prerequisite: ACCT 301 or equivalent.

ACCT 352 Intermediate Accounting II (3)
Continuation of Intermediate Accounting I. Prerequisite: ACCT 351.

ACCT 355 Accounting Information Systems (3)
Introduction to the flow of accounting information in organizations. Emphasizes accounting control, database management, and the role of computer facilities in bridging the gap between accounting information systems and electronic data processing systems. Prerequisites: MIS 390; ACCT 301 and ACCT 302 or equivalent.

ACCT 370 Accounting Theory (3)
Provides a frame of reference for the basic objectives, postulates and principles of financial reporting. Includes theories relating to income determination, measurement of cash and other reserve flow. Emphasizes study of accounting statements and their form of presentation. Prerequisites: ACCT 351 and ACCT 352.

ACCT 402 Management Accounting for Health Care Organizations (3)
Covers accounting concepts and their application to health care organizations. Includes cost finding and cost analysis, budgeting, ratio analysis, responsibility accounting and standard cost accounting. Designed for SHP health administration students and other students with an interest in this area. Prerequisite: ACCT 301 or permission.
ACCT 410 Advanced Accounting (3)
Application of accounting practice for an understanding of the complexities comprising business and finance. Examines corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. Prerequisites: ACCT351 and ACCT352.

ACCT 421 Tax Accounting I (3)
Applies a managerial approach to taxation through emphasis on tax problems as they affect the business enterprise and its business transactions. Students obtain a broad appreciation of the tax structure and its role, both as a source of revenue and as a device to control the economy. Prerequisite: ACCT301 or equivalent.

ACCT 422 Tax Accounting II (3)
An application of a managerial approach to taxation through an emphasis on tax problems as they affect the corporation and individual. Cases and problems involve such topics as multi-corporation partial and complete liquidation, reorganization, personal holding companies, pension and profit sharing, and include other topics involving the interrelationships between entities. Prerequisite: ACCT421 or permission of instructor.

ACCT 440 Audit Concepts and Standards (3)
deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing procedures, statistical sampling, and EDP in auditing. Prerequisite: ACCT301 or equivalent.

ACCT 450 Governmental Accounting, Budgeting and Finance (3)
A study of fund accounting used in governmental units, hospitals, colleges, and universities. Includes the study of budgetary accounting, appropriations, encumbrances, internal checks and audits, yardsticks for performance, and public financing for effective administration of these units and organizations. Prerequisite: ACCT301.

ACCT 470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating a course in independent study should first have in mind a definite area for investigation within accounting, and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

ACCT 501 Foundations of Accounting (3)
Studies the concepts of financial and managerial accounting. Develops an ability to understand, interpret and analyze financial data. Includes accounting systems and control, and behavior of cost data. This course satisfies the accounting prerequisite in the M.B.A. program but does not apply as a graduate level course toward the M.B.A. degree. Prerequisite: Graduate student status.

ACCT 530 Accounting and Computer Integration (3)
Uses computer programming and accounting principles for financial and managerial accounting applications. Specific applications include analysis of performance reports, break-even, job-order cost, and payroll. General system analysis of basic data processing, programming, and accounting records and their integrated applications are included. Prerequisite: ACCT355.

ACCT 801 Accounting for Administrative Control (3)
Offers an in depth exposure to the management control process, including organizing and evaluating data for decision making under conditions of uncertainty. M.B.A. students with a cost accounting background must take ACCT850 Problems in Cost Accounting to satisfy the M.B.A. accounting requirement. A student's requirement will be determined during advisement. Prerequisite: ACCT302 or ACCT7501.
ACCT 810 Accounting for Health Service Organizations (3)
Covers accounting applications as utilized in health service institutions. Includes the impact of price level changes, management information systems, various applications of internal control, hospital and governmental administration, various aspects of cost factors pertaining to service oriented institutions and responsibility accounting. Especially designed for SHP health administration students and other students desiring special knowledge in this area. Prerequisite: SHP health administration student or permission.

ACCT 820 Accounting Information Systems (3)
Studies the information dimensions of the decision making process throughout the organization and the role accounting plays. Emphasis is on the conceptual framework within which the system functions and the actual design and implementation of an accounting information system for managing the sole proprietorship, partnership and corporation. Prerequisite: ACCT331 or equivalent.

ACCT 830 Financial Reporting Theory (3)
Deals with the problems of financial accounting measurement. Includes such areas as the determination of periodic income, revenue recognition, cost allocation, flow of funds, inventory evaluation, depreciation theory, liability recognition, and corporate equity measurement. Communication of accounting data, form of statement presentation, and accounting terminology are also studied. Prerequisite: ACCT501 or equivalent.

ACCT 840 Applied Financial Accounting (3)
Examines the application of accounting practice for an understanding of the complexities of business and finance. Deals with corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. Prerequisite: ACCT331.

ACCT 850 Problems in Cost Accounting (3)
Exposure to a broad range of cost accounting concepts and cost accumulation. Includes cost accounting concepts for decision making and terminology essential to the cost accountant's role in business. Prerequisite: ACCT331 or equivalent, or permission.

ACCT 855 Audit Theory and Philosophy (3)
Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing procedures, statistical sampling, and EDP in auditing. Prerequisite: ACCT501 or equivalent.

ACCT 860 Problems in Tax Accounting (3)
Offers a managerial approach to taxation through emphasis on tax problems as they affect business enterprise transactions. Considers the tax structure and its role, both as a source of revenue and as a device to control the economy. Prerequisite: ACCT501 or equivalent.

ACCT 870 Independent Study: ... (3)
Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

ACCT 890 Graduate Thesis/Project: ... (3)
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Prerequisites: Permission, last trimester of M.B.A. student's program of study.
Alcoholism Sciences

ALC 310 Substance Abuse: Current Concepts (3)
Examines the physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present drug abuse treatment modalities and analyzes the factors, and institutions at the local, state, and national level that affect the delivery of drug abuse services. Includes legal and ethical issues in drug abuse.

ALC 315 Alcoholism: Recovery Process (4)
The recovery process for the alcoholic is examined, tracing the stages from isolation through individual and group involvement. Within the context of the recovery process, the student learns the importance of human communication through enhanced awareness of self and others and has the opportunity to experience a simulated recovery process of the alcoholic. Prerequisite: Permission.

ALC 340 Alcoholism: A Study of Addiction (3)
Provides an overview of the far reaching problem of alcoholism in American society. Covers the causes, symptoms, manifestations and treatment of alcoholism. Prerequisite: Not open to students in alcoholism sciences.

ALC 501 Alcohol and Subcultures (3)
Prepares alcoholism counselors to work in a metropolitan area with persons from various cultures. Examines culturally determined values, lifestyles, and expectations underlying the behavior of clients.

ALC 502 Alcoholism Group Treatment Planning (1)
Studies definitions and goals of group treatment with alcoholics. Emphasizes the facilitator's role in the process, with special attention to an innovative approach utilizing the group in the task of establishing treatment plans and subsequent accountability and evaluation.

ALC 504 Alcoholism: Theories and Intervention Methods (2)
Examines theories on the disease concept of alcoholism. Emphasizes the knowledge and skills necessary to interrupt the disease process before the alcoholic asks for help. Open to all students.

ALC 510 Alcoholism: Biological Bases of Behavior (3)
Explores the physiological and neurological theories utilized to explain human functioning. Prerequisite: Permission.

ALC 515 Alcoholism: Self-Help Groups (2)
Focuses on the 12 steps and the 12 traditions of Alcoholics Anonymous as well as the knowledge and skills necessary to effectively refer family, friends, and/or clients to the appropriate self-help group. Other self-help groups will be reviewed briefly.

ALC 518 Alcoholism: A Systems Approach (3)
Focuses on the knowledge, skills and attitudes needed for intervening with alcoholics. Topics include tasks and objectives of alcoholism counseling, roles of counselors in a variety of service settings, and contemporary professional concerns of counselors.

ALC 520 Alcoholism and Sexuality (1)
Emphasizes the relationships among alcoholism, biological functions, personal attitudes, societal attitudes, and psychological/sexual problems. Self awareness exercises and values clarification lead to personal or professional growth in preparation for alcoholism counseling.
ALC 530 Psychopharmacology (3)
Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. For each classification of psychoactive drugs, students examine the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use. Prerequisite: Permission.

ALC 560 Sobriety Planning (1)
Focuses on development of a structured recovery program and teaching the patient recovery skills necessary in maintaining abstinence. Deals with responses and attitudes necessary for remission and the relationship between AA and the professional counselor.

ALC 561 Counseling with Gay and Lesbian Alcoholics (1)
Examines information and attitude assessment about homosexuality and specific approaches needed when working with gay alcoholics; geared toward the alcoholism counselor.

ALC 563 Impact of Alcoholism in the Work Place (1)
 Provides an overview of employees' assistance programming and the many elements involved in this process. Emphasizes practical skills and applied knowledge as well as on the necessary supporting theory. Includes research and theories and their application in concrete organizational situations.

ALC 565 Women and Alcohol (1)
Examines women's cycles, divorce, fetal alcoholism syndrome and other subjects related to female alcoholism.

ALC 566 Milieu Therapy: Creative Therapy Techniques for On-going Treatment (1)
Provides the alcoholism counselor with tools to be used with talk therapy in working with the alcoholic and his family. Deals with both individuals and groups.

ALC 567 Alcohol and Black Americans (1)
Focuses upon special problems leading to and resulting from alcoholism in black Americans. Includes special emphasis upon the counselor's role in working with black Americans.

ALC 568 How To Talk to Children About Drinking (1)
Provides an approach to communicating with children about drinking problems. Concentrates on four areas: dealing with children's anger, how a parent can resolve conflict, getting children to listen, and being a consultant to your child. The parent effectiveness theory of Dr. Thomas Gordon forms the basis for this course.

ALC 569 Substance Abuse and Domestic Violence: Family Dynamics (1)
Explores the dynamics of both substance abuse and domestic violence as often related to treatment issues. Examines personality factors, cultural issues, interviewing and intervention techniques.

ALC 570 Diagnosing Alcoholism: Practical Guidelines (1,2)
Provides an understanding of diagnostic methods for differentiating physiological alcoholism in the early, middle, and chronic stages. Also, deals with nonphysiological alcoholism and diagnosis of alcoholism when accompanied by other diseases.

ALC 571 Alcoholism: Dysfunctional Families (3)
Examines the effects of alcoholism upon family relationships. Prerequisite: ALC504 or permission.

ALC 572 Treating Alcoholism: Clinical Skills Training (1,2)
Develops counseling skills for use with alcoholism patients in a clinical setting.

ALC 573 Counseling for Relapse Prevention (1,2)
Develops skills in alcoholism prevention and intervention for the professional counselor.
152 Alcoholism Sciences

ALC 574 Counseling for Family Recovery (1,2)
Provides understanding of the family response to alcoholism. Explores methods to facilitate recovery in the alcoholic and change in individual family members, and the family unit.

ALC 576 Workshop: Teenage Substance Abuse (1)
Focuses on understanding prevention and treatment of substance abuse in teenagers.

ALC 577 Alcoholism, Grief and Recovery (1)
Explores the relationships of alcoholism to grief and bereavement, in the experiences of both the active and recovering alcoholic and the alcoholic’s family. Examines methods for treatment.

ALC 578 Educating the Alcoholic Patient (1)
Identifies special learning needs of alcoholic patients and methods for meeting those needs. Analyzes what an alcoholic patient needs to know and why. Develops skills for designing and implementing patient education as a part of treatment.

ALC 579 Interpersonal Aspects of Alcoholism and Recovery (1)
Focuses on examining and evaluating the relationship between interpersonal experiences and their relationship to the alcoholism recovery process.

ALC 580 Drug Interactions for Health Professionals (1)
Provides a basic understanding of drug interactions. Includes detection, prevention, and treatment of drug problems. Intended for health professionals involved in patient care drug therapy. Prerequisite: Background in a health field.

ALC 601 Alcoholism: Experimental Approaches to Treatment (1-3)
Covers a variety of experimental or controversial approaches being used in alcoholism treatment. Examples include biofeedback, behavioral approaches, controlled drinking, and nutritional approaches.

ALC 620 Alcoholism: Social Control Models (2)
Considers the role of society in the development and consequences of alcohol use and alcoholism. Reviews various sociological perspectives on the use and abuse of alcohol. Analyzes the social policy implications for the control of alcohol abuse and alcoholism.

ALC 701 Reality Therapy and Alcoholism Counseling (1)
Presents the principles of reality therapy and demonstrates skills that can be utilized in alcoholism counseling.

ALC 720 Substance Abuse Prevention (3)

ALC 805 Workshop: Adolescents, Alcohol and Abuse (2)
Helps school personnel deal with the issues of alcohol use and abuse and with the youth for whom it is a problem.

ALC 815 Alcoholism: Treatment Issues (3)
Examines issues relative to treating alcoholics—common characteristics, resistance mechanisms and behavioral disorders. Focuses special attention on personal requisites of counselors. Prerequisite: ALC315 or ALC518.

ALC 820 Alcoholism: Alcohol Dependency Workshop (2)
Emphasizes counseling and guidance for special health education personnel in dealing with alcohol dependency. Will be conducted in nine weekly three-hour sessions plus six months post training evaluation session.
ALC 825 Epidemiology of Substance Abuse (3)
Reviews specific techniques for determining the incidence and prevalence of substance abusers and the correlates of substance abuse in various populations. Discusses survey, rates-under-treatment, social indicators, and key informant approaches. Deals with prevention and treatment implications of epidemiological indicators.

ALC 835 Alcoholism Program Planning, Management, and Evaluation (3)
Discusses the philosophy and historical development of alcoholism services. Reviews the processes involved in planning, managing, and evaluating alcoholism programs. Topics include proposal writing and funding issues, needs assessment and community analysis, organizational development, leadership styles, decision making, personnel issues, and evaluation strategies.

Anthropology

ANTH 310 Cultural Anthropology (3)
An introductory course focusing on the study of people living in small scale and rural societies.

ANTH 411 Urban Anthropology (3)
Emphasizes anthropological studies of people living in urban settings. Explores the potential use of cultural anthropological tools for understanding human life in urban settings in both developed and developing nations.

ANTH 520 Latin American Indian: Past and Present (3)
Examines different Indian cultures of Latin America and how they have been affected by the western economic, political and sociocultural systems.

ANTH 620 Anthropology for Planners (2,4)
Teaches how to observe and record the cultural and social features of urban environments (status and ritual, use of space, ethnicity, popular symbols and archetypes, religion, technology and ideology) that are the human bases for future planning. Emphasizes a methodology of impact assessment that is used to project social and cultural consequences of different planning options.

ANTH 818 Cultural Anthropology: Special Topics (3)
Examines theoretical developments in social and cultural anthropology by considering Latin American, African, southern European and middle eastern ethnographies.

Art

ART 404 Ceramics (3)
Covers basic concepts of clay handling. Includes pottery and sculptural forms using handbuilding, casting and wheel methods. Prerequisite: Not open to art majors.

ART 465 Interrelation of the Arts (3)
A study of types of formal organization in differing arts, analogies between styles, and the relations between styles and history. Examines both correspondences and divergencies in the history of art, photography, music, theatre, and literature as they relate to the history of ideas.

ART 470 Independent Study: ... (1-4)
Individual reading, research and/or project in art under the supervision of the faculty. Prerequisite: Permission.
ART 500 Fine and Performing Arts Workshop (1-4)
In a series of workshops using outside resources, specific fine and performing arts developments, skills, new creative approaches and issues are considered. Workshops may be repeated for different subjects. Prerequisite: Specific prerequisite(s) will vary depending on particular workshop.

ART 501 Life Study: Drawing (2-4)
Develops the student’s ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. Prerequisite: Permission.

ART 505 Advanced Drawing: Life Study as Abstraction and Expression (2-4)
For students who already have skills in rendering the human form representationally. Special emphasis on the abstract and expressive potentials of the human form and the drawing materials used. Students create abstract compositions based on the human form in space. Prerequisite: Permission.

ART 508 Intermediate Design I: Drawing for Graphic Impact (2)
Exploration of graphic drawing techniques using a wide range of materials such as pen and ink, ink and wash, and silver point through a series of drafting exercises, emphasis on developing dynamic drawing skills and personal style. Prerequisite: Permission.

ART 510 Advanced Design Principles II: 2-D Design Principles (2)
An examination of the principles and elements of design with a two dimensional context. Studio assignments will focus on problem solving with the interrelated aspects of line, shape, color, form, value, texture, and space on an advanced level. Prerequisite: Permission.

ART 511 Artforms (3)
An introduction to the visual arts for nonart majors. Includes concepts, norms of criticism, various media and economics of art. Will include studio and gallery tours, museum assignments, as well as classroom lectures.

ART 514 American Art: The Folk Traditions (2,3)
A survey of early colonial, 18th century, and 19th century architecture, furnishings, crafts and related folk, and ethnic traditions. In addition to lectures and required readings, this course will include student research and oral presentations on selected topics.

ART 516 Modern Art: Great Artists (3)
Provides an in depth analysis of a select group of master artists of the 20th century. Examines the lives and works of eminent artists of this period and the social, political, and artistic climate in which they worked. Also analyzes thematic and stylistic development, theoretical concerns of the artists, and their influence on other artists.

ART 517 Art Since 1945 (3)
Examines artistic movements and theories of the western world since 1945. Emphasizes the art of the European and American tradition with some attention to European cultures. Studies contemporary artists, their philosophies and the socio-political and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts and architecture cross-culturally.

ART 518 Women Artists (3)
An historical survey of western female artists with special emphasis on American female artists of the 19th and 20th centuries. Examines the lives and works of eminent female artists and the social, political, and artistic climate in which they worked. There will be an analysis of the thematic and stylistic development and theoretical concerns of female artists and a comparative analysis between male and female expressions in the visual arts.

ART 519 20th Century Art and Architecture (3)
Surveys 20th century art and architecture and familiarizes the student with the art, philosophies, socio-political and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture from different cultural perspectives.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 520</td>
<td>Western Art Seminar</td>
<td>Art objects from European tradition before the 19th century are selected for study with a view to artistic theories and an analysis of symbolic content.</td>
</tr>
<tr>
<td>ART 521</td>
<td>Art of the South Pacific</td>
<td>A survey of art from the South Pacific including the islands of Polynesia, Melanesia, Micronesia, and the island-continent of Australia. Examines the stylistic classifications and ethnographic contexts.</td>
</tr>
<tr>
<td>ART 522</td>
<td>Primitive Art</td>
<td>The art of sub-Saharan Africa, North American Indian, and peoples of the Pacific are compared and contrasted. Focuses on twelve traditional societies for an analysis and comparison of visual art forms. Settings and function of the arts are considered with reference to leadership structures, world-view, didactic purpose, and security symbols.</td>
</tr>
<tr>
<td>ART 523</td>
<td>Pre-Columbian Art</td>
<td>A survey of the art of ancient Mexico, Guatemala, Honduras, from early times to the Maya and Aztecs. Special reference to archaeology and early historic documents.</td>
</tr>
<tr>
<td>ART 524</td>
<td>Art of First Americans (American Indians)</td>
<td>A survey of North American Indian art from prehistoric contexts to the 19th century with attention to eastern United States, greater southwest, prairies, plains, and Pacific coast.</td>
</tr>
<tr>
<td>ART 525</td>
<td>African Art</td>
<td>Surveys art in African archaeology and the styles and functions of art in traditional societies.</td>
</tr>
<tr>
<td>ART 530</td>
<td>Art Seminar</td>
<td>Particular non-western art objects are selected for oral reports and group discussion; the object's relation to specific contexts of human behavior are investigated as well as the ramifications of style in noting uniqueness and commonality.</td>
</tr>
<tr>
<td>ART 531</td>
<td>Sculpture: 3-D Design in Fabrication Processes</td>
<td>Explores design of three-dimensional forms. Emphasizes the individual's ability to design forms that comply with the principle and requirements of the problems as they are stated and assigned. Deals with the major methods of shaping materials, modeling, constructing, carving and manipulation. Prerequisites: Sculpture, ceramics, lower division 3-D design or sculpture or a minimum of three lower division art studio courses.</td>
</tr>
<tr>
<td>ART 532</td>
<td>Sculpture: Fiber, Clay, Metal</td>
<td>Presents techniques of fabrication with combined materials. Deals with clay, metal, and wood in macrame and other fine art fabrication techniques. Students will complete a work. Prerequisite: Permission.</td>
</tr>
<tr>
<td>ART 533</td>
<td>Sculpture: Metal I</td>
<td>Emphasis on experimentation, research, and critiques. Designed to challenge advanced undergraduate and the graduate students in art. Prerequisite: Permission.</td>
</tr>
<tr>
<td>ART 534</td>
<td>Sculpture: Art Metal</td>
<td>Offers techniques in metal: silver, copper, and gold. Students will work with casting fabrication and other fine art. Prerequisite: Permission.</td>
</tr>
<tr>
<td>ART 535</td>
<td>Sculpture: Advanced Metal Workshop II</td>
<td>Varied metal problems are considered including fusion welding, soldering and casting. Student presents a written proposal indicating the area of metal work to be pursued. Prerequisites: ARTS35, ARTS37, and permission.</td>
</tr>
<tr>
<td>ART 536</td>
<td>Sculpture: 3-D Wood</td>
<td>Entails both the applied technical overview and the analysis of theory of approach. Various works and artists will be observed through reading and slides. Emphasizes aesthetics of art form and design. For the student who has intermediate or advanced exposure in sculpture. Prerequisite: Permission.</td>
</tr>
</tbody>
</table>
ART 543 Sculpture: Ceramics (3)
Intermediate treatment of handbuilt clay projects. Combines the problems of sculpture and ceramics. Prerequisite: Permission.

ART 545 Sculpture: Advanced Figure Modeling (3)
An advanced class in modeling from life. Emphasis is on the figure as a total form and sculptural whole. Consideration placed on structure and anatomy of the figure and their relationship to sculptural form. Work proceeds from the building of the armature to the final molding. Prerequisites: ARTS31 or ARTS33 or equivalent; permission.

ART 551 Intermediate Painting and Drawing Composition (2-4)
Products and processes and creativity activity. The first of a series of courses offered in painting and drawing. Presupposes that students will have completed beginning courses in painting and drawing. Prerequisite: Permission.

ART 553 Advanced Painting and Drawing (2,3)
For advanced undergraduate and graduate students in painting and drawing. Emphasis placed on the problems of composition and the relationship between painting and drawing. Students present written proposal stating their intent for this course. Prerequisite: Permission.

ART 555 Painting Composition (2,3)
For advanced painting students. Specifically emphasizes the problems of composition. Formal concerns of painting as well as other concerns of painting such as content and stimulus will be emphasized. Allows each student to pursue the maximum individual instruction permitted in a formal group course. Prerequisite: Permission.

ART 558 Painting and Drawing Composition (2,3)
For advanced undergraduate and graduate students in painting and drawing. Emphasizes the problems of composition and the relationship between painting and drawing. Students are expected to present a written proposal on the content of their paintings. Prerequisite: Permission.

ART 561 Painting: Development of a Theme (2-4)
Students select a theme and/or motif and create works to achieve a painting unified through the development of the theme. Prerequisite: Permission.

ART 563 Painting: Special Problems (2-4)
Students express themselves visually in their works and demonstrate ability to analyze and criticize their works and the works of others. For advanced undergraduate and graduate students in painting.

ART 571 Printmaking: Advanced Printmaking Process (Intaglio-Etching, Litho) (3,4)
Exploration and manipulation of various printmaking processes. Emphasizes intaglio (etching, relief), with some discussion on the planographic (lithography) processes. Theoretical formulation will be followed by individual experimentation and creative involvement. Prerequisite: Permission.

ART 573 Advanced Printmaking I: Woodcut Techniques (Black and White Relief) (2,3)
Emphasizes developing technical skill with woodcut techniques and relief printing. Special attention to creating dynamic impact with black and white graphic imagery. Prerequisite: Permission.

ART 575 Advanced Printmaking II: Color Reduction Woodcut (2,3)
Exploration of multi-color woodcut printing processes and techniques, such as multi-block color printing and reduction color printing. Emphasis on traditional approach as well as the newest and most inventive methods. Prerequisites: ARTS73 and permission.
ART 578 Advanced Printmaking: Serigraphy/Lithography (3,4)
Investigates advanced serigraphy techniques during even calendar years. Metal plate lithographic techniques will be pursued during odd calendar years. Prerequisites: Students must have visual arts background or commensurate skills determined by portfolio assessment; and approval of instructor.

ART 581 Printmaking: Advanced Studio (2)
Offers an opportunity for advanced printmaking students to practice and improve printmaking techniques. Individual proposals required from each student will determine the nature of the work to be undertaken for the course. Two completed printed editions in the stated media will be required. Prerequisites: ARTS71, ARTS73, ARTS75, ARTS78.

ART 583 Advanced Materials and Presentation Workshop (1,2)
Includes material exploration and activities directly related to presentation of art portfolios and exhibition preparation. Covers matting, framing, bases, pedestals and matters most suitable for this aspect of studio practice. Students will be assigned activity with the gallery. Prerequisite: Permission.

ART 592 Aesthetic Education (3)
An interdisciplinary approach to all the arts, involving the skills of impression and expression. Includes heightening of sensitivity to and perception of beauty and expressiveness in art, artifact, or nature.

ART 804 Workshop: Integrating the Arts Experience in the Classroom (2)
Provides teachers with expertise in curriculum design and instructional methodology in the use of the arts to teach core curriculum and develop aesthetic appreciation.

ART 805 Art and Society (3)
Examines the behavioral aspects of artistic production and the use of art objects in various societies including our own with special emphasis on integrating historical and ethnological data and upon the role and status of artists.

ART 810 Studies in Art: . . . (3)
Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. Prerequisite: Permission.

ART 820 Art Seminar: . . . (3)
Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. Prerequisite: Permission.

ART 850 Painting: Analysis and Composition (2,3)
Employs an analytical approach to painting and composition. Students articulate their development and present their formal and thematic concerns in a written proposal. Paintings will be based on the proposals submitted by the student. Prerequisite: Permission.

ART 855 Graduate Painting Composition (2,3)
Specifically emphasizes the student's ability to employ compositional elements and painting. The development of painting compositions will be achieved by a number of preparatory studies and sketches; and final compositions are presented in the paintings.

ART 860 Printmaking: Graduate Intaglio (2,3)
Allows the graduate student time to perfect skills from intermediate through advanced. Students are expected to work with the professor through class sessions and individual critiques in meeting the graduate intaglio competence. Proposals from each student for individual work are expected for beginning and completing this course. Prerequisite: Permission.

ART 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in art under the supervision of the faculty. Prerequisite: Permission.
Bilingual/Bicultural Education

ART 890 Graduate Thesis/Project: ... (1-6)
Provides the student in art the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in art. Prerequisite: Permission of advisor.

Bilingual-Bicultural Education

BBED 520 Current Issues in Bilingual-Bicultural Education (3)
Deals with current issues of importance to bilingual and multicultural education. Special attention given to philosophy, history, culture, psychology, and legislation of bilingual education. Prerequisites: Either EDUC310, EDUC510, and PSYC320, or EDUC810, EDUC825, and PSYC818.

BBED 525 Educational Assessment in the Bilingual Classroom (2)
Studies of current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Prerequisites: BBED520; admission to concentration or permission.

BBED 530 Methods of Teaching in Bilingual-Bicultural Education (3)
Emphasizes functioning effectively in a bilingual classroom. Develops skills in specialized instructional approaches and familiarizes students with methods and materials for teaching social science, science, and mathematics to limited English proficient students. Ten (10) hours of field work required. Prerequisite: BBED525.

BBED 535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3)
Prepares students to teach language arts and reading in Spanish as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic; and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Ten (10) hours of field work required. Prerequisite: BBED525.

BBED 540 Basic Concepts of Linguistics in Bilingual-Bicultural Education (3)
Examines basic concepts of general, comparative and social linguistics and applies theories of language learning in the bilingual classroom. Covers aspects of second language and foreign language learning.

BBED 740 Psychological Implications of Bilingual-Bicultural Education (3)
Identifies factors, problems, materials and instructional strategies appropriate to the education of bilingual-bicultural children.

BBED 781 Ethnic Minorities in the United States (3)
An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, and resources regarding education of ethnic minorities. Requires five (5) to ten (10) hours of field work.

BBED 793 Spanish Language Arts Instruction (2,3)
Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language.

BBED 797 Reading Strategies in the Bilingual Classroom (3)
Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires five (5) to ten (10) hours of field work.
BBED 801 Survey of the Schools in Bilingual-Multicultural Environments (3)
An in depth analysis of bilingual programs and the schools in which they are located.
Topics will include school climate, teacher role, bilingual classroom designs, bilingual curricula, evaluation procedures and bilingual education models.

Biology

BIOL 315 Animal Behavior (3)
Covers the general study of animal behavior including such topics as evolution of behavior, animal perception, learning and social behavior. Offers many examples of behavior on films and audio tapes as well as through reading and class discussions. Open to all interested students.

BIOL 322 Ecology: Basic Principles (3)
Examines the major principles of ecology as applied to the functioning of natural ecosystems. Emphasizes population processes, the organization of biotic communities, energy flow, and nutrient cycling in natural environments.

BIOL 365 Comparative Animal Physiology I (3)
Provides a survey of the comparative physiology of major body systems such as the respiratory, nervous and digestive systems. Emphasis is on how each system differs from one group of animals to another. Comparisons will be studied among eight major groups of animals: the molluscs, anthropods, fishes, amphibia, reptiles, birds, and mammals. Prerequisites: General biology, organic chemistry, or CHEM322.

BIOL 366 Plant Taxonomy (2)
A study of the flowering plants of the Chicago region with emphasis on identification, classification and nomenclature. Open to all students.

BIOL 367 Plant Taxonomy (1)
Covers field/laboratory experiments associated with BIOL366. Prerequisite: Concurrent enrollment in BIOL366.

BIOL 422 Ecological Methods (2)
Students learn and apply field techniques to collect and analyze ecological data. Emphasis on detailing differences and similarities among a variety of terrestrial communities. For students with backgrounds in basic ecology. Prerequisite: BIOL322 or equivalent.

BIOL 423 Ecological Methods Laboratory (1)
Provides field/laboratory experiences associated with BIOL422. Prerequisite: Concurrent enrollment in BIOL422.

BIOL 444 Physiologic Systems I (2)
Includes general cell functions, integrative functions of nervous system, regulating mechanisms as these apply to human and other mammalian systems.

BIOL 445 Physiologic Systems I Laboratory (1)
Covers laboratory experiments associated with BIOL444. Prerequisite: Concurrent enrollment in BIOL444.

BIOL 446 Physiologic Systems II (2)
A study of cardiovascular, pulmonary, renal and gastrointestinal physiology involving both theory and laboratory applications. Prerequisite: BIOL444.

BIOL 447 Physiologic Systems II Laboratory (1)
Covers laboratory experiments associated with BIOL446. Prerequisite: Concurrent enrollment in BIOL446.
BIOI 455 Ecology of Animal Behavior (3)
Introduction to the biology of animal behavior with focus on its evolutionary and ecological bases. Provides concepts necessary for more advanced study in the area. Prerequisites: General biology (lower division); open to science division students only.

BIOI 465 Comparative Animal Physiology II (3)
Covers the comparative physiology of specialized adaptations among several animal groups. Some examples include: hibernation, osmoregulation, the operation of nematocysts, and bioluminescence. Emphasizes adaptations that have evolved in response to stress environments. Comparative physiological adaptations will be examined where appropriate among the following groups: molluscs, arthropods, fishes, amphibia, reptiles, birds, and mammals. Prerequisites: General biology, organic chemistry or CHEM322, and BIOI365.

BIOI 466 Experimental Botany (2)
Covers the comparative adaptations of the major divisions of the plant kingdom, including comparative morphological characteristics, gametogenesis, sporogenesis and mechanisms of propagation dispersal. Focuses on the development and reproductive adaptations of the seed habit. Covers the development of primary and secondary anatomy in the root and shoot system of flowering plants. Attention to the operations of photosynthesis, photosynthesis, mineral nutrition, and xylem and phloem transport. Prerequisite: General biology.

BIOI 467 Experimental Botany Laboratory (1)
Activities involve the design and implementation of experiments on one or more projects provided by the instructor. Prerequisite: Concurrent enrollment in BIOI466.

BIOI 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in biology under the supervision of the faculty. Prerequisite: Permission.

BIOI 480 Internship: . . . (1-4)
Designed to provide students in biology with supervised practical experiences in applied settings. Prerequisite: Permission.

BIOI 516 Human Genetics—Elementary (3)
For nonscience majors who want to acquire a basic knowledge of the genetic makeup of the human being. Emphasizes the biological basis and social implications for human genetics caused by induced genetic change, radiation, genetic engineering, transplantation problems, and sex-linked inheritance. Mathematical and chemical aspects of genetics have been minimized.

BIOI 522 Ornithology I (1)
Emphasizes field identification of native birds, elementary principles of avian biology and techniques of banding birds as an aid to the study of migratory patterns and populations.

BIOI 523 Ornithology I Laboratory (2)
Covers field work associated with BIOI522. Prerequisite: Concurrent enrollment in BIOI522.

BIOI 532 Ecology of Lakes (2)
Survey of the major principles of limnology, concentrating on the physical, chemical and biological characteristics of local lakes and ponds. Prerequisite: BIOI322 or equivalent.

BIOI 533 Ecology of Lakes Laboratory (1)
Provides field work experiences for BIOI532. Prerequisite: Concurrent enrollment in BIOI532.

BIOI 542 Ecology of Streams (2)
Surveys the chemical, physical and biological aspects of flowing water, aimed at providing the theoretical and practical skills necessary to characterize stream environments. Prerequisite: BIOI322 or equivalent.
BIOI 543  Ecology of Streams Laboratory (1)
Provides field work experiences for BIOL 542. Prerequisite: Concurrent enrollment in BIOL 542.

BIOI 555  Evolution and Ethology of Mammals (2)
Emphasizes the common characteristics of mammals generally. Specific attention to the mammals of Illinois in terms of distribution, morphology, physiology, and behavior. Prerequisite: BIOL 322 or equivalent, and permission.

BIOI 556  Evolution and Ethology of Mammals Laboratory (1)
Provides laboratory experiences associated with BIOL 555. Prerequisite: Concurrent enrollment in BIOL 555.

BIOI 566  Plant Microenvironments I (2)
An advanced course in plant ecology emphasizing environmental factors and physiological responses most directly related to the early spring phenophases of seed dormancy and germination and bud sprouting. Freezing resistance and injury will also be studied. Prerequisites: General biology and organic chemistry; or CHEM 322.

BIOI 567  Plant Microenvironments I Laboratory (1)
Covers field/laboratory experiments associated with BIOL 566. Prerequisite: Concurrent enrollment in BIOL 566.

BIOI 588  Microbiological Techniques (3)
Considers the function of bacteria and viruses in natural and disturbed environments. Introduces the basic morphology and physiology of viruses and bacteria from soil, air, and water. Considers the function of algae and fungi in natural and disturbed environments, and introduces the basic morphology and physiology of algae and fungi found in soil, air and water. Prerequisites: General biology and chemistry.

BIOI 589  Microbiological Techniques Laboratory (1)
Covers laboratory experiments associated with BIOL 588. Prerequisite: Concurrent enrollment in BIOL 588.

BIOI 622  Ornithology II (1)
Continuation of BIOI 522. Prerequisite: BIOI 522 or equivalent.

BIOI 623  Ornithology II Laboratory (2)
Provides field work experiences for BIOI 622. Prerequisite: Concurrent enrollment in BIOI 622.

BIOI 655  Animal Behavior Field Studies I (2)
Covers basic concepts and techniques underlying the study of animal behavior in the field. Applies concepts to the actual collection of behavioral data in zoo and field settings. Prerequisite: BIOI 315 or BIOI 455.

BIOI 656  Animal Behavior Field Studies I Laboratory (1)
Provides field work experiences associated with BIOI 655. Prerequisite: Concurrent enrollment in BIOI 655.

BIOI 666  Plant Microenvironments II (2)
Advanced course in plant ecology. Examines those environmental factors and physiological responses most directly related to the early and late summer phenophases, including flowering and pollination ecology and senescence. Prerequisite: BIOI 566.

BIOI 667  Plant Microenvironments II Laboratory (1)
Covers field/laboratory experiments associated with BIOI 666. Prerequisite: Concurrent enrollment in BIOI 666.
BIOL 728 Field Studies: Thorn Creek Woods (3)
Students carry out advanced field projects on selected aspects of the ecology of Thorn Creek Woods, a large, undisturbed natural area near the GSU campus. Projects will focus on, but not be restricted to, the distribution of plants in relation to physiographic factors. Prerequisites: BIOL 422 and STAT 520.

BIOL 733 Ecology of Prairies: Field Studies (3)
Examines the Illinois prairie as an appropriate plant community for environmental studies through selected field methods. Techniques of identification, diversity, mapping, and population studies are used. The prairie is studied as an ecological unit and as an indicator of the quality of our environment. Selected preserved and unprotected prairie remnants serve as field stations.

BIOL 755 Animal Behavior: Field Studies II (3)
Intensive and uninterrupted study of animal behavior in a natural setting. Students may spend either two or four weeks in the field observing and recording the general biology and ecology of the northern lake district of Minnesota. Prerequisite: BIOL 655.

BIOL 766 Field Studies: Okefenokee Swamp (3)
Examines the history, vegetation and geology of the Okefenokee Swamp. Emphasizes plant ecology with attention to significance of research in the geological development of the swamp is also covered. Students are required to participate in a ten day field trip to the Okefenokee Swamp in Georgia. Prerequisite: Permission.

BIOL 777 Field Biology (3)
Utilizes a number of independent and sequential outdoor biology instructional strategies to promote the understanding of ecological relationships. Field activities are used to investigate the interrelationships and interactions of plants, animals, and the physical environment, including man's role in the natural scheme. Participants develop learning experiences for youngsters in grades 4 through 10.

BIOL 801 Terrestrial Biology: Autumn (1)
Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for teachers.

BIOL 802 Terrestrial Biology: Winter (1)
An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented.

BIOL 803 Terrestrial Biology: Spring (1)
An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered.

BIOL 804 Terrestrial Biology: Summer (1)
An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered.

BIOL 822 Population Biology (4)
Studies the major current external environmental and internal physio-behavioral hypotheses of animal population regulation. Readings cover the ecology, effects and possible mediating factors of overcrowding, as well as the major theories of control in stable populations. May include laboratory observations if circumstances permit. Prerequisite: BIOL 455 or equivalent.
BIOL 827 Seminar in Community Ecology (2)
Explores concepts central to the study of the organization of natural communities. Topics may include, but will not be limited to, resource partitioning, predation, competition, niche theory, species diversity, and succession. The subject area to be examined will be chosen at the first seminar meeting. Prerequisite: BIOL422.

BIOL 855 Experimental Design for Laboratory and Field (3)
Covers traditional as well as more advanced experimental designs. Deals with the relationships among the various designs and statistical analysis and the writing of research papers.

BIOL 856 Seminar in Animal Ecology (2)
For students interested in pursuing research on a special animal or behavior pattern(s). Prerequisite: BIOL655 or permission.

BIOL 866 Seminar in Plant Ecology (2)
Reviews the literature in various areas of plant ecology. Student selects a topic from among three broad areas: plant-plant interactions, plant-animal interactions, and plant-environment interactions and reviews the available literature. Students present a synopsis of the literature in the form of a seminar and a written report. Prerequisite: Permission.

BIOL 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in biology under the supervision of the faculty. Prerequisite: Permission.

BIOL 880 Internship: . . . (1-4)
Designed to provide students in biology with supervised practical experiences in applied settings. Prerequisite: Permission.

BIOL 890 Graduate Thesis/Project: . . . (1-6)
Provides the student in biology the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student’s interests in biology. Prerequisite: Permission of advisor.

Business Education

BUED 360 Business Communication (3)
Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing. Prerequisite: ENGL381 or equivalent.

BUED 451 Principles and Problems in Business Education (3)
Designed to acquaint students with the evolution and philosophy of business education. Includes the status, structure, and problems related to the current business education curriculum.

BUED 452 Methods of Teaching Basic Business (3)
Deals with methods and techniques of creating, facilitating, and administering effective teaching and learning experiences in basic business. Prerequisites: College coursework in accounting, business law, economics, marketing and/or management.

BUED 453 Methods of Teaching Office Skill Subjects (3)
Deals with methods, arrangements, content, objectives, materials, standards, and techniques of teaching shorthand, typewriting, and other office education skills. Prerequisites: Typewriting and/or shorthand.

BUED 454 Methods of Teaching Bookkeeping and Related Subjects (3)
Deals with methods and techniques of creating, facilitating, and administering effective teaching-learning experiences in bookkeeping, accounting and the like. Prerequisite: Accounting, 3 credit hours.
BUED 470 Independent Study: (3)
Independent study is intended to provide better students the opportunity to study a topic of their own choice in business education under professional supervision; only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within business education, and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

BUED 490 Field Experience: Business Education (3)
Enables students to experience the ongoing office operations in educational institutions. Limited to undergraduate students in the business teacher education major. Prerequisites: BUED451 and BUED452.

BUED 495 Practicum in Business Education (6)
Synthesizing experience for business teacher education students. Provides the opportunity to gain new knowledge and insights in a secondary school setting. (Students must apply for the practicum no later than three months prior to the trimester in which they plan to enroll for the practicum.) Prerequisites: BUED451, BUED452, EDUC310, and PSYC320.

BUED 810 Survey of Business, Consumer, and Vocational Education (3)
Acquaints students with the major issues in selected subjects. Deals with current business education, with special emphasis on consumer and vocational education topics.

BUED 815 Research in Business Education (3)
Enables students to gain familiarity with methods of research in education for business and provides for examination and evaluation of significant research studies in business education.

BUED 820 Methods of Teaching Business Nonskill Subjects (3)
Deals with facilitating effective learning situations in the teaching of business nonskill subjects and provides the opportunity for analyzing the elements and patterns of curriculum plans.

BUED 822 Methods of Teaching Business Skill Subjects (3)
Analysis of methods, arrangements, and techniques of creating, administering, and facilitating effective learning situations in the teaching of business skill subjects. Prerequisite: Permission.

BUED 830 Seminar in Business Education: (3)
Advanced study of concepts and methodology pertinent to selected aspects of business education. Current research and practices in the field will be used extensively. See schedule for special topics.

BUED 832 Seminar in Office Education: (3)
Advanced study of concepts and methodology pertinent to selected aspects of office education. Current research and practices in the field will be used extensively. See schedule for special topics.

BUED 835 Innovative Methods in Business Education (3)
Explores current research and teaching practices relating to the development and classroom use of individualized instruction, large-group and small-group methods, audiovisual techniques, games and other modes of innovative instruction in business education. Assesses value and relevance of innovative methods in business education.

BUED 840 Organization and Administration of Cooperative Business Education Programs (3)
Deals with designing and implementing a total cooperative business education program including curricula. Discusses vocational education laws, identifying and securing training sites, preparing an effective training plan, and implementing effective public relations.
Business Law

BLAW 320 Legal Environment of Administration (3)
Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, antitrust, securities law, and environmental protection.

BLAW 325 Business Law I (3)
An introduction to the American legal system including study of the following substantive areas of law: property (estates and trusts and landlord and tenant), contracts, agency, and partnerships. The principles discussed are applicable to personal as well as business use. Nonbusiness students are encouraged to enroll.

BLAW 326 Business Law II (3)
A study of the more technical and complex aspects of law in the business environment including corporations, sales, commercial paper, and credit. Principles discussed are tested extensively on the CPA examination. Prerequisite: BLAW 325.

Chemistry

CHEM 303 Chemistry for the Consumer (3)
The objective of this course is to acquaint the consumer with the impact of chemistry on their daily lives. Includes an introduction to some fundamental concepts of chemistry to help in understanding issues such as nuclear power versus radiation hazards, pollution, and energy conservation. Topics including agricultural chemistry, food chemistry, and household product chemistry will acquaint consumers with hazards and advantages of products used in daily life and will help them make better decisions. Prerequisite: Introductory physical science recommended.

CHEM 322 Organic Chemistry Lecture (3)
One trimester survey course in organic chemistry designed for students in related fields as well as those interested in chemistry. Prerequisite: One year of general chemistry.
CHEM 323 Organic Chemistry Laboratory (1)
Covers laboratory experiments associated with CHEM322. Prerequisite: Concurrent enrollment in CHEM322.

CHEM 366 Physical Chemistry I: Lecture (3)
Covers properties and theories of gases, mechanisms of atoms and molecules, molecular energies, and thermodynamics. Conducted in a lecture/problem solving format. Prerequisites: Differential and integral calculus and two semesters of general chemistry.

CHEM 367 Physical Chemistry I: Laboratory (1)
Laboratory experiments are performed covering molecular weight determinations using a high vacuum line, heats of solution using a solution calorimeter, heats of combustion using a bomb calorimeter and elementary laboratory glass blowing. Prerequisite: CHEM366.

CHEM 368 Physical Chemistry II: Lecture (3)
Continuation of CHEM366. Theory includes chemical equilibria, phase equilibria, and multi-component systems, elementary kinetics, elementary electrochemistry and elementary photochemistry conducted in a lecture/problem solving format. Prerequisite: CHEM366.

CHEM 369 Physical Chemistry II: Laboratory (1)
Laboratory experiments are performed covering the determination of an equilibrium constant using a UV-VIS spectrophotometer, colligative properties using a freezing point depression and a boiling elevation apparatus and kinetics using an atomic spectrophotometer. Prerequisite: CHEM368 or concurrently.

CHEM 426 Instrumental Analysis (3)
Surveys basic instrumental analysis including gas chromatography, liquid chromatography, atomic absorption spectroscopy, infra-red and ultra-violet spectroscopy, and nuclear magnetic resonance spectrometry. Prerequisites: One year each analytical chemistry and organic chemistry.

CHEM 427 Instrumental Analysis Laboratory (1)
Covers laboratory experiments associated with CHEM426. Prerequisite: Concurrent enrollment in CHEM426.

CHEM 433 Advanced Inorganic Chemistry (3)
Focuses on the structure and bonding of inorganic compounds, extension of acid-base theory, coordination chemistry, and the descriptive chemistry of selected elements. A systematic approach based on the theoretical and empirical generalizations inherent in the periodic table. Prerequisite: CHEM366.

CHEM 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in chemistry under the supervision of the faculty. Prerequisite: Permission.

CHEM 480 Internship: . . . (1-4)
Designed to provide students in chemistry with supervised practical experiences in applied settings. Prerequisite: Permission.

CHEM 492 Environmental Chemistry Lecture (3)
Covers chemical principles and their application to environmental problems. Topics include: the source, chemical composition, nature and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. Prerequisites: CHEM323, CHEM369, and CHEM427.
CHEM 493  Environmental Chemistry Laboratory (2)
Practical work with highly analytical chemistry content to monitor the environment.
Analytical methods involve gathering and storage of environmental samples for chemical
analysis; chromatographic and other techniques for the separation of chemical com­
ounds; and computational methods for presenting analytical results and assessing their
precision, accuracy and significance. Prerequisite: Concurrent enrollment in CHEM492.

CHEM 522  Advanced Organic Chemistry (2)
A one trimester advanced topic course in organic chemistry. Prerequisite: CHEM322 or
equivalent.

CHEM 523  Advanced Organic Chemistry Laboratory (1)
Covers laboratory experiments associated with CHEM522. Prerequisite: Concurrent enroll­
ment in CHEM522.

CHEM 544  Biochemistry: Lecture (3)
An introduction to biochemistry, including enzymes, reaction sequences and control
mechanisms. Prerequisite: One year organic chemistry or permission.

CHEM 545  Biochemistry: Laboratory (1)
Laboratory component of CHEM544. Prerequisite: CHEM544 must be taken concurrently.

CHEM 555  Electrochemistry (2)
Theory and application of electrochemical techniques to analysis of environmental
materials. Includes potentiometry, voltammetry, and recent modifications. Prerequisite:
CHEM368.

CHEM 556  Electrochemistry Laboratory (1)
Covers laboratory experiments associated with CHEM555. Prerequisite: Concurrent enroll­
ment in CHEM555.

CHEM 566  Radiochemistry (2)
An introduction to radioactivity theory, interactions of radiation with matter, use of detec­
tion equipment and applications of radiochemical techniques to chemical and en­
vironmental problems. Prerequisites: CHEM368, or analytical chemistry, physics and
calculus.

CHEM 567  Radiochemistry Laboratory (1)
Covers laboratory experiments associated with CHEM566. Prerequisite: Concurrent enroll­
ment in CHEM566.

CHEM 622  Chromatography (3)
Examines the theory of chromatographic separations with basic experimental work with
thin-layer chromatography and gas-liquid chromatography. Prerequisites: Analytical and
organic chemistry.

CHEM 623  Chromatography Laboratory (1)
Covers laboratory experiments associated with CHEM622. Prerequisite: Concurrent enroll­
ment in CHEM622.

CHEM 666  Spectrochemistry (3)
Covers modern optical methods of analysis from microwave to gamma-ray. Hands-on ex­
perience with the A.A., UV-VIS, IR, and fluorescence spectrometers are available through
comprehensive laboratory experiments. Prerequisites: Analytical chemistry and one year of
organic chemistry.

CHEM 667  Spectrochemistry Laboratory (2)
Covers laboratory experiments associated with CHEM666. Prerequisite: Concurrent enroll­
ment in CHEM666.
CHEM 744 Analytical Biochemistry (2)
Present basic techniques for the isolation and quantitation of biopolymers and for their
colorization by spectrophotometry, ultracentrifugation and electrophoresis. Prerequisite: CHEM544.

CHEM 745 Analytical Biochemistry Laboratory (1)
Covers laboratory experiments associated with CHEM744. Prerequisite: Concurrent enrollment in CHEM744.

CHEM 801 Chemistry Models Workshop (1)
A workshop on the construction of molecular and ionic, atomic and molecular orbital
space-filling models. Designed for high school and college chemistry teachers. Prerequisite: Background in chemistry appropriate to high school and college chemistry teachers.

CHEM 822 Gas Chromatography/Mass Spectra (3)
Examines the theory and practice of gas, liquid chromatography/mass spectrometry. Environmental samples are routinely used for analysis. Prerequisite: CHEM622.

CHEM 862 Photochemistry (3)
A study of the laws of photochemistry using modern selected topics; laboratory experiments give practical experience to theories covered in class. Prerequisites: CHEM368 and CHEM666.

CHEM 866 Chemical Equilibrium Theory (4)
Examines the chemical composition of aquatic systems, including interactions between
constituents treated according to rigorous equilibrium, formulations and graphical approximations. Emphasis on acid-base, redox, solubility, and complexation. Lecture format with computer assistance. Prerequisite: CHEM368 or equivalent.

CHEM 870 Graduate Research: ... (1-4)
Individual reading, research and/or project in chemistry under the supervision of the faculty. Prerequisite: Permission.

CHEM 880 Internship: ... (1-4)
Designed to provide students in chemistry with supervised practical experiences in applied
settings. Prerequisite: Permission.

CHEM 890 Graduate Thesis/Project: ... (1-6)
Provides the student in chemistry the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student’s interests in chemistry. Prerequisite: Permission of advisor.

Communication Disorders

CDIS 304 Phonetics (3)
Studies the transcription of speech using the international phonetic alphabet and the manner, type, and place of articulation of each of the sounds of American speech.

CDIS 310 Introduction to Communication Disorders (3)
Study of the four major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs.

CDIS 322 Speech and Language Development (3)
Study of the normal development of speech and language, the processes that affect this development, and basic concepts of linguistics and psycholinguistics.

CDIS 330 Hearing Science (3)
Study of sound generation and transmission, instrumentation, anatomy and physiology of the hearing mechanism, psychoacoustics, psychophysical methods, and acoustics of speech.
CDIS 345 Speech Physiology (3)
Examines the anatomy, physiology, and neurology of the process of respiration, resonance, phonation and articulation in speech and language production. Prerequisite: CDIS310.

CDIS 350 Analysis of Verbal Behavior (3)
Introduces principles of behavior therapy. Emphasizes processes involved in reinforcement, punishment, escape and avoidance behavior. Class project requires application of behavior principles to the analysis of normal speech and language behavior.

CDIS 401 Articulation Disorders (3)
Focuses on the study of normal and disordered articulation, including evaluation and management procedures for persons with articulation disorders. Prerequisites: CDIS304, CDIS310, and CDIS322.

CDIS 410 Introduction to Clinical Audiology (3)
Introduction to audiometric acoustics and instrumentation, basic pure tone threshold testing, basic speech audiometry. Prerequisite: CDIS330.

CDIS 420 Introduction to Rehabilitative Audiology (3)
Introductory examination of amplification, auditory training, speech reading, speech and language of the hearing impaired, as well as education of the hearing impaired. Prerequisite: CDIS330.

CDIS 430 Diagnostic Methods in Communication Disorders (3)
Examines formal and informal procedures for assessing disorders of human communication. Covers report writing, administering an oral peripheral examination, gathering case history information and conducting an interview. Prerequisites: CDIS304, CDIS310, CDIS322, AND CDIS401.

CDIS 440 Sociolinguistics (3)
Covers the major sociolinguistic concepts and applies them to the analysis of dialectical differences and the cultures from which they were derived.

CDIS 470 Independent Study: . . . (1-8)
Individual reading, research and/or project in communication disorders under the supervision of the faculty. Prerequisite: Permission.

CDIS 480 Internship: . . . (1-8)
Designed to provide students in communication disorders with supervised practical experiences in applied settings. Prerequisite: Permission.

CDIS 510 Speech and Language Characteristics of Exceptional Students (3)
Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers, and special educators.

CDIS 521 Total Communication for Retarded Children (3)
Includes development of a 1,000 word sign language vocabulary, assessment of the child’s readiness to communicate, and social aspects of signing. Alternate communication systems will be compared, and needs of individual children will be considered. Designed for special educators, teacher assistants and speech pathologists.

CDIS 522 Manual Communication (3)
Covers concepts and applied methods in manual communication/sign language. Applications of the concepts to various clinical groups are considered, with emphasis on the hearing impaired.

CDIS 523 Audiology for Non-Audiologists (3)
Reviews hearing processes and hearing testing and emphasizes applied considerations of hearing losses. Deals with educational and rehabilitative procedures, plus hearing aid selection and use. Designed for teachers, nurses, speech pathologists, physicians, health care workers, aides or parents.
CDIS 800  Current Trends in Public School Speech-Language Pathology (3)
Focuses on recent developments in diagnostic and therapeutic procedures as well as on
professional issues such as public law 94-142. Designed for school speech pathologists.
Prerequisite: Bachelor's or master's degree in speech pathology.

CDIS 801  Recent Developments in Childhood Language Disorders (3)
Emphasizes current clinical practice in language disorders and related conditions. Review
of recent literature and presentations will cover diagnostic and therapeutic procedures.
Designed for speech-language pathologists. Prerequisite: Bachelor's or master's degree in
speech pathology.

CDIS 803  Recent Developments in Organic Speech Disorders (3)
Review of recent literature in cranofacial anomalies, laryngectomy, dysphagia, and
myofunctional problems. Considers etiologies and therapeutic procedures for organic
disorders. Prerequisite: Bachelor's or master's degree in speech pathology.

CDIS 804  Supervision in Special Education for Speech Pathologists (3)
Prepares speech pathologists to engage in the supervision of public school speech therapy
programs; covers rules and regulations in special education program planning, budgeting
and hiring. Attention given to community relations. Prerequisite: Bachelor's or master's
degree in speech pathology.

CDIS 807  Behavior Principles in Speech-Language Pathology, III (1)
Reviews basic behavioral concepts and general applications. Emphasizes methods in
therapy for the communicatively impaired. Reviews relevant literature in behavior
management of speech and language problems, and emphasizes methods of recording
and analyzing communicative behavior as well as modification procedures. Discussion of
materials and devices available commercially along with individually developed materials.
Prerequisite: Basic courses in speech pathology.

CDIS 808  Workshop: Integrating Functional Language with Academic Programming (1)
Emphasizes assessment and improvement of language most critical to classroom perfor­
mance in math, reading, following directions, and solving problems. Day one will focus on
techniques for incorporating language training into various educational activities and
strategies for coordinating efforts of educational personnel. Day two will apply information
to real and hypothetical situations.

CDIS 810  Voice Disorders (3)
Covers the investigation of functional and organic voice disorders, including causes;
acoustic products, and physiologic correlates. Examines diagnostic and management
procedures. Prerequisites: CDIS310, CDIS330, and CDIS345.

CDIS 813  Language Disorders of Children (3)
Examines the major clinical syndromes associated with language disorders of children. Em­
phazizes diagnostic and remediation procedures. Prerequisites: CDIS310, CDIS322, and
CDIS350.

CDIS 816  History, Philosophy, and Professional Aspects of Communication Disorders
(3)
Study of the history of the field, influences of related disciplines and the current status of
certification, licensure, and third-party payments. Prerequisites: CDIS345, CDIS410,
CDIS430, CDIS810, and CDIS813.

CDIS 818  Behavior Principles in Communication Disorders (3)
Applies behavior principles to the evaluation and remediation of speech and language
disorders. Presents methods of analyzing and recording communicative behavior. Em­
phazizes techniques of writing behavioral objectives and individual education plans for
therapeutic intervention. Prerequisites: CDIS350 and CDIS430.
CDIS 820 Clinical Audiology (3)

CDIS 825 Stuttering Seminar (3)
Examines the various theories of stuttering and their corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. Prerequisites: CDIS310 and CDIS350.

CDIS 830 Speech and Language of the Hearing Impaired (3)
Studies voice and articulation variations of the hearing-impaired person. Includes semantic and syntactic structure of language of the deaf, sign language, approaches to deaf education, speech and language therapy for the deaf child. Prerequisites: CDIS304, CDIS310, CDIS322, CDIS330, CDIS345, CDIS410, and CDIS420.

CDIS 833 Motor Speech Disorders (3)
Investigates the motor speech disorders resulting from neurological impairment. Emphasizes differential diagnoses and remediation of the dysarthrias and apraxia. Includes communication and related disorders of cerebral palsy. Prerequisites: CDIS345, CDIS350, CDIS401, and CDIS810.

CDIS 836 Aphasia Seminar (3)
Examines the historical, neuro-anatomical, etiological and linguistic aspects of aphasia. Analyses diagnostic and remediation procedures. Prerequisites: CDIS310, CDIS322, and CDIS350.

CDIS 840 Communication Disorders in Cranofacial Anomalies (3)
Investigates the diagnostic and consultative aspects of communication disorders associated with cleft lip and palate, congenital palatopharyngeal insufficiency, and syndromes of the head and neck. Examines anatomy, physiology, and embryology of the craniofacial structures. Prerequisites: CDIS330, CDIS345, CDIS350, and CDIS401.

CDIS 845 Advanced Rehabilitative Audiology (3)
Examines theoretical aspects of normal and abnormal speech perception. Deals with hearing aid selection, counseling the hearing impaired client, material development and program development for aural rehabilitation. Prerequisites: CDIS330, CDIS410, and CDIS420.

CDIS 850 Practicum in Audiology: Assessment (1)
External practicum in audiology assessment at a hospital or diagnostic center. Includes pure tone and speech tests, history taking and report writing. Prerequisites: CDIS 820 and permission.

CDIS 852 Practicum in Audiology: Rehabilitation (2)
External practicum in rehabilitative audiology with hearing impaired elementary school or high school students or hearing-impaired retarded young adults. Includes diagnosis, lesson planning, therapy, and report writing. Prerequisites: CDIS330, CDIS345, and permission.

CDIS 854 Practicum in Speech Pathology: Public School (5)
Requires 100 clinical hours of speech pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. Prerequisites: CDIS310, CDIS330, CDIS345, CDIS350, CDIS410, CDIS430, CDIS813 and permission.

CDIS 856 Practicum in Speech Pathology: Mental Health Center (3)
Provides experience in individual and group therapy, diagnostics, consultations, training of paraprofessional, and interdisciplinary staffings in mental health setting. Prerequisites: CDIS854 and permission.
CDIS 858 Practicum in Speech Pathology: Hospital (3)
Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. Prerequisites: CDIS333, CDIS336, CDIS356, and permission.

CDIS 870 Independent Study: . . . (1-8)
Individual reading, research and/or project in communication disorders under the supervision of the faculty. Prerequisite: Permission.

CDIS 880 Internship: . . . (1-8)
Designed to provide students in communication disorders with supervised practical experience in applied settings. Prerequisite: Permission.

CDIS 890 Graduate Thesis/Project: . . . (1-8)
Provides the student in communication disorders the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in communication disorders. Prerequisite: Permission of advisor.

Computer Science

CPSC 320 Introduction to Computing: BASIC (3)
Provides a fundamental knowledge of computers and computer programming for students throughout the university—not a computer appreciation course. Introduces computing concepts, operations and programming. Topics include the data processing cycle, elementary computer structure and logic, algorithms, flow charting, binary representation, and computer hardware and software. Students will learn to write computer programs in BASIC using input/output operations, string variables, arrays and other programming features and will write at least ten basic programs. Prerequisite: MATH325 or equivalent.

CPSC 330 Computer Programming: FORTRAN (3)
A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. Prerequisite: MATH325 or equivalent.

CPSC 351 Computer Programming: COBOL (3)
Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. Prerequisite: M15390.

CPSC 362 Systems Analysis (3)
Study of skills basic to systems analysis, design and implementation. Topics to be covered will include the concept of system; introduction to system life cycle; system life cycle management; role of systems analysis; tools and techniques of systems analysis; study, design, and development phases; and system performance definition. Prerequisite: M15390.

CPSC 410 Software Development (3)
Deals with strategies and systems and for the efficient development of software in the functional areas of business. Students design and implement application programs using advanced features of a business programming language. Introduces the basic structure of selected programming languages to provide a comparative assessment in the context of business applications. Students will complete a software project. Prerequisites: CPSC351 and CPSC362.

CPSC 451 Computer Systems (3)
Introduction to modern computer systems, their hardware and basic operating systems. Study of human factors involved in computing systems operation and maintenance. Discussion of choice of computer systems, evaluation of computer systems performance, staffing computer installations, computer networks and communication.
CPSC 461 Data Base Management (3)
Introduces large data bases and factors to be considered in their management. Includes definition of data elements, methods of analyzing data base requirements, data base structure, access methods, file structures (sequential, inverted, and linked lists), paging, data communications, principles of data administration, and data security. Prerequisite: MIS465.

CPSC 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in computer science under the supervision of the faculty. Prerequisite: Permission.

CPSC 501 Computer Concepts and Applications (3)
Survey course for graduate and undergraduate students who desire an understanding of the concepts and applications of computer hardware and software. Students write simple computer programs in a programming language. Prerequisite: MATH325 or permission.

CPSC 510 Foundations of Computers and Information Systems (3)
Provides an appreciation of computer technology (hardware and software) with emphasis on business application. Enables students to logically structure simple business problems, represent them as flow charts, and/or decision trees. Includes discussion of elementary concepts of systems analysis, data structures, and business applications on microcomputers. Introduces students to various business-oriented computer languages, with a detailed study of either BASIC or RPG. Students solve a number of business problems on a computer. This course does not apply as a graduate level course toward the M.B.A. degree. Prerequisite: Graduate student status.

CPSC 515 Introduction to Computer Applications and Data Analysis (3)
A brief introduction to the fundamentals of computer concepts, structure, functions, and basic principles of computer applications for information processing, storage and retrieval. Includes data processing analysis in social and behavioral sciences. Prerequisite: ICOM420 or STAT468.

CPSC 611 Data Analysis in the Social Sciences Using SPSS (3)
An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences.

CPSC 655 Computer Programming: Microcomputer Systems (3)
Covers disk I/O, graphics, structured programming, string variables, large arrays, program chaining, merging, and other features of the BASIC language on microcomputer systems. In addition, students will learn to use the CP/M operating system and be introduced to assembly language programming for either the Z80A or the 6502 microprocessor. Prerequisite: CPSC320.

CPSC 701 Computer Programming: Applications (2)
Application of knowledge of computing systems, problem analysis, and programming. Application of BASIC, FORTRAN, or Pascal commands to the solution of an advanced and complex problem in the student's major area of study. Prerequisite: CPSC320, CPSC501 or equivalent.

CPSC 702 Computer Programming: Advanced (3)
Develop advanced programming skills and concepts in data structures, use of operating system features, searching, sorting, and computing routines. Emphasis on modular design, information flow and control flow. Prerequisite: CPSC701 or equivalent.

CPSC 801 Microcomputers and Their Educational Applications (3)
Provides an introduction to the use of microcomputers in educational situations. Covers the use of existing software, the modification of existing software, and the development of new software for teaching and management applications using BASIC. Prerequisites: MATH 325 or appropriate experience; experience as a teacher or school administrator.
COUN 470 Independent Study: ...(1-6)
Individual reading, research and/or project in counseling under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

COUN 470P Independent Study: ...(1-6+)
Individual reading, research and/or project in counseling under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

COUN 500 Incest: Parent-Child Abuse (1)
Includes the effect on the victim, treatment issues in working with child and adult victims and the abuser, legal issues, curricula on sexual abuse for use in classrooms.

COUN 506 Divorce and the Effects of Change on the Family (2)
Attention directed to the changing structure of the American family. An appraisal of the impact of change on children and adolescents as well as their differential capacity to cope. Primary emphasis on factors relating to divorce.

COUN 510 Physical and Sexual Abuse of Children (3)
Provides an overview of the nature of child abuse. Includes the legal and ethical issues involved in definition, identification and treatment, and current theories of causation and treatment.

COUN 541 Theories and Treatment of Emotional Disturbance (4)
Integrates human relations experiences with theoretical work in abnormal development and basic approaches to treatment. Includes readings on therapist bias and life crises. Deals with client-centered, rational emotive, gestalt, and psychoanalytic theories.

COUN 544 Family Counseling (3)
Provides a beginning understanding of the family as a social system, and the concepts involved in family counseling. Students analyze their role in their own family system.

COUN 548 Alternate Approaches to Traditional Psychotherapy (3)
Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, gestalt therapy, neurolinguistic programming and psychodrama.

COUN 555 Theories and Treatment of Emotional Disturbance in Children I (4)
Introduction to emotional difficulties and life stresses in children in various settings. Emphasis on clinical interview and play therapy. Naturalistic observation of children in various settings. Relevant to psychology, special education, education, and psychiatric nursing. Prerequisite: COUN541.

COUN 556 Theories and Treatment of Emotional Disturbance in Children II (4)
Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. Prerequisites: COUN555, COUN541, and permission.
COUN 558  Theories and Treatment of Adults (4)

COUN 606  Evaluation of Human Services (3)
Study of strategies to plan and implement evaluation programs in human service systems.

COUN 608  Guidance for Children (3)
A course for teachers to develop and implement guidance activities in the classroom. Includes value clarification procedures.

COUN 610  Crisis Intervention (3)
Study of crisis intervention techniques and use of community resources in crises. Attention to such crises as death, drug induced collapse, suicide threats, physical abuse, runaway children and other psychologically stressful events.

COUN 630  Counseling and Psychotherapy: Introduction (3)
Introduces students to the field of counseling psychotherapy. Covers major theories and techniques, ethics, client population, and legal considerations.

COUN 633  Community Counseling (3)
Study of communities, their relationship to local, county, and federal governments, and their role in problem solving. Students diagnose and assess community problems and attitudes and describe how the political power structure of the community affects human service systems.

COUN 636  Human Service Systems (3)
Examines the organizational and administrative processes in human service systems. Considers various short and long range programs and their positive and negative effects.

COUN 639  Behavior Problems (3)
Classification, analysis, and remediation of typical behavior problems experienced in the home and classroom.

COUN 640  Career Education in Schools (3)
Examines current theories of career development. Includes collection, organization and interpretation of educational and occupational data for personal career development.

COUN 704  Reality Therapy for Counselors and Therapists I (2)
Contrasts how reality therapy differs from conventional psychotherapy. Presents various applications useful in working with juvenile delinquents, criminal offenders, the emotionally upset, alcohol and drug abusers, and others.

COUN 705  Reality Therapy for Counselors and Therapists II (2)
This course, taught in workshop fashion, emphasizes advanced application of reality therapy techniques. Prerequisite: COUN 704.

COUN 714  Workshop: Conflict Management and Crisis Intervention (1)
Workshop provides information, methods, and planning skills for teachers to help them minimize crisis conditions and manage conflicts in normal classroom situations. Special attention to students under the influence of drugs.

COUN 803  Information Services in Guidance (3)
Provides background for professionals (teachers, counselors, others) to organize vocational information, employment trends, and personal information for effective use by students and adults.
COUN 805 Rational Emotive Therapy: Techniques for Counselors and Teachers (3)
Includes philosophy and theory of rational emotive therapy. Examines current innovations in rational therapy, the relation of RET to other areas of cognitive-behavior therapy, and supportive research. Includes working in a school situation, setting treatment goals, and designing homework assignments.

COUN 810 Beginning Counseling and Human Relation Skills (3)
Designed to be taken simultaneously with COUN630. Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. Prerequisite: COUN630 or concurrently.

COUN 811 Community College Counseling (3)
Techniques and strategies of counseling in community colleges, area vocational centers, and professional schools. Students are expected to spend considerable time in an off-campus setting.

COUN 818 Workshop on Depression (2)
Study of the causes and the cures of depression from the humanistic/holistic view of human nature. Specific attention to transactional analysis, the redicion model. Prerequisites: COUN630 and COUN810.

COUN 826 Research Literature in Counseling and Psychotherapy (3)
Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. Prerequisites: PSYC335, COUN541 or COUN630.

COUN 837 Management of Counseling Programs (3)
Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on the unique management skills needed by counseling practitioners.

COUN 838 Counseling Employees in the Workplace (3)
Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry.

COUN 840 Advanced Techniques: ... (3)
Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. Prerequisite: COUN844 or COUN845 or permission.

COUN 843 Advanced Theories in Counseling and Therapy (3)
Study of advanced readings and presentations on problems encountered in counseling and therapy. Includes the application of DSM III categories and key dynamic theoretical concepts. Examines the causes of the emotional difficulties and the interventions recommended in the literature. Prerequisites: COUN630 and COUN810, or COUN541.

COUN 844 Individual Counseling and Therapy: Child/Adolescent (3)
Focuses on the development and refinement of counseling skills required for working with children and adolescents. Emphasizes data gathering through observation, analysis of the counseling process, and the development of counseling and consultative strategies. Prerequisite: Minimum grade of B in COUN630 and COUN810.

COUN 845 Individual Counseling and Therapy: Adult (3)
Application of theory and practice in individual counseling and therapy with adults. Prerequisite: Minimum grade of B in COUN630 and COUN810.
COUN 846 Reality Therapy (3)
Apply techniques and skills of reality therapy in counseling sessions with adults. Study concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. Prerequisite: COUN810 or COUN844.

COUN 847 Group Dynamics and Intervention (3)
Application of basic knowledge of the roles, functions and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a live group. Prerequisite: COUN810.

COUN 849 Practicum in Prevention Skills (4)
A community-based practicum, the culminating experience for students interested in community counseling. Focuses on aspects of primary prevention. Prerequisites: COUN606, COUN633, COUN810, COUN864, and SOCW595.

COUN 850 Group Therapy in Transactional Analysis (3)
Study of and participation in the TA group therapy model created by Eric Berne. The student will be at times both the therapist and the client. The major focus will be here-now script work, awareness and redecision by contracts. Prerequisite: PSYC518 or SEM 101 by I.T.A.A.

COUN 851 Consultation and School Staff Development (3)
Examines theories, functions, and skills required of consultants in schools and other settings. Students will utilize consultation skills with client. Prerequisite: COUN630.

COUN 852 Group Counseling: Child/Adolescent (3)
Study of major group counseling theories and approaches. Attention to major authors and specific group counseling techniques. Development and analysis of one ongoing group for children and one ongoing group for adolescents. Prerequisite: COUN844.

COUN 853 Adlerian Family Counseling (3)
Introduces students to Adlerian approach to family counseling. Using the Adlerian perspective, students conduct two family counseling sessions and analyze family interaction. Prerequisite: COUN844 or COUN845.

COUN 854 Advanced Individual Therapy Techniques: Child (3)
Covers advanced interviewing skills in individual therapy with children. Includes study of relevant theory, application of treatment techniques and evaluation of their effectiveness. Prerequisite: COUN844.

COUN 855 Advanced Individual Therapy Techniques: Adult (3)
Covers advanced interviewing skills in individual therapy with adults. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. Prerequisite: COUN845.

COUN 856 Group Counseling: Adult/Adolescent (3)
Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adolescents and adults. Prerequisites: COUN845 and COUN847.

COUN 857 Behavior Therapy (3)
Advanced study and application of behavioral therapy techniques with adults and children. Prerequisite: COUN844 or COUN845.

COUN 858 Administration of Student Personnel Services (3)
Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. Prerequisite: Should be taken immediately prior to or during practicum.

COUN 859 Family Therapy Techniques (3)
Study and practice of concepts and techniques of family therapy. Prerequisites: COUN847 and COUN852, or COUN856.
COUN 860  Marriage and Couple Therapy (3)
Deals with approaches to counseling which focus on couple interactions rather than individual pathology. Students demonstrate basic techniques of couple therapy with actual clients. Prerequisites: COUN845 and COUN847.

COUN 861  Practicum in Parent Study Group Leadership (3)
Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. Prerequisites: COUN639 and COUN853.

COUN 862  Life Style Analysis (3)

COUN 863  Practicum in College Counseling (6)
Application of counseling, consulting, assessment and guidance skills in a college setting. Requires minimum of 15 school days at sites arranged for by the university. Prerequisites: Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see Division of Psychology and Counseling Student Handbook for details). All other coursework must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near.

COUN 864  Practicum in Counseling and Consultation—Agency (4)
A community-based practicum. Students practice consultation and counseling skills as functioning members of an agency. Prerequisites: COUN606, COUN633, COUN810, and SOCW595.

COUN 865  Practicum in Elementary School Counseling (6)
Application of counseling, consulting, assessment and guidance skills in an elementary school setting. Requires minimum of 15 school days. Prerequisites: Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see Division of Psychology and Counseling Student Handbook for details). All other coursework must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near.

COUN 866  Practicum in Leadership in Transactional Analysis (1,2)
A laboratory in transactional analysis. Students use knowledge of TA to act as group leaders. Prerequisites: Laboratory in TA, or passing TA101 taught by a certified member of the I.T.A.A., and permission of the instructor.

COUN 867  Practicum in Secondary School Counseling (6)
Application of counseling, consulting, assessment and guidance skills in a secondary school setting. Requires minimum of 15 school days at sites arranged by the university. Prerequisites: Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see Division of Psychology and Counseling Student Handbook for details). All other coursework must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near.

COUN 868  Counseling Psychology Practicum I: Agency Systems (3)
Practice one day per week in an approved agency site. Development of critical analysis of the agency as a human service delivery system. Prerequisites: Candidacy, permission of instructor and successful preapplication.
COUN 869  Counseling Psychology Practicum II: Clinical Skills (3)†
Continuation of COUN868. Practice one day per week in an approved agency site. Completion of final master project integrating academic and clinical skills. Prerequisite: COUN868.

COUN 870  Independent Study: . . . (1-6)
Individual reading, research and/or project in counseling under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

COUN 870P  Independent Study: . . . (1-6)†
Individual reading, research and/or project in counseling under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

COUN 890  Graduate Thesis/Project: . . . (6)†
A student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. Prerequisite: Permission of advisor or committee.

Criminal Justice

CJUS 310  Criminal Justice Organization and Process (3)
Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and reform.

CJUS 320  Correctional Process (3)
Examines research on the social psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities between prisons and other subsystems such as mental hospitals.

CJUS 330  Issues in Juvenile Justice and Delinquency (3)
Explores the development of the juvenile court and the system of juvenile justice in the U.S. Studies contemporary issues in juvenile justice and approaches to prevention, control and treatment of delinquency.

CJUS 340  Judicial Process and Issues for Criminal Justice (3)
Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. Prerequisite: CJUS310.

CJUS 430  Communication in Public Administration (3)
Provides a conceptual framework to examine communication in public service agencies and other administrative settings. Explores ways to improve communication skills for persons in public service agencies.

CJUS 435  Law Enforcement and the Ghetto (3)
Examines past and present relations among ghetto dwellers and police in America and the causes of antagonism between the groups.

CJUS 440  Crime Causation Theories and Social Control (3)
Examines historical and current criminology theory and practice. Analyzes concepts and practices of crime and criminal behavior and society's response to them. Examines the law, offenders, victims, forms of crime, and the criminal justice system. Students will consider various aspects of criminology theory and formulate their own perspective which takes into account societal pressures and research about crime, rehabilitation, and recidivism.

CJUS 445  New Dimensions in Corrections (3)
Analyzes current approaches used in federal, state and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision makers, and the actual outcome of theoretical applications. Prerequisite: CJUS320.
CJUS 450 Women in Prison (3)
Examines the unique problems faced by women in prison. Focuses special attention on their rehabilitation and integration back into the community. Prerequisite: CJUS 320.

CJUS 470 Independent Study: . . . (3)
Independent study is intended to provide students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

CJUS 480 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. Prerequisite: Permission of advisor and cooperative education coordinator.

CJUS 555 Workshop in Criminal Justice Planning (3)
Explores the planning process and introduces students to the examination of critical issues in criminal justice planning.

CJUS 560 Program Design and Change in Public Administration (3)
Development of a research study in a public service agency. Includes conceptualization, research methodologies and skills to design and implement a social change strategy.

CJUS 870 Independent Study: . . . (3)
Independent study is intended to provide students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

Economics

ECON 301 Principles of Microeconomics (3)
Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms and industries.

ECON 302 Principles of Macroeconomics (3)
Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication.

ECON 310 Consumer Economics (3)
Study of the changing role of consumers, the consumption of goods and services and the alternatives open to the consumer in the economic environment. Prerequisites: ECON 301 and ECON 302.

ECON 320 Economic Development of Minority Communities (3)
A survey of the literature with an emphasis on both understanding the issues surrounding the concept of ghetto economic development and the development of basic skills to analyze proposals that arise to meet this objective.
ECON 350 Money and Banking (3)
Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, federal reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and its overall impact on the economy. Prerequisites: ECON301 and ECON302.

ECON 405 Public Finance (3)
Surveys the development and economic effects of government expenditures, revenues and indebtedness with special reference to selected tax and budgetary problems commonly faced by administrators and government officials.

ECON 415 Intermediate Macroeconomics (3)
Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. Prerequisites: ECON301 and ECON302.

ECON 420 Managerial Economics: The Economics of the Firm (3)
Deals with analysis and theoretical constructs of microeconomics applied to managerial decision making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. Prerequisites: ECON301, ECON302, MATH355, and STAT362.

ECON 430 International Economics (3)
Examines theory of international trade and factor movements, international monetary relations, balance of payments, foreign exchange markets, and the development of alternative international money systems. Also covers theory of tariffs and current issues in U.S. trade policy. Prerequisites: ECON301 and ECON302.

ECON 435 Comparative Economic Systems (3)
Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. Prerequisites: ECON301 and ECON302.

ECON 440 History of Economic Thought (3)
Deals with the evolution of economic concepts and tools of analysis. Studies mercantilism, physiocracy, and other economic problems as well as with the contributions of leading economic thinkers—Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. Prerequisites: ECON410 and ECON420.

ECON 450 Urban Economic Development (3)
Economic analysis of land allocation and other resources in the urban environment. Emphasizes global and neighborhood changes which accompany growth or decline of urban centers. Highlights the role of real estate-related occupations in the economic process.

ECON 470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

ECON 500 Workshop: Give and Take—An Economics Course for Teachers (1)
Designed to provide teachers with a variety of teaching techniques to teach high school students basic economics and consumer economics concepts. The give and take curriculum is a major priority of the Joint Council on Economic Education.
ECON 501 Foundations of Economics (3)
Study of the concepts of macro and microeconomics at an advanced level. Satisfies the economics prerequisites for the M.B.A. This course does not apply as a graduate level course toward the M.B.A. degree. Prerequisites: MATH325 and graduate student status.

ECON 502 Economics for Teachers (3)
Provides elementary and high school teachers with an overview of the concepts most essential to economic understanding and helps them develop teaching materials and strategies. Restricted to elementary and secondary educators. Prerequisite: Permission of instructor.

ECON 503 Economics for Business and Consumer Educators (3)
Presents basic economic concepts as well as business structure, consumer credit, and insurance. Includes guest speakers from businesses and government agencies. Intended for consumer and business educators. Restricted to elementary and secondary educators. Prerequisite: Permission of instructor.

ECON 504 Trade-Offs: An Economics Course for Elementary Teachers (3)
Revolves around the film series Trade-Offs that was produced for elementary students. Lectures emphasize the concepts used in the films, and the teachers will develop lessons. Restricted to elementary and secondary educators.

ECON 510 Consumer Economics for Teachers (3)
Features an in depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. Prerequisite: Nonteachers require permission of instructor.

ECON 533 Economic Development in Latin America (3)
Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past, and is now playing in the modernization process, in the political process and in the culture of Latin America.

ECON 800 Workshop on Secondary Economic Education (1)
Updates knowledge in key areas of economic and consumer education, and provides information on the latest innovations in curriculum development and evaluation techniques in consumer education and economic education. Designed for high school consumer education and economic education teachers. This course is limited to school districts that work with the GSU Office of Economic Education.

ECON 801 Problems in Managerial Economics (3)
Applies microeconomics theories to the problem of most efficient use of resources within and between the organization, and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. Prerequisites: ECON301, ECON302, ECON355, and STAT362.

ECON 810 Labor Economics (3)
Study of the development and structure of the labor movement, wage determination, and public policy toward labor. Prerequisites: ECON301 and ECON302.

ECON 815 Economic Development (3)
Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. Prerequisites: ECON410 and ECON420.

ECON 825 Monetary Economics (3)
Concerned with money, monetary institutions and policy in a modern developed economy. Relates how money demand and supply behavior affect the economy and its impact on policy. Prerequisite: ECON350 or permission.
ECON 870 Independent Study: ... (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

ECON 890 Graduate Thesis/Project: ... (6)†
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Prerequisites: Permission; last trimester of M.B.A. student's program of study.

Education

EDUC 310 Foundations of Education (3)
Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/multicultural education. Includes ten (10) hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds.

EDUC 416 Evaluating and Reporting Pupil Progress (3)
Develops an awareness of the rationale and methods for assessing, evaluating, and reporting student progress in the classroom. Features development of skills in identifying, selecting, and using assessment instruments and reporting techniques. Emphasizes assessments and reporting in specific areas such as reading, mathematics, and language arts.

EDUC 442 Methods of Teaching Social Studies (3)
Describes social studies in K-9 grades. Illustrates the teaching of social science theories, concepts, and generalizations using a variety of methods. Requires twenty (20) hours of observation in schools. Prerequisite: A course in U.S. history or permission.

EDUC 470 Independent Study: ... (1-6)
Individual reading, research and/or project in education under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

EDUC 470P Independent Study: ... (1-6)†
Individual reading, research and/or project in education under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

EDUC 499 Student Teaching: ... (5)
Plan, organize, and teach students within a regular classroom of an Illinois public school under the direction of a cooperating teacher. Includes 12 weeks of full-time classroom experiences. Prerequisites: Grade of "C" or better in each methods course; all other teacher education requirements completed; and permission.

EDUC 508 Language Development, Disorders and Dialects for Teachers (3)
Reviews language development and disorders in children and contrasts a variety of dialects. Considers how language influences education. Designed for classroom teachers and special educators.
EDUC 510 Survey of Exceptional Students (3)
Introduces the study of various handicaps. Considers new directions, precedents, public policies, and resources affecting exceptional children and youth. Focuses on the mainstreaming of mildly handicapped children. Field work includes at least 15 hours of observation at facilities for exceptional children.

EDUC 522 Outdoor Education (3)
Provides requisite skills for individuals to more fully enjoy outdoor living while preserving the resources of the natural environment. Applies knowledge of outdoor life to recreational use of the environment through individual and group camping experiences.

EDUC 532 Teaching Mathematics to Low Achieving Students (3)
Designed for inservice, preservice teachers concerned with teaching mathematics to slow learners. Focuses on the characteristics and the needs of slow learners. Provides techniques and models for teaching mathematics to slow learners. Covers teaching techniques and strategies and diagnostic and evaluative procedures in mathematics.

EDUC 533 History of American Education (3)
Traces the chronological development of public education in the United States by focusing on important events, movements, and legal changes that influenced the quality and direction of the educational establishment, along with a general lecture and discussion format. Provides the student with the opportunity to do an in depth study of selected important events, movements or legislation.

EDUC 534 Philosophy of American Education (3)
A study of the various philosophical systems that have influenced American education and how their varying assumptions on the nature of reality, knowledge and values make a difference in policy and practice.

EDUC 535 Education of Minorities in the U.S. (3)
Examines the history of the schooling of ethnic and racial minority groups in urban America. Focuses on both the public and parochial schools in the acculturation of minority children and adults. Presents ethnic case histories of educational achievement and historical background of issues such as mental testing, desegregation, and tracking.

EDUC 540 Assessing Educational Outcomes (3)
Emphasizes the selection, construction, and use of appropriate educational tests and measuring instruments, types of tests, and statistical application, and test development. Prerequisites: Courses in learning theory, teaching methods, and curriculum; elementary statistics are recommended.

EDUC 542 Using Instructional Games in the Mathematics Classroom (1)
Provides students with math strategies and techniques to utilize in their own classrooms using the equations game.

EDUC 545 Rights of Teachers (1)
Focuses on the rights and responsibilities of teachers utilizing relevant legal cases.

EDUC 551 Methods and Techniques of Teaching at the Secondary Level (3)
Introduces the prospective teacher to the variety of methods and techniques that can be used effectively at the secondary school level. Provides students with the necessary skills and attitudes for a successful student teaching experience. Utilizes discussion, demonstration, and unit planning. Prerequisites: More appropriate if preceded by PSYC320 and EDUC310.

EDUC 565 Behavior Problems in the Classroom (3)
Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers.
EDUC 708 Workshop: Behavior Management (2)
Considers the dimensions of teacher behavior which affect leadership as well as teacher-student interactions. Develops confidence and human relations skills which improve behavior management in the classroom.

EDUC 70F Workshop: Career Alternatives for Educators (1)
Examines career alternatives for educators. Draws from the experience and learning of people who have analyzed the job market and who have developed effective planning strategies.

EDUC 710 Open Education: Theory and Implementation (3)
Explores the theoretical and philosophical assumptions underlying the open classroom. Provides the student with the opportunity to implement the open classroom by developing interest centers, observing open classrooms, and doing a project that brings together theory and practice.

EDUC 725 Educational Implications of Black History (3)
Examines the history of black people, including their educational aspirations, opportunities, and contributions. Includes factors which affected their educational contributions. Analyzes implications and strategies for teaching black people's history and helping children develop positive self-concepts.

EDUC 733 Innovation Processes in Education (3)
Develops capabilities for successful application of the principles estratégias that facilitate and improve learning, and that introduce, implement, and manage innovation in educational systems.

EDUC 742 Health Concerns of Classroom Teachers (2,3)
Presents concepts of preventive health and intervention based on ecological principles. Focuses on drugs, reproduction, nutrition, disease, and safety. Requires five to ten hours of field work.

EDUC 744 Social Studies Strategies—Bilingual (2,3)
Develops skills used in teaching social studies to children. Emphasizes the development of children's self-concept through an understanding of their cultural background. Requires five to ten hours of field work. Prerequisite: A course in U.S. history or permission.

EDUC 746 Psychology of Art in Education (3,4)
Prepares teachers to recognize and interpret normative and idiosyncratic elements in the art of preschool, primary, and elementary school-age children. Provides practical experience in designing, implementing, and evaluating meaningful art experiences for young children. For graduate credit, students collect and interpret the art work of an individual child. Note: Undergraduate students register for three hours; graduates for four hours. Requires five to ten hours of field work.

EDUC 80A Workshop: Learning Together and Alone I (2)
Demonstrates how to use cooperation, competition and individualization at all age levels. Emphasizes improving basic achievement, positive self-esteem, constructive conflict, and humanistic discipline. Explores the use of this approach with mainstreaming programs.

EDUC 80E Workshop: Discipline—A Caring for Quality (3)
Explores positive means of discipline based on the basic democratic principles of mutual respect and the need for social order.

EDUC 80F Workshop: Basic Responsibility Training (3)
Deals with making individuals responsible for their own behaviors, decisions, successes and failures. Focuses on basic principles of behavior, practical approaches to modifying behavior, specific rationale and techniques for application for responsibility in the classroom.
EDUC 80H Workshop: Mastery Learning (1)
Provides an introduction to the mastery learning and competency based education movement. Deals with theory, research, and practical experience in developing instructional units and tests for implementing mastery learning and CBE. Provides experience with a computer which has been designed to manage such a program in schools.

EDUC 80I Workshop: Handling Staff and Student Stress (3)
Examines the nature of stress and the unique way it affects the classroom. Deals with how the professional can understand the causes and effects of stress and manage it in their lives and the classroom.

EDUC 80K Workshop: Positive Attitudes Toward Learning (3)
Examines ways in which teachers can encourage positive attitudes toward learning. Covers techniques in discussion, reinforcement, listening, and observation.

EDUC 80M Workshop: Innovative Approaches to Reading and Writing Instruction (1-3)
Studies diagnostic and corrective techniques in the teaching of reading and writing skills. Examines concepts and practical tools which can be tailored to student's needs.

EDUC 80N Workshop: Motivating No Effort Students (3)
Examines ways to motivate students who apply no effort. Includes a review of research and successful strategies and the design, application, and evaluation of methods in teacher's own classroom.

EDUC 80P Workshop: 100 Ways to Improve Self-Concept (3)
Examines theory of teaching which emphasizes importance of self-concept in students. Focuses on self-esteem and its relationship to motivation and discipline.

EDUC 80R Workshop: Motivation for Basic Skills (2,3)
Presents strategies to reinforce and develop basic skill concepts through the use of popular music, movies, games, contests, and other techniques.

EDUC 80S Workshop: Strength Development and Testing (3)
Presents an overview of the principles, philosophy and development of human muscular strength. Emphasizes the concepts of stress adaptation and the analysis of movement. Focuses on developing safe techniques for both the coach and athlete in the handling of weight training equipment. Each student will participate in a weight training routine.

EDUC 81A Workshop: Gifted Education—Individualization (2)
Covers the basic philosophy and rationale appropriate in working with the gifted learner. Provides meaningful strategies to implement a sound individualized program. Students develop, implement, practice and evaluate a specific plan of action for their professional setting.

EDUC 81B Workshop: Gifted Education—Administration (1)
Focuses on the stages for designing and implementing a gifted program. Includes topics on writing goals, objectives, activities, and evaluation designs and selecting organizational models and personnel.

EDUC 81C Workshop: Gifted Education Strategies . . . (1)
Focuses on the development of appropriate curriculum for meeting the needs of identified gifted students. Includes various approaches to differentiating curriculum based on Bloom, Guilford, and Williams. Presents creative questioning techniques, and appropriate materials for gifted.

EDUC 81E Workshop: Creative Writing for Learners (3)
Examines past and present methods to develop creative writing. (3)

EDUC 81F Workshop: Human Creativity (1)
Examines the concept of creativity—is it native or nurtured? Focuses on identifying and developing creativity in the classroom.
EDUC 811 Workshop: Creative Dramatics in the Classroom (1)
Uses creative dramatics to develop closer relationships between students and teacher. Through participation, students learn the nature of creative drama as a tool for teaching and as a basis for the appreciation of the theatre. Prerequisite: PSYC320 or two years teaching experience.

EDUC 810 Educational Research (3)
 Covers planning, conducting, and evaluating classroom research. Emphasizes proper use of research in classroom settings to develop solutions to problems. Prerequisites: PSYC818 and either statistics or PSYC605 (undergraduate courses accepted).

EDUC 815 Socio-Cultural Factors and Children’s Learning (3)
Explores the interaction of sociological and cultural factors as these relate to children’s ability to learn. Examines the consequent implications for school administrators and teachers.

EDUC 817 Education in Multiethnic Settings (2)
Workshop designed for graduate students and prospective or experienced educators. Participants discuss research and analyze the special concerns and problems of various ethnic/racial groups in American society. Focuses special attention to the nature of the ethnic/racial/socio-economic groups of students and families in the school community of Chicago. Helps teachers recognize and understand cultural similarities and differences, especially as they relate to groups who speak a second language.

EDUC 819 Improving Learning Environments (3)
Helps teachers examine and practice strategies for providing non-threatening and supportive learning environments. Emphasizes skills for improving interpersonal relationships and for fostering growth and expression of creativity and self-confidence.

EDUC 82B Workshop: Group Dynamics—Circle Discussion (3)
Presents the human development program developed by Bessell and Palomares. Emphasizes the “magic circle”—discussion of awareness, social interaction, and group dynamics.

EDUC 82E Workshop: Strengthening the Home-School Relationship (1)
Emphasizes the importance of strong home-school relationships. Examines proven strategies in dealing with and winning the support and approval of parents.

EDUC 82F Sports Communication Skills for Coaching (1)
Examines communication skills especially appropriate for counseling. Deals with verbal and written skills, different audiences, and different media.

EDUC 82G Systematic Training for Effective Teaching (3)
Provides participants with the framework to enhance classroom management and to foster positive changes in the behavior and attitudes of both the students and teacher in the classroom.

EDUC 82J Workshop: Teacher Effectiveness Training (2,3)
Workshop in classroom communication and problem solving. Skills are designed to invite students to be responsible and to participate in decision making and problem solving processes. Provides opportunity to practice the skills and experience effectiveness in teacher-student relationship.

EDUC 82L Workshop: Personal Growth for Educators (2)
Emphasizes group activities and field experiences to become more inner-directed. Focuses on the theoretical ideas of Maslow, Rogers, Combs, Shostrom, Rollo May, Raymond Gale, Charles Hampden-Turner, and other actualizing theorists.

EDUC 821 Meaningful Evaluation Beyond Testing (3)
Provides insights into ways to improve the process of measuring and grading pupil achievement.
EDUC 822 Outdoor Education/Recreation Workshop (1)
Workshop develops awareness, understanding, and appreciation of the local environment while acquainting teachers and youth leaders with outdoor activities that are suitable for use with groups. Emphasizes instructional materials designed for use in forest preserves but adaptable to a variety of sites. Students participate in a compass course, an orienting activity, a nature treasure hunt, and a tree identification activity. Prerequisite: Preregistration with DuPage County Forest Preserve District.

EDUC 823 Mainstreaming and the Classroom Teacher (2,3)
Helps elementary and secondary teachers integrate the handicapped student into the regular classroom. Activities provide practice in adapting regular learning activities to the needs of the handicapped without limiting the nonhandicapped students.

EDUC 825 Curriculum Development (3)
Identifies factors and processes considered in curriculum planning, instructional design and development. Includes the assessment of plans for organization of the curriculum and the application of curriculum principles. Students participate in the curriculum development process both in groups and individually. Prerequisites: EDUC 810 and PSYC 818.

EDUC 826 Culture/Communication and the Classroom Teacher (3)
Examines relationship between culture, socialization and education. Applies theories and concepts of intercultural communication to urban school setting. Identifies cultural elements and verbal/nonverbal communication behaviors that impede understanding among teachers/students. Develops specific methods to improve communication effectiveness in the classroom.

EDUC 828 Teacher/Community Relations (3)
Identifies, describes and analyzes community forces that influence the role of education in the community. Focuses on interaction between teacher and the community.

EDUC 832 Contemporary Issues in American Education (3)
Explores the following contemporary issues: financing public and private education, bilingual-multicultural education, quantity vs. quality in education, teacher accountability, equality of educational opportunity, school desegregation, traditional vs. nontraditional approaches to education, who should be educated and to what extent, and what is the purpose of education. Focuses on developing insights and strategies related to these issues.

EDUC 837 Sports Management Systems (3)
Study of administration of sport and recreational fields. Analysis of various administrative and leadership structures.

EDUC 870 Independent Study: . . . (1-6)
Individual reading, research and/or project in education under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

EDUC 870P Independent Study: . . . (1-6)
Individual reading, research and/or project in education under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

EDUC 890 Graduate Thesis/Project: . . . (3)
Independent research in the area of the student's teaching specialty. The research may take the form of a project, a thesis, or internship and will be evaluated by the student's degree committee. Students must consult their advisor for guidelines on completing the graduate thesis/project. Prerequisites: Permission, EDUC 825, and at least nine hours of advanced coursework in the student's elected functional area of advanced specialization, and admission to candidacy.
### Educational Administration and Supervision

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 720</td>
<td>School-Community Relations (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzes communities as learning resources for the school and as a major determinant of school curriculum. Special attention to family and community cultural values. (Graduate students carry out a project in a school community.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 801</td>
<td>Leadership and Staff Relations (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides educators with a knowledge of theories of leadership, motivation, leader-staff relations, innovation, and stress. Deals with application of this knowledge to the administration of educational organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 810</td>
<td>Introduction to Educational Administration (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to organization, administrative tasks, leadership behavior, roles of school personnel and policy formation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 815</td>
<td>Elementary School Administration and Supervision (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examines the organizational structure, curriculum designs, instructional designs, and administrative roles and responsibilities in the elementary school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 818</td>
<td>Supervision of Classroom Teachers (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focuses on major elements of a supervisory relationship with classroom teachers and on the development of ability to facilitate learning between adults.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 820</td>
<td>The Community College (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies the community college as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, and students in the community college system. Prerequisite: EDAD 810.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 823</td>
<td>Community College Administration (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examines college administration in different areas of college operations. Focuses on policy-setting processes. Prerequisites: EDAD 810 and EDAD 820.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 840</td>
<td>School Law (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explores the legal basis of the school and the relations between social problems and federal and state court decisions. Includes legal rights of administrators, teachers, parents, and students. Focuses on court decisions on due process, equality, and malpractice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 850</td>
<td>Seminar: Educational Policies and Issues (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and handicapped students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 865</td>
<td>Practicum in Administration and Supervision I (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides a school setting in which the student develops and utilizes a variety of administrative and supervisory skills. Focuses on budget, curriculum, and personnel matters. Prerequisite: Permission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 866</td>
<td>Practicum in Administration and Supervision II (3)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides an extended experience in a school setting in which the student develops and utilizes a variety of administrative and supervisory skills. Considers evaluation techniques, collective bargaining, public relations, and preparation of reports. Prerequisite: Permission.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elementary Education

ELED 370 Methods of Teaching (3)
Examines instructional techniques, procedures, and strategies stemming from various theories of teaching and learning. Introduces the student to curriculum development, including computer-assisted instruction, writing lesson plans and other units of study, administering and interpreting standardized tests, and assessing overall learning with special emphasis on culturally diverse students. Requires 20 hours of field work. Prerequisites: EDUC310, EDUC510, and PSYC320.

ELED 380 Methods of Teaching Reading and Language Arts (3)
Familiarizes the prospective teacher with programs of reading and language arts instruction including methods, materials, goals, and management procedures at the elementary level. Requires twenty (20) hours of field work. Prerequisites: EDUC310, EDUC510, PSYC320, ELED370, and successful completion of communications assessment.

ELED 410 Introduction to Modern Education (3)
Identifies and describes classroom and school procedures, teacher roles, and curriculum systems in urban elementary schools. Requires five to ten hours of field work.

ELED 424 Methods of Teaching Elementary Math (3)
Familiarizes students with the content, methodology, and instructional materials for elementary school mathematics program. Emphasizes application of knowledge from learning theory, diagnostic/prescriptive teaching, and individual differences in selecting, organizing, and presenting mathematical content for elementary school children. Requires 20 hours of field work. Prerequisites: EDUC310, EDUC510, PSYC320, ELED370, at least five hours of mathematics, and having met the university requirement for computational competency.

ELED 426 Reading Instruction in School Settings (3)
Familiarizes students with the principles of reading instruction. Provides preservice teachers with insight into methods of teaching reading. Requires five to ten hours of field work.

ELED 428 Methods of Diagnosing and Remediating Reading Difficulties (3)
Familiarizes prospective teachers with formal and informal assessment procedures in reading. Students will analyze test data, administer and interpret tests, plan and implement remedial activities for several pupils in classroom settings. Requires a minimum of 20 hours of field work. Prerequisites: EDUC310, EDUC510, PSYC320, ELED370, and ELED380.

ELED 430 Language Concerns of Classroom Teachers (3)
Provides preservice teachers with a background in theories, strategies and methods of teaching language arts. Requires five to ten hours of field work.

ELED 469 Classroom Management Strategies (2)
Introduces students to various techniques for managing disruptive classroom behaviors. Focuses on student-teacher rapport, problem solving, and decision making in the context of a humanistic environment. To be taken concurrently with Student Teaching. Prerequisites: Completion of all professional education courses; grade of "C" or better in each methods course and EDUC310, EDUC510, and PSYC320.

ELED 516 Physical and Recreational Activities for Elementary Schools (2)
Deals with teaching skills for the playground and in the gymnasium.

ELED 719 Survey of Early Childhood Education Programs (3)
Students observe and analyze different facilities for children from birth up to six years. Small groups will identify the needs of very young children and site visits will provide the basis for student assessment of how young children's needs are being met.
ELED 720  Early Childhood Education (3)
Examination of twentieth century theories of early childhood development and learning. These theories are related to classroom observations and reports of children's development of physical, cognitive and socioemotional skills.

ELED 731  Parenting: The Early Years (3)
Highlights the needs of children from birth to six years. Explores a variety of ways adults can meet those needs.

ELED 732  Piagetian Type Research in Math Education (3)
Discusses Piaget's theory of child development as it relates to the growth of mathematical concepts and skills in children. Examines current mathematical curriculum developments.

ELED 733  Topics in Math Education (3)
Considers strategies for teaching with manipulatives and games. Requires an independent project on a math topic.

ELED 736  Curriculum and Instruction in Early Childhood Education (3)
Examines unique qualities of early learning and basic competencies expected of young children. Deals with the function and implementation of individualization, learning centers, play, and movement education. Emphasizes development of curriculum in the urban prekindergarten setting.

ELED 738  Nutrition, Education, and Intellectual Development (3)
Reviews the relevant literature and research on the effects of nutritional factors on physical and cognitive development and the accompanying educational implications. Requires five to ten hours of field work.

ELED 80B  Workshop: Helping Problem Students (3)
Presents the philosophy and techniques of rational emotive psychotherapy as developed by the Institute for Rational Living. Emphasizes learning and emotional responses of children and teaching the three R's with rational thinking. Especially appropriate for teachers in grades 4-12.

ELED 80D  Workshop: Making Classroom Groups Work I (1)
Study of group dynamics and techniques appropriate to the classroom.

ELED 80E  Workshop: Making Classroom Groups Work II (1)
Continuation of Making Classroom Groups Work Part I. Prerequisite: ELED 80D.

ELED 80G  Workshop: Teaching Art—Left-Handed Strategies (2)
Explores the content of art as a process and technique stemming from the nature of experience. Examines application of right-brain functioning to left-handed teaching methods and self-actualizing in an art context.

ELED 80H  Workshop: Teaching Reading in the Content Areas (1)
Studies reading skills common to all content areas as well as specialized skills for mathematics, social studies, and others. Covers activities which can be incorporated in content area classroom lessons.

ELED 80J  Workshop: Writing in the Elementary Grades (2)
Study of alternatives approaches to teaching writing in the elementary grades. Develops specific learning models.

ELED 812  History and Philosophy of Early Childhood Education (3)
Examines historical and philosophical ideas about the nature and importance of early learning. Students will examine and discuss their own attitudes and goals for early childhood education.

ELED 818  Early Childhood Assessment (3)
Study of the history and issues of early childhood assessment. Focuses on selecting, administering, and interpreting various assessment techniques and materials.
ELED 825 Issues in Social Studies Education (3)
Examines developments and trends in teaching social studies. Evaluates controversial issues in social studies. Analyzes global education, problems of democracy, and the place of teaching the future in social studies.

ELED 830 Current Issues in Early Childhood Education (3)
Examines different viewpoints on several current issues. Emphasizes decision making processes used in resolving issues.

ELED 831 Teaching to Limited English Proficient Students (3)
Examines techniques and strategies for teaching various content areas to students with limited proficiency in English. Prerequisites: EDUC310, EDUC510, and PSYC 320.

ELED 832 Teaching Basic Arithmetic (3)
Study of the basic arithmetic which underlies the elementary school curriculum. Covers techniques of teaching basic arithmetic concepts to children. Examines current elementary school mathematics curricula and materials, including games and laboratory activities.

ELED 833 Teaching Enrichment Mathematics in Elementary School (3)
Covers appropriate diagnostic and instructional strategies for nonarithemetic elements of mathematics including geometry, graphing, algebra, probability, metric measurement, and problem solving. Prerequisite: ELED832 or equivalent.

ELED 834 Individualizing Prekindergarten Curriculum and Instruction (3)
Identifies basic competencies expected of prekindergarten children in specified content areas. Analyzes curricular materials and instructional techniques. Designs activities and materials for each content area. Prerequisites: ELED736 and I&TTS20 or permission of instructor.

ELED 840 Current Topics in Reading (3)
Explores current topics in reading with special emphasis on methods of reading research.

ELED 842 Reading Diagnosis (3)
Identifies factors which inhibit success in reading and analyzes resultant reading difficulties. Strengthens skills in diagnostic procedures in classroom settings.

ELED 844 Reading Strategies for Individualizing Instruction (3-5)
Study of individualization and the language-reading process. Focuses on pupil variability and personalized diagnostic instruction in a specified learning environment. Prerequisite: ELED842.

ELED 845 Workshop in Diagnostic/Prescriptive Teaching (4+)
Offers on-site self-instructional staff development program in diagnostic/ prescriptive teaching. Focuses on expanding the range of knowledge, abilities and skills utilized by a local educational agency to implement an effective individualized instructional program. Prerequisite: Prior collaborative planning between local educational agency and CSU education faculty.

ELED 846 Reading Remediation in the Classroom (4)
Extends skills in the use of diagnostic information for planning and implementing a program for remediating reading difficulties. Prerequisite: ELED842.

ELED 847 Research Methodology: Reading and Writing Instruction (3,4)
Study of a systematic approach for improving classroom techniques and research in reading and writing. Prerequisite: ELED840.

ELED 848 Teaching Reading in the Content Areas (3,4)
Covers developing content area reading lessons, reviewing literature on content area reading instruction, and constructing mini-task centers for diagnostic and personalized reading. Prerequisites: ELED840 and ELED842.
ELED 850 Advanced Methods of Teaching Reading (3)
Reviews and discusses various methods of teaching reading at elementary and junior high levels. Discusses various theoretical models of learning to read and their application in classroom. Evaluates methods of teaching reading in the light of current learning and information processing theories.

ELED 851 Advanced Methods of Teaching Elementary Mathematics (3)
Studies current educational trends and research in teaching mathematics. Examines and evaluates innovative mathematics programs and practices. Emphasizes student-oriented activities. Prerequisites: Must have taken both methods and content courses in teaching elementary math (undergraduate or graduate); or permission of instructor.

ELED 852 Advanced Methods of Teaching Social Studies (3)
Prepares teachers to teach citizenship, functions of law, and legal concepts utilizing mock trials and case studies. Includes analysis, preparation, and demonstration of the case study method of teaching; methods of decision making; and observations of court trials.

ELED 853 Advanced Methods of Teaching Language Arts (3)
Examines modern theories in language development and advanced approaches, methods and techniques for teaching language arts. Includes oral language, listening, spelling, writing and reading. Discusses techniques and strategies of assessment.

ELED 854 Individualizing Mathematics Instruction for the Elementary Classroom (3)
Focuses on identifying and applying formal and informal assessment procedures and programs used for meeting individual student needs in the elementary classroom. Identifies and uses instruments for diagnostic/prescriptive teaching of mathematics. Considers philosophy, purpose, and place of individualized instruction. Prerequisites: EDUC310, EDUC510, PSYC320, EDUC370, and ELED424; or permission of the instructor.

English

ENGL 310 Writing Principles (3)
Emphasizes principles, techniques, form, and style in writing.

ENGL 311 Survey of English Literature I: Beowulf to the 18th Century (3)
Surveys a selection of literary masterpieces from Anglo-Saxon origins, the Middle Ages, and the Renaissance, from the 17th century through the 18th century.

ENGL 312 Survey of English Literature II (3)
Surveys major authors of English literature from the romantic period to the present.

ENGL 321 American Literature I (3)
Focuses on the major writers, works, and related background in American literature before 1865.

ENGL 322 American Literature II (3)
Focuses on the major writers, works, and related background in American literature after 1865.

ENGL 351 The World of F. Scott Fitzgerald (3)
Explores the world as F. Scott Fitzgerald knew it and as he created it in the Roaring Twenties and the depressed thirties. Examines modern America's greatest romantic writer and the artistic social milieu of the United States in the 20th century.

ENGL 381 Communications I (3)
Designed to improve the student's writing ability. Covers form, style and mechanics of writing informative and exploratory essays.
ENGL 382 Communications II (3)
Studies the numerous and varied forms of written and spoken communication in modern business. Emphasizes the importance of all aspects of communication in contemporary business and industrial applications. Prerequisite: ENGL 381 or equivalent.

ENGL 470 Independent Study: ... (1-4)
Individual reading, research and/or project in English under the supervision of the faculty. Prerequisite: Permission.

ENGL 508 Teaching English as a Second Language (3)
Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined.

ENGL 510 Major English Authors: ... (3)
In depth study of selected authors. Students may take course for credit more than once, as the authors selected change from year to year.

ENGL 520 Major American Authors: ... (3)
Individual American writers will be studied in depth. Students may take course for credit more than once, as the authors studied vary from year to year.

ENGL 532 Literature of Immigrant Children (3)
Readings and analysis of fiction produced by the immigrant children, the white ethnics, who immigrated into the U.S. in the late 19th century. Set in context with mainstream American writers and American black literature.

ENGL 535 Literature and History: ... (3)
Explores the relationships between ideas which have political, social and historical importance and the developments in history for which these ideas have consequences. Topics include the 1920s and modern Europe (19th and 20th centuries) and will vary from year to year.

ENGL 540 Bible as Literature in Social Context (3)
Introduces the diverse literary genres of biblical literature in their social/cultural setting. Utilizes the recent knowledge of archeology, linguistics, and Near Eastern studies.

ENGL 545 Counter-Propaganda (3)
Studies modern propaganda techniques used by advertising political parties, and the government. Examines specific counter-propaganda techniques. Designed primarily for high school teachers who teach propaganda analysis, persuasion, consumer education, and the like.

ENGL 551 Shakespeare I: Histories and Comedies (3)
Reading and analysis of Shakespeare's history plays and comedies. Graduate students address textual problems.

ENGL 552 Shakespeare II: Tragedies and Romances (3)
Reading and analysis of Shakespeare's tragedies and romances. Graduate students address textual problems.

ENGL 560 Philosophical Themes in Contemporary Literature (3)
Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature.

ENGL 590 Research Techniques (3)
Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information and storage retrieval.
ENGL 592 Historical Studies in the English Language (3)
Focuses on the historical development of English language studies. Emphasizes the major
contemporary theories of grammar including structural, transformational, tagmemic, and
traditional. Also examines two major approaches to language—psycholinguistic and
sociolinguistic.

ENGL 675 The Short Story (3)
Study of the development of the short story as a literary genre and the major changes in the
theory and practices of the art.

ENGL 724 19th Century American Writers (3)
A study of selected works of Cooper, Hawthorne, and Melville.

ENGL 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in English under the supervision of the faculty.
Prerequisite: Permission.

ENGL 890 Graduate Thesis/Project: . . . (3)
Provides the student in English the opportunity to synthesize graduate coursework by
developing and completing a thesis or project specific to the student's interests in English.
Prerequisite: Permission of advisor.

English Education

EGED 518 Language, Teaching and Learning (3)
Exploration of contemporary theories of language, reading and the teaching thereof. Particu­
larly related to the teaching and learning of children. Prerequisite: ENGL592.

EGED 523 Methods of Teaching English (3)
Focuses on the various components of the secondary school English curriculum in which
students should develop competencies in order to meet the full range of responsibilities of
the teacher of English. Includes study in the English language, literature, composition,
listening, and reading emphases. This course is appropriate for those students who plan to
教 English in the secondary school or teach language arts in the elementary school.
Prerequisites: Twenty-five hours of English and/or literature courses.

EGED 528 Teaching Reading in High School (3)
Examines the vocabulary, comprehension, literature appreciation, and study skills which
should be included in the reading component of the English curriculum. Provides students
with skills for teaching reading in secondary school content subjects.

EGED 670 Library Resources for Classroom Teachers (3)
Assists secondary teachers in acquiring basic research and information retrieval skills in the
area of humanities, social science, art and ethnic studies. GSU Library collections, local
historical resources, and museum collections are utilized for research assignments.

EGED 810 Advanced Methods of Teaching English (3)
Designed for inservice teachers and graduate students with teaching experience to
enhance their skills and knowledge of English teaching methods. Emphasizes practicality
by providing students with specific teaching suggestions and includes and examination of
research evidence and sound theory. Familiarizes students with content which should be
taught in an effective English curriculum as well as suggested activities for teaching that
content.
Environmental Science

ESC 316 Environmental Science (3)
Ecological, social, economic, and legal implications of humanity's disruption of the environment are the backdrop for this investigation of the environment's influence on the quality of human life and natural processes. Designed to familiarize students with fundamental environmental technology, concepts and principles as well as with practical applications.

ESC 470 Independent Study (1-4)
Individual reading, research and/or project in environmental science under the supervision of the faculty. Prerequisite: Permission.

ESC 505 Energy, Resources and Society (3)
Designed for nonscience majors. Covers various methods of energy production and the environmental effects of each. Discusses the extraction and utilization of the world's major mineral resources and effects of their use. Examines the effect of various energy sources upon our environment, U.S. standards of living and energy and resource utilization.

ESC 517 Contemporary Urban Ecology I (2,4)
Introduces fundamental assumptions and principles of human ecology. Deals with the effect of population, environmental resources and technology upon the socioeconomic and spatial organization of urban areas inside and outside the United States.

ESC 518 Contemporary Urban Ecology II (2,4)
Builds from basic concepts in human ecology to a consideration of cultural and behavioral aspects of everyday urban life inside and outside the United States. Emphasizes the individual's experience and perception of the cultural and spatial environment and implication for urban planning and design.

ESC 525 Ethics and Environment (3)
Examines the roots of our current values and ethics and ethical positions imposed by an environmental crisis. Evaluates possible consequences of various ethical systems applied to an environmental crisis.

ESC 545 Environmental Law and Assessment (4)
Presents methods and procedures for performing environmental assessment. Reviews federal and state legislation and environmental legal history. Focuses on "state of the art" methods for compliance. Prerequisite: MATH325.

ESC 555 Pollution Control Techniques (3)
Reviews sampling and control techniques and instrumentation for air and water pollution control. Especially useful to environmental management and environmental analyst students. Prerequisites: College algebra and basic college chemistry.

ESC 565 Meteorology (2,3)
Surveys basic principles of meteorology and their application to the movement of air pollutants. The third credit hour will consist of either a quantitative or qualitative extension of the basic principles of meteorology and their applications in professional meteorology or general studies. Prerequisites: One year each of college physics and college algebra, or CHEM368.

ESC 575 Air Quality Research (2,3)
Students participate in ongoing air quality investigation. Projects involve students in sampling, field and laboratory analytical work, and the evaluation and interpretation of data. Prerequisites: College chemistry and college physics.
ESCI 576 Air Quality Research Laboratory (1)
Covers laboratory/field experiments associated with ESCI575. Students are expected to spend a minimum of ten to fifteen hours a week in the laboratory and/or field. Prerequisite: Concurrent enrollment in ESCI575.

ESCI 585 Soil Ecology (3)
A study of soils in Illinois in relation to their taxonomy, ecology, and land use planning. Examines characteristics of the great soil groups, associations and series in relation to soil forming processes and vegetational ecology. Lab and field surveys includes identification and mapping of soils in Illinois. Includes a discussion of the management of Illinois soils as a natural resource important in land use decisions. Prerequisite: BIOL322 or equivalent.

ESCI 595 Water Quality Analysis (2)
Examines the application of chemical analysis techniques to determine the levels of beneficial and undesirable impurities in natural water systems. Focuses on the most common chemical analyses performed in the assessment of water quality and includes the study of sampling techniques, sample preservation measures, and laboratory procedures. Covers chemical reaction processes relevant to understanding both the analysis techniques and environmental significance of properties/constituents being measured. Prerequisite: Analytical chemistry.

ESCI 596 Water Quality Analysis Laboratory (1)
Covers laboratory experiments associated with ESCI595. Prerequisite: Concurrent enrollment in ESCI595.

ESCI 610 Nature Interpretation: Principle and Practice (3)
Covers development and analysis of various interpretative programs on nature, history, and the environment. Examines the principles and methods of interpretative programs and activities associated with nature centers and environmental study areas. Students develop interpretative materials and test them in the field.

ESCI 620 Community Energy Planning: Fundamentals (2,4)
Uses technology as focus for examining interrelationships of cost of living, energy consumption, resource dependencies, employment and quality of life in given urban areas. Emphasizes ethics and values, global futures, and possibilities for reducing the scale of unmanageable technological systems.

ESCI 625 Energy Assessment and Management (3)
Covers principles and methods of energy economics and resource allocation, risk assessment, energy outting procedures, conservation, cogeneration, decentralized system design and other basic methods of energy assessment and management. Explores applications in both the public policy and facility setting as well as industrial and commercial energy management. Prerequisites: ESC1505 and ECON301.

ESCI 801 Natural History: Prairies (1)
Studies recent geological history, biogeographic origins, and ecological distribution of prairie ecosystems, with an emphasis on northern Illinois. Features microenvironmental studies of prairie types, including climate and physical factors, soil development, impact and role of fire and animal disturbances, nutrient cycling, seasonal variation, and succession. Includes autecology and identification of local prairie flora and fauna. Prerequisite: One year of college biology.

ESCI 802 Natural History: Forest (1)
Studies recent geological history, biogeographic origins, and ecological distribution of woodland ecosystems, emphasizing northeastern Illinois and adjacent regions. Features microenvironmental studies of selected representative forest types, including climate and physical factors, soil development, nutrient cycling, structure (physiognomy), seasonal change, and succession. Includes autecology and identification of local flora and fauna. Prerequisite: One year of college biology.
ESCI 803  Natural History: Wetlands (1)
Studies recent geological history, biogeographic origins, and ecological distribution of
wetland community types, emphasizing northeastern Illinois and adjacent regions.
Features microenvironmental studies of major wetland communities, including climate
and physical factors, soil types, and developmental conditions, role of fire and animal
disturbances, nutrient cycling, cyclical and successional changes, and hydrological
regimes. Includes autecology and identification of local wetland flora and fauna and a
discussion of pragmatic values of wetlands and the value of wetland types to wildlife.
Prerequisite: One year college biology.

ESCI 825  Environmental Modeling (3-5)
Covers concepts and methods of ecosystems, air quality and water quality modeling. In­
cludes hands-on use of available computer simulation models developed by USEPA and
others. Students enrolling for more than three hours will pursue a particular modeling topic
in more depth by literature and/or laboratory work. Appropriate for all Division of Science
students desiring a background in this important methodological area. Prerequisites:
MATH355 and college chemistry physics.

ESCI 870  Graduate Research: . . . (1-4)
Individual reading, research and/or project in environmental science under the super­
vision of the faculty. Prerequisite: Permission.

ESCI 890  Graduate Thesis/Project: . . . (1-6)
Provides the student in environmental science the opportunity to synthesize graduate
coursework by developing and completing a thesis or project specific to the student's in­
terests in environmental science. Prerequisite: Permission of advisor.

ESCI 899  Graduate Thesis: Presentation in . . . (1)
Students completing their graduate thesis will present a seminar on their research project
in a format similar to a presentation of a paper at a professional meeting. Students should
enroll during their final trimester of thesis research or for the following trimester. Prere­
quisite: Permission of advisor.

Finance

FIN 301  Principles of Financial Management (3)
Deals with theory and practice of the financial management function in planning, raising,
and directing the efficient allocation of funds within the firm. Prerequisites: ACCT302,
ECON301 and STAT361.

FIN 340  Survey of the Real Estate Industry (3)
A survey course for degree-seeking students without a real estate background. Examines
relationship of real estate to the business community. Introduces brokerage operations,
finance, investment, valuation, and property management. Reviews the legal framework of
the industry and introduces other facets of real estate for further study or specialization.
Note: Students who have completed six hours of real estate should not enroll for credit.

FIN 341  Fundamentals of Real Estate Lending (3)
Examines real estate loans as a significant part of the investment portfolio for financial
institutions. Discusses these institutions and their procedures for investment, and govern­
mental activities affecting these activities as well as other changes in the financial markets
that affect them.

FIN 342  Fundamentals of Real Estate Valuation (3)
A study of the nature of real property and value, influences of value on real property, the
appraisal process, city and neighborhood data analysis, highest and best use, building in­
spection, and three approaches: value-cost, market data, and income. Attention will also
be given to the appraisal report and professional standards and practices.
FIN 343 Sales Techniques and Real Estate Brokerage (3)
Focuses on training a salesperson in the practical application of innovative sales psychology as well as other operational problems for managers of a residential and commercial real estate brokerage including listing, assessing, selling, and financing real estate. Prerequisite: FIN430 or equivalent.

FIN 344 Construction Scheduling and Cost Estimating (3)
Improves ability to control and properly cost the construction process. Coursework includes terminology, methods and materials, measurement and the typical sequences of construction projects, and reading and and working from plans and specifications. Attention is also given to the utilization of standard cost data sources and their use in the development or valuation of real estate.

FIN 340 Financial Institutions (3)
Explores the development and role of financial intermediaries in the savings-investment process and compares investment and loan policies of the major financial institutions. Prerequisites: FIN307 and ECON307.

FIN 435 Estate Planning (3)
Covers basics needed for developing and updating an estate plan, its creation, conservation, and disposition. Includes topics on identifying and harmonizing life goals and life styles, investment options, life insurance, guardianships, trusts, wills, and the newly revised federal estate and gift tax law.

FIN 440 Insurance and Risk Management (3)
Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and nonprofit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs.

FIN 441 Real Estate Property Management (3)
Focuses on the application of management techniques to the specialized field of real estate. Covers historical background and operating techniques, as well as the scope of professional real estate management. Prerequisite: FIN340.

FIN 442 Single Family Residential Appraisal (3)
Emphasizes the application of appraisal fundamentals in the residential field including condominiums and cooperatives. Covers the process of collecting and analyzing city, neighborhood, site and market data as well as the use of property inspections. Emphasizes current practical applications through extensive use of problems and case studies. Reviews narrative techniques as well as current forms used in appraisal reports. Prerequisite: FIN342 or equivalent.

FIN 445 Analysis of Financial Statements (3)
Utilizes computer simulation to facilitate understanding and application of certain tools and techniques of analysis. Includes flow of funds, forecasting, and discounted cash flow. Prerequisite: FIN301.

FIN 448 Real Estate Investment Analysis (3)
Combines the skills from federal income tax accounting and financial mathematics and utilizes these for a formal analysis of real estate investments. The completion of this course places the student’s knowledge equivalent to the content offered with course CIIOI by the Realtors National Marketing Institute. Prerequisite: FIN340 or equivalent.

FIN 450 Financial Markets (3)
Deals with analysis of the flow of funds through financial institutions and markets with the purpose of understanding and predicting market conditions. Covers types of financial instruments, term structure of interest rates, investment policies of financial institutions, efficiency of financial markets, and the effects of monetary and fiscal policies upon financial markets. Prerequisite: FIN301.
FIN 460 Investments (3)
Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. Prerequisite: FIN301.

FIN 470 Independent Study: . . . (3)
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

FIN 801 Problems in Financial Management (3)
Covers the problems faced by the financial officer in the management of funds in the business firm. Emphasizes developing skills and techniques to implement capital expenditure policies, solving short-term and long-term financing problems, and establishing dividend policies. Prerequisites: FIN301, MATH355, and STAT361.

FIN 830 Financial Markets (3)
Covers analysis of the financial markets with emphasis on understanding and predicting interest rates and stock prices. Includes topics on structure and behavior of interest rates, flow of funds analysis, operation of the security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies of the financial markets, capital market theory, and measurement of market efficiency. Prerequisites: FIN301 and ECON301.

FIN 850 Investments (3)
Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. Prerequisite: FIN301 and STAT361.

FIN 855 Analysis of Financial Statements (3)
Emphasizes external accounting rather than internal or managerial. Covers the analytical tools and techniques of financial analysis, the bases which underlie the preparation of financial statements, the distortions to which income determination and asset and liability measurement are subject, and the processes and methodology of financial statement analysis. Prerequisites: FIN301, ACCT351, and ACCT352.

FIN 860 Financial Institutions (3)
Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. Prerequisites: ECON301 and FIN301.

FIN 865 Advanced Financial Management (3)
An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital and dividend policy decision. Prerequisites: FIN301 and STAT 362.
FIN 870 Independent Study: ... (3)
Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

FIN 890 Graduate Thesis/Project: ... (6)
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Prerequisite: Permission of advisor or committee.

Geology

GEOL 322 Physical Environments: Characteristics and Development (2)
Describes the earth's physical environments in terms of geologic processes. Emphasizes weathering, erosion, deposition, glaciation, tectogenesis, and volcanism. Explores developmental history and possible future of landforms.

GEOL 323 Physical Environments: Characteristics and Development Laboratory (1)
Covers laboratory and field work associated with GEOL322. Prerequisite: Concurrent enrollment in GEOL322.

GEOL 522 Geological Field Studies: Mammoth Caves (2)
A field study of the physical and historical geology of the Mammoth Caves area of Kentucky. Emphasis is on developmental processes that formed the unique cave structures. This is a three-day field trip with on-campus class sessions prior to the field trip. Prerequisite: Introductory earth science course or permission of instructor.

GEOL 533 Geological Field Studies: Upper Mississippi Valley (3)
A field study of the physical and historical geology of the Upper Mississippi Valley and drift-free area. Emphasis is on site history and developmental processes. This is a five-day trip with on-campus work preceding and following. Prerequisites: Eight hours of earth science and eight hours of biology or permission of instructor.

GEOL 622 Landforms of the Chicago Area (3)
Provides environmentalists an understanding of geological processes which have acted on the Great Lakes region. Emphasizes geologic history and present day landforms of the Chicago area and the Great Lakes region. Includes fundamentals of glaciation, erosion, soil development, and environmental implications of geologic processes. Prerequisite: A course in earth science is recommended but not required.

GEOL 803 Earth Science Field Studies: Glacial Geology (3)
Field studies of glacial processes in northern Illinois. Field samples of rocks and minerals studied in the laboratory. Collection and analysis of field data used to describe specified geologic sites. Prerequisite: Basic geology or physical geography.

GEOL 804 Earth Science Field Studies: Fluvial Geology (3)
Field study of stream erosion and deposition. Simulations and lab studies used to analyze processes. Field observations used to prepare a description of a specified site.
Health Administration

HLAD 325 Health Care Organization (3)
Provides a basic understanding of the components and organization of the health care delivery system in the United States.

HLAD 330 Medical Ethics (3)
Presents some of the major ethical problems confronting society, the health care system, and the health care administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery.

HLAD 340 Medical Sociology (3)
Applies sociological knowledge, concepts, and methodologies to health care processes for the purpose of enhancing the understanding of health administrators on the dynamics of interaction between patients and providers.

HLAD 355 Health Care and Politics (3)
Study of federal, state, and local legislative, regulatory, and political processes, and their effect on the health care system and its professions. Deals with ways to interact with those processes.

HLAD 410 Introduction to Long Term Health Care (3)
Provides a basic orientation to the field of long term care. Includes historical development, issues and problems and the impact of current health care policies and programs. Examines issues relating to diseases, care, rehabilitation of the chronically ill, aged, and disabled.

HLAD 413 Long Term Health Care Management (3)
Covers the problems, issues, and administration of long term care institutions. Explores the need for alternative programs in long term care and examines the need for planning for the future. Examines current policies and programs and their legal implications for development and management of long term care facilities.

HLAD 430 Ambulatory Care System Management (3)
Provides technical knowledge to organize, direct, coordinate, plan and control ambulatory care programs. Focuses on medical group management with applications and illustrations drawn from HMO programs. Includes topics on governance, the medical staff, logistic systems, facility design, and marketing. Explores the administrative dimension of primary care practice.

HLAD 445 Mental Health Administration (3)
Describes the unique environmental and organizational context of mental health and developmental disabilities programs. Discusses problems related to applying traditional management techniques.

HLAD 450 Health Planning (3)
Deals with the history of the development of health planning in the United States. Examines principles, policies, and tools related to the planning process including the authority, structure, and function of health systems agencies. Prerequisite: HLAD325 and ECON301 or equivalent.

HLAD 460 Health Care Economics (3)
Applies economic analysis to health and health care services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of health care delivery. Prerequisite: ECON301 or equivalent.

HLAD 465 Health Care: Legal Aspects (3)
Studies legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law which form the foundation of decision making processes in the health services arena.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLAD 470</td>
<td>Independent Study: (1-8)</td>
<td>Individual reading, research and/or project in health administration under the supervision of the faculty. Prerequisite: Permission.</td>
</tr>
<tr>
<td>HLAD 480</td>
<td>Internship: (1-8)</td>
<td>Designed to provide students in health administration with supervised practical experiences in applied settings. Prerequisite: Permission.</td>
</tr>
<tr>
<td>HLAD 490</td>
<td>Health Administration Practicum (3)</td>
<td>Designed to provide students with terminal experiences integrating classroom learning and the field of practice. Prerequisite: Permission.</td>
</tr>
<tr>
<td>HLAD 503</td>
<td>Current Topics in Hospital Administration (3)</td>
<td>Provides continuing education for hospital administrators. Covers components of management including budgeting, finance, personnel, planning, task analysis, team building, and the changing work force.</td>
</tr>
<tr>
<td>HLAD 506</td>
<td>Institutional Management: Health Administration (3)</td>
<td>Discusses reading and research in the areas of health care, as well as direct investigation of an administrative problem fundamental to hospital/nursing home administration. Prerequisite: MGMT301.</td>
</tr>
<tr>
<td>HLAD 630</td>
<td>Health Administration: Communication Networks within Administrative Structures (3)</td>
<td>Introduces basic theories and concepts of communication and their application to selected organizational structures.</td>
</tr>
<tr>
<td>HLAD 635</td>
<td>Health Economics: Principles (1)</td>
<td>Introduces the terminology and concepts of economics as applied to health care. Covers such areas as demand, supply, human capital, and financing.</td>
</tr>
<tr>
<td>HLAD 642</td>
<td>Health Care: Human Resource Management (3)</td>
<td>Focuses on human resource management, programs and policies. Addresses recruitment of health professionals and auxiliaries, manpower requirements, staffing, training, development, examination of qualifications standards, performance review, motivation, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of wage and salary administration, and unionization problems.</td>
</tr>
<tr>
<td>HLAD 648</td>
<td>Health Administration: Marketing for Health Care Services (3)</td>
<td>Deals with market research principles for health care organizations. Covers approaches to strategic planning, implementation, and promotion.</td>
</tr>
<tr>
<td>HLAD 801</td>
<td>Health Care Sociology (3)</td>
<td>Reviews basic concepts of medical sociology. Examines conceptualization and determinants of health and illnesses. Examines utilization and termination of health care process and evaluates performance of health care systems.</td>
</tr>
<tr>
<td>HLAD 810</td>
<td>Health Care Organization: Problems and Policies (3)</td>
<td>Deals with current issues in modern health care delivery systems. Addresses issues from both theoretical and pragmatic perspectives. Prerequisite: HLAD graduate students and others with instructor’s permission.</td>
</tr>
<tr>
<td>HLAD 815</td>
<td>Economics of Health Administration (3)</td>
<td>Application of basic economic tools of analysis to the study and solution of health care delivery problems. Prerequisite: HLAD635 or competency in basic economic concepts, or permission of instructor.</td>
</tr>
<tr>
<td>HLAD 818</td>
<td>Health Care Policy (3)</td>
<td>Enables the student to describe, analyze, evaluate and apply basic policy approaches to both American and international health care issues. Prerequisite: HLAD801.</td>
</tr>
</tbody>
</table>
HLAD 820 Health Care Program Evaluation (3)
Study of specific topics in evaluating health care programs. Special attention to the concept of program, analysis of evaluation system models, measurement, causality, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations. Prerequisite: Statistics.

HLAD 823 Quality Assurance for Health Care (3)
Examines various medical care quality assessment approaches. Students plan institutional quality assurance programs for hospitals, ambulatory care settings, long-term care facilities, and other health care facilities. Prerequisite: HLAD810 or permission.

HLAD 828 Ambulatory Care: Issues and Problems (3)
Examines the changing health care policy framework and the shift towards ambulatory care services. Addresses primary care, illness prevention and health promotion issues. Discusses neighborhood health centers, HMO's and out-patient departments with attention to medical records and administrative procedures.

HLAD 830 Health Administration: Lecture Series (3)
Health practitioners discuss many of the issues and problems of the contemporary American health care delivery system. Major topics include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing and quality of care. Prerequisite: Graduate standing in health administration or permission. Auditors are encouraged and welcome.

HLAD 837 Health Care Law (3)
Focuses on corporate administrative and regulatory law significant for hospital and health services administration. Examines types of corporate structuring, the concepts of holding companies with both for-profit and not-for-profit subsidiaries, and the complexities of multi-institutional corporations. Prerequisite: HLAD810.

HLAD 840 Health Care: Financial Management (3)
Provides an overview of the primary facets of health care financial management. Prerequisites: ACC7402, HLAD810, and HLAD815.

HLAD 845 Organizational Theories in Health Administration (3)
Studies organizational and managerial theories relevant and unique to effective administration of health care institutions. Organization is perceived as an open system which requires constant interactions with environment.

HLAD 850 Strategic Planning for Health Administration (3)
Covers theoretical and practical approaches to health planning. Reviews functions and role of health planning/systems agencies in the health care delivery system, and studies methodologies used in developing health statistics, data sources, data integration, and data management for health plan development. Provides a detailed study of the plan development, plan implementation and project review process. Explores the development of a health systems plan and study of the management techniques required to direct a health planning agency. Prerequisites: HLAD810 and statistics.

HLAD 855 Hospital Management (3)
Examines unique problems and characteristics of health care organizations, primarily hospitals, and their implications on management and relations with the community. Features guest speakers, practitioners, case-study analysis, and class participation. Prerequisite: HLAD810.

HLAD 865 Health Administration Field Experience (5)
Capstone course in health administration. Students apply theories and principles of classroom learning in health care facility. The field experiences provide opportunities for development, integration and reinforcement of competence. Prerequisite: Permission of instructor at least three months in advance.
HLAD 870  Independent Study: . . . (1·8)
Individual reading, research and/or project in health administration under the supervision of the faculty. Prerequisite: Permission.

HLAD 880  Internship: . . . (1·8)
Designed to provide students in health administration with supervised practical experiences in applied settings. Prerequisite: Permission.

HLAD 890  Graduate Thesis/Project: . . . (1·8)
Provides the student in health administration the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in health administration. Prerequisite: Permission of advisor.

Health Professions Education

HLPE 315  Health Professions Education Instruction (3)
Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning health professions education programs, delivering health professions education programs, and evaluating health professions education programs. Prerequisite: Enrollment in health sciences or nursing majors.

HLPE 535  Health Science Education: Assessment of Clinical Instruction (3)
Considers the special problems of the observational assessment of clinical instruction in allied health training programs. Emphasizes developing a special clinical skill assessment with reliability and validity. Prerequisites: The individual student must have training in some health field and teach or plan to teach in a clinical setting.

HLPE 620  Health Professions Education: Current Trends and Issues (3)
Explores current trends and issues in allied health education. Focuses upon present and projected educational policy issues affecting educational institutions that prepare allied health personnel. Examines credentialing, length and complexity of the training program, accreditation, and professional social control. Prerequisite: Open to anyone with sufficient background to be able to read and discuss current literature about health professions education.

HLPE 630  Health Science Education: Special Issues in Community Health (2)
Emphasizes organizational patterns and functions of voluntary and government health agencies. Details role of the school health team in the analysis of community health programs in the greater Chicago area.

HLPE 790  Health Professions Education: Practicum (4)
Students apply concepts, theories, and strategies for teaching to instruction in their specific fields. Students planning to enroll should contact the instructor at least a month in advance of enrolling so that a suitable placement can be arranged. Prerequisite: Permission.

HLPE 802  School Health Programs (2)
Presents an overview of the principles, philosophy and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. Prerequisite: Students must be certified teachers enrolled in the health professions education major or have permission of the instructor.

HLPE 810  Health Education Program Planning (3)
Explores the school health education student to current approaches in the development and evaluation of health education curricular designs. Discusses curriculum assessment techniques. Focuses on the philosophical and historical foundations of health education.
HLPE 820 Health Professions Education: Continuing Education (6)
Considers educational strategies and issues of adult continuing education. Intended for those involved with continuing education programs for the health professions. Prerequisite: Students must meet the qualifications for admission to one of the graduate curricula in the School of Health Professions at GSU.

HLPE 825 Health Professions Education: Values Clarification Techniques (4)
Exposure to a wide variety of teaching strategies which can be subsumed under the title of "values clarification techniques." Strategies incorporate the personal goals and values of learners in the educational process. Participants select strategies which appear to have the most potential for their particular teaching needs.

HLPE 830 Analytical Epidemiology (3)
Includes both descriptive and analytic epidemiology. Focuses upon principles and their use in evaluating epidemiological data and cases. Prerequisite: Statistics.

History

HIST 310 American Economic History (3)
An historical examination of the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people.

HIST 316 African History (3)
Studies the African legacy and its contribution to the ancient world. Covers the Atlantic coast slave trade, colonial domination, conquest and rule.

HIST 520 American Urban History (3)
Prepresents an historical examination of the process of modernization and its effect on the American city and people. Emphasizes migration and mobility, family roles, machine politics, and various reform movements.

HIST 525 American History Seminar: . . . (3)
Student selects a topic in American history from a prescribed list, reads a number of designated works on that topic, and answers several essay type final examination questions.

HIST 540 Black Experience in the U.S. (3)
Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, Reconstruction, and the black experience during World War I and World War II periods.

HIST 541 Black Women in American History (3)
A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival.

HIST 542 Caribbean History (3)
Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean.

HIST 544 History of Civil Rights (3)
Studies the black struggle in America, with emphasis on securing civil rights. Emphasizes legislation, court decisions, and the black protest after 1954.

HIST 545 American Negro Slavery (3)
A general survey of the traditional interpretations of black slavery in America and an attempt to assess them in the light of recent studies.
HIST 547 Latin American History (3)
Surveys the major periods in Latin American history. Describes and analyzes the major economic, political, social and cultural structures of pre-Columbian, colonial, and modern Latin America.

HIST 550 Women in American History (3)
Examines the history of American women from the colonial period to the present with special emphasis on how and in what ways the status of women has changed.

HIST 601 Vietnam, A Television History (3)
Provides a background on Vietnam and its people from 1945 to 1975. Analyzes societal and external influences on U.S. foreign policy in relation to the historical and political context of the period. Examines the impact of the war on American society.

HIST 720 Philosophy of History (3)
Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases.

HIST 780 Local History: Resources and Methods (3)
An examination of basic resources and methods for local and community history. Students will be involved with specific research projects.

HIST 830 Graduate Seminar in Historical Studies (3)
Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history.

HIST 840 Research in African-American History (3)
Addresses serious research upon significant topics and issues related to the black experience in the United States and North America.

Health Sciences

HLSC 305 Contemporary Health Issues (3)
Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. National leaders representing a range of thought and documentary film footage are utilized.

HLSC 470 Independent Study: (1-8)
Individual reading, research and/or project in the health sciences under the supervision of the faculty. Prerequisite: Permission.

HLSC 480 Internship: (1-8)
Designed to provide students in the health sciences with supervised practical experiences in applied settings. Prerequisite: Permission.

HLSC 510 Death and Dying for the Health Care Professional (3)
Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness.

HLSC 610 Nutrition (2)
Provides knowledge necessary for nutrition and diet therapy. Discusses cultural, economic, and social factors of food habits.

HLSC 870 Independent Study: (1-8)
Individual reading, research and/or project in the health sciences under the supervision of the faculty. Prerequisite: Permission.
HLSC 880  Internship: . . . (1-8)
Designed to provide students in the health sciences with supervised practical experiences in applied settings. Prerequisite: Permission.

HLSC 890  Graduate Thesis/Project: . . . (1-8)
Provides the student in the health sciences the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in the health sciences. Prerequisite: Permission of advisor.

Instructional and Training Technology

I&TT 470  Independent Study: . . . (1-4)
Individual reading, research and/or project in instructional and training technology under the supervision of the faculty. Prerequisite: Permission.

I&TT 510  Introduction to Instructional and Training Technology (1)
This course enables students to analyze the field of educational technology, human resource development, instructional development and training. Includes: what professionals do, definitions, associations, periodicals, current issues, self-assessment on competencies. The course requires (1) visit to a local instructional and training technology department in business and industry organizations, (2) joining a professional association related to the field, (3) attending local meetings of a professional association related to the field.

I&TT 520  Training Product Design (3)
Students design, produce, and evaluate a half hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout and revision.

I&TT 530  Classroom Use of Instructional Materials (3)
Examines proper procedures in designing lessons and implementing instruction using materials. Some attention to operating equipment and producing simple types of materials. Graduate students set up individualized learning station using materials such as film, TV and videotape, filmstrip, slides, audiotape/records, overhead transparency or combinations. Requires 5-10 hours of field work.

I&TT 650  TV and Its Use in the Community (2)
Students identify areas in the community where TV is or could be used as a change or documentation agent, operate low-cost video equipment, produce one TV program for a specific community situation or documentation area, and evaluate effectiveness of selected TV materials.

I&TT 755  Computers in Training and Education (3)
Enables student to analyze the components of a system; evaluate different types of computer systems; analyze and compare CAI and CMI; write a CAI lesson; perform cost-benefit analysis of a CAI course; write report documenting development, implementation and evaluation of cost benefits of CAI course.

I&TT 810  Training Course Development (3)
Enables students to: develop specifications for a complete training course, including all components from I&TT 520 plus: needs analysis; setting constraints; detailed job task analysis; concept elaboration; learning hierarchy; enabling objectives; course, unit, and lesson maps; events of instruction; implementation plan including instructor's manual; and course development documentation report. Prerequisite: I&TT 520 or equivalent.

I&TT 815  Training Techniques (3)
Enables students to: conduct instructor-led training sessions including following predesigned instructor roles and tasks, developing lesson plans, applying appropriate training techniques for individual and group situations and selecting and using media in training presentations.
I&TT 820 Principles of Message Design (3)
Applies principles of message design to instructional strategies, media selection and materials specifications. Emphasizes on perception, memory, attitude change, adult learning, and text design.

I&TT 825 Research on Instructional and Training Techniques (3)
This course will enable students to evaluate the status of instructional and training technology as a field and profession including: current research, organizational, societal, ethical, and value issues raised. It requires attendance at a national ID/training/HRD related professional society conference. Prerequisites: 18 credit hours in I&TT.

I&TT 830 TV for Training and Instruction (3)
Involves the development and production of a televised unit of instruction specifically for training settings and aimed at solving learning and/or performance problems. Small studio production includes instructional design principles, message design principles, graphics, and special effects.

I&TT 840 Evaluating Human Resource Development Systems (3)
Examines techniques of evaluation of human resource development systems. Includes analysis of philosophy, personnel, management, policies, budget and facilities. Students will design a human resource development system on the basis of evaluation study. Prerequisites: I&TT510 and I&TT520.

I&TT 843 Managing Human Resource Development Systems (3)
Study of how to produce HRD/training management plan. Includes a philosophy of training and development, an analysis of training needs, training policies, procedures, programs, schedules and structures, and organizational charts. Prerequisites: I&TT840, I&TT510, I&TT520, and I&TT580.

I&TT 847 Evaluation/Cost Benefit Analysis in Instructional and Training Technology (3)
Focuses on evaluation of a training product or course. Includes formative and summative evaluation. On basis of evaluation students prepare report, calculate cost benefit, and revise course or product.

I&TT 852 Solving I&TT Performance Problems (2-3)
Enables students to identify and analyze problems in I&TT that are performance rather than training based; develop and synthesize data instrumentation, incentives, and motive solutions to performance problems; apply and evaluate performance engineering theory; and write a report explaining the process used and problems and solutions identified.

I&TT 856 Consulting Teamwork in I&TT (3)
Student works as a member of an instructional development team to develop and evaluate an ID/training package. Includes working closely with subject matter expert. Prerequisite: I&TT810, I&TT847 or I&TT840.

I&TT 858 Project Management in Instructional and Training Technology (3)
Examines role of project management in the organization. Emphasizes defining the project, developing time management network, estimating costs, planning timetables, scheduling resources, writing management plan, and writing project proposal and report. Prerequisites: I&TT810 and I&TT847 and I&TT852 or I&TT840.

I&TT 860 Instructional and Training Techniques in Business (1)
Enables students to analyze how the business and industry environment is affected by the bottomline-profit motive and how instructional and training techniques must be modified and adapted to that context. Analyzes the roles each professional plays in the development of training/HRD programs in a business and industry environment. Prerequisites: At least three I&TT courses.

I&TT 866 I&TT Masters Project I (2)
Includes design of a project in a real setting including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. Prerequisites: At least 25 graduate hours in IT&T.
I&TT 867 I&TT Masters Project II (2)
Further development of synthesis and application of methods begun in I&TT 866. Prerequisite: I&TT 866 or concurrently.

I&TT 868 Instructional Training Techniques (1)
Enables students to apply all skills learned in instructional and training technology in a business and industry setting. Course includes passing an interview, negotiating duties, producing products, working with others, and writing a report; requires a minimum of one day (usually two) per week on the job. Prerequisite: At least 25 credit hours in instructional and training technology including I&TT 856.

I&TT 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in instructional and training technology under the supervision of the faculty. Prerequisite: Permission.

I&TT 890 Graduate Thesis/Project: . . . (1-6)
Provides the I&TT student the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in instructional and training technology. Prerequisite: Permission of advisor.

Intercultural Studies

ICS 310 Introduction to Intercultural Studies (3)
A comparative approach to research for assembling intercultural resources. Emphasis on the understanding of African/Hispanic cultures in national, regional, and international contexts. Comparative methods will be emphasized.

ICS 318 African Societies (3)
Examines Africans and certain of their cultural aspects and characteristics.

ICS 320 Dynamics of the Spanish Language (3)
Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to becoming more fluent in a second language.

ICS 322 Critical Writing for Bilingual Students (3)
This course focuses on the development of English reading and writing skills. Students study English and Spanish syntactic structures and the problems these present in translation.

ICS 375 Intercultural Research Methods (3)
Focuses on research techniques and methodology for study of comparative and cross-cultural phenomenon. Emphasizes techniques for implementing interdisciplinary research.

ICS 465 Multiple Projects in Community Research (3)
Advanced fieldwork for students in the final trimester of study. Emphasizes intercultural aspects of policy and sociocultural community research.

ICS 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in intercultural studies under the supervision of the faculty. Prerequisite: Permission.

ICS 480 Internship: . . . (1-4)
Designed to provide students in intercultural studies with supervised practical experiences in applied settings. Prerequisite: Permission.

ICS 530 Third World Conference (1-3)
Weekend conference utilizing workshops and seminars to focus on sociopolitical, humanistic, and historical policy problems and issues of "third world" communities in national, interregional and international contexts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 532</td>
<td>African Politics (3)</td>
<td>Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations.</td>
</tr>
<tr>
<td>ICS 533</td>
<td>Education and Development in the Third World (3)</td>
<td>Addresses the broad concept of development from the educational perspective. Examines the colonial educational legacy and postcolonial reform efforts to introduce new programs and approaches in education which aim at closing the resource gap between urban and rural sectors.</td>
</tr>
<tr>
<td>ICS 535</td>
<td>Third World in Perspective: An Interdisciplinary Survey (3)</td>
<td>Utilizes distinguished guest lecturers to survey the broad range of issues confronting the third world's struggle to escape from the cycle of poverty. Focuses on the major forces that have contributed to the underdevelopment of this sector of the globe. Evaluates alternative strategies and models for resolving the crisis of third world underdevelopment.</td>
</tr>
<tr>
<td>ICS 540</td>
<td>Hispanic Experience in U.S. (3)</td>
<td>Examines the historical process that led to Latino migration to the U.S. Focuses on the economic, political, social and cultural conditions which shape the life of the Latinos in American society.</td>
</tr>
<tr>
<td>ICS 541</td>
<td>Ethnicity, Culture and Politics (3)</td>
<td>Explores the interrelations between ethnicity, culture and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity and their relationship to politics and society.</td>
</tr>
<tr>
<td>ICS 543</td>
<td>Paul Robeson: Workshop/Seminar—Achievements and Contributions (2)</td>
<td>Comprehensive survey of the life and times of Paul Leroy Robeson, Sr. Students examine published and unpublished works by Robeson and others, including film and audio recordings.</td>
</tr>
<tr>
<td>ICS 546</td>
<td>Caribbean Cultures (1,2)</td>
<td>A comparative study of the Afro-French, Hispanic and commonwealth Caribbean. Emphasizes history, art, music, language and cultures from a Caribbean perspective.</td>
</tr>
<tr>
<td>ICS 547</td>
<td>Cultural Geography (3)</td>
<td>Includes a discussion of the nature of culture and surveys the main distribution of the populations of the human race and their broad distinguishing characteristics and cultures. Traces the global movement of populations together with the movement of their cultural influences among other peoples and cultures.</td>
</tr>
<tr>
<td>ICS 562</td>
<td>Philosophical Foundations of Third World Societies (3)</td>
<td>Examines philosophical foundations of third world societies.</td>
</tr>
<tr>
<td>ICS 571</td>
<td>Psychology of Latinos (3)</td>
<td>A study of the Latino ways of thinking, feeling, and behaving. Examines problems of intercultural communication involving Latinos and members of other ethnic groups.</td>
</tr>
<tr>
<td>ICS 572</td>
<td>Problems of Latino Family (3)</td>
<td>A study of the main characteristics of the Latino family and the ways in which these influence the adaptation of Latinos to Anglo society.</td>
</tr>
<tr>
<td>ICS 575</td>
<td>Church and Politics in Latin America (3)</td>
<td>Examines the role of the Catholic church in the dynamics of political power in Latin America from an historical as well as sociological perspective. Focuses on the impact of religious beliefs on the movements espousing social justice.</td>
</tr>
</tbody>
</table>
IC S 810 Comparative Research Methods (3)
Examines the logic of comparative and cross-cultural analysis and a variety of standard
research techniques. Applies the comparative method to the data of the different
disciplines in the social and behavioral sciences.

IC S 820 Comparative Latin American Cultures (3)
Surveys societal as well as regional patterns of social organization and culture that exists to­
day in Latin America. Emphasizes processes of change and cultural contact and isolation.

IC S 821 Spanish Language and Culture (3)
Emphasizes development of reading, writing and oral skills and acquisition of new
vocabulary. Provides an introduction to Latin American culture and society.

IC S 825 Seminar in Comparative Urbanization (3)
Discussion and analysis of the social, economic, and political problems of urbanization in
technically advanced and less advanced societies.

IC S 830 Seminar: Comparative Race Relations (3)
Analysis and comparison of the genesis and consequences of racial conflict and coopera­
tion in the U.S. and selected industrial societies.

IC S 840 Modern Olympism (3)
Focuses on the values and symbols associated with olympism. Traces the history and
growth of olympism as a world concept.

IC S 845 Seminar: International Law and Organization (3)
Studies the fundamental rules of international law and organizations in relation to the state,
nonpolitical organizations, and individuals. Discusses cases, statutes, and treaties.

IC S 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in intercultural studies under the supervision of
the faculty. Prerequisite: Permission.

IC S 880 Internship: . . . (1-4)
Designed to provide students in intercultural studies with supervised practical experiences
in applied settings. Prerequisite: Permission.

IC S 890 Graduate Thesis/Project: . . . (1-6)
Provides the student in intercultural studies the opportunity to synthesize graduate
coursework by developing and completing a thesis or project specific to the student’s in­
terests in intercultural studies. Prerequisite: Permission of advisor.

Interpersonal Communication

ICOM 310 Concepts in Human Communication (3)
Examines the communication process on the basic levels and contexts of communication.
Analyzes theories and research techniques in communication science; examines verbal,
nonverbal, and intercultural communication behaviors; and analyzes the vital electronic
and mass communication processes in light of their significant broad ramifications.
Students carry out a research project concerning a communication transaction.

ICOM 420 Communication Research (3)
Explores basic concepts, terms and procedures of communication research. Surveys
research methods and instruments, their strengths, weaknesses, and applications. Students
prepare and implement a research proposal.
ICOM 450 Community Communication Systems (3)
Examines communication networks and power structure of a real community. Studies assumptions needed to understand the relationship between public and interpersonal messages in the community. Students give reports to seminar after completing 30 hours of SIM and field survey work.

ICOM 460 Persuasion: Theory and Practice (3)
Examines major theories of persuasion especially as related to oral communication. Applies these theories to interpersonal, social, political and organizational change. Students develop and present persuasive messages and study persuasive campaigns. Prerequisite: A basic communication skills course.

ICOM 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in interpersonal communication under the supervision of the faculty. Prerequisite: Permission.

ICOM 471 Listening: Theory and Process (3)
Examines the styles of listening in communication and applies them in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interaction.

ICOM 472 Nonverbal Communication (3)
Studies examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze nonverbal aspects of work, study, sports, leisure or other interpersonal settings in terms of their function, value and meaning.

ICOM 473 Toward Quality Group Decisions (3)
Study of the effects of feedback in task-oriented groups. Application of effects of risk and feedback techniques on the development of group decision.

ICOM 474 Communication Sensitivity (3)
Focuses on the importance of sensitivity to various communications. Examines feedback, deception, empathy, levels of interdependence, perception, inference, observation, selectivity processes, and rumor transmission.

ICOM 475 Conflict Management (3)
Explores constructive conflict to initiate change. Examines the channeling of spontaneous conflict to create resolution, and the releasing of chronic conflict to aid in harmonious relations among people in work situations. Integrates theory and technique from behavioral sciences with insights about the work force.

ICOM 476 Organizational Communication, Change and Development (3)
Analysis of the human elements in the functioning of an organization. Students will develop a plan to act as a change agent, apply organizational development techniques for instituting the change, and evaluate the results of the efforts.

ICOM 477 Communication and Social Change (3)
Surveys social/psychological theories and insights about social change. Analyzes methods and processes of communication in the diffusion process in education, agriculture, industry, social programs, business, and science. Explores the social/cultural/ethical implications of social change. Designs a comprehensive communication program for introducing social change in a real community or an organization.

ICOM 478 Social Impact of Communication Technology (3)
Explores the sociopsychological impact of the cybernated communication environment and examines efforts to control and execute complex operations by use of computers coupled with automated machinery; assesses the many advantages and benefits but also major diverse problems which this impact generates, and proposes solutions to the growing problems.
ICOM 565 Advertising as Communication (3)
Examines the nature and process of communication as it relates to advertising.

ICOM 567 Advertising Strategy and Consumer Behavior (3)
Draws from behavioral sciences concepts to explain consumer behavior and decision process models. Uses application research techniques to examine psychological, sociological and cultural aspects of consumer as related to advertising strategy.

ICOM 570 Intercultural Communication (3)
Surveys communication transactions between members of differing cultures and studies of definitions, models, values, beliefs, customs and attitudes which affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding.

ICOM 571 Culture and Communication Process (3)
Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values and attitudes. Explores the future of intercultural communication.

ICOM 620 Content Analysis in Communication (3)
Analyzes framework for study of symbolic behavior. Includes acquisition comprehension and use of language; theory of message analysis; qualitative and quantitative methods; survey methods of content analysis; problems of inference, reliability, validity. Students write and implement research proposal.

ICOM 630 Managing Communication Systems (3)
Students identify nine features, nine postulates and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students.

ICOM 631 Philosophy of Human Communication (3)
Examines how and why we communicate from the perspectives of objective and subjective philosophies. Studies various theories of communication and their philosophical foundations. Prerequisites: ICOM310 or ICOM810 or equivalent background.

ICOM 681 Semantics and Communication (3)
Describes language as map of referent phenomena and objects and levels of abstraction as related to thought, experience and behavior; examines and assesses the impact of verbal and nonverbal communication behavior; indicates and develops a clear and effective communication in terms of articulate patterns of speech and language usage.

ICOM 735 Explorations in Self, Culture and Communication (6)
Examines the relationships among the concepts of self, culture and communication. Compares and contrasts American cultural assumptions about the concepts of knowledge and consciousness with those from at least one other culture. Involves a visit to another country. Prerequisite: Permission.

ICOM 737 Workshop: Communication and Listening Skills (1)
Fosters communication and listening skills to provide students with practice in problem solving. Focuses on a community with persons having drug related problems.

ICOM 738 Lab in Handling Staff and Student Stress (3)
Examines the nature of stress and the unique way it impacts the classroom. Deals with how the professionals can understand the causes and effects of stress and manage this stress in their lives and in the classroom situation.

ICOM 810 Applied Approaches to Human Communication (3)
Identifies elements of human communication failures, synthesizes approaches to theory. Prerequisite: ICOM310.
ICOM 820 Graduate Seminar in Communication Research (3)
Examines advanced methods of design and data analysis in communication research.
Topics include field/lab research design, intercultural research problems, sampling
reliability and validity tests, quantitative/qualitative analysis, bivariate/multivariate
analysis, time series analysis, sociometric analysis, and report writing. Prerequisites:
ICOM420, CPSC515, ICOM620 or equivalent.

ICOM 853 Organizational Public Communication (3)
Study of public relations, its media and messages. Students utilize case studies of public
relations' strategies in at least two organizations and design a campaign to improve the
public image of an organization.

ICOM 855 Media in Organizations (3)
Study of mediated programs for organizational development. Instructional program using
speech, videotape, film, audio, or slide tape.

ICOM 860 Communication Training Program (3)
Utilizes theories of intercultural communication in designing messages for audience of
same culture and of different cultures. Develops messages for informative communication
and persuasive communication in interpersonal, small group, and mass communication
situations. Tests effectiveness of the messages in real settings.

ICOM 868 Practicum in Therapeutic Communication (4-6+)
Design and implementation of an advanced project in therapeutic communication. Prere­
quisite: Approved proposal.

ICOM 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in interpersonal communication under the
supervision of the faculty. Prerequisite: Permission.

ICOM 890 Graduate Thesis/Project: . . . (1-6)
Provides the student in interpersonal communication the opportunity to synthesize
graduate coursework by developing and completing a thesis or project specific to the stu­
dent's interests in interpersonal communication. Prerequisite: Permission by advisor.

Literature

LIT 316 Chicano and Puerto Rican Struggle Through Literature (3)
Covers the history of the Chicano movement and the Puerto Rican experience in the
U.S.A. Studies the writings by Alana, Barris, Burma and others focusing on Chicano and
Puerto Rican literature and reflecting their struggles and concerns.

LIT 510 African Novel (3)
A critical analysis of the literature written by selected major African writers.

LIT 512 Black Literature I: 1760-1900 (3)
Generally surveys black prose from colonial period to 1900. Covers a wide variety of works
from several genres, with a major emphasis on prose embracing the slave narratives and
early black fiction.

LIT 513 Black Literature II: 1900-41 (3)
Provides a model for approaching black literature from a variety of literary and
sociocultural perspectives, with a special emphasis on the Harlem renaissance and major
authors, including Paul Laurence Dunbar, Charles Chesnutt, and James Weldon Johnson.

LIT 514 Black Literature III: 1941-Present (3)
Continuation of Black Literature II. Embraces all genres and extends chronologically from
World War II to the present. The main focus is on authors such as Wright, Baldwin, Ellison,
Margaret Walker, Alice Walker and Toni Morrison, as well as black writers of the civil
rights movement.
LIT 521 Comparative Latin American Literature (3)  
Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century.

LIT 522 Novel of the Mexican Revolution (3)  
Studies the literary works during the Mexican Revolution.

LIT 523 Protest and Revolution in Latin American Literature (3)  

LIT 540 Chinese Culture: Language and Literature (3)  
Presenting an understanding of Chinese culture through the language and literature. Students become familiar with the language, Chinese sentence patterns, and modalities of expression, and also engage in a structural reading of selected works of Chinese literature.

LIT 620 Women in Latin American Literature (3)  
Studies literary works produced by women in Latin America. Includes a critical analysis of other works which reflect the role women play in society.

LIT 820 Critical Analysis: Latin American Literature (3)  
Studies the major approaches to criticism with an emphasis on critical writing. Includes the study of Spanish and Latin American literary criticism.

LIT 835 Seminar: Social Novel (3)  
Studies the indigenous novel as an expression of and reaction to the social, political and economic conditions of select cultural groups.

LIT 840 Seminar: Philosophy in Literature (3)  
Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works.

LIT 845 Seminar in English Literature (3)  
Studies a selected period of English literature including: Medieval, English Renaissance, Restoration and Eighteenth Century, Romantic and Victorian, Modern and PostModern. Literature of a period is related to historical, political, social, and religious currents of the times. The period studied varies each time course is taught.

LIT 850 Seminar in American Literature (3)  
Focuses on extensive readings on one period in American literature. Typically, students read both primary literary works and secondary critical and historical analyses.

Management

MGMT 301 Principles of Management (3)  
Introduces classical management, behavioral and management science. Reviews the fundamental functions of management emphasizing the interrelationships between planning, organizing, directing, and controlling different models of organizational behavior. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines the management science approach to solving production and operational management problems.

MGMT 320 Personnel Management (3)  
Designed for first line supervisors and students interested in becoming personnel specialists. Views personnel planning, selection, placement, and followup as part of the overall management process. Guest speakers are utilized extensively. The course concludes with the opportunity for the student to practice using personnel tools and basic tests. Prerequisite: MGMT301.
MGMT 340 Production Management (3)
Discusses applications of management science and analysis to the production function. Emphasizes operations management as it relates to product development, plant location and layout, production cost analysis, work measurement, work simplification, safety management, and quality control. Prerequisite: STAT361.

MGMT 342 Job Design and Measurement (3)
Presents the underlying theory and basic methodology for the most commonly used work measurement techniques. A systems approach is developed through the study of methods, materials, tools and equipment for the purpose of determining the most economical way of doing the job, for standardizing methods, and determining time requirements. Prerequisites: MGMT340 and STAT362.

MGMT 401 Organizational Behavior (3)
Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision making. This is an extension and intensification of the behavioral portion of MGMT301 Principles of Management. Prerequisite: MGMT301.

MGMT 410 International Business (3)
Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field.

MGMT 421 Labor Relations (3)
Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the personnel function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure and objectives in collective bargaining; the resolution of management union disputes; and government regulation of collective bargaining. Prerequisite: MGMT301.

MGMT 422 Behavioral Research in Business (3)
Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. Prerequisite: STAT361.

MGMT 423 Compensation and Incentive Systems (3)
Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. Prerequisite: MGMT320 or MGMT421.

MGMT 424 Selection and Placement of Personnel (3)
Deals with recruiting, selecting, placing, and evaluating personnel. Concentrates on effective matching of people to jobs. Sample job specifications are developed and closed circuit TV role playing is utilized. Prerequisite: MGMT320.

MGMT 425 Labor Markets (3)
Analysis of labor force, labor supply, wages and unemployment in terms of labor marketing experience and current theories. Appraisal of the effects of unions and government policies on the economic position of labor.

MGMT 426 Personnel Training and Management Development (3)
Reviews the various internal and external sources and techniques of training the work force. Prerequisite: MGMT320.

MGMT 430 Small Business Administration (3)
Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business.
MGMT 442 Materials and Logistics Management (3)
Focuses on purchasing, operations, and transportation/physical distribution management functions. Prerequisite: MGMT340.

MGMT 443 Production and Inventory Control Systems (3)
Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short run production and continuous production, Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, and simulation and statistical techniques for controlling production. Prerequisite: MGMT340 and STAT362.

MGMT 445 Seminar in Production and Operations Management (3)
Focuses attention on the application of quantitative analysis, systems analysis and other dynamic techniques to current operations problems. Readings, problems, classroom discussions and group participation are required of all students. Individualized projects are possible, which will be presented and evaluated in group sessions. Open to seniors only. Prerequisite: MGMT340.

MGMT 448 Business and the Public Interest (3)
Explores the role of the corporation in modern society and its responsibilities to the public, government and the economic and social well-being of the nation.

MGMT 469 Business Policy (3)
This capstone course of the undergraduate business administration curriculum is designed to integrate the various functional areas of business administration through case discussion that applies management, finance, production, marketing, economics, and accounting principles to solving business problems. Prerequisite: Last course in undergraduate program.

MGMT 470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

MGMT 501 Foundations of Management (3)
Analyzes human behavior in organizations, the management function and the application of management science to the production process. Introduces the analysis of organizations as systems. This course is designed for graduate students who have not taken MGMT301 and MGMT340 or their equivalents. Does not apply as a graduate level course toward the MBA degree. Prerequisite: Graduate student status.

MGMT 510 Foundations of Managerial Statistics (3)
Provides the graduate student with sufficient statistical background for the graduate major in business administration. Includes descriptive statistics, sampling procedures, interval estimates, significance testing, correlation, regression, and the analysis of variance. The course is fast paced and intensive. Students desiring a more leisurely introduction to the subject should take Statistics for Management I and II. Prerequisite: MATH325.

MGMT 511 Statistical Data Processing for Business (3)
Deals with the systematic collection, analysis and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding and analysis using package programs. Approximately 50% of course time will be devoted to computer applications. Prerequisites: STAT381, MGMT510 or permission.
MGMT 516 Production Problems and Analysis (3)
Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. Prerequisite: MGMT340.

MGMT 525 Collective Bargaining (3)
The study of collective bargaining is approached through the analysis of two situations, handicraft industry and craft unionism, and massive production industry and industrial unionism. Differences are noted in the distributive, extractive, and service industries among professional associations. Prerequisite: MGMT320 or permission.

MGMT 530 International Management (3)
Study of complexity of the problems of international management. Deals with organization structure, technology, behavioral systems, institutional differences, and future of international management.

MGMT 810 Problems in Organizational Behavior (3)
Study of the development of organization theory and critical examination of its value for explaining organizational change and phenomena. Prerequisite: MGMT301 or MGMT501.

MGMT 820 Problems in Personnel Management (3)
Includes exploration of the various theories of personality development and motivation. Examines factors, both internal and external, to the organization and their influence on personnel planning. Deals with current issues and research in the area of personnel management. Prerequisite: MGMT320.

MGMT 825 Problems in Industrial Relations (3)
Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, manpower management and industrial relations research. Prerequisite: MGMT320 or MGMT810.

MGMT 840 Problems in Production Management (3)
Includes the study of analytical methods in production and design of production systems. Emphasizes the major economic problems of production management; mathematical programming, statistical analysis, inventory analysis, and certainty models. Prerequisites: MGMT340 or MGMT501; STAT362.

MGMT 845 Small Business Management (3)
Includes techniques applicable to the operation of most small businesses.

MGMT 849 Business Policy and Strategy (3)
Capstone course of the graduate business administration curriculum designed to integrate the various operating functions of a business. Shows the business as a system and demonstrates those special coordinating skills and knowledge which are necessary at the upper levels of an organization. Utilizes case analysis and assigned readings. Prerequisite: Last trimester of student's program.

MGMT 870 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.
MGMT 890 Graduate Thesis/Project (3+)
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Prerequisites: Permission; last trimester of MBA student’s program of study.

Management Information Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 460</td>
<td>Introduction to Management Sciences (3)</td>
<td>Surveys the fundamentals of quantitative approaches to management decisions including linear programming, forecasting, queueing and inventory systems. Applications focus on business problems at an elementary level. Prerequisite: STAT362.</td>
<td></td>
</tr>
<tr>
<td>MIS 465</td>
<td>Information Retrieval (3)</td>
<td>Introduces various information storage and retrieval models and techniques. Topics include coding and classification systems, construction of data element dictionaries and thesaurus and retrieval efficiency. Studies Boolean methods, different statistical techniques for information retrieval.</td>
<td></td>
</tr>
<tr>
<td>MIS 512</td>
<td>Management Information Systems (3)</td>
<td>Presents the basic concepts of design, development and implementation of MIS in organizations. Develops an appreciation of modern computer systems and information processing technology. Studies methods to identify information requirements, factors to be considered in designing reporting systems, information system structures, relationship between information structures and organizational variables. Students develop an information processing perspective of organizations. Prerequisite: MIS390 or CPSC510.</td>
<td></td>
</tr>
<tr>
<td>MIS 515</td>
<td>Forecasting Techniques (3)</td>
<td>Presents modern forecasting methods including horizontal, trend, quadratic, adaptive smoothing, trigonometric and seasonal forecasting models, adaptive control and Box-Jenkins models. Examines forecast errors and tracking models and uses and abuses of forecasting. Prerequisite: STAT362 or MGMT510.</td>
<td></td>
</tr>
<tr>
<td>MIS 710</td>
<td>Management Information Systems for Health Administraion (3)</td>
<td>Investigates the current status of MIS in hospital administration. Prepares students for the computer assisted management process of the future. A knowledge of basic computer science is required, and it is recommended that the student have knowledge of or experience in hospitals.</td>
<td></td>
</tr>
<tr>
<td>MIS 830</td>
<td>Problems in Management Information Systems (3)</td>
<td>Studies the application of the computer to managing the information system of organizations. Examines of information requirements and systems and use of the information structure as a basis for the most effective utilization of the computer. Prerequisite: MIS390.</td>
<td></td>
</tr>
</tbody>
</table>
Marketing

MKTG 301 Principles of Marketing (3)
Introduces the managerial approach to marketing. Includes a study of markets, institutions, and the environment in which business and non-business enterprises operate. Emphasizes marketing decision process regarding the marketing mix, marketing program, and selected applications. Prerequisite: ECON301.

MKTG 320 Consumer Behavior (3)
Draws on the behavioral sciences to provide insight into consumer needs, wants and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. Prerequisites: MKTC301.

MKTG 430 Marketing Management: Product and Price Strategies (3)
Considers the need to generate and evaluate product and price strategies. Topics typically include market analysis, market segmentation and positioning, market measurement and forecasting, product life cycles, new product, product line and portfolio decisions, brand and warranty decisions, pricing for seasonal demand shifts, pricing to deter entry of rivals, pricing for segmented markets and for multi-market and multi-product firms, internal pricing, after-product pricing, psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. Prerequisites: MKTC301.

MKTG 431 Retailing Operations and Management (3)
Study of retailing as an integral part of the economic system. Examines retailing from the manufacturer's perspective, considering the retailer as a distribution channel. Focuses on the management of the retail firm based on the substantial body of economic and behavioral theories. Prerequisites: MKTC301.

MKTG 433 Retailing Policies (3)
Reviews the retailing decision process and the formulation of retailing policies. Emphasizes the strategic variables in the retailing mix. Considers the role of environmental factors in the development and implementation of the retailing policies. Uses cases to apply theory and practice. Prerequisite: MKTCG301 or MKTCG430.

MKTG 435 Retail Location Planning Strategy (3)
Discusses selection of the location of individual stores, location arrangements for multi-unit chains, response to changing business conditions, the planning of shopping centers, and the redevelopment of downtown areas. Emphasizes the study of the trade areas and market potential of retail stores and shopping centers in terms of geography of market centers. Prerequisites: MKTC301 and MKTCG430.

MKTG 440 Marketing Logistics and Distribution (3)
Deals with the role of distribution in the marketing mix of product, price and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. Prerequisites: STAT361 and MKTC301.

MKTG 450 Promotional Strategies (3)
Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of non-business as well as business operations. Prerequisite: MKTG301.
MKTG 460 Marketing Research (3)
Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. Prerequisites: MKTG301 and STAT361.

MKTG 470 Independent Study: ... (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

MKTG 570 Sales Organizations (3)
Concerned with the design, development and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. Prerequisite: MKTG301.

MKTG 572 Industrial Marketing (3)
Examines planning, organizing and controlling industrial marketing activities. Studies industrial products and services and how they are marketed. Includes classification of industrial products and customers, buying procedures, applications of new product development and planning procedures, sales engineering, marketing research, pricing practices, promotion applications, logistics, after sale service, and other topics. Prerequisite: MKTG301.

MKTG 580 Marketing for Nonprofit Organizations (3)
An introduction to the study of marketing concepts and tools and their applications to nonprofit organizations. Compares and contrasts different aspects of nonbusiness and business marketing. Considers the impact of publics and the environment in developing nonbusiness marketing programs. Prerequisite: MKTG301.

MKTG 801 Problems in Marketing Management (3)
Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. Prerequisite: MKTG301.

MKTG 805 Buyer Behavior (3)
Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. Prerequisite: MKTG430 or MKTG801.

MKTG 810 Marketing Information: Methods and Analysis (3)
An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. Prerequisite: MKTG460 or MKTG801.

MKTG 815 Retailing Structure and Policies (3)
Reviews the literature of retailing with emphasis on structure and policies. Offers an advanced treatment of major topics, including the marketing concept, consumer and environmental dynamics, strategic planning, and marketing strategy, organizational structure, personnel management, retail pricing, vendor relationships, store location, design and layout. Prerequisite: MKTG430 or MKTG801.
MKTG 820 International Marketing (3)
Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. Prerequisite: MKTG801.

MKTG 870 Independent Study: ... (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

MKTG 890 Graduate Thesis/Project (3)
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. Prerequisites: Permission; last trimester of MBA student's program of study.

Mathematics

MATH 325 Introduction to Quantitative Methods (3)
Introductory mathematics and quantitative methods covering basic number systems, integers, decimals, fractions, measurements, equations, inequalities, polynomials, graphs, powers and roots, logic and problem solving techniques. Prerequisites: High school algebra and geometry.

MATH 355 Applied Calculus (3)
A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in economics, science, and operations research. Prerequisite: MATH325.

MATH 455 Differential Equations (3)
A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. Prerequisite: MATH355.

MATH 500 Mathematics, Applications and Methods (3)
Examines some of the important concepts in science and mathematics as they are applied to technology. Emphasizes algebra, trigonometry, and geometry and the application of these concepts. Prerequisite: MATH325 or equivalent.

MATH 555 Numerical Analysis (3)
An introductory survey of the theory and practice of digital, computer-oriented methods. Includes number systems and errors, direct and iterative methods in numerical linear algebra, nonlinear equations and systems of nonlinear equations, polynomial interpolation, least squares, numerical differentiation and integration, numerical solution of differential equations, and optimization. Prerequisites: One year of calculus and either CPSC320 or CPSC330.
MATH 810 Quantitative Methods for Decisions (3)
A survey course for graduate students throughout the university covering the basic principles and approaches of systems analysis for decision making. Topics include the systems approach, principles of modeling, simple linear models, decision theory, cost-benefit analysis, linear programming, PERT/CPM, inventory control and queuing models. Focuses on applications and problem solving with a variety of examples from the fields of health administration, planning, policy analysis and business. Prerequisite: Statistics.

Media Communications

MCOM 340 Film/Video Project I (2)
Filmmaking workshop emphasizing personal expression using both 8mm and 16mm film as well as still photography and the portable video camera as testing/research tools. Students interact with graduate students involved in film production. Prerequisite: Permission.

MCOM 341 Film/Video Project II (2)
Continuation of Film Project I. Prerequisite: Permission.

MCOM 450 Writing for Print Media (3)
Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copyediting, and writing of captions and headlines. Prerequisite: Permission.

MCOM 470 Independent Study: . . . (1-4)
Individual reading, research, and/or project in media communications under the supervision of the faculty. Prerequisite: Permission.

MCOM 480 Internship: . . . (1-4)
Designed to provide students in media communications with supervised practical experiences in applied settings. Prerequisite: Permission.

MCOM 500 Media and Society (3)
Surveys the development and influence of the mass media including broadcasting, film, and print. Examines media in terms of its impact on social, economic, linguistic, and cultural structures. Graduate students will write a research paper dealing with the impact of the development and introduction of one communications medium.

MCOM 505 Media Symposium: . . . (2)†
A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials as well as other university faculty.

MCOM 510 Theory and History of a Free Press (2)

MCOM 530 Television Production (4)
Presents fundamental production techniques in color studio. Students design, write, and produce, basic formats increasing in complexity; crew all positions including camera, lighting, audio, video switcher, and demonstrate creative ability.

MCOM 535 Television: Remote Color Techniques (3)
Considers nonstudio production using portable video equipment. Provides practical experience in both remote shooting and editing. Prerequisite: MCOM 530 or permission.
Media Communications 225

MCOM 539  Advanced Color Television Production (4)
Studies unique aspects of color in television from production techniques to aesthetic judgments, and production and direction of color productions in sophisticated color facility. Prerequisites: MCOM 530, MCOM 730 and/or permission.

MCOM 540  Film Seminar . . . (3)
Presents selected topics in film, film reviews, critiques and analyses. September-October seminar deals with Chicago area filmmakers.

MCOM 541  Topics in the History of Cinema (3)
Introduces trends and creative styles in the history of world cinema. Provides appreciation of film heritage as a part of modern culture and civilization.

MCOM 542  Film and TV Documentary (3)
Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues.

MCOM 545  Animation (4,6)
Introduces the basic techniques of creating animated films using super 8mm. Students explore two and three dimensional animated formats and develop a foundation in animation theory and production by completing exercises and a final project.

MCOM 550  Newswriting and Reporting (3)
Introduction to skills and techniques utilized by reporters on the beat. For beginning newswriters.

MCOM 555  Broadcast Journalism (3)
Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences are an essential part of the course. Prerequisite: Prior media or journalism course.

MCOM 556  Urban Journalism (3)
Emphasizes reporting on various aspects of modern urban society. Investigative reporting in areas such as consumerism, ecology, government, and race relations.

MCOM 560  Women in the Media (3)
Examines historical and contemporary role of women communicators—reporters, publishers, editors, broadcasters, filmmakers. Deals with the image of women as expressed in American media from 17th century to present.

MCOM 567  Children and Television (3)
Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child.

MCOM 570  Media Workshops . . . (1-4)
Specific media technologies, skills and issues are considered in a series of workshops utilizing outside resources. Workshops may be repeated for different subjects. Prerequisites: Will vary depending upon specificity of particular workshop.

MCOM 575  Creative Dramatics I (4)
Explores techniques and skills of guiding people through improvisational experiences and theatre games. Encompasses material both conceptually and experientially. Students participate in a number of different class activities.
MCOM 580  Chicago Media Laboratory (2)
Uses the Chicago media environment for on-site seminars and observation of production processes at various television, radio, film, and print media outlets. Students develop their own case study and participate in a class planned seminar.

MCOM 590  Media Team Field Project (4)
Advanced production students apply and are selected for a media team. The team develops an interrelated set of media projects around a specific environment. A week or more is spent on location at additional cost to the student. Final projects are then presented for public exhibition and display. Prerequisite: Permission.

MCOM 595  Media Production Practicum (2-8)
The student will be assigned to work in one area of speciality in GSU's Instructional Communications Center under supervision of an ICC staff member and ICC media faculty member. Experience in those areas unique to the production house are emphasized. Prerequisites: Prior production courses in area to which student is to be assigned; permission of instruction.

MCOM 610  Media Communications Law (2,4)
Identifies, details, and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press.

MCOM 630  Writing for Radio and Television (3)
Exercises and script writing for radio and television.

MCOM 631  Writing for Film/Video (3)
Advanced script writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. Prerequisites: Writing class in film and television or experience in in script writing for film or television.

MCOM 635  Directing (3)
An investigation of the theories and principles of directing. Students direct a series of scenes covering various periods.

MCOM 637  Advanced Acting (4)
Provides the student with the opportunity to explore sources of creating character and performance as part of the process of acting. Performance course for intermediate students.

MCOM 640  Film and Filmmakers I (2)
Film analysis dealing with short films made as a filmmakers personal expression. Each session will concentrate around one filmmaker who will be present in the class. Most of the filmmakers are from the Chicago area. At least one class will be related to current GSU graduate film production.

MCOM 641  Film and Filmmakers II (2)
Continuation of MCOM640.

MCOM 651  Investigative and Specialized Reporting (3)
Introduces elementary investigative reporting techniques. Emphasizes interviewing and scientific research methods with some attention to beat reporting. Prerequisite: Prior journalism writing.

MCOM 665  Play Production in Secondary School (3)
Involves theory and practice in techniques and skills relating to school theatre productions. For teachers and other individuals who need an overview of the process of play production.

MCOM 673  Survey of Western Drama I (2,4)
Surveys dramatic literature representative of theatrical development covering works from ancient Greece to the early 19th century romantic period. Different plays will be studied as specialized works of literature.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 681</td>
<td>Children's Touring Theatre (2-4)</td>
<td>Investigation of all phases of a children's theatre touring play from its conceptualization and rehearsal process to actual production. Deals with disciplines, skills, and special problems in touring and children's theatre presentation. Students participate in one or more aspects of the touring company covering technical, performance, and educational facets of the production. Covers two trimesters, the second of which is a practicum. It is necessary to participate in the practicum in order to receive credit. Prerequisite: Permission.</td>
</tr>
<tr>
<td>MCOM 682</td>
<td>Children's Touring Theatre Practicum (4)</td>
<td>Participation required in order to receive credit for MCOM 681.</td>
</tr>
<tr>
<td>MCOM 702</td>
<td>Workshop: Television I (1)</td>
<td>Provides a fundamental knowledge of television as a communications medium and an educational tool. Includes hands-on experience in the operation of television equipment and planning and participating in practical classroom television projects.</td>
</tr>
<tr>
<td>MCOM 703</td>
<td>Workshop: Television II (1)</td>
<td>Continuation of Television Workshop I. Explores a more advanced approach to the use of television as a communications tool. Projects center around the design and development of instructional programs for classroom use and utilization of various television and media equipment.</td>
</tr>
<tr>
<td>MCOM 730</td>
<td>Television Directing (4)</td>
<td>Studio-oriented course on the techniques of television directing in a variety of formats. Held in color television studio. Prerequisite: MCOM 530 or permission.</td>
</tr>
<tr>
<td>MCOM 750</td>
<td>Feature and Review Writing (3)</td>
<td>Advanced writing for students interested in careers in professional journalism. Lab work emphasizes the interrelationship of style and content in journalistic writing. Prerequisite: Permission or prior journalism.</td>
</tr>
<tr>
<td>MCOM 760</td>
<td>Mass Media and Politics (3)</td>
<td>Investigates the use and impact of mass media, particularly the electronic broadcast media, upon the political process. Considers both the role and function of media through specific case studies, with particular attention given to current political campaigns.</td>
</tr>
<tr>
<td>MCOM 765</td>
<td>Topics in Popular Culture (2)</td>
<td>Examines the nature of popular culture through major topics or themes including movies, music, sports, and politics. Examines how popular culture fosters political and social change.</td>
</tr>
<tr>
<td>MCOM 803</td>
<td>Contemporary Issues: ... (2)</td>
<td>A graduate seminar exploring a selected issue in media, communication, or popular culture.</td>
</tr>
<tr>
<td>MCOM 805</td>
<td>American Public Address (4)</td>
<td>Deals with speaking as a force in American history. Includes the rhetorical study of selected speakers in relation to social and political issues from colonial times to 1865. Designed for students whose primary emphasis is not speech or communications.</td>
</tr>
<tr>
<td>MCOM 820</td>
<td>Graduate Communication Research (4)</td>
<td>Examination and analysis of media research. Includes content analysis, questionnaire and survey research, experimental design, and qualitative and historical techniques. Students design and write a formal research proposal.</td>
</tr>
<tr>
<td>MCOM 830</td>
<td>Graduate Seminar in Media Communications (3)</td>
<td>Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as way of assessing its current status. Considers the teaching of communications at various levels.</td>
</tr>
</tbody>
</table>
MCOM 840 Graduate Film/Video Production I (1-4)†
Filmmaking workshop producing university and outside sponsored films. Students participate in the complex creative process of making a film through researching ideas, writing, shooting and editing. Prerequisite: Permission.

MCOM 841 Graduate Film/Video Production II (1-4)†
Continuation of MCOM840. Prerequisite: Permission.

MCOM 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in media communications under the supervision of the faculty. Prerequisite: Permission.

MCOM 880 Internship: . . . (1-4)
Designed to provide students in media communications with supervised practical experiences in applied settings. Prerequisite: Permission.

MCOM 890 Graduate Thesis/Project: . . . (1-6)
Provides the student in media communications the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in media communications. Prerequisite: Permission of advisor.

Medical Technology

MEDT 320 Clinical Laboratory Science: Medical Technology Practicum I (3)
The first of a series of six practica which cover the practical and theoretical study of clinical laboratory science. The student medical technologist is introduced to analytical techniques and procedures, and is expected to correlate these with the basic scientific principles upon which the methodologies are based. The focus of study is in the area of clinical chemistry, hematology and microbiology. Prerequisite: Enrollment in medical technology curriculum.

MEDT 321 Clinical Laboratory Science: Hematology I (1)
The first of a series of lectures in clinical hematology and part of the clinical microscopy unit. Emphasizes the function and morphological characteristics of the various cellular elements of the blood. Also covers specimen collection and preservation, hemopoiesis, morphology, function and cytochemistry of the cellular components of blood tissue. Prerequisite: Enrollment in medical technology.

MEDT 322 Clinical Laboratory Science: Chemistry I (1)
The first of the lecture series in clinical chemistry. Concepts discussed are instrumentation, mathematical applications and quality control. Carbohydrate analysis, fluid and electrolyte balance and acid-base balance are studied from a physiological and technological viewpoint. Prerequisite: Enrollment in medical technology.

MEDT 323 Clinical Laboratory Science: Microbiology I (1)
The first of the lecture series in clinical microbiology. Particular emphasis on organisms such as the gram positive cocci, gram negative cocci, gram positive bacilli, and organisms primarily recovered from the upper respiratory tract. Prerequisite: Enrollment in medical technology.

MEDT 330 Clinical Laboratory Science: Medical Technology Practicum II (3)
The second of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduction to analytical techniques and procedures and their correlation with the basic scientific principles upon which the methodologies are based. Focuses on study of clinical chemistry, urinalysis and microbiology. Prerequisite: MEDT320.
MEDT 331 Clinical Laboratory Science: Renal Physiology and Urinalysis (1)
Study of renal physiology, pathophysiology, and urine examination. Correlation of laboratory results to the pathophysiology of renal function. Metabolic disorders and other diseases is emphasized. Prerequisite: MEDT321.

MEDT 332 Clinical Laboratory Science: Chemistry II (1)
The second of the clinical chemistry lecture series. Covers the physiological and biochemical principles, laboratory procedures, and clinical significance of protein and amino acids, hemoglobin, and enzymes determinations. Prerequisite: MEDT322.

MEDT 333 Clinical Laboratory Science: Microbiology II (1)
The second of the microbiology lecture series, emphasis on negative bacilli, acid fast bacilli, antibiotics, spirochetes, and viral agents. Prerequisite: MEDT323.

MEDT 340 Immunology (2)
Introduces the basic concepts and terminology of immunity. Includes immune responses, antigenicity, antibody structure, antibody reactions, mechanisms of cellular immunity, and hypersensitivity reactions. Prerequisites: College biology and college chemistry.

MEDT 350 Clinical Laboratory Science: Medical Technology Practicum III (3)
The third of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduces additional analytical techniques and procedures. Prerequisite: MEDT330.

MEDT 351 Clinical Laboratory Science: Blood Bank I (1)
Study of the immunohematological concepts and their application to the appropriate selection of blood or blood components for patient administration. An introduction to immunohematology, the blood group systems, donor procurement, and compatibility testing. Prerequisite: MEDT340.

MEDT 352 Clinical Laboratory Science: Hematology II (1)
A continued study of the cellular elements contained in blood with an emphasis on the hematologic disorders of erythrocytes, leukocytes, and their precursors. The anemias and leukemias are further emphasized with case studies to correlate laboratory results with pathophysiology. Prerequisite: MEDT321.

MEDT 420 Clinical Laboratory Science: Medical Technology Practicum IV (3)
The fourth of a series of six practica which cover the practical and theoretical study of clinical laboratory science. The student medical technologist is introduced to further analytical techniques and procedures. Prerequisite: MEDT350.

MEDT 421 Clinical Laboratory Science: Hematology/Coagulation III (1)
The last in the series of lectures in the area of clinical hematology with the emphasis on hemostasis. The student is required to perform clinical hematology and hemostasis determinations on patients. Thus, the student must be able to understand and interpret theoretical concepts and apply this knowledge to the laboratory procedures. Prerequisite: MEDT352.

MEDT 422 Clinical Laboratory Science: Chemistry III (1)
The third in the clinical chemistry lecture series. The emphasis is on the physiology and biochemistry of selected organ systems. In addition, the principles and mode of operation of continuous-flow and discrete sampling analysers are presented. Instrumentation and principles of radio-immune assay is introduced. Prerequisite: MEDT332.

MEDT 423 Clinical Laboratory Science: Microbiology III (1)
Presentation of parasitology and serology with emphasis on the correlation of the human immune response with laboratory procedures. Prerequisite: MEDT333.
MEDT 430  Clinical Laboratory Science: Medical Technology Practicum V (3)
The fifth of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduction to additional analytical techniques and procedures. The focus of study is clinical chemistry, microbiology, and immunohematology/blood bank. Prerequisite: MEDT 420.

MEDT 431  Clinical Laboratory Science Microbiology IV (1)
The fourth of a series of lectures in clinical microbiology. Emphasizes the theoretical concepts of the methodology used for the isolation and identification of anaerobic bacteria and fungi. Also, the disease patterns produced by the anaerobes and fungi groups are presented. Prerequisite: MEDT 423.

MEDT 432  Clinical Laboratory Science: Blood Bank II (1)
The second of the two part blood bank lecture series. The immunohematological concepts covered in Blood Bank I will be applied to problems in compatibility testing, antibody identification, hemolytic disease of the newborn, and prenatal testing. Prerequisite: MEDT 351.

MEDT 433  Clinical Laboratory Science: Chemistry IV (1)
The last of the clinical chemistry lecture series. Addresses the endocrine function with emphasis on hormone analyses, lipid and lipoprotein determinations, drug and toxic substance screening, and amniotic fluid analysis. Prerequisite: MEDT 422.

MEDT 440  Clinical Laboratory Science: Medical Technology Practicum VI (3)
The last of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Review of the concepts and test performance studied in the prior series. Emphasis is on problem solving, job responsibility, efficiency, and organization. Prerequisite: MEDT 430.

MEDT 465  Clinical Laboratory Science: Introduction to Laboratory Management (1)
Addresses important areas within the scope of today's clinical laboratory manager. Prerequisite: MEDT 430 or permission.

Music

MUS 303  Survey of Music History (3)
Designed to give students a basic grasp of the historical periods of music and to provide understanding of the types, forms and styles of music literature. The history of music is approached in a quasi-chronological framework beginning with the common practice period, working through Baroque, classical, romantic and 20th century periods. Medieval and Renaissance periods are studied selectively.

MUS 310  Materials of Music I: Keyboard (1)
Designed to facilitate improvisation and aural skills through the piano keyboard. For music students with limited background in piano.

MUS 315  Music History: 18th and 19th Century Music (2)
Presents a survey of style and form of classical and romantic composers of the 18th and 19th centuries.

MUS 320  20th Century Music I (2)
Studies music during the early history of the 20th century. Includes post-romanticism, impressionism and nationalism.

MUS 380  Brass Methods (2)
Designed to give students both theoretical and “hands on” experiences with brass instruments. Includes methods and materials for instruction and pedagogical approaches for heterogenous and homogeneous instrumental classes. Prerequisites: Music major, permission of instructor.
MUS 382 Woodwind Methods (2)
Studies techniques to teach woodwind instruments, including embouchure, posture, materials and group organization. Students will be required to play each of the instruments studied. Covers ranges, transpositions and specific problems of teaching/learning each instrument.

MUS 384 String Methods (2)
Provides both theoretical and “hands on” experiences with string instruments. Emphasizes methods and materials for instruction and pedagogical approaches for heterogenous and homogeneous instrumental classes. Prerequisite: Music major, permission of instructor.

MUS 386 Percussion Methods (2)
Provides theoretical and “hands on” experiences with the four major types of percussion instruments (keyboard, tuned, untuned, and auxiliary). Reviews percussion performance literature, method books, mallets, and “grip” approaches.

MUS 420 Secondary Instrumental Methods (3)
Deals with techniques of teaching beginning instrumentalists. Includes teaching methods and materials and organization of the instrumental music curriculum.

MUS 430 Music Methods for Elementary Teachers (2)
Covers music fundamentals for the elementary classroom teacher. Includes song chants, recordings, and music teaching methods for young children.

MUS 470 Independent Study: ... (1-4)
Individual reading, research and/or project in music under the supervision of the faculty. Prerequisite: Permission.

MUS 480 Internship: ... (1-4)
Designed to provide students in music with supervised practical experiences in applied settings. Prerequisite: Permission.

MUS 501 Fine and Performing Arts Workshop (1-4)
A series of workshops utilizing outside resources for specific fine and performing arts. Considers developments, skills, new creative approaches and issues in the various arts. Workshops may be repeated for different subjects. Prerequisite: Specific prerequisites will vary depending on particular workshop.

MUS 510 Materials of Music I: Introduction to Contemporary Music Theory (2)
Develops basic ear training for students in need of additional practice in basic musicianship. Includes music dictation, form and analysis, sight singing and basic music theory.

MUS 511 Materials of Music I: Art of Music Notation (2)
Focuses on necessary tools for preparing lessons in music theory, composition and arranging. Includes musical language and signs used in notography, on page layout, photoreproduction equipment, printing and binding of finished work.

MUS 515 Materials of Music II: 20th Century Harmonic Techniques (3)
Studies advanced harmony including polychords, nontertial sonorities, bimodulity, parallelism, cluster (sound mass technique), and other common 20th century harmonic techniques. Prerequisite: Student must pass music theory examination or take MUS510.

MUS 516 Materials of Music II: Orchestration (3)
Examines ranges and specific problems in scoring for each family of instruments, woodwinds, brass, percussion, and strings.

MUS 517 Materials of Music II: Improvisation (1)
Intermediate level piano and basic jazz theory.

MUS 518 Choral Methods and Conducting (4)
Designed for students who may be directing either a church or high school choir. Covers vocal techniques, choral literature, rehearsal techniques, and error detection.
MUS 519 Materials of Music III: Keyboard Improvisation (1)
Facilitates improvisation and aural skills through piano keyboard. For music students with more advanced background in piano. Prerequisite: MUS 310.

MUS 522 Afro-American Music (2,3)
A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1619-1800), jazz, spiritual, gospel, and contemporary soul.

MUS 525 History of Jazz (2-4)
Traces the developments of jazz from its earliest antecedents through Dixieland, the blues, swing, bebop, cool, to the present avant-garde development. Attention given to both the major forms and specific jazz innovations.

MUS 527 Scoring for Film and TV (2)
Studies the techniques and effects used in film production.

MUS 540 Applied Music (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 541 Applied Music: Percussion (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 542 Applied Music: Bass (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 543 Applied Music: Voice (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 544 Applied Music: Violin/Viola (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 545 Applied Music: Piano (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 546 Applied Music: Trumpet (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 547 Applied Music: Trombone (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 548 Applied Music: Woodwinds (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 549 Applied Music: Guitar (1)
Private musical study is available through GSU and community professors in the greater Chicago area. Prerequisites: Permission, music students only.

MUS 552 GSU Contemporary Ensemble (1)
An arranged course providing reading (performance) experience for students interested in 20th century small ensemble literature. May lead to participation in public concerts and/or recitals. Prerequisite: Permission.
MUS 556 Symphonic Band (1)
The GSU Symphonic Band consists of individuals from both the university and surrounding communities. The band provides an opportunity for students to become familiar with the problems and techniques involved in the performing of symphonic band literature. The band performs at least once each trimester of the school year. Prerequisites: No prerequisites, but participants must audition.

MUS 558 Jazz Ensemble (1)
A large instrumental organization engaging in the performance of traditional and contemporary jazz and/or rock music. Participation will be determined by audition. Prerequisite: Permission.

MUS 559 GSU Jazz Camp (3)
Students work in clinics with selected musicians. Opportunity for local/student talent to be exposed to professional musicians in a learning situation.

MUS 560 University Singers (1)
An advanced vocal ensemble of 12 to 18 vocal music majors and other talented music students that performs during the trimester. Prerequisites: By audition and invitation only.

MUS 562 GSU Chorale (1)
The GSU Chorale meets from September to April and is a choral organization devoted to performing major choral works. Prerequisite: Permission.

MUS 571 Composition/Electronic Music I (4)
Aids teachers and composers in the understanding, use, and enjoyment of electronic music in the classroom. Emphasizes composition. Each student is required to create electronic compositions in music concerts, electro-acoustic, classical studio, and synthesizer studio styles. Prerequisite: Permission.

MUS 573 Composition/Electronic Music II (1-4)
Covers the techniques and terminology employed in electronic music. Each student is required to create an electronic composition to be presented in a public concert. Prerequisite: Permission.

MUS 575 Composition II (3)
Students compose in 20th century styles. A practicum for advanced students in music. Prerequisites: MUS571 and permission.

MUS 576 Electronic Music II (3)
Same as Electronic Composition I with the addition that students' compositions are presented in a public concert. Prerequisite: MUS571 or permission.

MUS 578 Counterpoint/Form (4)
Exploration of the polyphonic conception of atonality and 12-tone technique by way of counterpoint. Prerequisite: Permission.

MUS 579 Studio Recording Techniques (1-4)
Provides students with the applied techniques of the recording studio from both the technical and performance aspects of studio recording.

MUS 580 Piano Pedagogy (2)
Examines the materials, methods and approaches for private instruction.

MUS 581 Vocal Pedagogy (3)
Study of vocal mechanics as they apply to breath control, intonation and resonance.

MUS 582 Vocal Literature (3)
Examines the development of the art song by 19th and 20th century composers of the United States, England, Germany, France, Russia, and South America. Prerequisite: One year of lower division studies in applied voice.
MUS 584 Choral Arranging (3)
Instructs the student in the principles of writing for voices. All facets of vocal writing are covered, including the techniques of writing piano and instrumental accompaniments for the voices. Proper manuscript preparation for vocal arrangements is included.

MUS 587 Elementary Music Methods (2)
Covers the role of the elementary classroom teacher in the development of the elementary general music program. Includes demonstration and practice of methods and study of materials used in this process. Open only to music students.

MUS 590 Instrumental Conducting (3)
Investigates baton technique and score reading from instrumental music. Phrasing, meter and diagnosis are investigated.

MUS 594 Electronic Music in Classroom Workshop (2,3)
Designed to aid teachers and composers in the understanding, use, and enjoyment of electronic music in the classroom. Emphasis on composition. Each student is required to create an electronic composition.

MUS 596 Jazz Materials for Teacher Education (2)
Provide and develop materials for instruction for junior and senior high schools in jazz history, improvisation, and performing classes.

MUS 804 Black Composers (2,3)
Familiarizes the student with the lives and works of black musicians in areas other than popular music.

MUS 810 20th Century Music II (2)

MUS 811 20th Century Music III (2)
Examines the history of music since 1945. Includes experimentalism, electronic music, musique concrete, the Cologne School, America during the 1950s, and current trends in music composition.

MUS 815 Advanced Methods of Teaching Music (3)
Study of current practices, problems, trends and research in analyzing and developing strategies for improving music teaching in the secondary school. Includes administrative procedures, scheduling, record keeping, classroom and rehearsal management, testing and evaluation.

MUS 824 Advanced Conducting (3)
Emphasizes baton technique and score reading of major instrumental and choral compositions. Phrasing, meter, and style are closely investigated. Designed for the advanced graduate music student.

MUS 830 Graduate Research Seminar: Music (3)
Includes research methods in music, learning theories, statistical procedures, curriculum development, educational objectives, and media in education.

MUS 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in music under the supervision of the faculty. Prerequisite: Permission.

MUS 880 Internship: . . . (1-4)
Designed to provide students in music with supervised practical experiences in applied settings. Prerequisite: Permission.
MUS 890 Graduate Thesis/Project: (1-6)
Provides the student in music the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student’s interests in music. Prerequisite: Permission of advisor.

NURS 304 Nursing: Concepts and Processes (4)
Designed to provide students with knowledge of the professional issues and trends in nursing, the legal aspects of nursing, the nursing process, and certain nursing theories. The nursing process is the scientific method used to develop a client care plan. This course constitutes the theoretical foundation for subsequent nursing courses. It also begins the resocialization process for entry into nursing education. Prerequisite: Fulfillment of requirements for admission to the nursing major or classification as a conditional degree-seeking or special nondegree-seeking student.

NURS 311 Nursing: The Collaborative Role (3)
Focuses on collaboration among health care professionals in the delivery of health care and its impact on professional nursing practice. Further examines the role of the professional nurse functioning in the health care delivery system in a changing society. Explores the emerging role of the nurse from an historical perspective. Prerequisites: HLA325 and NURS304.

NURS 320 Nursing: Teaching of Clients/Families (3)
Designed to develop the knowledge and skills of the teaching/learning process in nursing as applied to various client-centered health problems. Objectives are prepared for teaching and evaluating client learning. Prerequisite: NURS304.

NURS 330 Nursing: Health Assessment (5)
Designed to develop skill in the physical, social, and psychological assessment of clients. Provides both theoretical and technical background in examination and diagnosis. Faculty supervised on-campus laboratory practice is done weekly using models and students in the course as subjects. There is an off-campus clinical component in selected health care settings where validation of skills on well clients is done under faculty supervision. Prerequisites: BIOL444, BIOL446, NURS304, PSYC518.

NURS 410 Nursing: Principles of Management of Client/Patient Care (3)
A study of contemporary theories and principles of management as used in professional nursing practice. Analyzes a variety of leadership/management styles in relation to the needs of organized nursing care systems. Studies techniques of personnel management in relation to their effects on client/patient care and discusses group process. Prerequisite: NURS304.

NURS 420 Nursing: Care in Distributive Settings (7)
This senior level course focuses on the family, the community, public health, and nursing service directed to meet the needs of each of these entities. Faculty supervised clinical experiences are conducted through local community health nursing agencies and other community health settings. Concepts of adaptation, change, communication role and others are emphasized within a systems framework. Prerequisites: HLA325 or concurrent, NURS311, NURS320, NURS330.

NURS 430 Nursing: Care in Episodic Settings (5)
Emphasis on the development of the nurse’s role and function in episodic settings where patients of all ages are experiencing life-threatening illnesses. Theories of stress, psychosocial support systems, communication and role development constitute the foundation for clinical practice. Prerequisites: HLA325 or concurrent, NURS311, NURS320, NURS330.
NURS 440 Nursing: Senior Seminar and Project (4)
Students engage in terminal integrating experiences. Emphasis is on the use of a variety of learning experiences for initiating and implementing change in nursing practice and client care in an episodic or distributive setting. Students develop and present a project demonstrating integration and proficiency in all nursing program areas. Research findings are used. Prerequisites: All major nursing courses, PSYC560 and STAT468.

NURS 470 Independent Study: ... (1-8)
Individual reading, research and/or project in nursing under the supervision of the faculty. Prerequisite: Permission.

NURS 480 Internship: ... (1-8)
Designed to provide students in nursing with supervised practical experiences in applied settings. Prerequisite: Permission.

NURS 501 Breast Cancer Update (1)
This all-day conference provides awareness of the current attitudes and treatments concerning breast cancer and alleviates some of the fear and misconceptions that surround it. Since this conference will present the latest information on treatments available, it should be of special interest to members of the health professions.

NURS 710 Nursing: Theories and Models (3)
Systematic examination of theories and concepts common to all nursing practice. Analysis of the general systems approach as a basis for developing a theoretical framework for nursing practice. Prerequisite: Admission to the graduate nursing major.

NURS 720 Nursing: Theoretical Foundations of Role Preparation in Nursing (3)
Assists graduate students in defining and developing an expanded professional role as an educator, administrator, clinician, or consultant in the delivery of nursing care. Studies the application of concepts and principles of administration and management in a variety of situations and settings.

NURS 730 Nursing Research (3)
Integration of research methodology, nursing theory and statistics to formulate nursing research problems. Emphasizes measuring variables, studying designs and tools for data collection, and evaluating hypotheses. Students critique published research reports and prepare an original proposal for a research project. Prerequisites: Upper division statistics course and upper division research methodology course.

NURS 740 Advanced Concepts in Nursing Care (3)
Studies scientific theories and principles that comprise the framework for advanced clinical nursing practice. Emphasizes pathophysiology, psychosocial crises, and advanced nursing modalities. Prerequisites: NURS710, NURS720, and NURS730.

NURS 825 Proseminar in Restorative Nursing (4)
Develops a conceptual framework for one's own nursing practice. Emphasizes the process of investigating, presenting, discussing, and synthesizing concepts and principles of restorative nursing. Includes a practicum to facilitate the application of restorative nursing concepts. Prerequisite: NURS740 or concurrently.

NURS 830 Curriculum and Instruction in Nursing (3)
Provides preparation for teaching nursing in a variety of institutional settings. Includes topics on the nature of higher education, nursing education, and faculty roles. Explores curriculum designs, the instructional process, evaluation, and issues in nursing education. Prerequisite: NURS825 or concurrently.

NURS 835 Nursing Administration I (3)
Explores the history and trends in nursing administration. Discusses theoretical approaches to the process of nursing administration. Analyzes elements of administration within the organizational framework of nursing services as a subsystem of an overall health care delivery system. Prerequisite: NURS740 or concurrently.
NURS 840  Nursing Administration II (4)
Explores concepts of human behavior in organizations. Examines influences of individual behavior, group and professional identification, leadership skills, professionals in bureaucracies, and interorganizational relationships. Analyzes problems in administration of nursing service. Prerequisite: NURS 835.

NURS 845  Seminar and Practicum in Restorative Nursing (4)
Applies concepts, theories and research to the restorative nursing specialist role in a clinical setting. Requires investigative study in a major area of interest. Prerequisite: NURS 825.

NURS 850  Seminar and Practicum in Teaching Nursing (4)
Students experiment with various teaching/learning theories and strategies in self-selected nursing education settings. Prerequisite: NURS 825.

NURS 855  Seminar and Practicum in Nursing Administration (4)
Students practice in the role of nurse administrator in selected health care agencies. Concurrent seminars focus on functions unique to nursing administrative roles. Prerequisite: NURS 840.

NURS 870  Independent Study: . . . (1-8)
Individual reading, research and/or project in nursing under the supervision of the faculty. Prerequisite: Permission.

NURS 880  Internship: . . . (1-8)
Designed to provide students in nursing with supervised practical experiences in applied settings. Prerequisite: Permission.

NURS 890  Graduate Thesis/Project: . . . (1-8)
Provides the student in nursing the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in nursing. Prerequisite: Permission of advisor.

Office Administration

OFAD 310  Office Organization and Management (3)
Deals with applying the principles of management organization to office administrative cases, planning the office environment, and defining the systems and subsystems of the office.

OFAD 320  Records Administration (3)
Deals with records creation, use, maintenance, and destruction; records storage facilities; classification of records; development of file patterns, forms and reports control; protection of vital records.

OFAD 410  Human Relations of the Office (3)
Deals with the development of the creative and productive potential of employees. Emphasizes those within the office environment.

OFAD 420  Office Systems (3)
Deals with the relationships among the various office systems. Includes records management, personnel, data processing, word processing, and accounting.
Philosophy

PHIL 371 Theory of Knowledge (3)
Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, Evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge. More specific relationships between Part I and II will be developed as the course progresses.

PHIL 386 Logic (3)
A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media.

PHIL 524 Chinese Thought (3)
A study of the major Chinese thinkers and their writings.

PHIL 533 Aesthetics and Literary Critique (3)
Analyzes the concepts of meaning, communication and truth in art. Deals with the identification and definition of a work of art, the criteria for judgment of excellence, the nature of the aesthetic experience, and the place of art in human experience.

PHIL 542 Ethics (3)
An in depth examination of the controversial moral dilemmas perplexing modern Americans. Eight scholarly writers explore the dilemmas surrounding such issues as crime and punishment, political and business ethics, and individual behavior.

Photography

PHOT 300 Photography (3)
Introductory level course in the art and sciences of photography. Covers black and white film processing and printing, camera operation, exposure, and print presentation. Deals with an overview of historically significant photographs and photographers. Students must have access to a fully adjustable camera.

PHOT 305 Advanced Photographic Techniques (3)
Studies in practical sensitometry as utilized in the zone system. Includes chemical formulas, view camera techniques, and archival presentation. Prerequisites: Basic photography courses.

PHOT 500 History of Photography (3)
Surveys significant events, movements, and practitioners in the history of photography from 1830 to the present. Discusses technical and aesthetic issues.

PHOT 510 Photographic Theory (4)
Presents the theoretical basis of modern photographic technology. Investigates the physical and chemical foundations of the photographic process including the nature of light, human vision, optics and image formation, light sensitive materials, sensitometry, photographic chemistry and processing, and the reproduction of color.

PHOT 520 Photo for Instructional Support (3)
Studies the utilization of the photographic process for instructional development. Focuses on the skills necessary for production of an informative slide presentation for educational or business purposes.
PHOT 530  Color Photo: Positive Processes (3)
Detailed investigation of several color photographic methodologies including transparency processing, cibachrome, and polaroid. Emphasizes both technical and aesthetic development. Prerequisite: PHOT300 or equivalent.

PHOT 531  Color Photo: Negative Processes (3)
Detailed investigation of several negative color photographic methodologies, includes Kodak process C041, and color printing by tray, tube, model-11 processor and the ektalux system. Attention to both technical and aesthetic development. Prerequisite: PHOT300 or equivalent.

PHOT 535  Non-silver Photographic Processes (3)
Aesthetic exploration of several experimental photographic processes. Includes cyanotypes, Van Dyke brown printing, gum bichromate and their related methodologies. Also covers the use of solarization, multiple printing, and high contrast materials. Prerequisites: Basic photo courses.

PHOT 540  Product Photography (3)
Study of the use of product photography, presentation, view camera techniques and some basic illustration techniques as they relate to a purely commercial environment. Deals with legal aspects and marketing skills. Prerequisites: Basic photography.

PHOT 542  Photo Illustration (3)
An applied course in illustrative photography that begins where product photography ends. Students utilize a wide range of photographic skills such as view camera technique, studio lighting, and conventional, as well as manipulative darkroom techniques to produce images that illustrate a concept, idea, or mood. Students will be given specific assignments similar to those that a commercial photo-illustrator might receive and will be evaluated by professional standards. Prerequisite: Basic photography.

PHOT 543  Portraiture and Fashion Photography (2)
Studies in photographic portraiture as related to fashion photography and high fashion. Life study offered as option. Prerequisite: PHOT540.

PHOT 545  Architectural Photography (2)
Applied studies in photographing the exteriors and interiors of architectural structures. Covers specialized techniques involving view camera usage, filtration, and light balancing. Prerequisite: PHOT540.

PHOT 550  Photo Journalism (3)
Introduces newspaper photography, magazine photography and the photographic essay. Students will shoot black and white as well as color films. Prerequisite: Basic photography.

PHOT 555  Documentary Photography (3)
Exploration of one of photography's mainstream traditions, the photographic document. Students will work as groups or individually to produce a photographic document of a subject of their choice. Prerequisites: Basic photo courses.

PHOT 560  Photographic Equivalence Studies (2,3)
Investigates the sophisticated concept in vision of Alfred Stieglitz and Minor White. Emphasizes the emotional equivalent of the photograph, rather than the subject matter portrayed. Explores emotional equivalents including the photographic studies of time/space relationships advocated by Wynn Bullock. Prerequisite: Permission.

PHOT 740  Photographic Portfolio (3)
Concentrates on thematic evolution. Students are involved in historic research on a personal theme. The student produces a thematic, silver print or formal color portfolio. Prerequisites: Basic photography courses.

PHOT 800  Graduate Seminar in Photography (2)
Provides a synthesizing interdisciplinary forum for developing the graduate project. Prerequisites: Permission, PHOT530.
PHOT 860 Photographic Criticism (3)
Advanced studies in the critical analysis of photography and photographic exhibitions. Includes a survey of historical and contemporary critical thought. Prerequisite: PHOT 740; students must have an adequate technical and aesthetic understanding of photographic art prior to enrollment.

Physics

PHYS 302 Physical Science Foundations (3)
Organizes activities in physical science that reflect the way scientists as well as growing children search for meaning and answers in the world around them. Requires the elementary school teacher to respond to the child's questions in a manner which can result in an organized individual activity. Provides opportunity for developing a positive scientific attitude.

PHYS 352 Intermediate Physics Lecture (3)
Topics include kinematics, forces, energy, rotational motion, fluid properties, thermodynamics and wave properties. Prerequisite: MATH 325.

PHYS 353 Intermediate Physics Laboratory (2)
Deals with planning and conducting measurements, forces, motion, pressure, heat, surface tension and waves. Prerequisite: Concurrent enrollment in PHYS 352.

PHYS 402 Medical Physics (4)
Provides students in the health sciences with a background in physics that is general in scope and emphasizes applications which will be important in their professional work. Includes a knowledge of light microscopes, centrifuges, electron microscopes, radiation detection systems, and the physical laws relating to chemical, biochemical, and physiological applications. Prerequisite: MATH 325 or permission.

PHYS 500 Survey of the Night Sky (1)
Introduces methods of locating major constellations, bright stars, and planets as well as determining distances to planets, stars, and galaxies.

PHYS 502 Introduction to Archaeoastronomy (1)
Introduces concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the Equator, apparent uses of Stonehenge, and ancient astronomy of North America and Central America.

PHYS 506 Stars and Nebulas (1)
Covers the laws of nature that govern the behavior and properties of stars and the universe. Includes how stars are born, live, and die.

PHYS 508 Galaxies and Quasars (1)
Focuses on the historical and current theories about the origin and structure of the universe. Examines properties of galaxies and quasars.

PHYS 510 Black Holes, Quasars, and the Universe (1)
Covers the deaths of stars, from white dwarfs and neutron stars to black holes. Also included will be a study of the violent explosions that rock the central regions of many galaxies as well as the relationship of exploding galaxies to quasars.

PHYS 512 Intelligent Life in the Universe (1)
Explores questions such as: What is meant by life? Does life exist on other planets? Do we have planetary neighbors? Who will be the first to make contact? What will their interest in us be?

PHYS 514 Telescopes and Observatories (1)
Introduces concepts related to optics and operation of reflecting and refracting telescopes. Students learn how to determine the resolving power and light gathering ability of a telescope.
Political Science

POL 302 American National Government (3)
Examines U.S. government institutions, the informal pressures which influence them, and the policies produced by the governing process.

POL 305 Contemporary Political Thought (3)
Provides an overview of 19th and 20th century political thought including socialism, nationalism, fascism, libertarianism, and feminism.

POL 310 International Organizations (3)
Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations.

POL 320 Local Governmental Systems (3)
Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois.

POL 440 Constitutional Law: Civil Liberties (3)
Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. Prerequisites: CIUS340 and POLS302.

POL 460 Political Theory (3)
Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state and obligations of citizens and rulers with relevance to current political developments.

POL 520 U.S. and Illinois Elections (3)
Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials.

POL 530 Political Economy of Global Inequality (3)
Examines the structure of the global political economy. Includes the process by which countries become integrated into the expanding world capitalist system, the political-economic forces that have contributed to global stratification and inequality among states, and the consequences of world inequality.

POL 531 Readings, Black Politics and the American Political System (3)
A study of the patterns of black politics in the development of Afro-American participation in the American political and economic systems.

POL 535 Problems in International Politics I (3)
Examines the behavior of peoples and nation-states at the global level in order to identify the problems that threaten the survival of mankind and seriously undermine global peace.

POL 538 Urban Politics (3)
Analyzes critical issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas.

POL 542 Seminar in Social Change and Public Policy (3)
Utilizes tools of public policy analysis to focus on how public policy promotes or impedes social change in contemporary American society. Assesses the impact of public policies on such problems as poverty, inequality, unemployment, race relations, crime, health, housing, environmental pollution, and urban congestion.
POLS 545 American Foreign Policy (3)
Addresses post-World War II trends in American foreign policy. Deals with the east-west dichotomy, the third world and nonalignment. Emphasizes the structural constraints of U.S. foreign policy in the 1980s and the role of ethnicity in the decision making apparatus.

POLS 550 Law and Social Justice (3)
An analysis of the social conditions as well as the social function of the law as an institution. Emphasis is given to the economic and political factors that effect legislative processes and the impact of the law upon society and its problems.

POLS 563 Seminar: Comparative Urban Future (3)
Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective.

POLS 632 Political Sociology (3)
Examines the social, economic and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements.

POLS 710 Public Opinion Trends (2,4)
Analyzes attitudes on a selected topic based on a series of national surveys. Compares groups (i.e., urban and suburban residents, men and women, blacks and whites) in relation to psychological traits, sociopolitical positions or voting patterns over a number of years. Students learn to assess and interpret the data on the computer using a statistical program.

POLS 720 Elites and American Democracy (3)
Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation and democratic accountability in American politics.

POLS 730 Political Psychology (3)
Examines personality factors which affect political behavior. Covers self esteem, power motivation, Machiavellianism, authoritarianism, liberalism, and conservatism.

POLS 806 Comparative Urban Redevelopment (3)
Analyses the redevelopment of older American cities in comparative context. Draws upon examples of older non-American cities for theoretical understanding and conceptual clarity.

POLS 810 Seminar: Minorities and Urban Labor Market Participation (3)
Uses conventional labor market techniques to show jobs minorities hold and why they hold these jobs. Examines the adequacy of concepts to accurately portray the labor market circumstance of minority Americans.

POLS 815 Seminar: Politics and Society (3)
Analyzes and compares critical policy issues confronting selected political systems. Focuses on governance, science and technology and at least two contemporary issues from an international perspective.

POLS 840 Seminar: Comparative Political Systems (3)
Examines comparative approaches to political systems of post-industrial, industrial, and emerging states. Includes topics on the nature of power structure, political development and culture, economic strategy, and leadership.

POLS 863 Seminar in American Institutions and Values (3)
Examines normative issues as they relate to American public administration.
Psychology

**PSYC 311 Lab in Humanistic Teaching Skills (3)**
Study of the philosophy and psychology of humanism. Students will relate humanism to their own lives and design humanistic learning events for children in the classroom. Special attention is given to the use of humanistic principles for classroom discipline.

**PSYC 320 Educational Psychology (3)**
Helps teachers and educators develop a better understanding of how children develop and learn and how teachers/educators facilitate these processes. Systematic testing of learning theories are explored with particular reference to effects of culture on learning. Improves the students' ability to identify, select, organize and evaluate instructional methods and materials. Students are expected to spend ten hours in classroom situations exclusive of class time.

**PSYC 420 Principles of Psychology (3)**
Provides a comprehensive overview of psychology. Presents concepts, theories and data from various subfields in psychology, including sensation-perception, learning, memory, personality, abnormal, social, developmental, and physiological.

**PSYC 430 Abnormal Psychology (3)**
Deals with cognition, classification, development and prognosis of the range of human problems usually defined as psychiatric disorders. Focuses on difficulties in currently used systems of defining and classifying human problems in adaptation and adjustment. Examines the medical model assumptions underlying the most widely used diagnostic system.

**PSYC 470 Independent Study: . . . (1-6)**
Individual reading, research and/or project in psychology under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

**PSYC 470P Independent Study: . . . (1-6)**
Individual reading, research and/or project in psychology under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

**PSYC 502 Psychodrama Workshop (1)**
Students will be introduced to the theoretical framework underlying psychodrama and experiential work in psychodramatic techniques.

**PSYC 508 Coping with a Life Threatening Illness (1)**
Focuses on coping with life threatening illness. Deals with psychological issues facing the patient and the family and the professionals (physician, nurse, psychologist, social worker, teacher, minister) trying to be responsive to their needs. Explores counseling issues, the family's perspective, and community support systems.

**PSYC 510 Adolescence (3)**
Investigates the major issues of adolescence and questions the stereotypic view. Critically reviews research with special attention to identity, intimacy, sex roles, and family dynamics. Focuses on normal adolescent development, but also surveys pathological outcomes.

**PSYC 512 Child Development (3,4)**
Covers theories related to cognitive, emotional, and physical growth of children. Focuses on prenatal issues and the availability of children's resources in the community.
PSYC 515 Adulthood (3)
Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities.

PSYC 517 Life Cycle Development (3)
Exploration of theories of human development throughout the lifespan and the application of these to selected examples.

PSYC 518 Lab in Transactional Analysis (2+)
Students learn the major theory and concepts of transactional analysis and apply these to their own behavior.

PSYC 519 Psychosocial Aspects of Aging (3,4)
Studies basic concepts and theories of aging. Evaluates the impact of social, biological and psychological variables on aging adults. Examines lifestyle of older adults and examines community resources for the aged.

PSYC 520 Learning Cognition I (4)
Examines limitations of short-term memory, transfer of information to long-term memory, organization of knowledge, and the nature of cognitive processes.

PSYC 521 Cognitive Psychology Applied to Instruction (3,4)
Relates current theories of comprehension and knowledge acquisition to instructional materials and procedures.

PSYC 523 Cognitive Development (4)
Examines modes of representation, relation of language and thought, comprehension, and meaning as they develop from childhood to adulthood.

PSYC 524 Principles of Behavior Change (3)
Study of theory and procedures of behavior modification. Includes case materials from psychology, education, and special education.

PSYC 527 Laboratory in Personal Growth (2+)
Identification of personal growth issues in terms of life goals and priorities. Intrapsychic and interpersonal communication processes identify and examine meaning assigned to various objects or events in student's life.

PSYC 528 Laboratory in Personal Power and Self-Management (2+)
Designed to help individuals take responsibility for their own self-management. Students develop and follow plans or goals for themselves.

PSYC 529 Psychology of Women (3)
Study of the effects of physiological and psychological variables on the behavior of women. Includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare.

PSYC 530 Personality Theory (3)
Involves the comparative study of 19th and 20th century psychodynamic, behaviorist and humanist theorists on the nature of the person. Considers personality from a variety of theoretical viewpoints.

PSYC 531 Laboratory in Interpersonal Growth (2+)
Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships.

PSYC 532 Lab in Assertiveness Training (3+)
Examines concepts of assertion training and development of cognitive and behavioral skills to replace maladaptive responses. Provides reinforcement and social networks to ensure the continuity of newly acquired behaviors. Prerequisite: Permission.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 533</td>
<td>Advanced Experimental Psychology (4)</td>
<td>Presents an in depth coverage of research designs used in experimental psychology. Includes selected readings of published research from various content areas in psychology, memory, learning, social psychology, and perception.</td>
</tr>
<tr>
<td>PSYC 535</td>
<td>Social Psychology (3)</td>
<td>Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Study of interpersonal relations and communications, social power, persuasion, decision making, attitude change, and group membership. Graduate students will also identify and describe community applications of social psychology.</td>
</tr>
<tr>
<td>PSYC 536</td>
<td>Motivation and Emotional Development (4)</td>
<td>Examines and applies theories of motivation, moral development, and emotional development.</td>
</tr>
<tr>
<td>PSYC 538</td>
<td>Laboratory in Hidden Feelings and Meanings (3)</td>
<td>Study of understanding and responding to confusing communication. Activities clarify hidden meanings and feelings and teach more honest communication in school, medical, business, and social settings.</td>
</tr>
<tr>
<td>PSYC 539</td>
<td>Institution and Experience of Motherhood (3)</td>
<td>Covers both historical and contemporary writing on mothers and motherhood. Considers the variety of ways in which the role of motherhood has been viewed. Studies the impact of motherhood on the psychology of the individual. Includes case material, field interviews and (for graduate students) the development of a research design. Prerequisite: An introductory course in psychology or other social science.</td>
</tr>
<tr>
<td>PSYC 540</td>
<td>Professional Standards in Human Service and Research (3)</td>
<td>Focuses on ethical principles and standards in human service and research professions. Deals with application to hypothetical situations involving professionals, research subjects and clients. Studies various values, philosophical positions, and legal cases.</td>
</tr>
<tr>
<td>PSYC 541</td>
<td>Rights of Mental Patients (1)</td>
<td>Explores the issues and values toward mental patients, the retarded, and developmentally disabled, the problems they face, and rights they have. Readings range from philosophy to case studies, from the national picture to the mental health code for Illinois.</td>
</tr>
<tr>
<td>PSYC 542</td>
<td>Psychological Issues and Values (2)†</td>
<td>Discussion and exploration of social values, psychological issues and personal responses to a variety of social issues. Includes cross-cultural differences in values, living with a life-threatening illness, death, unemployment, child abuse and neglect, battered women, divorce, substance abuse, mental illness, and others.</td>
</tr>
<tr>
<td>PSYC 543</td>
<td>Eastern Perspectives on Psychotherapy (2)</td>
<td>Offers eastern perspectives on such perennial questions as the nature of consciousness, personal identity, mental, emotional and spiritual well-being. Explores therapeutic implications in the western context. Prerequisite: A course in therapeutic communications, human consciousness or theories of counseling, or permission of instructor.</td>
</tr>
<tr>
<td>PSYC 547</td>
<td>Workshop on Human Sexuality (2)†</td>
<td>Focuses on general aspects of human sexuality with an emphasis on interpersonal relationships and psychosocial functions.</td>
</tr>
<tr>
<td>PSYC 559</td>
<td>Psychodrama (3)</td>
<td>Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties.</td>
</tr>
</tbody>
</table>
PSYC 560 Research Methodology in HLD (3)
Introduces the basic principles of research. Focuses on basic knowledge about research methods and the development of analytic skills. Covers finding a researchable problem, developing a testable hypothesis, search of the literature, developing an appropriate research design, and selecting appropriate measuring devices.

PSYC 570 Research in Adolescence and Sex Roles (3)
Review and critique of current literature on adolescent development and sex-role learning. Special emphasis on identity formation and intimacy issues. Preparation and analysis of a research project. Prerequisite: PSYC 510 or concurrently.

PSYC 573 Lab in Alternative Lifestyles and the Helping Professions (3)
Examines alternative lifestyles occurring in our culture. Provides opportunities to meet people living alternative styles and to explore personal feelings and reactions and their implications for professional work. Prerequisite: Permission.

PSYC 585 Human Values (3)
Examines the concept of value and explores the student's own value structure. Examines the resultant behavior patterns and the differences among value systems subscribed to by different people.

PSYC 605 Tests and Measurements (2)
Covers the selection, administration, and interpretation of psychological and educational tests. Deals with concepts of validity, reliability, norms, standardization, standard scores and item analysis. Examines legal and ethical issues. Prerequisite: Statistics.

PSYC 620 Psychological Diagnosis of Individuals with Special Needs (3)
Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs. Emphasizes prescriptive ability assessment and potential level of functioning. Designed for special educators. Requires 15 hours of field work.

PSYC 701 Stress and Burnout (2)
An intense course designed to develop an understanding of the stress and burnout phenomenon. Deals with personal and organizational sources, its effects, and prevention.

PSYC 808 Workshop: Psychiatric Aspects of Divorce (2)
Designed for legal, medical, and mental health personnel. Examines psychiatric causes and results of divorce. Emphasizes interpretation, diagnosis, and appropriate intervention.

PSYC 810 Cultural Aspects of Mental Health (3)
Study of mental health as a culture-bound concept. Compares and contrasts American cultural assumptions about mental health with those from at least one other culture.

PSYC 815 Learning Processes: Adults (3)
Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. Prerequisite: Three hours of psychology or learning theory.

PSYC 816 Community Mental Health Seminar (3)
Explores personal and interpersonal dynamics involved in mental health for students, teachers, and human service workers. Defines and analyzes characteristics of communities and their relevance to community mental health.

PSYC 818 Learning Theory (3)
Applies psychological principles and data to educational practice in the classroom. Provides a constructive and detailed analysis of modern learning theories and priorities. Examines the psychological processes in learning, conditions affecting learning, and strategies for learning. Prerequisite: PSYC 320.
PSYC 820 Graduate Seminar in Psychoanalytic Theory (3)
Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. Prerequisite: COUN541 or COUN630 or PSYC430 or PSYC530.

PSYC 821 Graduate Seminar in Abnormal Psychology (3)
Diagnostic categories selected for in depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. Prerequisite: COUN541 or COUN630 or COUN843 or PSYC430 or overview of diagnostic categories.

PSYC 822 Seminar in Human Memory (3)
Provides students with an in depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory.

PSYC 823 Graduate Seminar in the History of Psychology (3)
Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology and social psychology.

PSYC 824 Imaging Process in Psychotherapy (3)
Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts and assess effectiveness of such applications. Prerequisite: COUN844, COUN846 or permission.

PSYC 825 Graduate Seminar in Social Psychology (3)
Integrates theories and principles of social psychology with emphasis on the effect of ecological factors on the behavior of individuals, groups, and corporations. Prerequisite: PSYC535.

PSYC 826 Human Sexuality (3)
Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. Prerequisite: COUN810 or permission.

PSYC 828 Graduate Seminar in Cognitive Psychology (3)
Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension.

PSYC 829 Graduate Seminar in Human Development (3)
Presents students with up-to-date research in the developmental area. Integrates developmental issues at all stages of life. Provides students with links between theoretical and applied issues of development. Prerequisite: One developmental course or permission of instructor.

PSY 830 Consultation Seminar in School Psychology I (1)†
Offers continuing learning experiences in the practice of school psychology consultation. Includes model case conferences, case presentations, and individual educational plan formulation.

PSYC 831 Therapeutic Communication (3)
Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. Prerequisite COUN810 or permission.

PSYC 840 Consultation Seminar in School Psychology II (1)†
This seminar is a continuation of PSYC830. Prerequisite: PSYC830.
PSYC 843 Nonbiased and Pluralistic Assessment of Children (3)
Introduction to the basic theories of nonbiased assessment of children. Study of both nonbiased devices as well as pluralistic tests such as SOMPA. Prerequisites: PSYC605.

PSYC 850 Consultation Seminar in School Psychology III (1)
This seminar is a continuation of PSYC640. Prerequisite: PSYC640.

PSYC 852 Personality and Vocational Assessment (3)
Covers selection, administration and interpretation of measures of intelligence, aptitude, vocational and educational choice used by community college and vocational counselors.

PSYC 853 Human Neuropsychology I: Brain Function (3)
Explores the theories and analysis of brain function, structure, and brain behavior relationships. Prerequisite: PSYC605.

PSYC 854 Human Neuropsychology II: Clinical Assessment (3)
Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. Prerequisite: PSYC853.

PSYC 855 Individual Assessment I: Intelligence (3)
Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment or remediation. Special attention to the Wechsler and Binet scales. Prerequisite: PSYC605.

PSYC 856 Human Neuropsychology III: Rehabilitation (3)
Study and application of concepts of human neuropsychology to programs of rehabilitation for persons with various kinds of brain damage and related personality disorders. Prerequisites: PSYC605, PSYC853.

PSYC 857 Individual Assessment II: Personality (3)
Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment and remediation. Covers objective tests and projective techniques. Prerequisite: PSYC605.

PSYC 860 Consultation Seminar in School Psychology IV (1)
This is the final consultation seminar, a continuation of PSYC840. Prerequisite: PSYC840.

PSYC 865 Practicum in School Psychology (4)
Practice in a school setting: diagnosis of psychological, social, learning problems. Participation in counseling sessions, guidance activities, individual and group diagnostics and referral of students with learning problems. Prerequisites: PSYC853, PSYC854, PSYC857 and successful review in the practicum screening procedure.

PSYC 870 Independent Study: ... (1-6)
Individual reading, research and/or project in psychology under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

PSYC 870P Independent Study: ... (1-6)
Individual reading, research and/or project in psychology under the supervision of the faculty. Prerequisite: Permission of instructor and division chairperson.

PSYC 880 Internships: ... (1-6)
Designed to provide students in psychology with supervised practical experiences in applied settings. Prerequisite: Permission.

PSYC 890 Graduate Thesis/Project: ... (6)
Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. Prerequisite: Permission of advisor or committee.
Public Administration

PSYC 920 Internship in School Psychology (6)*

The internship will be taken after completion of the M.A. in school psychology and can be enrolled in only after acceptance by an approved internship site. Prerequisite: M.A. in school psychology.

Public Administration

PADM 301 Introduction to Public Administration (3)
Examines theories, history, and current issues of administration in government.

PADM 420 Public Personnel Administration (3)
Studies and evaluates principles, practices, and problems of personnel administration in government.

PADM 430 Planning Theory (3)
Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for “user behavior” and “user needs,” collaboration between design professionals and behavioral scientists, and control of behavior through design.

PADM 435 Public Policy Analysis (3)
Introduces students to conceptual models for understanding government policy making and implementation. Provides information about various governmental policies.

PADM 445 Administrative Law (3)
Introduces the legal principles underlying administration in government. Concentrates on basic administrative procedures affecting government under the constitution.

PADM 450 Introduction to Urban Planning (3)
Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today.

PADM 455 Practice of Local Government Planning (3)
Study and analysis of current methods, techniques, and practices of land use oriented urban planning. Emphasizes current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning, and the general plan. Covers population, economic, and land use studies, quantitative methods and social services planning.

PADM 470 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

PADM 480 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. Prerequisite: Permission.

PADM 503 Citizen Planner's Workshop (2)
Designed for citizen planners, planning commissioners, environmental commissioners, zoning boards of appeals, local elected officials, and interested citizens. Deals with planning topics such as the citizen role in planning, innovations in zoning and subdivisions, economic development, historic preservation, land use law and others.
PADM 505 Economics of Urban Planning (3)
Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods.

PADM 508 Using Microcomputers in Planning (2)
Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning.

PADM 510 Government and the Public (3)
Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems.

PADM 520 Urban Growth Management (3)
Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations.

PADM 521 Suburban Policy Issues (3)
Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate.

PADM 536 Environmental Land Use Planning (3)
Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands.

PADM 540 Planning Methodology (3)
Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet.

PADM 545 Regional Planning (3)
Broad coverage of regional planning, its basic concepts, techniques of analysis and planning methods.

PADM 580 Public Safety Administration (3)
Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services.

PADM 584 Law Enforcement and the Constitution (3)
Examines the requirements and limitations imposed upon the law enforcement process by the constitution. Emphasizes the U.S. Supreme Court’s interpretations of the 4th, 5th, 6th and 14th Amendments.

PADM 585 Practicum in Urban Planning (3)
An experiment in concentrated planning education for advanced students in planning. A workshop based, problem solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills.
PADM 801 Concepts and Issues in Public Administration (3)
Provides an overview for the study of public policy and administration. Designed to
develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies.

PADM 812 Seminar in Public Budgeting (3)
Examines advanced questions about budgeting in government, including various
budgeting systems and how to prepare a realistic budget in the public sector. Considers revenues, expenditures and intergovernmental aid.

PADM 820 Seminar in Urban Government (3)
Examines advanced questions about the functioning of urban governments in America.

PADM 835 Seminar in Public Organization Theory (3)
Examines advanced questions about organization theory as it applies to government, highlighting the distinctive nature of public organizations.

PADM 840 Seminar in Public Policy (3)
Examines advanced questions about the development of public policy.

PADM 850 Seminar in Public Management (3)
Examines advanced questions about management in government.

PADM 851 Seminar in Public Planning (3)
Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning.

PADM 852 Seminar in Research Methods (3)
Introduces students to a variety of standard research methods. Deals with developing research instruments and analyzing research techniques. Prerequisite: 21 graduate hours in M.P.A. degree program.

PADM 855 Master's Research Paper (3)+
For M.P.A. students who are working on their research projects. Advanced standing as an M.P.A. student required for registration. Prerequisite: Permission of instructor.

PADM 870 Independent Study: . . . (3)
Independent study is intended to provide better students the opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. Prerequisite: Permission of instructor and dean.

PADM 880 Internship: . . . (3)
Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. Prerequisite: Permission.

PADM 890 Graduate Thesis/Project: . . . (3)+
Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Prerequisite: Permission of advisor and/or committee.
Science Education

SCED 422 Methods of Teaching Elementary School Science (2)
Students prepare modern science teaching materials and strategies for children. Results are analyzed and evaluated. Prerequisites: PSYC320 or equivalent, two science courses, and permission.

SCED 423 Methods of Teaching Elementary School Science Laboratory (1)
Provides laboratory experiences associated with SCED422. Prerequisite: Concurrent enrollment in SCED422.

SCED 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in science education under the supervision of the faculty. Prerequisite: Permission.

SCED 500 Astronomy in the Classroom (1)
This survey workshop on astronomy includes the major physical components of the universe including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials.

SCED 510 Sharing Nature with Children (1)
Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities which can be used with groups. Through active participation in an extended outdoor education/recreation experience, teachers and youth leaders become familiar with a wide variety of activities. This prepares them for sharing nature's mysteries with children.

SCED 520 Managing the Science Classroom (3)
Deals with implementation and evaluation of student materials, classroom materials and time management, classroom motivation and discipline schemes, test and other evaluation instrument development, and means of individualization for students in science. Presents methods of integrating basic skills instruction into science curricula. Requires 25 hours of classroom preclinical activity. Prerequisites: PSYC320, SCEDS33, SCEDS44.

SCED 533 Principles of Science Education (3)
Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for adapting curricula to needs of individual students. Students will visit science classrooms in the area and will become acquainted with learning environments and activities that enhance self-concept and creativity.

SCED 544 Teaching Secondary School Science (2)
Science and science teaching are directly related by their goals and methods. Students examine the nature of science from historical, philosophical, and sociological perspectives, then elect to either develop skills in teaching science by inquiry or go more deeply into the ethics and sociological impact of science. Prerequisites: SCEDS33, PSYC320, and EDUCS10, EDUCS10 or permission.

SCED 545 Teaching Secondary School Science Laboratory (1)
Provides laboratory experiences associated with SCED544. Prerequisite: Concurrent enrollment in SCED544.

SCED 602 Environmental Education: A Process Approach (2)
Provides educators from all subject areas and grade levels the ability to initiate a meaningful environmental program in their school or community. Utilizes strategies developed by the U.S. Forest Service and encompasses more than traditional curriculum areas; participants room and board at Camp Sagawau.
SCED 702 Science at Museums and Zoos (2)
Educational experiences offered by field trips to Chicago area zoos, museums and other learning sites. Trips to these informal learning sites will feature in depth reviews from facility personnel. Students must develop field trip plans to facilities before completing the course. Prerequisite: Permission—at least 60 hours of undergraduate credit. Open to teachers, scout leaders and others interested in utilizing zoos and museums.

SCED 722 Clinical Experiences in Education (2,4)
Students participate in classroom and school observations to become familiar with instructional organization and management schemes; observations will focus on the roles and responsibilities of the classroom teacher as the manager and facilitator of learning. Students participate in the instructional process by developing and teaching learning activities appropriate for individual and small group instruction. The course partially fulfills the state of Illinois requirement of 100 hours of clinical experience in education prior to registering for student teaching. Prerequisite: PSYCJ20 or PSYC818.

SCED 811 Environmental Education: Biological Field Science (2)
Field course offered at Camp Sagawau. Uses field methods of investigation to compare habitats and study variations in plant communities and the effects of pollution.

SCED 812 Environmental Education: Earth Science (2)
Field course offered at Camp Sagawau. Emphasizes relationships between land forms and geologic processes. Uses local examples and includes mapping skills.

SCED 813 Environmental Education: Forest Investigations (2)
Field course offered at Camp Sagawau. Participants examine local forest communities using several methods of analysis including point-quarter transects, age classification by correlation with diameter class, variable and fixed plot sampling, and evaluating influences of microclimate. Prerequisite: Some field work.

SCED 814 Environmental Education: Investigations in Limnology (2)
An intensive week of field investigation based at Camp Sagawau comparing elements of real limnological systems including rivulets, creeks, marshes, ponds, and lakes of lentic and lotic environments. Emphasizes characteristic macro-invertebrates, vertebrates, chemical and physical properties of aquatic environment—whether natural or influenced by human activities. Prerequisite: SCED811 or permission.

SCED 815 Environmental Education: Terrestrial Biology (2)
Weekend field course taught at Camp Sagawau. Identification of plants and local communities is used to develop understanding of regional environments; teaching applications are made.

SCED 822 Beyond Textbook Science (3)
Elementary and secondary teachers learn how to go beyond science textbooks and utilize inexpensive, simple devices for supplementary science teaching.

SCED 825 Philosophy of Science (2)
Studies past and present scientific developments to broaden the understanding of what science is, how it works, and how it interacts with society. Deals with application of the scientific inquiry process including the nature of scientific laws, the origin of theories, and the implications of these to science.

SCED 844 Graduate Seminar in Science Education (2+)
Students review current research in science education and critique its worth and implications. Requires development of a research or evaluative project. Prerequisite: Permission.

SCED 870 Graduate Research: . . . (1-4)
Individual reading, research and/or project in science education under the supervision of the faculty. Prerequisite: Permission.
SCED 890 Graduate Thesis/Project: . . . (1-6)
Provides the student in science education the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in science teaching. Prerequisite: Permission of advisor.

Social Sciences

SOSC 311 Survey of Social Science (3)
This general social science course covers the introductory aspects of sociology appropriate for BOG students in meeting graduation requirements for the BOG/BA degree.

SOSC 470 Independent Study: . . . (1-4)
Individual reading, research and/or project in social sciences under the supervision of the faculty. Prerequisite: Permission.

SOSC 480 Internship: . . . (1-4)
Designed to provide students in social sciences with supervised practical experiences in applied settings. Prerequisite: Permission.

SOSC 509 Workshop: Family Politics in the 1980s (1)
Presents an analysis of the political views and backgrounds of those who support and oppose various legislative options covering family issues in the politics of the 1980s such as reproductive rights, child care center financing, tax benefits for working spouses, and others.

SOSC 510 Women's Resource Laboratory (3) †
Deals with the work and operation of the Women's Resource Center. Students gain practical experience under supervision with specific projects emanating from the center. Prerequisite: Permission.

SOSC 525 Ascent of Man (4)
Based on an award winning B.B.C. television series written and narrated by the late scientist Jacob Bronowski. Provides a panoramic view of nature and the forces that led to the emergence of human intelligence with its cultural and intellectual achievements.

SOSC 530 Urban Studies: Introduction to the City (3)
Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments.

SOSC 535 Idea of Community (3)
Interdisciplinary approach to community studies and analysis. An examination of political, sociological, religious ideas of community. Students also explore future possibilities of the idea of community in America.

SOSC 590 Social Research Methods (3)
Students develop hypotheses, apply alternative sampling procedures, construct attitudinal scales, assess experimental designs, conduct a bibliographical search, critique articles in scholarly journals, employ descriptive statistics, and utilize content analysis, interviewing and observation techniques.

SOSC 801 Human Systems Change (3)
Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change.

SOSC 802 Aesthetics of Sports (3)
Introduces students to alternative values associated with sport through the analysis of sport documentary films and related texts. Examines differences between subjective and objective aesthetics.
**SOSC 804** Sport Communication Systems (3)
Focuses on research in the social laboratory of the sports arena. Analysis of human behavior as a social phenomenon in various sport settings.

**SOSC 820** Seminar in Urban Research (3)
Application of theories and methods in urban and community studies. Students design and conduct urban related research projects. Prerequisites: SOSC840, SOSC590 or permission.

**SOSC 840** Graduate Seminar in Community Studies (3)
An examination of theories and methods in community studies related to suburban, rural and central city communities. Students analyze and evaluate theories and methods as the bases for community research and action. (May be linked to two credit hours of research in community studies.)

**SOSC 870** Graduate Research: . . . (1-4)
Individual reading, research and/or project in social sciences under the supervision of the faculty. Prerequisite: Permission.

**SOSC 880** Internship: . . . (1-4)
Designed to provide students in social sciences with supervised practical experiences in applied settings. Prerequisite: Permission.

**SOSC 890** Graduate Thesis/Project: . . . (3)
Provides the student in social sciences the opportunity to synthesize graduate coursework by developing and completing a thesis project specific to the student's interests in social sciences. Prerequisite: Permission of advisor.

**Social Work**

**SOCW 320** Fields of Welfare Services (3)
Examines the broad field of social welfare services and the techniques used in the professional practice setting.

**SOCW 340** Social Policy (3)
Focuses on the legal basis for social policy in the United States. Examines historical and philosophical antecedents. Includes field research.

**SOCW 350** Social Work Perspectives on Human Behavior (3)
Designed to help students to integrate and apply to professional practice situations those social science concepts dealing with human behavior. Prerequisite: SOCW320.

**SOCW 355** Theories of Social Work Practice (3)
Provides an introduction to currently recognized social work practice theories relevant to direct service generalist practice. Includes psychosocial, problem solving, and functional theories. Designed to provide students with basic theoretical tools which contribute to effective holistic oriented social practice.

**SOCW 420** Community Organization (3)
Provides a conceptual framework for examining community organization practice. Examines the intervention process at the community level to effect change. Prerequisite: SOCW355.

**SOCW 445** Methods of Social Casework (3)
Examines the approaches and strategies for providing a wide range of social services to individuals. Students engage in interviewing, collecting data, diagnosing and planning treatment for selected individuals. Prerequisite: SOCW355.
SOCW 450 Social Group Work (3)
Examination of the goals and values of the group setting, group preparation, leaders and leadership, group processes and activities. Emphasis on utilizing groupwork processes in selected practice issues. Prerequisite: SOCW 355

SOCW 459 Social Work and the Law (3)
Includes the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the study of the use of legal authority in the provision of services in the areas of income maintenance, justice, child protection, family services, divorce counseling, and other areas requiring knowledge of legal issues and processes.

SOCW 460 Proseminar in Social Work I (2)
Provides students with an opportunity to explore agencies, identify desirable field placements, and become thoroughly familiar with policies and procedures relating to the practicum. Students engage in self-assessment and the development of personal goals for their practicum experience. This seminar is to be taken during the trimester prior to the field practicum. Prerequisite: Must have completed all courses in the student study plan except the practicum courses.

SOCW 468 Proseminar in Social Work II (2)
Synthesizes practice in the field practicum setting and theory provided through coursework in the human services curriculum. Attendance is required. Prerequisite: This seminar must be taken concurrently with the practicum experience.

SOCW 470 Independent Study: . . . (1-8)
Individual reading, research and/or project in social work under the supervision of the faculty. Prerequisite: Permission.

SOCW 480 Internship: . . . (1-4)
Designed to provide students in social work with supervised practical experiences in applied settings. Prerequisite: Permission.

SOCW 490 Practicum in Social Work (6)
Students apply and integrate theoretical knowledge and skills of social work in a human services setting. Prerequisite: Completion of practicum approval, candidacy process.

SOCW 530 Urban Dynamics (3)
Identifies and analyzes the social, political, economic, psychological, and physical forces in an urban community and how these affect the lives of the people who live there.

SOCW 565 Teamwork in Organizations (3)
Designed for the student interested in delivery of human services through the team model, especially interdisciplinary teams. Introduces a conceptualization of generic teamwork which is applicable to a wide variety of work settings. Identifies and describes the varied constellations of human services teams, and analyzes the team process, including factors which contribute to team effectiveness and those which restrict its functioning. Field visits required.

SOCW 570 Social Work in Health Care (3)
Focuses on how social workers in hospitals and clinics assist people in making better use of health care facilities, in preventing illness, in dealing with the impact of illness and disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services. Prerequisite: SOCW 320 or permission.

SOCW 575 Social Services for Children (3)
Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social and political developments upon the past and present services. Explores future planning of services for children.
SOCW 590 Social Work Practice with Minorities (3)
Examines the assumptions, myths, beliefs, stereotypes, techniques, and strategies necessary to facilitate interracial relationships between workers and clients.

SOCW 595 Management and Supervision in the Human Services (3)
Examines administrative theories and processes which are basic to all human service agencies.

SOCW 870 Independent Study: ... (1-8)
Individual reading, research and/or project in social work under the supervision of the faculty. Prerequisite: Permission.

SOCW 880 Internship: ... (1-8)
Designed to provide students in social work with supervised practical experiences in applied settings. Prerequisite: Permission.

SOCW 890 Graduate Thesis/Project: ... (3)
Provides the student in social work the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in social work. Prerequisite: Permission of advisor.

Sociology

SOC 310 Principles of Urban Studies (3)
Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world. This is an off-campus, independent study course.

SOC 430 Racism: Individual and Institutional (3)
Examines literature and conditions which are related to individual and institutional racism.

SOC 514 Sociology of Sport (3)
Studies influences of sport on society and psychosocial aspects of spectators and participants in sport.

SOC 520 Technology and Social Change (3)
Examines the impact of significant technological changes upon social structures, lifestyles, institutions, and communities. Starts with the neolithic agricultural revolution and culminates in contemporary urban systems.

SOC 525 Community Organization/Community Development (3)
Analyzes notions of power, community structure, community development, and their implications for community organization and renewal.

SOC 530 Spatial Perceptions of Social Behavior (3)
Focuses spatial relationships and their influence upon and by social and cultural systems. Students examine the processes of spatial perception and the constraints of perception upon understanding observable behavior.

SOC 535 Population and Demographic Analysis (3)
Considers population data, sources, uses, and limitations. Emphasizes mortality, fertility, and migration. Includes exploration of data processing techniques and practical implications. Examines the role of population processes in urban development and change.

SOC 540 Sociology of the Family (3)
Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections between political issues and changes in family life.
258 Special Education

SOC 551 Sociology of Ethnic Relations (3)
Analyses ethnicity as a dimension of social stratification and its implications for inter- and intra-group conflict.

SOC 555 Sociology of Sex Roles (3)
Examines the biological, social, and cultural theories of sex role differences. Deals with interpersonal and sociocultural mechanisms by which beliefs about sex roles are maintained, and consequences of existing beliefs about sex roles.

SOC 585 Work and Family Life (3)
Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions among dual- and one-career families, and alternatives to traditional family/work patterns.

SOC 650 Readings in Contemporary Sociological Thought (3)
Acquaints the student with contemporary classics in sociological thought. Major works of C. W. Mills, David Reisman, Kim Erickson, Erving Goffman, Christopher Lasch, and others will be covered. Prerequisites: Introductory social science course and at least one specialized course in social science or history.

SOC 706 Work and Leisure (3)
Examines various aspects of the relationship between work and leisure. Deals with elements of stress in leisure, and analyzes the work-leisure dichotomy.

SOC 720 Urban Society (3)
Studies the development of contemporary urban communities in response to technological, demographic, political, and social change. Includes the spatial patterning and demographic structure of contemporary urban communities as a basis for their social and environmental problems.

SOC 801 Child and Family in the Community (3)
Analyzes structural and functional characteristics of urban communities, family life, and childrearing practices. Considers the effects of these factors on school readiness and school achievement.

SOC 810 Readings in Feminism (3)
An examination of alternative theories of women's positions in society and prescriptions for social change.

SOC 830 Graduate Seminar in Social Thought (3)
Analyzes enduring themes in the classics of the social sciences and relates them to contemporary social problems and policies.

Special Education

SPED 461 Developmental Differences in Special Education (3)
Prepares prospective teachers to participate more effectively in planning, implementing and monitoring instruction to special needs learners in the regular classroom. Deals with cognitive, affective, and psychomotor learning. Illustrates that differences in development of special learners are differences in degree rather than differences in kind across the learning domains. Requires five to ten hours of field work.

SPED 560 The Handicapped Student in the Regular Classroom (3)
Assists classroom teachers in providing individualized instruction for handicapped students. Focuses on learning and behavior problems and helping special education resource teachers work cooperatively with classroom teachers. Prerequisite: EDUCS10.
SPED 620 Characteristics (3)
Describes and evaluates various characteristics of the mentally retarded and their effects upon families, communities and public policies. Students interact with mentally retarded adults preparing to seek employment in the community at large. Requires 15 to 20 hours of field work. Prerequisite: EDUC510.

SPED 625 Educational Procedures for the Trainable Mentally Handicapped (3)
Identifies the programming areas and professional procedures required to plan and implement appropriate instructional programs for the moderately to severely mentally retarded. Examines specific federal mandates which assure these individuals the right to individual treatment plans and access to community and public educational systems. Requires 15 to 20 hours of field work. Prerequisites: EDUC510 and SPED620.

SPED 720 Methods of Instruction for the Educable Mentally Retarded (3)
Identifies procedures to plan and implement instructional programs for individuals described as functioning in a mildly retarded manner. The emphasis is consistent with a recent federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 15 to 20 hours of field work. Prerequisites: EDUC510 and SPED620.

SPED 724 Characteristics of Behavior Disordered Students (3)
Explores various definitions, causes, characteristics, treatment, and teaching strategies in the education of students with behavior disorders. Requires 15 to 20 hours of field work. Prerequisite: EDUC510.

SPED 725 Characteristics of Learning Disabled Students (3)
Examines the theoretical foundations of learning disabilities. Emphasizes causation, prevention and selection of means to identify specific learning problems and the effects of these individuals upon family and community. Requires 15 to 20 hours of field work. Prerequisite: EDUC510.

SPED 744 Teaching Students with Behavior Disorders (3)
Studies in greater depth the conditions which initiate and perpetuate inappropriate social behaviors which interfere with learning. Examines various approaches to program planning and implementation for groups as well as for individuals. Field work required. Requires 15 to 20 hours of field work. Prerequisites: EDUC510 and SPED724.

SPED 745 Methods of Teaching Learning Disabled Individuals (3)
Examines the procedures for planning and implementing instructional programs for individuals with specific learning disabilities. Consistent with a recent federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 15 to 20 hours of field work. Prerequisites: EDUC510 and SPED725.

SPED 805 Workshop: Administration and Supervision of Special Education (3)
Presents an overview of current special education administration patterns in use throughout the country. Emphasizes program organization, state laws, and administration patterns.

SPED 813 Diagnosis, Treatment and Remediation of Specific Learning Disabilities (1)
Workshop covers medical, psychological, and educational aspects of specific learning disabilities. Prerequisite: Open to school psychologists, special educators, teachers, etc.

SPED 820 Learning Characteristics of Mildly Handicapped Students (3)
Study of the cognitive and psychomotor abilities of students who are learning disabled, behavior disordered, educable mentally retarded. Emphasizes the characteristics of the mildly handicapped. Requires 15 hours of field work. Prerequisite: EDUC510.

SPED 831 Behavioral Characteristics of Mildly Handicapped Students (3)
Examines the social-affective development across the continuum of behaviors of learning disabled, emotionally disturbed, and educable mentally retarded students. Emphasizes the mildly handicapped. Requires 15 hours of field work. Prerequisite: SPED820.
SPED 840 Special Education Practicum I (1)
Participation in tutoring and staffing activities in resource room settings. Requires preparation of a case study. Prerequisite: SPED831.

SPED 846 Methods for Teaching the Mildly Handicapped (3)
Study of advanced methods and teaching techniques for use with learning disabled, behavior disordered, and educable mentally retarded students. Emphasizes the mildly handicapped in the least restrictive educational environment. Examines strategies for curriculum development and writing IEP's. Requires 20 hours of field work. Prerequisite: SPED840.

SPED 850 Special Education Practicum II (1)
Provides advanced professional experience in implementing behavior management techniques and individualized educational plans for exceptional children in multicultural special education settings. Requires development of individualized educational programs for exceptional children. Prerequisite: SPED846.

SPED 855 Graduate Seminar on Multicategorical Special Education (3)
Discusses the current trends and issues in multicategorical special education. Explores today's philosophy of educating mildly handicapped students and the instructional alternatives and service delivery programs. Prerequisite: SPED846.

SPED 860 Consultative Techniques for Special Education (3)
Provides an overview of parent involvement programs and their service components. Reviews the roles and responsibilities of the classroom teacher, ancillary staff, and parents in program development and evaluation. Examines methods and techniques for communicating with parents. Requires 15 hours of field work. Prerequisite: SPED850.

Statistics

STAT 301 Descriptive Statistics (1)
Covers basic concepts of statistical measurement and description: random samples, frequency distributions, histograms, mean, median, mode, measures of dispersion, coefficient of variation and standard scores. Prerequisite: MATH325 or equivalent.

STAT 321 Statistics and Probability I (3)
Covers basic topics of introductory probability and statistics. Topics include descriptive statistics, finite probabilities, binomial and normal distributions, sampling, point and interval estimation, and hypothesis testing. Students are introduced to a computerized statistical analysis package. Prerequisite: MATH325 or equivalent.

STAT 322 Statistics and Probability II (3)
Continuation of STAT321. Topics include analysis of variance, regression and correlation, nonparametric statistics, bivariate distributions, the chi-square distribution, Bayes' theorem, decision theory, time series analysis, and index numbers. Students make extensive use of a computerized statistical analysis package. Prerequisite: STAT321.

STAT 361 Statistics for Management I (3)
Covers the basic topics of applied statistics including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. Prerequisite: MATH325 or passing computational examinations.

STAT 362 Statistics for Management II (3)
A continuation of STAT361. Topics covered include analysis of variance, regression, correlation, time series, indexing, nonparametric statistics, bivariate distributions and chi-square tests. Students make extensive use of a statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. Prerequisite: STAT361.
STAT 468 Statistics (3)
Provides an introduction to statistics and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. Focuses on analysis of data most often collected by individuals in psychology, education, special education, and other social sciences.

STAT 510 Statistical Process Quality Control (3)
Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. Prerequisite: Algebra or written permission of instructor.

STAT 520 Statistical Methods (3)
A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered are approximately those of STAT321 and part of STAT322 and include descriptive statistics, probability, sampling, estimation, hypothesis testing, regression and correlation, analysis of variance, nonparametric methods and use of computerized statistical analysis packages. The course is fast paced and intensive. Students desiring a more extended coverage of statistics and probability should enroll in STAT321 and STAT322. Prerequisite: MATH325 or equivalent.

STAT 521 Statistical Methods Laboratory (1)
Provides laboratory experiences associated with STAT520. Prerequisite: Concurrent enrollment in STAT520.

STAT 530 Statistics: Multivariate Methods (3)
Covers a variety of methods for analysis of multivariate data including multiple regression and correlation, canonical correlation, discriminant analysis, multivariate analysis of variance, factor analysis and multivariate data analysis. Makes extensive use of computer based statistical packages such as SPSS. Prerequisite: STAT322 or STAT520 (4 hours).

STAT 860 Advanced Statistics in Behavioral Science (3)
Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. Prerequisite: STAT468 or equivalent.
BOARD OF GOVERNORS REGULATIONS
SECTION IV. C. RESIDENCY

For the purpose of this regulation an “adult” is considered to be a student eighteen years of age or over; a “minor” student is a student under eighteen years of age. The term “the state” means the state of Illinois. Except for those exceptions clearly indicated in this regulation, in all cases where records establish that the person does not meet the requirements for resident status as defined in this regulation the nonresident status shall be assigned.

Residency Determination Evidence for determination of residence status of each applicant for admission to the university shall be submitted to the office responsible for admissions at the time of application for admission. A student may be classified at any time by the university upon the basis of additional or changed information. However, if the student is classified in error as a resident student, the change in tuition shall be applicable beginning with the term following the reclassification; if the student is classified in error as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for a review in accordance with this regulation.

Adult Student An adult, to be considered a resident, must have been a bona fide resident of the state for a period of at least six consecutive months immediately preceding the beginning of any term for which he/she registers at the university, and must continue to maintain a bona fide residency in the state, except that an adult student whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the state and who resides with them (or the one residing in the state) or elsewhere in the state will be regarded as a resident student.

Minor Student The residence of a minor shall be considered to be, and to change with and follow:

1. That of the person’s parents, if they are living together, or living parent, if one is dead; or

2. If the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of a court decree or other, that of the father unless the person has continuously resided with the mother for a period of at least six consecutive months immediately preceding his/her registration at the university, in which latter event the person’s residence shall be considered to be that of his/her mothers; or

3. That of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or

4. That of the legally appointed guardian of the person if the minor resides with such guardian; or
5. That of a "natural" guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the person has resided and has been supported by for a period of at least six consecutive months immediately preceding his/her registration at the university for any term if the person’s parents are dead or have abandoned him/her and if no legal guardian or the person has been appointed and qualified.

**Parent or Guardian** Except as provided in paragraph 10 of this regulation, no parent or legal or natural guardian will be considered a resident of the state unless the parent or guardian (a) maintains a bona fide and permanent place of abode within the state, and (b) lives within the state, except when temporarily absent from the state, with no intention of changing his/her legal residence to some other state or country.

**Emancipated Minor** If a minor has been emancipated, is completely self-supporting, and actually resides in the state, the minor shall be considered to be a resident even though his/her parent or guardian may reside outside the state. An emancipated minor who is completely self-supporting shall be considered to "actually reside in the state of Illinois" if he/she has maintained a dwelling place within the state uninterruptedly for a period of at least twelve consecutive months immediately preceding the beginning of any term for which he/she registers at the university. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the state and who resides with them (or the one residing in the state) or elsewhere in the state will be regarded as a resident student.

**Marriage of Students** If a resident student marries a nonresident, then the resident student shall continue to be classified as a resident unless the student requests reclassification to a nonresident status.

If a nonresident student marries a resident, then the nonresident student shall continue to be classified as a nonresident unless the student executes a declaration of residency, in such form as may be prescribed by the office responsible for admissions, and requests reclassification to resident status.

**Persons Without United States Citizenship** A person who is not a citizen of the United States of America, to be considered a resident must have permanent resident status or must hold "refugee-parolee" or "conditional entrant" status with the United States Immigration and Naturalization Service and must also meet and comply with all of the other applicable requirements of this regulation to establish resident status.

**Armed Forces Personnel** A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the state in connection with that service and submits evidence of such service and station, as well as such person’s spouse and dependent children, shall receive a waiver of the nonresident portion of tuition as long as such person remains stationed and present in Illinois and the spouse or dependent children of such person also live in the state. If such a person is transfer-
red to a post outside the continental United States, but such person or the spouse and/or dependents of such person remain(s) registered at the university then such waiver shall continue until such time as the person in service is stationed in another state within the continental United States.

**Minor Children of Parents Transferred Outside U.S.** The minor children of persons who have resided in the state for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within five years from the time their parents are transferred by their employer to some location outside the United States.

**Staff Members of the University, Allied Agencies, and Faculties of State Supported Institutions in Illinois** Staff members of the university and of allied agencies, and faculties of state supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

**Teachers in Public and Private Illinois Schools** Teachers in the private and public elementary and secondary schools in Illinois shall, if subject to the payment of tuition, be assessed at the resident rate during the term in which the staff member or teacher holds such an appointment at least one-quarter time. This privilege also extends to the summer session or off-term vacation immediately following the term for which such appointment was effective.

**Definition of Terminology** To the extent that the terms "bona fide residence," "independent," "dependent," and "emancipation," are not defined in this regulation, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the state of Illinois.

Voter registration, filing of tax returns, proper license and registration for the driving or ownership of a vehicle, and other such transactions may verify intent of resident in a state. Neither length of university attendance or continued presence in the university community during vacation period shall be construed to be proof of Illinois residence.

The term "staff member" as used in this regulation shall mean a person appointed to an established position for a specific amount of time at a salary commensurate with the percentage of time required, under an appointment requiring service for not less than three-fourths of the term. The term "staff member" as defined herein shall not apply to persons employed on an hourly basis in either an academic or nonacademic capacity, nor to persons on leave without pay. Persons appointed to established civil service positions, whose rate of pay is determined by negotiation or prevailing rates, shall not be considered as being paid on an hourly basis.

**Procedure for Review of Residency Status** A student who takes exception to the residency status assigned and/or tuition assessed shall pay the tuition assessed but may file a claim in writing to the director of admissions for a reconsideration of resident
status and/or an adjustment of the tuition assessed. The written claim must be filed within thirty calendar days from the date of assessment of tuition or the date designated in the official university calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and/or adjustment of the tuition assessed for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, the student may appeal the ruling by filing a written appeal with the office responsible for admissions within twenty days of receipt of notice of ruling. Such written appeal shall be forwarded by the office responsible for admissions to board legal counsel, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

**GRADING POLICY**

At the completion of the work for a course, a letter grade will be determined by the instructor. The method(s) of evaluation shall be described in the course syllabus.

The following letter grades shall be used:

- **A** - Superior performance
- **B** - Above average performance
- **C** - Average performance
- **D** - Marginal performance
- **S** - Satisfactory progress on an ongoing thesis/project but work not yet completed.
- **F** - Failure
- **P** - Pass
- **NC** - No credit earned in a course taken under the pass/no credit grading option.

Other codes may be used to identify the status of the student in the course.

- **W** - Student initiated withdrawal
- **X** - Administrative withdrawal
- **I** - Incomplete
- **E** - Extended incomplete
- **M** - Grade missing at time of processing
- **R** - Repeated course
- **V** - A student may register as a "visitor" to a class during the add/drop period upon paying the required fee. The registration will not appear on the transcript. Registration requires instructor approval. All attendance and work is voluntary.

Degree programs may request to use the pass/no credit grading option for all students for a specific course if the giving of grades can be demonstrated as a problem for the learning environment. The request must be approved by a university-wide committee as designated by the governance system. These courses will not be included in the grade point average computation.
An undergraduate student may choose to take any graded elective course on a pass/no credit basis up to a maximum of 12 credit hours. This option is not open when the student is enrolled in a degree program that requires the specific course for graduation or the course is one of two or more that are listed by the degree program as meeting requirements for graduation. Grades shall be given by the instructor for students selecting this option and permanently recorded by the Registrar's Office. However, the grade will not be entered on the student's transcript but will be available if the student transfers to another degree program in which a grade is required. Courses taken on a pass/no credit option will not be included in the grade point average computation.

Any student wishing to change his/her grading option for a course(s) must do so by the end of the add/drop period for the trimester in which the course(s) is(are) offered.

The completion of coursework shall be within the following limits:

Incomplete—An instructor may grant an incomplete to a student provided that reasons for the noncompletion of the coursework are acceptable. The time allowed for completing unfinished coursework will be determined by the instructor but will not exceed fifteen (15) weeks. In some courses, the instructor may specify in the syllabus a time limit of less than fifteen (15) weeks.

Extension of Incomplete—A student may petition the college in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work. An extension on the basis of extenuating circumstances beyond the student's control and/or for valid academic reasons may be contracted with the instructor subject to the dean's approval. The extension shall not exceed 15 weeks.

After the deadline for submitting work has passed, an incomplete (I) or an extended incomplete (E) will become an "F" for graded courses and an "NC" (no credit) for pass/no credit courses.

Once a grade has been recorded on the student database, additional work cannot be submitted to raise the grade. Furthermore, once a grade has been recorded on the student database, changes may be made only as the result of a formal academic grievance proceeding, or as the result of a petition approved by the faculty member, division chairperson, dean and provost.

A student may reregister for a course. Upon completion of a repeated course and upon filing a request with the registrar, the transcript will reflect the most recent grade for the course which will be included in the grade point average computation; grades for prior attempts will be replaced by an "R."

A graduate student must maintain a "B" (3.0) average to be in good standing. An undergraduate student must maintain a "C" (2.0) average to be in good standing. The academic standing shall be determined three times a year, after the deadlines for submission of grades for each trimester. Students cannot graduate if not in good standing. A student not in good standing for two consecutive trimesters, while enrolled, shall be suspended for academic reasons for one year. The grade point average will be computed on the basis of A=4, B=3, C=2, D=1, and F=0 only. These grades will be used to compute the grade point average.
An official transcript lists all coursework registered for, corresponding grades or status, and grade point average. Students who graduated prior to September 1979 or who have been continually enrolled since Spring/Summer 1979 may request a transcript listing only coursework completed.

WITHDRAWAL POLICY

1. Official Withdrawal from Courses
   A. A student may officially withdraw from any or all course(s) through the end of the 10th week of classes for any block 1 course or through the end of the 5th week in any block 2 or block 3 course by completing the official GSU withdrawal form, which must be submitted to the Registrar’s Office on or before the specified deadlines. Specific dates for official withdrawal are to be published in the University Catalog and in each Trimester’s Schedule of Classes and Information Bulletin.
   B. The registrar may officially withdraw a student from any or all courses consistent with established Board of Governors Regulations and University policies.

2. Academic Record
   Official withdrawals will not be included in calculating a student’s cumulative grade point average or academic good standing.

3. Refunds and Procedures
   Official student or university withdrawals will be subject to the university’s tuition refund policy and withdrawal procedures, which are to be stated in the Catalog and Schedule of Classes and Information Bulletin.

4. Deadline for Withdrawals
   No withdrawals will be accepted after the specified deadlines, unless approved by the registrar. A student must petition for exception in writing to the Registrar. In the event the appeal is rejected, the student may appeal to the appropriate collegial dean/director.

PROCEDURES FOR WITHDRAWAL FROM COURSES

Student Initiated Withdrawal from Courses

1. The request for withdrawal must be made in writing by the student by completing the withdrawal form available in the Registrar’s Office.
2. Such withdrawals will appear on the student’s academic record as “W.”
3. A student receiving any form of financial aid who withdraws from a course(s) (partial or total withdrawal) must see a representative of the Office of Financial Aid for a review of his/her award.
4. A student who totally withdraws from all courses must have an exit interview with a designated representative of the Student Development Office. A student receiving any form of financial aid or who has an outstanding indebtedness with the university must also have an exit interview with a representative of the Business Office.
University Initiated Withdrawal from Courses

1. The Registrar may withdraw a student from all courses for nonpayment of tuition and fees, written and verified notification of illness, disciplinary reasons, and for other reasons within established university policy.

2. The Registrar's Office will notify the Student Development Office, Business Office, Office of Financial Aid, and faculty member(s) of the withdrawal as appropriate. The appropriate offices will contact the student regarding the withdrawal.

3. Such withdrawals will appear on the student's academic record as "X" (administrative withdrawal) and with an appropriate message, e.g., cancellation for nonpayment of fees.

4. Administrative withdrawals (X's) do not appear on the official transcript.

Exceptions to the Withdrawal Deadlines

Appeals for exceptions to the withdrawal deadlines, if approved per the above withdrawal policy, must be received in the Registrar’s Office no later than the last day of the trimester in which the course(s) is scheduled, or the last day of the course, whichever comes first.

UNIVERSITY POLICY AND PROCEDURES ON STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 was signed into law by the president of the United States effective November 19, 1974. This federal law states that a written institutional policy must be established and a statement of adopted procedures covering the privacy rights of currently enrolled students be made available.

Governors State University wishes to comply fully with this law and, therefore, accords every student all the rights described under the Family Educational Rights and Privacy Act of 1974.

1. No one outside of Governors State University shall have access to nor will this institution disclose any information from a student’s education record without the written consent of the student, except to authorized personnel within the institution, to persons or organizations providing financial aid, to accrediting agencies carrying out their accreditation function, to persons in an emergency in order to protect the health or safety of a student or other persons, to officials of other institutions in which the student seeks to enroll, and to persons in compliance with a judicial order. All of the above listed exceptions are permitted under the Family Educational Rights and Privacy Act.

Procedure

A. When Governors State University receives a request for disclosure of the education record from officials of other institutions in which the student wishes to enroll or in compliance with a judicial order or a lawfully issued subpoena, the student will be notified of such a request by mail at his/her last known address. ("Notice of Release of Student Record" /FERP-7.)
B. When in the absence of a signed release from the student, any person, agency or firm, other than the previously listed exceptions, requests disclosure of any student's education record, the requestor must file a formal request ("Request for Release of or Access to Student Records"/FERP-2). The Registrar's Office will forward a copy of the Request for Release of a Student Record to the student at his/her last known address. The Registrar's Office will withhold action on the request until the student replies to the request. ("Consent or Denial of Request for Release of Student Record"/FERDP-3.) Upon receiving written instructions from the student, the Registrar's Office will communicate with the requestor. When any person, agency or firm presents a signed release from the student allowing disclosure of information to the bearer, then the Registrar's Office will release the education record without notification to the student.

2. Within the Governors State University community only those members, individually or collectively, acting in the student’s educational interest, are allowed access to the student’s education record. These include members from the following units: Office of the Vice President for Academic Affairs, Office of Admissions, Registrar’s Office, Office of Financial Aid, appropriate collegial and program personnel, and other university personnel within the limitation of their need to know.

3. Directory information pertaining to individual students may be released by Governors State University at the discretion of the Registrar's Office. Governors State University includes only the following in the category of directory, or public, information: name, address, major field of study, participation in officially recognized activities, dates of attendance, and degrees and awards received.

A definition of directory of public information shall appear in the Governors State University Catalog. Directory information shall never knowingly be disclosed for commercial purposes.

Procedure

A. All requests for disclosure of directory information must be made in person or in writing to the Registrar.

B. During registration, students are given an opportunity to notify the Registrar that they do not want any directory information disclosed without prior written consent ("Request to Prevent Disclosure of Directory Information"/A&R Form 412). The request for nondisclosure of directory information will be honored by the university until otherwise notified by the student in writing.

4. Governors State University students have the right to physically inspect and review the information contained in their education records. The review must be done in the presence of a university representative. Request for review must conform to the policies and procedures as established by Governors State University (and where necessary, interpretation of the education record can be provided by appropriate qualified university personnel). Original records may not be removed from any office where they are maintained.
Appendix

Procedure
A. Governors State University maintains the education record in the Registrar's Office, the College of Business and Public Administration, the College of Arts and Sciences, the College of Education, the School of Health Professions, the Board of Governors Degree office, and the dean of Student Affairs and Services Office.

B. Students wishing to review their education records must present identification to the Registrar, to the appropriate dean or director. ("Request to Inspect and Review Student Records"/FERP-1.) Only records covered under the Family Educational Rights and Privacy Act will be made available as soon as possible but not later than forty-five calendar days following the request.

C. Students may have copies made of their education record as permitted by law; however, certified copies will be provided only if there are no administrative holds on their record. Copies will be made at the student's expense at the current rates established by the university.

5. Exceptions
A. Students may not inspect and review the following elements of the education record: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which the student has waived his right of inspection and review; or an education record containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. Students are not permitted to inspect and review confidential letters of recommendation placed in the education record prior to January 1, 1975 (provided they have not been used for purposes other than for which they were collected).

B. The education record does not include records of institutional, administrative, and educational personnel, which are the sole possession of the maker and not disclosed or revealed to any other individual except a temporary substitute, records of the Department of Public Safety, student health records, employment records, or alumni records.

6. A student has the right to challenge the education record on the grounds that its contents are inaccurate, misleading, or otherwise in violation of his/her privacy or other rights.

Procedure
To initiate a challenge to the education record, the student shall, within sixty days after he/she has inspected and reviewed the record in question for the first time, file with the university office responsible for maintaining such records, a written request for a hearing or correction, on the form specified by the university and provided by the Registrar's Office ("Request for Hearing on or Correction to Student Record"/FERP-4). Within thirty days following receipt of such a request the head of said unit, or his designated representative, shall review the records in question and either (1) order the correction or deletion to the inaccurate, misleading, or otherwise inappropriate data as specified in the request, or (2) notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportuni-
Appendix 273

ty to present evidence to support or refute the contention that the data specified in the request is inaccurate, misleading, or otherwise inappropriate. The student shall be given written notice ("Notice of Hearing on, or the Correction of Student Record"/FERP-S) of the unit head's decision; and if a hearing is necessary, the student shall be notified not less than ten days in advance. The student shall have the right to attend the hearing, be represented by another person, including a lawyer at the student's expense, and to call witnesses in his/her behalf. The student shall be notified in writing ("Notice of Decision in Hearing on Student Record"/FERP-6) of the decision within ten days following the hearing. Such decisions are final.

If the decisions are unsatisfactory to the student, the student may place in the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as part of the student's record and released whenever the record in question is disclosed.

Students who believe that the procedures relating to adjudications of their challenges were unfair, or not in keeping with the provisions of the Act, may request, in writing, assistance from the president of Governors State University. Further, students who believe that their rights have been abridged, may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C. 20201, concerning the alleged failures of Governors State University to comply with the Act.

SEXUAL HARASSMENT POLICY

As part of the university's affirmative action plan to ensure equal education and employment opportunity, the following sexual harassment policy has been adopted.

Definition

Sexual Harassment: any unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct of a sexual nature when:

A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;

B. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; and

C. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Policy

Governors State University will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study.
In order to eliminate sexual harassment, the university will distribute this policy to all units of the institution and will process complaints in the manner set forth below. Where sexual harassment is found to exist, appropriate disciplinary action will be taken.

Procedures

A. Consultation

Individuals who believe they have been sexually harassed may seek the counsel of a number of university units or offices. Each of these counseling sources can discuss alternatives, provide information, and act as a referral source to other units and offices. All discussions will be confidential.

1. Women’s Resource Center
2. Student Counseling Center
3. Deans, Division Chairpersons, Director of Personnel
4. Affirmative Action Officer

B. Conciliation

In addition to providing advice and information, the deans, division chairpersons, director of Personnel, and affirmative action officer may undertake conciliation in an effort to resolve the complaint.

C. Using the Grievance Process

If individuals desire to pursue resolution of the matter beyond the conciliation stage, they should utilize appropriate and existing grievance procedures for claims of discrimination. The following guidelines apply:

1. The University Professionals of Illinois campus representative will receive complaints from the faculty members in the UPI bargaining unit in accordance with the provisions of the grievance procedure specified by the UPI collective bargaining agreement.

2. The director of Personnel will receive complaints from civil service employees who are not members of a bargaining unit in accordance with the provisions of the Civil Service Grievance Procedures.

3. The director of Personnel will advise civil service employees who are members of a bargaining unit on the submission of complaints in accordance with the provisions of the appropriate collective bargaining agreement.

4. The appropriate vice president will receive complaints from administrative and professional employees in accordance with the provisions of the Professional Grievance Procedures.

5. The dean of Student Affairs and Services will receive complaints from students in accordance with the provisions of the Student Grievance Procedures.

6. The affirmative action officer will receive complaints from individuals not covered by paragraphs 1 through 5 above.
Appendix 275

Sanctions and/or Disciplinary Action
The university will take disciplinary action if, as a result of the complaint process described above, it is determined that sexual harassment has occurred. Disciplinary action shall include (but shall not be limited to) counseling, written reprimand, transfer, modification of duties, demotion, suspension without pay, and termination of employment.

Coordination and Implementation
Academic and nonacademic administrators work with the affirmative action officer to assure compliance with the provisions of the policy. Inquiries should be directed to affirmative action officer.
Professional and Administrative Staff
Joseph B. Addison  
University Professor of Physical Science, CAS  
B.S., University of New Brunswick, 1972  
Ph.D., University of New Brunswick, 1976

David Ainsworth  
Coordinator of Instructional Development, ICC  
University Professor of Instructional Communications, ICC  
M.A., University of St. Andrews, 1961  
Ph.D., University of Southern California, 1970

Esthel Allen  
Assistant to the President and Affirmative Action Officer  
B.A., Olivet College, 1965  
M.A., Governors State University, 1972

Krishna Balasubramonian  
University Professor of Bilingual Education, CE  
B.Sc., University of Kerala (India), 1961  
M.A., University of Kerala (India), 1963  
B.Ed., Regional College of Education (India), 1964  
Dip.R.M., National Institute of Education (India), 1966  
M.Ed., University of Kerala (India), 1967

Gerald C. Baysore  
Associate Vice President, Institutional Research and Planning  
University Professor of Human Learning and Development, CE  
B.A., Dakota Wesleyan University, 1962  
M.A., University of Denver, 1963  
Ed.D., University of Denver, 1971

Eric Bell  
Research Associate/Job Locator, Financial Aid  
B.A., Valparaiso University, 1975

Alan L. Bennett  
Coordinator, Institutional Research, A&P  
B.S., Elmhurst College, 1965  
M.A., Northern Illinois University, 1970

Daniel W. Bernd  
University Professor of English, CAS  
B.A., Stanford University, 1949  
M.A., University of Nebraska, 1957  
Ph.D., University of Nebraska, 1962

Gregory Blevins  
University Professor of Alcoholism Science, SHP  
B.S., Western Michigan University, 1970  
M.A., Western Michigan University, 1974  
Ph.D., Western Michigan University, 1979

Jay W. Boersma  
University Professor of Photography, CAS  
B.A., Columbia College, 1973  
M.F.A., Rhode Island School of Design, 1976

William Boline  
University Professor of Social Work Education, SHP  
B.S., Kentucky State University, 1964  
M.S.W., University of Illinois, 1967

Frank Borelli  
Dean, Student Affairs and Services  
B.A., University of Minnesota (Duluth), 1961  
M.S.Ed., Southern Illinois University, 1963  
Ed.D., Northern Illinois University, 1980

Arthur Bourgeois  
University Professor of Art History, CAS  
B.S., Wayne State University, 1971  
M.A., Wayne State University, 1972  
Ph.D., Indiana University, 1979

Maureen Brennan  
Counselor/Coordinator of Counseling and Guidance, Student Development  
B.S., Illinois State University, 1976  
M.S.Ed., Illinois State University, 1979

Marvin Brottman  
University Professor of Education, CE  
B.S., Roosevelt University, 1949  
M.S., University of Illinois, 1950  
Ph.D., University of Chicago, 1962

Susan F. Brown  
Counselor/Coordinator of Counseling and Guidance, Student Development  
B.A., University of Kentucky, 1969  
M.A., Governors State University, 1980

Ronald L. Brubaker  
Dean, College of Arts and Sciences  
University Professor of Physical Science, CAS  
B.A., Cornell College, 1960  
M.A., Princeton University, 1962  
Ph.D., Princeton University, 1966
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>University</th>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Burd</td>
<td>Professional Photographer, ICC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Burghardt</td>
<td>Executive Coordinator of Alumni Relations</td>
<td>B.A., Governors State University, 1981</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warrick L. Carter</td>
<td>Chairperson, Division of Fine and Performing Arts, CAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edwin D. Cehelnik</td>
<td>Chairperson, Division of Science, CAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Chang</td>
<td>University Professor of Education, CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Li-Win Anita Chang</td>
<td>Librarian, UL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chong-Tong Chen</td>
<td>University Professor of Accounting, CBPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Clark</td>
<td>Director, Personnel</td>
<td>B.A., Governors State University, 1976</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roy T. Cogdell</td>
<td>University Professor of Communication, CAS</td>
<td>B.S., Morgan State College, 1964</td>
<td>M.A., Howard University, 1967</td>
<td>Ph.D., Catholic University of America, 1971</td>
<td></td>
</tr>
<tr>
<td>Michael Cohen</td>
<td>University Professor of Public Service, CBPA</td>
<td>B.A., Wayne State University, 1951</td>
<td>M.P.A., Wayne State University, 1963</td>
<td>Ph.D., Cornell University, 1967</td>
<td></td>
</tr>
<tr>
<td>Clementine M. Coleman</td>
<td>University Professor of Medical Technology, SHP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judith Ann Cooney</td>
<td>University Professor of Psychology and Counseling, CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Crawford</td>
<td>Registrar</td>
<td>B.A., Purdue University, 1974</td>
<td>M.S., Purdue University, 1976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David R. Crispin</td>
<td>University Professor of Psychology, CE</td>
<td>B.A., Oberlin College, 1951</td>
<td>M.Ed., Temple University, 1956</td>
<td>Ed.D., Temple University, 1963</td>
<td></td>
</tr>
</tbody>
</table>
Lowell W. Culver  
University Professor of Public Service, CBPA  
B.A., California State University, San Diego, 1954  
M.A., University of California, Los Angeles, 1957  
Ph.D., University of Southern California, 1967  

David V. Curtis  
Provost  
B.A., University of California, 1963  
M.A., University of Denver, 1965  
Ph.D., Stanford University, 1972  

Tommy Dascenzo  
Director, Student Activities  
A.A., Olive Harvey College, 1971  
B.A., Governors State University, 1973  
M.A., Governors State University, 1976  

Thomas E. Deem  
Community College Relations  
University Professor of Educational Administration, CE  
B.N.S., College of the Holy Cross, 1945  
B.S., Indiana University, 1948  
M.S., Purdue University, 1954  
Ed.D., University of Illinois, 1969  

Clark Dellor  
Director, Financial Aid  
B.A., Colorado State College, 1961  
M.A., Western Kentucky University, 1965  

Michael Dimitoff  
University Professor of Psychology, CE  
A.B., Indiana University, 1966  
M.S., Indiana University, 1971  
Ph.D., Purdue University, 1975  

William H. Dodd  
Director, University Relations  
B.A., Loyola University (Chicago), 1958  
M.A., Loyola University (Chicago), 1959  
Ph.D., Loyola University (Chicago), 1960  
S.T.L., Bellarmine School of Theology, 1967  

Robert Donaldson  
University Professor of Cooperative Education, CBPA  
B.S., Florida A&M University, 1963  
M.P.A., Roosevelt University, 1973  
Ed.D., Western Michigan University, 1977  

Teresa B. Duron  
University Professor of Latin American Literature, CAS  
B.A., University of Illinois, Chicago Circle, 1970  
M.A., University of Illinois, Chicago Circle, 1974  

Clifford J. Eagleton  
University Professor of Education, CE  
B.S., Bradley University, 1958  
M.S., Northern Illinois University, 1965  
Ed.D., American University, 1973  

Constance L. Edwards  
University Professor of Nursing, SHP  
B.S.N., Tuskegee Institute, 1966  
M.S., University of Colorado, 1970  

Richard H. Finkley  
Chairperson, Division of Accounting/Finance, CBPA  
University Professor of Business Law, CBPA  
B.S., Southern Illinois University, 1972  
J.D., University of Texas, 1975  
M.B.A., Southern Illinois University, 1977  

Gary E. Fisk  
University Professor of Television, ICC  
B.S., Colorado State University, 1966  
M.A., Michigan State University, 1969  

William Flodin  
University Professor of Business Administration, CBPA  
B.A., Knox College, 1955  
M.B.A., University of Wisconsin, 1959  
Ed.D., Northern Illinois University, 1969  

Michael Foley  
Director of Physical Plant  
B.A., Governors State University, 1980  
M.A., Governors State University, 1981  

Lydia Fontan  
University Professor of Language & Literature, CAS  
B.A., University of the Philippines, 1951  
M.A., Michigan State University, 1958  
Ph.D., Michigan State University, 1971  

Melvyn N. Freed  
University Professor of Educational Administration, CE  
B.A., University of Missouri at Kansas City, 1959  
M.S., Southern Illinois University, 1962  
Ph.D., Southern Illinois University, 1965
Ann Fry  
University Professor of Alcoholism Sciences, SHP  
B.A., Florida Atlantic University, 1968  
M.S.W., University of Illinois, 1974

Clyde Gardner  
University Professor of Health Services Administration, SHP  
B.A., San Francisco State University, 1969  
M.S., San Francisco State University, 1971

Efaim Gil  
University Professor of Environmental Planning, CBPA  
B.A., San Jose State University, 1964  
M.C.P., University of Cincinnati, 1966  
Ph.D., University of Illinois, Chicago Circle, 1981

Temmie Gilbert  
University Professor of Creative Dramatics, CAS  
B.A., University of Michigan, 1944  
M.A., Governors State University, 1973

Elisabeth Glascoff  
Documents Librarian, UL  
University Professor of Library Science,  
B.A., University of Wisconsin, 1965  
M.A.L.S., University of Wisconsin, 1966  
Certificate of Advanced Study in  
Library Science, University of Chicago, 1980

Beverly J. Goldberg  
Research Associate, CBPA  
B.S., Northwestern University, 1951  
M.S., Governors State University, 1977

O.W. Goldenstein  
University Professor of Criminal Justice, CBPA  
B.A., Carthage College, 1959  
B.D., Chicago Lutheran Theological Seminary, 1962  
M.S., Southern Illinois University, 1972  
Ph.D., Union Graduate School, 1979

Leo Goodman-Malamuth II  
University President  
B.A., University of Southern California, 1947  
M.A., University of Southern California, 1948  
Ph.D., University of Southern California, 1956

Gail Gradowski  
Librarian, UL  
University Professor of Library Science, UL  
A.B., University of Michigan, 1974  
M.L.S., Wayne State University, 1978  
M.A., University of Illinois, 1982

Paul Green  
Chairperson, Division of Public Administration, CBPA  
University Professor of Public Service, CBPA  
B.A., University of Illinois, 1964  
M.A., University of Chicago, 1966  
Ph.D., University of Chicago, 1975

Harriet Gross  
University Professor of Sociology & Women's Studies, CAS  
B.A., Northwestern University, 1958  
M.A., Northwestern University, 1960  
Ph.D., University of Chicago, 1974

Peter Gunther  
University Professor of Environmental Science, CAS  
B.S., St. John's University, 1965  
M.S., Niagara University, 1967  
Ph.D., Pennsylvania State University, 1972

Elizabeth A. Hagens  
University Professor of Anthropology, CAS  
B.A., Occidental College, 1968  
M.A., University of Chicago, 1969  
Ph.D., University of Chicago, 1972

Reino W. Hakala  
University Professor of Mathematical, Physical and Environmental Science, CAS  
A.B., Columbia College, 1946  
M.A., Columbia University, 1947  
Ph.D., Syracuse University, 1965

Jo Ann Hanson  
Catalog Librarian, UL  
University Professor of Library Science, UL  
B.A., University of California, 1972  
M.A., DePaul University, 1974  
M.L.S., University of Denver, 1977

Adlean Harris  
Subject Specialist/Reference Librarian, UL  
University Professor of Library Science, UL  
A.A., Kennedy King Junior College, 1971  
B.A., Governors State University, 1972  
M.S.L.S., University of Illinois, 1974  
Ph.D., Union Graduate School, 1978
Marilyn K. Hart
University Professor of Management,
CBPA
B.S., University of Illinois, Chicago Circle,
1972
M.S., University of Illinois, Chicago Circle,
1974
M.S., Illinois Institute of Technology, 1982

Robert F. Hart
University Professor of Management,
CBPA
B.S., University of Illinois, 1949
M.S., Illinois Institute of Technology, 1963
Ph.D., Northwestern University, 1966
M.S., Illinois Institute of Technology, 1981

Ralph Haug
University Lecturer, CBPA
B.S., Northern Illinois University, 1968
M.B.A., Northern Illinois University, 1978

Felix Haynes
Associate Vice President for Special
Programs and Continuing Education
B.S., University of Florida, 1969
M.A., University of Florida, 1975
Ed.D., University of Florida, 1981

Lee Hertzman
University Professor of Health Science,
SHP
B.A., Oberlin College, 1961
M.P.H., University of Michigan, 1965
Ph.D., University of Illinois, 1972

Charles Hicks
University Professor of Music, CAS
B.M.E., Jackson State University, 1959
M.M.E., Wayne State University, 1971
Ph.D., Michigan State University, 1976

Susanne Hildebrand
University Professor of Communication
Disorders, SHP
B.S., Northern Illinois University, 1968
M.S., University of Illinois, 1969

Paul G. Hill
University Professor of Counseling, CE
A.B., Indiana State Teachers College, 1955
M.A., Tennessee A & I College, 1965
Ph.D., Indiana State University, 1973

John C. Hockett
University Professor of Science Education,
CAS
B.S., George Peabody College, 1949
M.Ed., University of Florida, 1969
Ph.D., Florida State University, 1972

Grace Hopkins
University Professor of Special Education,
CE
B.A., DePaul University, 1963
M.Ed., University of Illinois, 1967
Ph.D., University of Illinois, 1978

Dora Hubbard
Admissions Counselor, Admissions and
Student Recruitment
B.A., Southern Illinois University, 1970
M.A., Governors State University, 1974

Helen Elizabeth Hughes
University Professor of Psychology, CE
B.A., California State University (Los
Angeles), 1954
M.A., California State University (Long
Beach), 1960
Ph.D., University of Chicago, 1970

Akkad M. Isaac
University Professor of Management
Information Systems, CBPA
B.S., Kerala University, 1954
M.S., Lehigh University, 1967
Ph.D., Lehigh University, 1969

Doris F. Johnson
University Professor of Nursing, SHP
B.S.N., Tuskegee Institute, 1952
M.A.N., University of Iowa, 1975

Linda Jones
Chairperson, Division of Health and
Human Services, SHP
University Professor of Alcoholism
Sciences, SHP
B.S., University of Massachusetts, 1969
M.S., University of Massachusetts, 1971

Robert O. Jaynes
Assistant Director, University Relations
B.S., University of Illinois, 1947
M.A., Bowling Green State University,
1950

Barbara B. Jenkins
University Professor of Psychology and
Counseling, CE
B.A., University of Chicago, 1962
M.A., University of Chicago, 1963
Ph.D., University of Chicago, 1972
Mary Eleise Jones  
University Professor of Communication Disorders, SHP  
B.S.Ed., Memphis State University, 1972  
M.A., Michigan State University, 1975  
Ph.D., University of Pittsburgh, 1980

Robert Judd  
University Professor of Business Administration, CBPA  
A.B., University of Chicago, 1942  
Ph.D., University of Wisconsin, 1963

Jay Kahn  
Associate Vice President, Budget Planning and Management, A & P  
B.A., Northern Illinois University, 1973  
M.A., Sangamon State University, 1976

Jeffrey Kaiser  
University Professor of Educational Administration, CE  
A.A.S., State University of New York (Buffalo), 1964  
B.S., State University of New York (Buffalo), 1966  
Ed.M., State University of New York (Buffalo), 1969  
S.E.A., State University of New York (Buffalo), 1972  
Ph.D., State University of New York (Buffalo), 1973

Miriam Kaplan  
Subject Specialist/Head, Materials Center, UL  
University Professor of Library Science, UL  
B.S., Roosevelt University, 1959  
M.A.L.S., Rosary College, 1970  
M.A., Governors State University, 1979

Robert E. Kelley  
University Professor of Business Administration, CBPA  
B.A., University of Washington, 1948  
M.S.W., University of Washington, 1950  
Ph.D., University of Oklahoma, 1970

Thomas J. Kelly  
University Professor of Urban History, CAS  
B.A., John Carroll University, 1962  
M.A., University of Illinois, 1965  
Ph.D., University of Illinois, 1971

Joyce Kennedy  
University Professor of Communicatio, CAS  
B.A., Harris Teachers College, 1965  
M.Ed., St. Louis University, 1968  
Ph.D., Michigan State University, 1975

Mohammed Kisha  
University Professor of Science Education, CAS  
B.A., Moorhead State University, 1966  
M.S., North Dakota State University, 1968  
Ph.D., University of Iowa, 1974

Julie L. Knott  
Lecturer, CBPA  
B.S., Eastern Illinois University, 1979  
M.B.A., Eastern Illinois University, 1982

Ndiva Kofele-Kale  
University Professor of Political Science, CAS  
B.A., Beloit College, 1969  
M.A., Northwestern University, 1972  
Ph.D., Northwestern University, 1974

Louise T. Kohl  
Research Associate, A&P  
B.A., Michigan State University, 1971

Ana C. Kong  
University Professor of Communication, CAS  
B.S., Far Eastern University (Manila), 1962  
M.S., University of Illinois, 1969  
Ph.D., University of Illinois, 1973

Ralph Kruse  
Director, ICC  
University Professor of Television, ICC  
B.S., State University of New York (New Paltz), 1964  
M.A., University of Pennsylvania, 1965

William J. Kryspin  
Special Assistant to the Provost  
B.A., St. Mary’s College, 1964  
M.S., Purdue University, 1972  
Ph.D., Purdue University, 1974

Tye Kim  
University Professor of Finance, CBPA  
B.B.A., Seoul National University, 1955  
M.A., University of Minnesota, 1959  
M.S., University of Minnesota, 1966  
Ph.D., Ohio State University, 1973

Young Y. Kim  
University Professor of Communication, CAS  
B.A., Seoul National University, Korea, 1969  
M.A., University of Hawaii, 1972  
Ph.D., Northwestern University, 1976
Tony Labriola  
University Professor of Television Production, ICC  
B.A., University of Illinois, 1972  
M.A., Ohio University, 1978

Annie L. Lawrence  
Chairperson, Division of Nursing, SHP  
University Professor of Nursing, SHP  
B.S.N.Ed., DePaul University, 1953  
M.S.N.Ed., DePaul University, 1957  
Certificate Public Health Nursing, Loyola University

Otis O. Lawrence  
Director of Assessment and Coordinator of BOG B.A. Degree Program  
University Professor of Science Education, CAS  
B.A., University of Iowa, 1948  
M.S., University of Iowa, 1951  
Ph.D., University of Oklahoma, 1971

Richard Lazarski  
Business Manager  
University Professor of Business and Economics, CBPA  
B.A., St. Joseph's College, 1961  
B.S., University of Illinois, 1962  
M.S., Purdue University, 1963

Robert E. Leftwich  
University Professor of Nursing, SHP  
B.S.N., Baylor University, 1963  
M.S., Northern Illinois University, 1970  
Ph.D., Clayton University, 1977

Dorothy C. Legge  
Research Associate, Registrar's Office  
B.A., Governors State University, 1974

Joan Lewis  
Coordinator of University Publications, University Relations  
B.A., Governors State University, 1972  
M.A., Governors State University, 1973  
M.A., Governors State University, 1975

Michael D. Lewis  
University Professor of Psychology and Counseling, CE  
B.S., Eastern Michigan University, 1962  
M.A., Eastern Michigan University, 1964  
Ph.D., University of Michigan, 1969

V. K. Chris Liebscher  
University Professor of Economics, Management, & Urban Planning, CBPA  
B.S., Staatsbauschule (Munich), 1953  
M.S., Southern Illinois University, 1971  
Ph.D., Southern Illinois University, 1972

Jagan Lingarajeni  
University Professor of Criminal Justice, CBPA  
B.Sc., A. P. Agricultural College, 1962  
M.Sc., A. P. Agricultural University, 1965  
Ph.D., Michigan State University, 1972  
M.S.C.J., University of Alabama in Birmingham, 1979

James Lehman  
Assistant Registrar  
University Professor of Education, CE  
A.B., Washington University, 1953  
M.Ed., Harvard University, 1956  
Ed.D., Boston University, 1968

Norman Love  
Director, Public Safety  
B.A., Chicago State University, 1974  
M.A., Governors State University, 1976  
Ed.D., Nova University, 1980

Benjamin Lowe  
University Professor of Education, CE  
B.A., University of Birmingham, 1966  
M.S., University of Wisconsin, 1968  
Ph.D., University of Wisconsin, 1970

John Lowe, III  
Director, School of Health Professions SHP  
University Professor of Communication Disorders, SHP  
B.S., Eastern Illinois University, 1964  
M.A., University of Illinois, 1966  
Ph.D., University of Illinois, 1969

Jay Lubinsky  
Chairperson (Acting), Division of Communication Disorders, SHP  
University Professor of Communication Disorders, B.A., Brooklyn College, 1967  
M.S., Brooklyn College, 1972  
Ph.D., Case Western Reserve University, 1977

Brian Malec  
University Professor of Health Services Administration, SHP  
B.S.Ed., Northern Illinois University, 1966  
M.A., Northern Illinois University, 1970  
Ph.D., Syracuse University, 1978

Z. A. Malik  
University Professor of Management, CBPA  
Dip., Institution of Mechanical Engineers, 1953  
M.S., Union College, 1967  
Ph.D., Rensselaer Polytechnic Institute, 1974
Marian M. Marzynski  
University Professor of Media Communications (Film), CAS  
M.A., University of Warsaw, Poland, 1957  
Professional Certificate in Film Directing, Polish Film Academy, 1968

James Massey  
University Professor of Health Services Administration, SHP  
B.A., McMurry College, 1963  
M.P.A., University of Missouri, 1969

Eileen Massura  
University Professor of Nursing, SHP  
B.S.N., DePaul University, 1963  
M.S.N., St. Xavier College, 1971

David Matteson  
University Professor of Psychology and Counseling, CE  
B.A., Alfred University, 1960  
B.D., Colgate Rochester Divinity School, 1964  
Ph.D., Boston University, 1968

Dale F. Max  
University Professor of Business Administration, CBPA  
B.S., Wartburg College, 1966  
M.S., University of Wisconsin, 1968  
Ph.D., University of Iowa, 1972

Larry A. McClelan  
University Professor of Urban Studies, CAS  
B.A., Occidental College, 1966  
M.Th., University of Chicago, 1969  
D.Min., University of Chicago, 1970

Richard McCready  
University Professor of Composition & Electronic Music, CAS  
B.S., Florida A&M University, 1966  
M.A., Southern Illinois University, 1970  
Ph.D., University of Iowa, 1974

William P. McLemore  
University Professor of Education, CE  
B.S., Kent State University, 1957  
M.Ed., Kent State University, 1963  
Ph.D., Northwestern University, 1971

Douglas McNutt  
Research Associate to Coordinate Veteran’s Affairs, Financial Aid  
B.A., Governors State University, 1977  
M.A., Governors State University, 1979

Jon E. Mendelson  
University Professor of Environmental Science, CAS  
M.A., University of Wisconsin, 1968  
Ph.D., University of Wisconsin, 1972

Sheldon Mendelson  
University Professor of Office Administration, CBPA  
B.S., Rochester Institute of Technology, 1962  
M.S., Syracuse University, 1967  
Ph.D., Colorado State University, 1974

Daniel Mendoza De Arce  
University Professor of Latino Studies, CAS  
Ph.D., University of Uruguay, 1969  
Postdoctoral Work, Rutgers University, 1972

Sharyne Merritt  
University Professor of Political Science, CAS  
B.A., University of Illinois, 1968  
M.A., Case Western Reserve University, 1970  
Ph.D., Case Western Reserve University, 1975

George Michel  
University Professor of Educational Administration and Supervision, CE  
B.S., Brockport State Teachers College, 1956  
M.A., San Francisco State College, 1963  
Ed.D., Stanford University, 1972

Robert L. Milam  
Dean, College of Business and Public Administration  
B.S., University of Kentucky, 1962  
M.S., University of Kentucky, 1963  
Ph.D., North Carolina State, 1968

C. Edward Miller  
University Professor of Life Science, CAS  
B.A., Northern Illinois University, 1966  
M.A., Northern Illinois University, 1969  
Ph.D., Northern Illinois University, 1972

Donald W. Miller  
University Professor of Economics, CBPA  
A.B., Indiana University, 1964  
M.B.A., Roosevelt University, 1969  
Ed.D., Northern Illinois University, 1978
Irwin Miller  
University Professor of Health Services Administration, SHP  
B.A., New York University, 1966  
M.A., University of Chicago, 1970  
M.P.H., University of North Carolina, 1973

Joyce Mohberg  
University Professor of Life Science, CAS  
B.S., North Dakota State University, 1953  
M.S., North Dakota State University, 1955  
Ph.D., University of Wisconsin, 1962

Sonya Monroe-Clay  
University Professor of Social Work, SHP  
B.A., University of Illinois, 1959  
M.S.W., University of Illinois, 1961  
Ed.D., Western Michigan University, 1981

Joyce C. Morishita  
University Professor of Art, CAS  
B.A., Northwestern University, 1965  
M.A., Northwestern University, 1966  
Ph.D., Northwestern University, 1980

Susan B. Morris  
University Professor of Library Science, UL  
B.A., St. Olaf College, 1972  
M.L.S., Indiana University, 1973  
M.B.A., University of Chicago, 1979

John Morton  
Research Associate, CBPA  
B.S., Miami University, 1965  
A.M., University of Illinois, 1966

Margaret A. Morton  
University Professor of Business Education/Office Administration, CBPA  
B.C.S., Drake University, 1948  
M.S., University of Wyoming, 1961  
Ph.D., University of North Dakota, 1972

Melvyn M. Muchnik  
Chairperson, Division of Communication, CAS  
University Professor of Communications, CAS  
B.S., University of Maryland, 1960  
M.A., University of Maryland, 1966  
Ph.D., University of Denver, 1973

Mary C. Mueller  
University Professor of Medical Technology, SHP  
B.S., Millikin University, 1970  
M.S., Temple University, 1977

Louis P. Mule'  
University Professor of Environmental Science/Cooperative Education, CAS  
B.S., St. Louis University, 1968  
M.S., Chicago State University, 1972

Ira Neal  
Research Associate, A&P  
B.S., Northern Illinois University, 1973

Lawrence Nusser  
Lecturer, CBPA  
B.S., Bowling Green State University, 1967  
M.B.A., Indiana University, 1968

Paul O'Brien  
University Professor of Accounting, CBPA  
B.S., Millikin University, 1959  
M.B.A., University of Chicago, 1963  
Ph.D., Illinois Institute of Technology, 1978

Irene O'Connor  
Counselor, CLA  
B.A., University of Colorado, 1974  
M.A., University of Illinois, 1978

Roger K. Oden  
Chairperson, Division of Intercultural Studies, CAS  
University Professor of Political Science, CAS  
B.A., North Carolina Central University, 1970  
M.A., University of Chicago, 1972  
Ph.D., University of Chicago, 1977

Catherine Olson  
Reference Librarian, UL  
University Professor of Library Science, UL  
B.S.E., University of Central Arkansas, 1970  
M.L.S., University of Oklahoma, 1971

Charles L. Olson  
University Professor of Business Administration, CBPA  
B.S., Boston University, 1960  
M.B.A., Boston University, 1961  
M.B.A., University of Chicago, 1972

Lee Owens  
Director, Center for Learning Assistance  
B.A., Roosevelt University, 1970  
M.Ed., Loyola University, 1973
June O. Patton  
University Professor of History, CAS  
B.A., Roosevelt University, 1967  
M.A., Roosevelt University, 1968  
M.S.T., University of Chicago, 1971  
Ph.D., University of Chicago, 1980  

John Payne  
University Professor of Sculpture-Ceramics, CAS  
B.A., Beloit College, 1959  
M.S., University of Wisconsin, 1961  
M.F.A., University of Wisconsin, 1969  

Roscoe D. Perritt  
University Professor of Business Administration, CBPA  
B.A., Berry College, 1956  
M.A., Peabody College, 1959  
Ed.D., Peabody College, 1961  
Ph.D., Ohio State University, 1965  
M.A., Governors State University, 1976  

Carl Peterson  
Subject Specialist/Reference Librarian, UL  
University Professor of Library Science, UL  
B.A.Ed., School of the Art Institute (Chicago), 1954  
B.A., School of the Art Institute (Chicago), 1954  
M.S.Ed., Chicago State University, 1970  
Ed.D., Nova University, 1982  

Sally Petrilli  
Coordinator of Instructional Development, ICC  
Ph.B., University of Chicago, 1948  
M.A., Governors State University, 1979  

Andrew J. Petro  
University Professor of Economics, CBPA  
B.S., DePaul University, 1953  
M.B.A., DePaul University, 1954  
Ph.D., Michigan State University, 1966  

Virginio L. Pucci  
University Vice President, Administration and Planning  
University Professor of Public Service, CBPA  
B.E., State University of New York (New Paltz), 1949  
M.A., Columbia University, 1951  
Ed.D., University of Florida, 1955  

Suzanne Prescott  
Associate Vice President for Academic Affairs  
University Professor of Human Development, CE  
B.A., Lake Forest College, 1963  
M.A., University of Chicago, 1965  
Ph.D., University of Chicago, 1974  

Robert P. Press  
University Professor of Education, CE  
B.A., Antioch College, 1960  
M.A., New York University, 1962  

Richard S. Pride  
Director, Admissions & Student Recruitment  
B.A., Providence College, 1964  
M.A., University of Virginia, 1967  

Michael Purdy  
University Professor of Communication, CAS  
B.S., State University of New York at Albany, 1967  
M.S., Kansas State University, 1969  
Ph.D., Ohio University, 1973  

Hugh Rank  
University Professor of English Literature, CAS  
B.A., University of Notre Dame, 1954  
M.A., University of Notre Dame, 1955  
Ph.D., University of Notre Dame, 1969  

David Reeve  
University Professor of Theatre, CAS  
B.S., Indiana University, 1966  
M.A., University of Wyoming, 1967  

Vinicio H. Reyes  
Chairperson, Division of Education, CE  
University Professor of Bilingual/Bicultural Education, CE  
L.I.C., Catholic University of Ecuador, 1957  
L.I.C., Catholic University of Ecuador, 1960  
M.Ed., Loyola University (Chicago), 1968  
Ph.D., Loyola University (Chicago), 1975  

Sang-O Rhee  
University Professor of Health Services Administration, SHP  
B.A., Seoul National University, 1965  
B.A., Oklahoma City University, 1966  
M.S.W., University of Michigan, 1968  
M.A., University of Michigan, 1970  
Ph.D., University of Michigan, 1975
Howard A. Roberts
University Professor of Environmental Science, CAS
B.S., University of Illinois, 1967
M.A., Governors State University, 1971
Ph.D., University of Illinois, 1981

Gladys Rogala
Admissions Counselor, Admissions and Student Recruitment
B.A., University of Illinois, Circle Campus, 1977

William Rogge
University Professor of Psychology and Counseling, CE
B.S., University of Wisconsin, 1950
M.S., University of Wisconsin, 1951
Ed.D., University of Illinois, 1963

Mary Schellhorn
Head of Cataloging/Subject Specialist, UL
University Professor of Library Science, UL
B.A., University of North Dakota, 1966
M.A., Governors State University, 1973

Paul R. Schranz
University Professor of Photography, CAS
B.F.A., Ohio University, 1970
M.A., Governors State University, 1973
M.F.A., Northern Illinois University, 1978

Terri Schwartz
University Professor of Psychology, CE
B.A., Reed College, 1970

Farouk Shaaban
Chairperson, Division of Economics/Marketing, CBPA
University Professor of Business Administration,
B.C., Alexandria University, 1960
M.S., Southern Illinois University, 1966
Ph.D., University of Illinois, 1972

Aida Shekib
University Professor of Business Administration, CBPA
B.A., Alexandria University, 1960
M.B.A., Indiana University, 1964
Ph.D., University of Illinois, 1970
C.M.A., Institute of Management Accounting, 1975
C.P.A., State of Tennessee, 1976

Steven Shipley
Lecturer, CBPA
B.A., Seattle University, 1968
M.B.A., Idaho State University, 1979

Donna L. Siemro
University Professor of Science Education, CAS
B.S.Ed., Concordia Teachers College, 1963
M.S.Ed., Northern Illinois University, 1970
Ph.D., University of Iowa, 1974

Herman Sievering
University Professor of Engineering Science, CAS
B.S., University of Illinois, 1966
M.S., University of Illinois, 1967
Ph.D., University of Illinois, 1971

Kenneth H. Silber
University Professor of Communication, CAS
B.A., University of Rochester, 1965
M.S., University of Southern California, 1967
Ph.D., University of Southern California, 1969

Jean H. Singer
Director, University Library
University Professor of Library Science, UL
B.E., Chicago State University, 1946
M.A.L.S., Rosary College, 1970

Barbara Smith
Director of Continuing Education, SP&CE
B.A., University of Denver, 1951
M.A., University of Denver, 1953

James Sokolinski
Admissions Counselor, Admissions and Student Recruitment
B.A., State University of New York at Buffalo, 1979
M.S., State University of New York at Buffalo, 1981

Linda C. Steiner
University Professor of Journalism, CAS
B.A., University of Pennsylvania, 1972
Ph.D., University of Illinois, 1979

Michael Stelnicki
University Professor of Communication, CAS
B.A., DePaul University, 1961
M.A., Northwestern University, 1968
Ed.D., Northern Illinois University, 1980

Carl P. Stover
University Professor of Public Service, CBPA
B.A., Stanford University, 1969
M.A., University of Minnesota, 1973
Ph.D., University of Minnesota, 1978
Rudolf Strukoff
University Professor of Vocal Music, CAS
B.M.E., Andrews University, 1960
M.Mus., Michigan State University, 1964
Ph.D., Michigan State University, 1970

David Suddick
Psychometrist, Student Development
University Professor of Counseling in Student Development
B.S., Illinois State University, 1965
M.A., University of Northern Colorado, 1966
Ph.D., University of Northern Colorado, 1969

M. Catherine Taylor
Assistant to the President/Affirmative Action Officer (Intern)
B.A., University of Illinois, 1970
M.A., Governors State University, 1973

Sheadrick Tillman IV
Associate Vice President, Research
B.S., Southern Illinois University, 1967
M.S.Ed., Southern Illinois University, 1970
Ed.D., Northern Illinois University, 1979

William Toner
University Professor of Environmental Planning, CBPA
B.A., California State University, 1970
M.P.A., California State University, 1971

Shannon Troy
Reference Librarian, UL
University Professor of Library Science, UL
B.A., Nazareth College, 1962
M.A., University of Rochester, 1964
M.L.S., Rutgers University, 1966

Jordan A. Tsolakides
University Professor of Business Administration, CBPA
B.S., University of Thessaloniki, 1956
M.S., Michigan State University, 1962
Ph.D., Michigan State University, 1968

Cheryl Utley
University Professor of Special Education, CE
B.A., University of Arizona, 1974
Ed.M., University of Arizona, 1977
Ph.D., University of Wisconsin, 1982

Dale M. Velkovitz
University Professor of Accounting, CBPA
B.S., Southern Illinois University, 1977
M.B.A., Southern Illinois University, 1978
C.P.A., State of Illinois, 1979

Alma Walker Vinyard
University Professor of English, CAS
B.A., Clark College, 1964
M.S., University of Tennessee, 1960
Ed.D., University of Tennessee, 1973

Richard J. Vorwerk
University Professor of Public Administration, CBPA
B.A., University of Notre Dame, 1956
M.A., Loyola University (Chicago), 1963
M.A., Indiana University, 1966
Ph.D., Indiana University, 1971

John Wassenaar
University Lecturer, CBPA
B.A., Calvin College, 1971
M.A., Michigan State University, 1976
M.A., Northwestern University, 1982

Benjamin Weeks
Chairperson, Division of Management/Administrative Science, CBPA
University Professor of Management, CBPA
B.B.A., Memphis State University, 1962
J.D., University of Mississippi, 1964
M.B.A., Memphis State University, 1966
Ph.D., University of Mississippi, 1973

Anthony Wei
University Professor of Philosophy and History, CAS
B.A., Salesian University, 1958
M.A., Salesian University, 1962
S.S.L., Pontifical Biblical Institute, 1964
Ph.D., University of Freiburg, 1969
M.L.S., University of Pittsburgh, 1971

Jane Wells
University Professor of Mathematics, CAS
B.A., Marycrest College, 1966
M.S., University of Iowa, 1967
Ph.D., University of Iowa, 1970

Sandra Whitaker
University Professor of Psychology, CE
B.A., Wayne State University, 1959
M.A., Wayne State University, 1967
Ph.D., Michigan State University, 1972

Kenneth R. Whitemore
Chairperson, Division of Health Services Administration, SHP
University Professor of Health Services Administration, SHP
B.A., St. Lawrence University, 1956
M. Div., Trinity University, 1959
Ph.D., Emory University, 1971
Kenneth F. Wieg  
University Professor of Psychology and Counseling, CE  
B.B.A., University of Wisconsin, 1948  
B.D., Northwestern Lutheran Theological Seminary, 1951  
M.S., University of Oregon, 1967  
Ph.D., University of Oregon, 1973  

Carolyn Williams  
University Professor of Communication Disorders, SHP  
B.A., Roosevelt University, 1963  
M.A., Governors State University, 1975  

Peggy Eleanor Williams  
University Professor of Education, CE  
B.S., University of Illinois, 1957  
M.S., University of Chicago, 1972  
Ph.D., University of Chicago, 1980  

Buford Wilson  
University Professor of Psychology, CE  
B.A., University of Nevada, 1967  
Ph.D., University of Nevada, 1971  

Audrey Witzman  
University Professor of Education, CE  
B.A., Eureka College, 1958  
Ph.D., Northwestern University, 1976  

Lonn Wolf  
University Professor of Psychology and Counseling, CE  
B.A., University of Chicago, 1970  
M.S., Yale University, 1973  
Ph.D., Yale University, 1975  

Addison Woodward  
Chairperson, Division of Psychology And Counseling, CE  
University Professor of Psychology, CE  
B.S., C.W., Post College, 1964  
M.A., Connecticut College, 1966  
Ph.D., University of Toronto, 1968  

Leon J. Zalewski  
University Professor of Science Education, CAS  
B.S., California State College, 1965  
M.Ed., Indiana University of Pennsylvania, 1969  
Ph.D., University of Iowa, 1974  

Pamela Zener  
Tutorial Coordinator, CLA  
B.A., Indiana University, 1969  

Linda K. Ziemann  
University Professor of Nursing, SHP  
B.S.N., Ohio State University, 1962  
M.S.N., Governors State University, 1978
State of Illinois Board of Higher Education

William B. Browder, Chairman, Lincolnshire  
Diego Redondo, M.D., Vice Chairman, Deerfield  
Warren H. Bacon, Chicago  
Rey Brune, Moline  
Dominick J. Bufalino, Norwood Park Township  
Gaylord Donnelley, Chicago  
William D Forsyth, Jr., Springfield  
John Gilbert, Carbondale  
Carol Lohman, Springfield  
David Murray, Sterling  
David Paulus, Chicago  
Jane Hayes Rader, Cobden  
Harris Rowe, Jacksonville  
James Unland, Pekin  
Lee Snyder, Morton Grove  
Alexander Samuels, Chicago (Student)

ALTERNATES
Toussaint L. Hale, Jr., Chicago  
Carol Kimmel, Rock Island  
Mrs. Fremont Kaufman, LaSalle  
Mary Barber, Champaign  
Carol Burns, Peoria  
Nina T. Shepherd, Winnetka

State of Illinois Board of Governors of State Colleges and Universities

Dominick J. Bufalino, Chairman, Norwood Park Township  
Donald Walters, Executive Director, Springfield  
James Althoff, McHenry  
Lowell Fisher, Fairview  
Mrs. Nancy Froelich, Gridley  
William Hoffee, Fairfield  
Mrs. Fremont Kaufman, LaSalle  
Mrs. Wilma Sutton, Chicago  
D. Ray Wilson, Dundee  
Robert Ruiz, Chicago

STUDENT BOARD MEMBERS
Maxine Roe, Chicago State University  
Philip Montgomery, Eastern Illinois University  
Dawn Jackson, Governors State University  
Michael E. Sladek, Northeastern Illinois University  
Gary Schwigen, Western Illinois University
Individual wings of the main building, offices, and classrooms have letters and room numbers. To locate an office or classroom, first note the letter designation (A-F) which indicates the wing of the building. The wings and rooms contained therein are color coded to help identify their location: A-red, B-orange, C-yellow, D-green, E-blue, and F-purple. The first numeral indicates the floor and the remaining numerals the room number. For example, D2105 would be in D Wing (green background on signage) on the second floor.

The outline of the main building below indicates the location of the individual wings.

1st Floor

A
1 Gymnasium
2 YMCA Office
3 Handball Court
4 Swimming Pool
5 Child Care Center
B
6 Physical Plant Operations
7 Theatre
8 Engbretson Hall
9 Student Development
C
10 Personnel Office
11 Department of Public Safety
12 Dean, Student Affairs & Services
13 Financial Aid Office
14 Cashier
15 Admissions & Student Recruitment Office
16 Registrar’s Office
D
17 Hall Of Governors
18 Cafeteria
19 Instructional Communications Center ICC
20 Bookstore
21 Multi-Media Center
E
22 University Commons
23 Arts & Sciences Faculty
24 Art Studios
25 Music Recital Hall
F
26 Community Service
27 Health Professions Faculty
28 Special Programs & Continuing Education
29 Arts & Sciences Faculty, and Labs
30 Greenhouse
2nd Floor

A
1 Student Activities
2 Center for Learning Assistance

C
3 Administrative Computing Center
4 Library

D
5 Library

E
6 Dean, Arts & Sciences
7 Arts & Sciences Faculty
F
8 Health Professions Faculty
9 Director, Health Professions
10 Arts & Sciences Faculty, and Labs

3rd Floor

C
1 Business & Public Administration Faculty
2 Dean, Business & Public Administration

D
3 Dean, Education
4 Education Faculty
5 Office of Administration & Planning

6 Provost's Office
7 President's Office
8 University Relations
Index

A
Academic Amnesty ........................................ 42
Academic Calendar .......................................... Inside front cover
Academic Computing ........................................ 10
Academic Credit Reporting ................................ 41
Academic Standing .......................................... 32, 41
Academic Honesty .......................................... 43
Academic Regulations ....................................... 40
Student Responsibilities .................................... 40
Accounting ..................................................... 82, 147
Accreditation, University .................................. 6
SHP ................................................................. 94, 137
Admissions
General ....................................................... 20
Graduate ..................................................... 23
International Students .................................... 27
Special ......................................................... 24
Undergraduate .............................................. 21
Admissions and Student Recruitment Office .......... 8
Alcoholism Sciences ....................................... 102, 138, 150
Analytical Chemistry ...................................... 110
 Anthropology ................................................ 153
 Appendix ..................................................... 263
Art ............................................................... 65, 111, 153
Arts and Sciences, College of ............................ 64, 109
Assessment of Prior Learning ............................ 10
Audit Registration ........................................... 45
B
Bachelor's Degree, Graduation
Requirements ................................................. 33
Bachelor's Degree, Subsequent .......................... 34
Bilingual/Bicultural Education .......................... 91, 158
Biology .......................................................... 159
Board of Governors ......................................... 17
Board of Governors (BOG) Degree Program .... 10, 103
Bookstore (See Map) ........................................ 292
Business Administration .................................. 81
 MBA ........................................................... 123
Business and Public Administration,
College of .................................................. 79, 121
Business Education ........................................ 86, 163
Business Law ............................................... 165
C
Cafeteria (See Map) ......................................... 292
Calendar (See Academic Calendar) ........................
Campus Ministries .......................................... 17
CEEL ............................................................ 44
Center for Learning Assistance .......................... 9
Certification
CAS .............................................................. 64
CBPA ............................................................ 79
CE ............................................................... 89, 126
SHP ............................................................... 94, 137
Change of Major ............................................. 43
Chemistry (Also see Environmental and Analytical) 165
Chief School Business Official ......................... 130, 132
Child Care Center ......................................... 14
Collegiate Policies
CBPA ............................................................ 79, 121
CE ............................................................... 126
Commencement .............................................. 37
Communication and Computation
Competency Testing ....................................... 34
Communication Disorders ............................... 95, 138, 168
Communication(s)
Media .......................................................... 75, 117, 224
 Interpersonal ................................................ 74, 116, 212
Community College Administration ............... 131
Community Service ........................................ 100
Computer Science .......................................... 172
Continuing Education .................................... 9
Continuing Student, Definition ........................ 43
Counseling ..................................................... 126, 174
Counseling Center .......................................... 17
Counseling, School (See School Counseling) .......
Course Descriptions ....................................... 147
Course Numbers, Explanation .......................... 146
Credit Through Evaluation of Experiential Learning
(See CEEU) .................................................. 85, 179
Criminal Justice ............................................. 85
D
Degree Requirements ....................................... 32
Graduate ..................................................... 35
Undergraduate ............................................... 32
E
Economics .................................................. 180
Education, College of .................................... 89, 126
Education ................................................... 127, 183
Bilingual/Bicultural ....................................... 91, 158
Business ....................................................... 86, 163
English ........................................................ 67, 195
Multicategorical Special Education .................. 133
Science ......................................................... 69, 72, 252
Special ......................................................... 92, 258
Educational Administration ................................ 131, 133
Educational Administration and Supervision ........ 129, 189
Educational Supervision .................................. 132, 133
Elementary Education ..................................... 90, 190
English ........................................................ 67, 112, 193
English Education ......................................... 67, 195
Environmental Biology ................................... 68, 113
Environmental Chemistry ................................ 70
Environmental Science ................................... 196
<table>
<thead>
<tr>
<th>Index 295</th>
</tr>
</thead>
</table>
| **F**  
Faculty (See Professional and Administrative Staff)  |
| Film (See Media Communications)  |
| Finance ........................................ 83, 198  |
| Financial Aid Office ......................... 54  |
| Financial Assistance ........................ 54  |
| Application for ................................ 57  |
| Eligibility ..................................... 54  |
| Programs ...................................... 54  |
| **G**  
Geology .......................................... 201  |
| Governance, Student ......................... 16  |
| Grades .......................................... 40  |
| Grading Policy ................................ 32, 267  |
| Graduate Studies ............................... 106  |
| Degrees Offered ................................ 108  |
| CAS ............................................... 109  |
| CBPA ............................................. 121  |
| CE ................................................. 126  |
| SHP ............................................... 137  |
| Graduation Application Procedures ........... 37  |
| Requirements .................................. 32, 35  |
| **H**  
Health Administration ......................... 96, 140, 202  |
| Health Insurance ................................ 48  |
| Health Professions Education ............... 141, 205  |
| Health Professions, School of ............. 94, 137  |
| Health Sciences ................................ 207  |
| History (Also see Social Sciences) .......... 206  |
| Hold List, University ........................ 45  |
| Honors ........................................... 42  |
| **I**  
Illinois Board of Higher Education ........... 17, 291  |
| Independent Study ............................. 44  |
| Information Office .............................. 14  |
| INNOVATOR ...................................... 16  |
| Instructional Communications Center (ICC) .... 11  |
| Instructional and Training Technology ..... 114, 208  |
| Intercultural Studies ......................... 23, 115, 210  |
| International Students ....................... 27  |
| Interpersonal Communication ................. 74, 116, 212  |
| Intramural and Recreational Activities ..... 15  |
| **J**  
Journalism (See Media Communications)  
| **L**  
Labor Relations (See Personnel Management and Labor Relations) ............. 25  |
| Language Proficiency .......................... 267  |
| Liberal Education ............................. 34  |
| Library, University ........................... 8  |
| Literature ....................................... 215  |
| **M**  
Management ....................................... 216  |
| Information Systems ........................... 83, 220  |
| Personnel ........................................ 84  |
| Production ....................................... 84  |
| Map, Campus .................................... 292  |
| Regional .......................................... 84  |
| Marketing ....................................... 83, 221  |
| Master's Degree, Graduation Requirements .... 35  |
| Master's Degree, Subsequent .................. 36  |
| Mathematics ...................................... 223  |
| MBA Program ..................................... 123  |
| Media Communications ......................... 75, 117, 224  |
| Medical Technology ............................. 97, 228  |
| Mental Health ................................... 93  |
| Multicultural Special Education .............. 133  |
| Music ............................................. 76, 118, 230  |
| **N**  
Nursing ........................................... 99, 142, 235  |
| **O**  
Office Administration ......................... 86, 237  |
| **P**  
Painting (See Art) ................................ 48  |
| Parking Fee ..................................... 84  |
| Personnel Management and Labor Relations ... 84  |
| Philosophy ...................................... 238  |
| Photography ..................................... 77, 238  |
| Placement ........................................ 11  |
| Political Science ................................ 241  |
| Printmaking (See Art) .......................... 84  |
| Production Management ........................ 84  |
| Professional and Administrative Staff ....... 275  |
| Psychology ....................................... 92, 243  |
| Psychology, School (See School Psychology) .... 92, 243  |
| Public Administration ......................... 87, 124, 249  |
# Index

## R
- Readmission ........................................... 25
- Curricular Requirements .............................. 25
- Records, Student ....................................... 41, 270
- Recruitment, Student (See Admissions and Recruitment) 
- Refunds ................................................. 51
- Registrar ................................................ 8
- Permission .............................................. 45
- Residency ................................................. 32, 50, 264
- ROTC, Air Force and Army ............................ 59

## S
- School Counseling ........................................ 134
- School of Health Professions ........................... 94, 137
- School Psychology ....................................... 135
- Science Education ....................................... 69, 72, 252
- Sculpture (See Art) ......................................
- Sexual Harassment Policy ............................... 273
- Social Sciences .......................................... 78, 119, 254
- Social Work .............................................. 100, 255
- Sociology .................................................. 257
- Special Admission ....................................... 24
- Special Education (Also see Multicategorical Special Education) ................. 92, 258
- Statistics .................................................. 260
- Student Activity Center ................................ 14
- Student Clubs, Organizations ......................... 15
- Student Resource Center ............................... 14
- Student Senate .......................................... 47
- Student Study Plan ...................................... 32

## T
- Testing Center ........................................... 9
- TOEFL Information ...................................... 26
- Transcripts .............................................. 41
- Transfer Credit .......................................... 32, 35
- Tuition and Fees ......................................... 48
  - Description of Fees .................................. 49
  - Off-Campus Tuition ................................... 48
  - Payment ................................................. 50
  - Undergraduate/Graduate Status ...................... 50
- Tutorial Services (See Center for Learning Assistance)

## U
- Undergraduate Studies ................................ 62
  - Degrees Offered ...................................... 63
  - CAS ..................................................... 64
  - CBPA .................................................... 79
  - CE ....................................................... 89
  - SHP ..................................................... 94

## V
- Veterans Affairs ........................................ 58